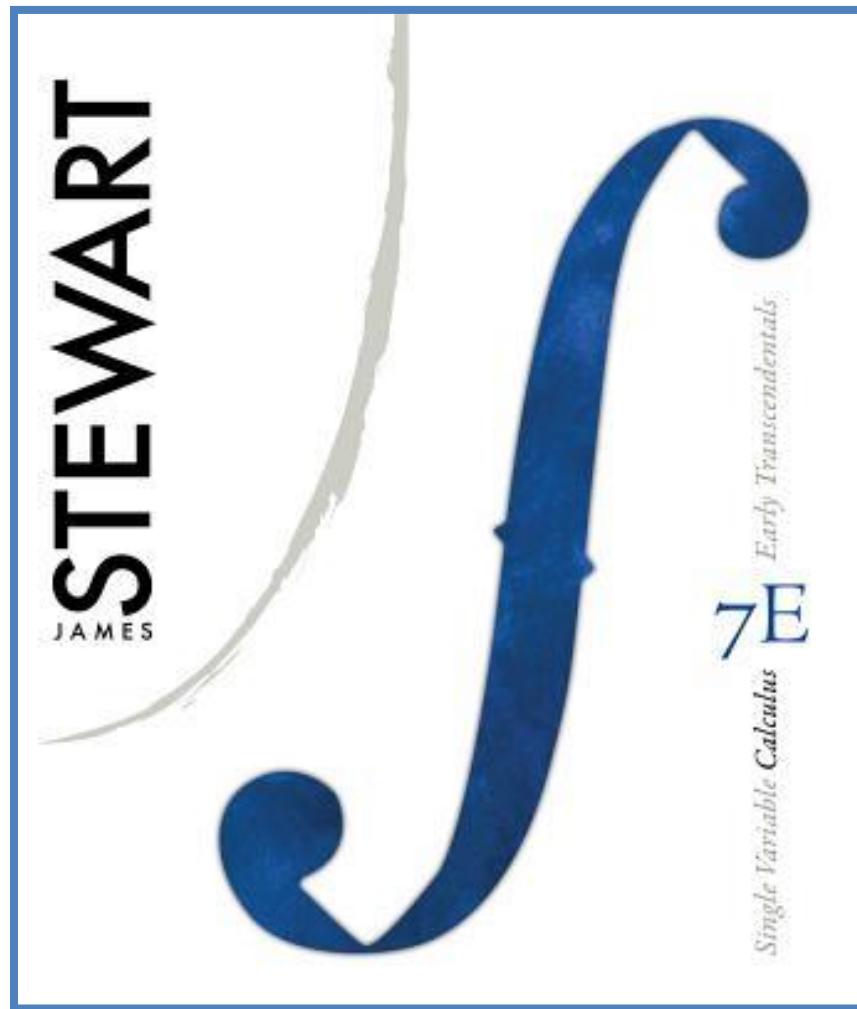


UCI Mathematics Department

Calculus Instructor Guide



2012-2013

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Web Resources:

<http://www.math.uci.edu/undergrad-courses/calculus-2a2b-resources>

- Includes course syllabi, suggested homework problems, algebra/trig review materials, sample midterms and finals, link to Webworks, link to common final info
-

<http://www.math.uci.edu/undergrad-courses/calculus-2a2b-resources/common-final-exam>

- Official statement about the common final exam, link to make-up request form

I. Introduction to Math 2A / 2B Course Coordination

The UCI Mathematics Department has decided to coordinate the teaching of the Math 2A and 2B Calculus courses in an effort to ensure that students are adequately prepared for subsequent math courses and to help ensure fair and consistent expectations and grading across our course sections. The coordination will also facilitate studies of educational learning data across our sections to help improve our course placement, content and teaching methods to best educate our students in Calculus.

As a 2A / 2B instructor, you will be asked to help with this coordination effort by following a set syllabus, using a common online homework system and preparing your students for and helping administer a common final exam.

Your students will have access to common materials including suggested extra homework problems, algebra and trigonometry review materials, and sample midterm and common final exams through the UCI Calculus Website found at <http://www.math.uci.edu/undergraduate/courses/calculus-2a2b-resources> .

Your participation and feedback is an important part of the Calculus coordination effort. We look forward to an excellent quarter of Calculus teaching and learning!

