

# TA Handbook

Department of the History of Art and  
Architecture  
Brown University

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# Policies and Procedures

# Professor and TA Responsibilities

## Introduction:

Teaching is a collaborative enterprise between faculty members and graduate teaching assistants (TAs). Therefore, TAs play an essential role in the Department of the History of Art and Architecture's academic mission. When they assist faculty by serving as section leaders, as small group discussion facilitators, and as exam and essay graders, graduate students enhance the teaching capacities of the department and contribute in crucial ways to the success of undergraduate lecture courses. The mentoring graduate students receive from the faculty members with whom they teach is an important component of their development as scholars and teachers.

In order to produce the best possible undergraduate lecture courses, to facilitate the professional development of teaching assistants, and to ensure the equitable distribution of teaching responsibilities, the department has adopted the following guidelines.

## Faculty Responsibilities:

1. Faculty members should build collaborative relationships with TAs. To that end, faculty should make clear to TAs the pedagogical goals and objectives of the course and should schedule regular meetings with them in order to discuss course related matters. Faculty members understand that a certain amount of flexibility will be necessary from the TA, and must create a culture of trust and collaboration in which both parties feel free to report challenges within each situation.
2. At the beginning of the semester faculty members are responsible for planning the workload for the TAs (no more than 20 hours per week averaged over the course of the term) so that time-consuming responsibilities come in a predictable and scheduled manner. Faculty should avoid adding new substantive responsibilities at the last minute so that TAs can plan their semesters.
3. Faculty should discuss their grading standards and expectations with the TAs and consult with them as issues arise during the grading process. This could include a discussion of possible grade distributions to ensure consistency across sections and/or establishing standards for A, B, C, and NC grades.
4. Faculty bear ultimate responsibility for the course. If problems arise (for example, with grades or attendance) faculty and TAs should discuss the issues and resolve them together. If a grade should be changed, the faculty member should discuss the matter with the TA first if the student's primary contact during the semester had been the TA, but remains the final arbiter of grades.

5. To ensure quality instruction and to facilitate professional development, the faculty member should communicate to the TA what they consider to be best practices, and will observe each TA in section at least once during the semester and meet with the TA afterwards to provide feedback. A written evaluation should be placed in the student's personal file in the main office and made available to the TA for teaching portfolios.
6. A TA may agree to give a lecture when the professor is ill or out of town, and therefore cannot attend the class. On those occasions the professor should supply the TA with lecture notes, Powerpoints, and whatever else is necessary to make the TA approach the experience with confidence. This can be a good professional experience for a TA if it is not overused.

Faculty may, on occasion, offer the TAs the option of delivering one original (guest) lecture; lecturing will not, however, be required of TAs. Because courses you TA will be for many an essential component in your pedagogical development, faculty members will typically accommodate requests to guest lecture in their courses. This can be especially important when you TA for a course in your field. If you conduct a guest lecture, your faculty mentor and or the course professor should formally observe your lecture and provide you with written feedback. This will become evidence of teaching effectiveness for your teaching portfolio. You might also solicit the Sheridan Center for a teaching consultation, in order to receive additional feedback and to obtain a video recording of yourself in action in the classroom, another useful material for the job market. Discuss this possibility early in the semester with the faculty mentor in order to plan ahead; a 50-minute lecture takes time to write!

7. Faculty are required to provide the DGS with a written evaluation of each TA under her/his charge (covering the full range of their duties) at the end of the semester. A copy will be included in the TA's personal file.

### **TA Responsibilities:**

1. Communicate regularly with the faculty member and any other TAs to ensure optimum coordination and make sure everyone is on the same page. TAs understand that a certain amount of flexibility will be necessary on both sides, and will actively participate in creating a culture of trust and collaboration in which both parties feel free to discuss openly challenges that may arise within each situation.
2. Acquiring good pedagogical skills is an essential part of graduate student training. The department encourages both faculty and TAs to take an active interest in teaching as a component of professional development. The TAs may participate in courses, seminars, and workshops pertaining to teaching, provided by departments or the Sheridan Center

for Teaching and Learning. The TA should feel free to ask questions about pedagogy or any other aspect of teaching during the course of the semester.