II. Course Syllabi

The official course syllabi for Math 2A and 2B can be found on the Calculus website at <http://www.math.uci.edu/undergraduate/courses/calculus-2a2b-resources> . Instructors are expected to cover all of the material sections listed on the course syllabus. Instructors may slightly deviate from the suggested syllabus pacing, however, because there is a common online homework system, instructors should try to stay within +/- 2 days of the suggested pace.

The syllabus is written for a 29 lecture quarter. Some quarters may have one more or less lecture than 29 lectures. In this case, it is up to the instructor to decide how to adjust the syllabus for that change.

The Math 2A and 2B classes will be graded according to the following grade breakdown:

Grading Policy:

Final Exam	40 %
Midterm # 1	20%
Midterm # 2	20%
Quizzes	10%
WebWork	10%

All instructors should maintain a course website in EEE (or linked through EEE) with information about the course syllabus and course grading policy. This course website should have links to the common Calculus website and common final exam make-up policy (see section V of this document). Each course website should explicitly list the dates of the two midterms and the common final exam.

III. WebWorK Online Homework

WebWorK (WWK) will be the instructional online homework system utilized in the course. The following information is provided to you as a brief introduction to, and useful information about, WWK.

An Overview

WeBWorK is an Internet-based system for generating and delivering homework type problems to students. Its goal is to support instruction and text-based assigned homework problems and has been a part of the UCI lower division math instruction for many years. (WWK is also used by the chemistry and physics departments.) For an overview of WWK and some of its valuable features, go to:

http://webwork.maa.org/wiki/Main_Page

At the start of the quarter, WWK will begin with an email sent to you from Richard North. This email will contain the passwords for you and your TA(s) to use to access WWK.

The first assignment will be posted the second week of the quarter and will be due the following week. Assignments will be posted on Fridays and due the following Friday at 11:00 pm. The first assignment will be based on the two week of lectures. Each subsequent assignment will follow this Friday-to-Friday schedule and will cover material prior to day the assignment is posted (according to the course syllabus). Each WWK assignment is cumulative, with a heavy emphasis on the previous week's material. The number of problems on each assignment varies. Instructors cannot change the due date or content of assignments, so it is important that you stay relatively on pace with the course syllabus.

Directions for your students

Instructors should announce in class and email instructions to your students about accessing and using the WebWorks homework system. Here are the key details your students will need:

- WWK is available at <http://homework.ps.uci.edu/webwork/>
- It is recommended that students begin by reading the material at the bottom of the main page.
- Select the appropriate course code for your Math 2A/2B class.
- Log in with your regular UCI NetID (same one you use to get into EEE).
- If students have a problem logging in, they should first confirm they have the correct course code, that their UCI NetID is correct, then if they can still not login they can use the problem link on the WWK page to submit a support email for help.

- Tell the students the assignments will be due every Friday at 11:00 pm starting the third week. The next assignment will always be available as soon as the previous one is due.
- The most common problem students have in WWK is inputting their answers. I encourage you to discuss this in class and mention that some problems require many decimal places of accuracy and they should retry their work without rounding at any step in the solution process. Students often insist they

have the problem right, but are get it wrong because they rounded in appropriately.

- Some students may have trouble getting the mathematical symbols to display correctly. This is easily correctable by switching internet browsers or by changing display type in a box at the lower left of the problem window.

- Students should direct all questions about the mathematics to you or your TA. They should use the WWK support email mainly for questions about logging in.

Further Comments on WWK

We recommend dropping a few points from the total WWK score for the quarter to account for the fact that students may sometimes have a right answer and not be able to enter it correctly. This saves arguing points throughout the quarter. For example, if there are 68 total points for WWK for the quarter, I might grade out of 65 instead to allow them a few errors.

Encourage your students to login early and begin their WWK early. If a student has trouble logging in right before the deadline, we will likely not be able to help them in time and their deadline for the assignment will not be extended.

At the end of the quarter, you will receive an email with directions about how to retrieve your student scores from WWK. For now, your only responsibility is to inform students about how to login and then remind them of the weekly deadlines. You are of course welcome and encouraged to login and see the questions yourself so that you are ready to help the students.

IV. Math 2A/2B Instructor Checklist for Week 1

- Create a course website linked in EEE
- Create a course syllabus which includes dates of midterms and final exam, the course grade breakdown and a written quote of the Make-up Final Exam policy
- On your course website include a link to the Calculus website:
<http://www.math.uci.edu/undergraduate/courses/calculus-2a2b-resources>
- Fill out your TA's Supplemental Document, including date of common final and the requirement to help proctor and grade the common final exam
- Familiarize yourself with the resources available on the Calculus website
- Familiarize yourself with WebWork online homework system
- Refer your students to the UCI Calculus website for review materials on Algebra and Trigonometry

V. Common Final Exam Introduction

Starting in Spring 2010, the UCI Mathematics Department began offering a single common final exam for all students taking Math 2A, and likewise for all students taking Math 2B. We are using this common final exam for several reasons, including:

- The common final helps ensure that all students are taught and are responsible for material at the same level of rigor and are similarly prepared for subsequent math courses.
- The common final helps unify grading across different sections of courses, ensuring a fairer grading system for all students, not dependent on particular section enrollment.
- The common final helps the math department assess and redesign the Calculus courses to help aid student learning.

The common final exam will be given on the Saturday preceding finals week. Students can check WebSoc for the exact time and location of their final exam. From the student perspective, this final exam is just like any other final exam, the only difference is that all sections will have their exam on the same day, which in this case is a Saturday during the regular academic year (for Summer session the final is on the last day of instruction). Since all sections will be asked to take the final exam at the same time, there is a single make-up exam policy for all students.

Make-up Final Exam Policy:

It is expected that students will make every effort to take their final exam at the scheduled time. However, requests for make-up final exams will be considered under the following guidelines:

- A student will be granted a make-up if the Saturday final exam time violates the student's religious creed.
- A student may be granted a make-up exam at the discretion of the course facilitator if the Saturday exam time would result in loss of wages constituting financial hardship, need for child care resulting in financial hardship, inability to procure transportation or loss of employment.
- A student may be granted a make-up exam at the discretion of the course facilitator if there is a verifiable emergency, which prevents the student from taking the final examination at the scheduled time. Such emergencies include, but are not limited to, serious illness, death of immediate family member, or serious accident.
- A student will be granted a make-up if they are enrolled in Math 2B at the same time they are re-taking Math 2A for a higher grade.

In all cases, the petition for make-up final exam must be presented with verifiable evidence. Vacation plans will not constitute a legitimate excuse.

Make-up Procedures:

The form to request a make-up for the common final is available for download, below, and is also available in person in the Mathematics Department Office, Rowland Hall 340B. To request a make-up, students must complete this form with accompanying documentation and return it to the Mathematics Undergraduate Coordinator in Rowland Hall 340B. Your request will be reviewed by course facilitator and you will be notified via email of the outcome. All requests must be received by the Friday of the 7th week of classes (except in the case of emergencies). Students are strongly urged to submit requests as soon as they know they have a situation requiring make-up exam. Two make-up exam dates will be offered every quarter (these dates will be indicated on the request form).

For more information, please go to the UCI Mathematics Calculus website: <http://www.math.uci.edu/undergraduate/courses/calculus-2a2b-resources>.

See **Appendix B** for a sample copy of the Math 2A / 2B Final Exam Make-Up Request Form.

VI. Common Final Exam Logistics

The final exam date and time for all sections of Math 2A and Math 2B for each quarter is posted on the WebSoc Schedule of Classes.

The rooms for where the exams will take place are not determined until later in the quarter. You will be given this information as soon as it is available, probably around week 7 (or week 4 for the Summer sessions). Note: Multiple sections may be combined to take the exam in a single room. Also, we have some instructors with multiple sections and additional proctors may be recruited to help.

Make-up Exams

Please see the make-up exam policy on the Math Department website, <http://www.math.uci.edu/undergrad-courses/calculus-2a2b-resources/common-final-exam> or as described in the previous section. Basically, students may request a make-up exam prior to week 7 if they have a valid reason and documentation. There will be two make-up exam times early in finals week. Students who have a last minute emergency such as verifiable illness/injury or death of immediate family member may be granted a make-up exam, subject to documentation.

Exam Writing

All instructors will be asked to contribute questions for the common final exam. The common final exam will be assembled by the course coordinator and several other faculty members. There will be four versions of the exam, which may include slight changes to the numbers in a problem or a scrambling of the questions. The four versions of each final exam will be carefully checked and modified by at least three department faculty members not teaching the course. The make-up exams will be written so as to be distinct from the regular common final exam, but of a similar difficulty level and breadth of content.

Instructors will not be given copies of the final exam until the day of the exam. They will be given ample time to look it over to familiarize themselves with the problems in order to best respond to student questions during the exam. Copying of the exam for all of the sections will be handled by the course coordinator.

Proctoring

All course instructors and TAs will proctor the final exam. You will be assigned a room of students to administer the exam to. You will pick up the copies of exams for your room one hour prior to the exam. There will be four different versions of the exam (color coded) to ensure neighboring students have different exams. You will be asked to check student identifications during the exam. Each room will have a cell phone to call into the central administrator if need be. After the exam, you will return all exams to the calculus coordinator.

For your information, **Appendix A** has a sample of the proctoring instructions used for the Spring 2012 common final exam. A similar set of directions will be given this quarter.

Grading

The final exams will be graded at the same time by all course instructors and TAs. Each person will be responsible for 1-2 questions and will grade that question a large number of times. During the regular

academic year, instructors and TAs must complete their portion of the grading by the Tuesday following the final exam. Instructors and TAs can choose to do their grading at any time during Saturday evening and all day Monday and Tuesday. The physical exams for your section(s) will be returned to the instructor once the grading is finished. The instructor is expected to record and submit the class final exam grades to the calculus coordinator. We will also report to you the overall average and any necessary scaling/curving of grades to be done uniformly across the sections.

Also, note that some of your students may be taking a make-up exam. These exams will be graded separately and scores will be returned to you by the Friday of finals week.

Positive Attitude

The common final exam should be a good thing for our students. Please do your best to show your students a positive attitude about the course coordination and common final exam. We are doing this with their best interests in mind!

Final Exam Structure

Very roughly speaking, here is a very vague idea of the structure of the final exam:

- ~ 50-60% computation/algorithmic, 20-30% conceptual/theoretical, 20-30% applications
- ~ 10-20% simple/routine/recite/immediate, 50-70% straightforward/routine/multistep,
10-20% tie together multiple topics, 10-20% difficult/higher level/nonroutine

You can see the calculus website for samples of previous common final exams and sample midterms to give you and your students a better idea of the scope of the course and the expected level of mastery needed to do well on the common final exam.

Because the final exam is so soon after the end of classes, any exam questions on the material from the last couple sections of the course will tend to be on the simpler, more routine end.

As much as possible, final exam questions will be worded in a manner similar to that of the homework problems from the textbook. Explicit directions will be given regarding the amount of simplification required for each problem. In general, if the solution is a single number, students will be expected to reduce the answer down to one number (For example: $2 + \frac{3}{2} - \frac{1}{3}$ would not be an acceptable way to leave an answer). Students should label graphs and provide units on word problems.

The Calculus website contains a Final Exam Review guide with includes explicit information about what formulas the students are expected to know and use.

No calculators, notes, texts, etc. will be allowed on the final exam.

Students must bring a photo ID to the final exam.

VII. Calculus TA Responsibilities

Working closely with your Teaching Assistant is an important component of a successful Calculus teaching experience. Your TA meets with the students once or twice a week for 50 minutes in a discussion section (once a week for 2A, twice a week for 2B). During this time, most instructors ask their TA to give a quiz, review material from that week's lectures, answer student homework questions and present sample problems. Good communication with your TA will help maximize the usefulness of their limited time with the students.

In addition to running discussion sections, your TA will hold office hours, tutor in the department tutoring center, grade quizzes, record quiz grades, help grade midterms, and participate in the proctoring and grading of the common final exam.

Instructor Responsibilities with respect to the TA:

At the beginning of each quarter, your TA will come to you with a “TA Supplemental Document”. Please fill that out carefully with your TA to outline your expectations for the duties they will perform for your course. In particular, be sure to discuss with them the common final exam and the requirement that they participate in the proctoring and grading of that exam. (See **Appendix C** for completed sample form.)

Communicate frequently with your TA throughout the quarter. It is important that the TA be apprised of any syllabus or policy changes made in class and that the quizzes administered by the TA be good preparation for your midterms. Also, the TA can communicate to you how the students are doing on homework and other problems to help structure your lectures. In general, the more communication with your TA, the better for your course!

Many of our Calculus TAs are our newest TAs and can use support from you to grow as instructors. Your TA may benefit from having you observe one of their discussion sections and providing feedback. Also, you could talk with your TA about how to plan the discussion sections and help them plan an agenda that will mesh well with your lectures. If you think your TA could use some additional teaching help, please do not hesitate to refer them to Sarah Eichhorn, the department's TA supervisor.

At the end of every quarter, you will be asked to fill out an instructor evaluation of your TA. Please complete this and return promptly. This is what helps us know which TAs could use some extra help to improve their teaching and reward those who are doing an exceptional job.

- Note: In the Fall quarter, the first day of class is a Thursday. It is up to the instructor and TA to decide if you would like to hold a discussion section on that day. It may be a useful time to have your TA review some prerequisite material for your course to get the students off to a running start for the course. Once you decide whether or not you will hold discussion prior to the first lecture, please communicate this with your students either way via the EEE class email list.

VIII. Grade Breakdown and Grade Distributions

-The suggested grading policy for the Math 2A and 2B courses is:

Final Exam	40 %
Midterm # 1	20%
Midterm # 2	20%
Quizzes	10%
WebWork	10%

In order to make a more uniform grading system across the Calculus course sections, we recommend the following grading scheme:

- Tell students you will not “curve” the overall course grades. To most students, a “curve” means their grade in the course will automatically higher than the grades they earned on exams and assignments. It is preferable for students to realistically know throughout the course how they are doing and what letter grade their performance corresponds to.
- Use the suggested syllabus grade breakdown given above.
- You may elect to adjust/”curve” the grades for Midterm # 1 and/or Midterm # 2 to ensure an average of between 68-78. Report the adjusted score to students when returning the midterm exam.
- You may elect to drop lowest quiz score to eliminate need for make-up quizzes.
- You may elect to grade the WebWorks out of slightly less than the actual total points. (Ex. If there are 70 points available, grade it out of 66 instead.)
- The final exam scores will be “curved” across all the sections. Use this adjusted score in your final grade calculations.
- Assign each student a letter grade at the end of the course by using the standard 97-100 A+, 93-97 A, 90-93 A-, 87-90 B+, etc. grading scheme. You should not “curve” the grade at all at this stage. Any grade adjustments would have been handled by the earlier midterm curves and the common curve on the final exam.
- **Do not give any extra credit** or bonus points, particularly for non-course related items.
- Note: You have the flexibility if you would like to have some sort of mechanism for students to make up for a poor midterm performance by counting the final exam for a higher percentage of the grade. It is recommended that some sort of extra work product be required and this not be announced until after the first midterm exam.

**Note: The UCI Mathematics Department has a recommended grade distribution for all of its courses. If you follow the above grading scheme, your grades will conform to this recommended distribution. For the Calculus courses, we are looking at this grade distribution more broadly across all the course sections and all the quarters of the year. Some quarters and some sections may end up with graded distributions skewed high or low compared with the recommended grade distribution. This is perfectly acceptable and is insuring fairness and uniform standards for our students across the year. We have several years of final exam performance data and have quantified the average differences in aggregate student performance in the various quarters.

APPENDIX A

Math 2A/2B Final Exam Make-Up Request

Name: _____

Granted

ID#: _____

Denied

E-mail address: _____

Signature and Date

Math 2A/2B Instructor: _____

Section Course Code: _____

Reason for requesting to take the make-up exam (please check one, provide additional requested information when indicated, and provide detailed explanation in the box below):

Note: Vacation plans or other social engagements will not be considered as legitimate excuses.

Religious

Your religious affiliation: _____

Employment

Name of employer (attach letter from employer stating the consequence of you not working on Saturday, December 4th): _____

Child Care

Normal working hours of your childcare provider: _____

Transportation

Other

For all of the above, please explain your reason in more detail below; use the back if necessary (request forms missing adequate explanation may be automatically rejected):

Make-Up Exam Times (mark your preference): Monday, December 6th, 8-10AM

Tuesday, December 7th, 4-6PM

****Return this form to the Mathematics Undergraduate Program Coordinator's Office in Rowland Hall 340B by Friday of Week 7 (LATE REQUESTS NOT ACCEPTED!). If you have a last minute *emergency*, such as personal illness, injury or death of an immediate family member, please contact Dr. Sarah Eichhorn (sfrey@math.uci.edu) as soon as possible to discuss make-up final examination.****

APPENDIX B

2A/2B Common Final Exam Proctoring Instructions Spring 2012

1.) Each exam room has several faculty and TAs assigned to proctor as listed below. A “room leader” has been assigned for each room. This person is designated with a *.

ROOM	INSTRUCTORS	TAS	COURSE	LECTURE CODES	# STUDENTS
BS3 1200	Chrystal*	Abatzoglou Repetti F. Wang	2A	44000 – Famiglietti 9:00 44040 – Chrystal 2:00	355
ELH 100	Sinapova* Davis	Asatryan Yin	2A	44030 – Sinapova 1:00 44050 – Davis 5:00	240
EH 1200	Lehman*	Keti Anzaldo	2A	44010 – Lehman 10:00 44020 – Lehman 11:00	237
SSLH 100	Famiglietti*	Wood Gao Ferenc	2B	44100 – Lehman 8:00 44130 – Famiglietti 11:00	359
PSLH 100	Vandenberg* Figotin (Komarova)	Rael Northrup J. Wang Yang	2B	44110 – Vandenberg 9:00 44170 – Figotin 12:00 44185 – Komarova 2:00	389
HIB 100	Tseng* Xin	Long Su Kong	2B	44120 – Tseng 10:00 44150 – Xin 9:00	306
HSLH 100A	Sadel* Zheng	Thomas Kassir	2B	44175 – Sadel 3:00 44190 – Zheng 3:00	228

BEFORE THE EXAM:

2.) At 12:15 on Saturday 6/9, the designated room leader should pick up the box of exams for their room from the Math Mail Room. The exam box will contain:

- enough exams for all the enrolled students, including ACCESS students
- a small number of extra exams
- exams will be in 2 collated piles of 2 different colors per pile
(One pile has versions A & B, the other pile has versions C & D)
- 4 copies of an alphabetized list of all the students in your room with their seat assignment
- 3 copies of a list of all the students in your room in order of seat assignment (for checking role)
- A seat map of your room with unused seats marked
- 2 copies of this set of proctoring instructions
- an exam return form (including the cell phone number for emergency/central command)
- 1 roll of tape

- 3 highlighters
- 1 dry erase marker, 1 piece of chalk

3.) Each room leader will be asked to provide a cell phone number to a phone that will be in the class room and left on during the exam. If you are a room leader and do not have a cell phone, please arrange with someone else in your room to get their cell number to be used as the room contact number. Sarah will be serving as emergency/central command and will be given the cell number for each room in case we need to communicate any critical information during the exam. (This is hopefully unlikely.)

4.) **By 12:40 on Saturday 6/9, all instructors and TAs should report to their assigned classroom.**

5.) In your exam box, there are 4 copies of alphabetized lists of students with seat numbers by each name. Please use the rolls of tape to post these around the room in accessible locations. (According to FERPA rules, seating charts may only be placed *inside* the classroom and must be taken down and after the exam.)

6.) As soon as possible, write the following statement largely on the board at the front of the room:

“Please find your assigned seat using the seating charts on the walls. All book bags and other bulky personal items must be placed in the front of the classroom. If you would prefer a left-handed desk or are assigned a broken desk, please raise your hand and an instructor will reseat you.”

7.) If a student needs to be reseated, use the class seat map to find available, unassigned seats. Most of the left-handed desks will not be pre-assigned. Mark any seating changes you make on the map.

8.) On the board of the classroom, clearly write the list of lecture codes for your room from the front page of this document. (i.e. Each room should have 2-3 lecture codes on the board.) Include the instructor names and class times to help students select their proper code.

9.) Instructors and TAs should quickly look over a copy of the exam to familiarize themselves with the questions to help expedite and anticipate answering student questions during the exam.

DISTRIBUTING THE EXAM:

10.) At 12:50, place stacks of exams at the end of each aisle. You should count out enough exams for the students assigned to sit in each row (using the seat map of the room with unused seats marked). When you place exams use the following scheme: Row 1 should have versions ABABABAB..., Row 2 should have versions CDCDCDCD..., Row 3 should have versions ABABABAB..., Row 4 should have versions CDCDCDCD... etc.

11.) At 1:00, ask students to take out their ID cards (student ID or driver's licence) and pass them to a particular end of the aisle that you specify. Any students without ID should be asked to come to the front of the room immediately. Have one instructor/TA talk with these students. The student's name should be marked on the role sheet as not having an ID. Take a photo of the student using a cell phone or other device. The student has until 9:00 PM that day to bring a valid photo ID to RH 306 or else their exam score will not be counted.

12.) At 1:02, give students any directions you have regarding exam procedures. For example, put away books and notes, no calculators allowed, turn off cell phones and keep them away for the duration of the exam, turn baseball caps backwards so we can see your eyes, show all your work, clearly mark your final answers, go to the bathroom now, don't forget to take ID after exam, etc.

13.) At 1:04, ask students to pass the exams down the aisle. Take the top one and pass them down. Remind them that their exam must be a different color from their neighbors. At 1:05 announce that students can begin working on the exam. (Note: The exam will be 1 hour 55 minutes in length.)

14.) Remind students to be sure to put all required information on the front page, including course code which they can find on the board. This saves us a huge amount of time later when sorting exams.

15.) While the exams are being passed out, students will inevitably still be arriving. Each TA should have a few exams in hand. Late comers should be directed to place their bags in the front, find their assigned seat, asked for their ID, and given an exam of the appropriate color different from neighbors' (it is okay to break the ABABA or CDCDC scheme for latecomers). The TA should then place the ID in the pile at the end of the appropriate row. Having TAs stationed at the door once the exam is in session would be helpful. Any student arriving during the first hour should be given a test and expected to complete it. If a student arrives more than one hour late for the exam, call Sarah at the central command phone number for instructions on where to send that student. She will make a determination whether they should take the exam there or take the make-up exam on Monday depending on the situation.

DURING THE EXAM:

16.) TAs will each be given a copy of the student list organized by seat assignments. They will pick up the stack of IDs at the end of each aisle, highlight those students on the list, and carefully match the photo to the student sitting in the appropriate seat. This should be started about 10 minutes into the exam once most students are arrived and settled. Try to complete the ID tally within the first hour of the exam.

17.) During the exam, instructors and TAs should be circulating around the room watching the class. In particular, check to be sure there are no notes out, no calculators, no cell phones, no looking at other students' papers, etc. Also, visually verify that each student's exam is a different color from their neighbors'. When TAs are checking IDs, at least one instructor should be carefully watching the students.

18.) Instructors and TAs should answer student questions during the exam as they deem appropriate. In general, we should not be providing information about the material but can clarify problem directions. Avoid answering questions like "Is this right?" or "Is this how we write it?" when students show you their work. Also, do not give definitions of words that are part of the course.

19.) Students will not be allowed to leave the room during the exam except in the case of dire emergency. You should tell them to use the restroom ahead of time. You may use your own judgment on this. If a student needs to leave the room, make sure no more than one student is out of the room at a time, they cannot take a cell phone out of the room, and a TA should accompany them.

20.) During the exam, if your room does not have a visible clock, you may want to periodically write the time on the board.

21.) Record and verify that all of the following information is consistent: head count for the room, ID card tally, number of exams handed out (# given - # leftover), seat map, etc. Reconcile any discrepancies.

COLLECTING THE EXAM:

22.) As students complete the exam, have them bring them up to the front and collect them in a pile. Double check that they have their course code filled in on the front. Remind them to grab their ID card on the way out. Don't forget to keep watching the other students.

23.) At 3:00, announce that the exam is now over. "Pencils Down: time is up. Stop writing IMMEDIATELY, unfold the pages of your exam packet, and place face down on your writing table. Penalties will be charged if you continue writing." Specify that students should stay seated, even if they are now finished.

24.) At 3:02, have remaining students pass their exams to the aisle. Have students remain seated until all exams are collected (Have all TAs run up and down the aisles grabbing the exams). Keep a careful eye on them at this stage. Once all the exams are collected, dismiss the students and invite them to have a nice Winter break!

RETURNING THE EXAM:

25.) Once your room's exams are collected, **fill out the exam return form** (this includes number of students present, number of completed exams collected, number of unused exams, a list of students missing and a list of students without ID). Please also sort your exams by color.

26.) Take down all seating charts from the classroom walls and return them to your box.

27.) The room leader will return the box of exams with the exam return form to Rowland 306. All instructors and TAs should report to that room to start grading.

DEALING WITH PROBLEMS:

28.) Ideally, there will be no problems. However, if you have issues such as students without IDs, students who do not match their ID, students in the wrong room, late students, bad test questions, etc., please respond to these issues using your best judgment. If a problem that arises that you are not sure how to handle, or which affects others giving the exam, please have an instructor step outside the room and call the emergency/command center.

29.) In general, the policy is to try to make reasonable effort to ensure that the students take a fair exam and do not have the opportunity for academic dishonesty. Use your best judgment about how to ensure that this happens within your room. Short of full retinal scans and DNA tests for every student and a one-to-one correspondence of proctors to students, we will never achieve perfect security, but we can try to make reasonable effort while still trying to minimize overhead hassle.

APPENDIX C

Sample TA Supplemental Document

<u>REQUIRED INFORMATION</u>	<u>FILL IN SECTION</u>	<u>CHANGES</u>
FACULTY SUPERVISOR (name/phone/email)		
COURSE ASSIGNED (name/title)		
LOCATION: Lecture: Section: Office/Staff Meeting:		
DAY/TIMES on campus		
REQUIRED DUTIES (if apply) <ul style="list-style-type: none"> • Attend Lectures • Present Lectures • Preparation • Read/evaluate papers • Proctor examinations • Perform individual and/or group tutoring • Class/faculty visits • Maintain/submit student records (grades) 	- Proctor common final exam on Sat. 12/4/10 - Participate in group grading of common final - 2 office hrs/week - 4 tutoring hrs/week - Prepare discussion - Present discussion lectures - Grade quizzes - Record quiz grades - Proctor midterms - Help grade midterms	
OTHER DUTIES		

A Teaching Assistant with a 50% appointment shall not be assigned a workload of more than 220 hours per quarter or 40 hours per week. The number of hours worked in excess of 20 hours per week may not total more than 50 hours per quarter. This standard shall apply proportionately to other percent appointments.

In addition, a Teaching Assistant with an appointment of 50% or less shall not be assigned a workload of more than 40 hours in any one week or more than 8 hours in any one day.

TEACHING ASSISTANT JOB DESCRIPTION

Definition: An academically qualified and registered graduate student in full-time residence chosen for excellent scholarship and for promise as a teacher, who is assigned to assist in the delivery of instruction under the active tutelage and supervision of a faculty member. The majority of graduate students who perform instructional functions are assigned to the Teaching Assistant title.

Responsibilities: Assist the supervising faculty member by conducting discussion, laboratory, or quiz sections that supplement faculty lectures; and by grading assignments or examinations. Teaching Assistants may provide input into the development of assignments or exams, and hold office hours. No prior teaching experience is required for appointment. The final responsibility for the content of the course rests with the supervising faculty member. A Teaching Assistant is not independently responsible for the instructional content of a course, selection of assignments, planning, examinations, determination of student grades or decisions on grade appeals; and is not assigned full instructional responsibility for an entire course.

X

Faculty Supervisor

_____ Date

Instructors: Please list the required duties for your Teaching Assistants with suggested average time allocation for each week. The times should add up to 10 hours per week **per discussion section**. If the TA has two (2) sections of the same class the preparation time should be $\frac{1}{2}$ of the weekly hours.

*SAMPLE FOR A 2B TA CONTRACT

Conduct Discussion Section	4 hours per week	Comment
Prepare for Discussion Section	3 hours per week	
Office hours (1 hr per Discussion Section)	2 hour per week	
Tutoring Hours	2 hours per week	
Required to Attend Lecture? YES ____ NO __ X __		If yes, add 3 hours per week
Grade, Proctor Exams	4 hours per week	Total Quarter time divided by 10 weeks
Homework Grading	N/A	
Other: Grade weekly quiz and record grades Email communication with students and instructor	4 hours per week 1 hour per week	
Total: =	20 hours per week	

Instructor Print Name: _____

Instructor Signature: _____ Date: _____

Teaching Assistant Print Name: _____

Teaching Assistant Signature: _____ Date: _____