3. TAs must attend all course lectures and planning meetings scheduled by the faculty member. TAs who must miss a lecture or meeting (to give a paper at a conference, for example, or because of illness) should notify the faculty member as far in advance as possible and make appropriate arrangements to record missed lectures or acquire notes from the professor or another TA.
4. For lecture courses, TAs are required to lead up to three discussion sections per week, depending on course enrollments. The Graduate School allows TAs to be responsible for up to 50 students per semester, although 40 students per TA will be considered optimal. The distribution of students and workload among the TAs should be equitable when more than one TA is assigned to a course. TAs must teach all meetings of the sections to which they have been assigned. TA responsibilities should not exceed 20 hours per week.
5. For lecture courses with multiple TAs, in which TAs plan section activities (including assignments, Powerpoints, discussion notes, and handouts) on a rotating basis, assigning slots at the beginning of the semester helps with planning ahead. The head TA will in these cases meet with the faculty member and fellow TAs ahead of time to present the section plan.
6. TAs will grade papers, exams, projects, and other assignments. TAs may be asked to grade assignments for the students in their sections, or the faculty member may choose to divide up the work in other ways. In all cases the workload should be more or less equitable among TAs.
7. TAs will hold office hours at least once a week for a total of two hours and be accessible to their undergraduate students for additional appointments when necessary. The level of TA accessibility should be adjudicated with the professor in charge.
8. TAs may be asked to complete additional course-related tasks designated by the faculty member (for example, photocopying, placing items on reserve, adding materials to Canvas, etc.) in a timely manner, as long as these tasks do not require work beyond the 20 hours the TA is required to perform each week.
9. The nature of teaching means that there may be weeks (during exams or when papers are turned in) when the workload is heavier, and times when no papers are due when the workload is lighter. Therefore the average should not be more than 20 hours per week. It is in part a responsibility of the graduate student to figure out the best time management for them, which may require not always being accessible to students outside of class or

office hours. It is a good policy to stagger TA office hours and the professor's office hours so that there is generally someone available for a student to speak with on most days about the course. Student emails do not have to be answered immediately on receipt, but can be addressed in bulk a few times a day. They should, however, be answered within 24 hours. The TA's policies about accessibility should be clarified to the students near the beginning of the course.

**Grievances:**

TAs having trouble should first approach the professor in charge to resolve the issue openly, but if that should fail, they should approach the DGS, and then the Department Chair. Most problems can be averted in advance through timely and open communication. For problems that cannot be resolved within the Department, the Graduate School has a university-wide grievance procedure if these less formal and local measures fail

(<https://www.brown.edu/academics/gradschool/grievance-procedures>).

As is the case with any uncertainty or difficulty encountered in teaching, student complaints about teaching or grading that cannot be easily resolved between the student and the TA should be discussed with the faculty member supervising the course. Developing productive, respectful and open teacher-student relationships between TAs and professors in charge, as well as between TAs and the undergraduates they teach, is part of the goal of any teaching collaboration and should be entered into and conducted with goodwill on all sides.



# Department Policies

## TA Assignments

In coordination with the Graduate School, the Department determines the form in which guaranteed Graduate School funding is allocated. TAs will be assigned according to the faculty's assessment of the graduate student's needs in conjunction with the needs of the undergraduate program. The Department is committed to a policy that will allow it to staff large classes appropriately, while allowing graduate students the opportunity to teach in smaller classes, especially those in their chosen areas of interest. To this end the Department keeps records of enrollments by course, a history of which courses graduate students have TA'd for, and a history of what small classes (under 50 students) have had TAs. The goal is to staff the large classes to a ratio of 1 TA per 40 undergraduates when possible, and to assign, on a rotating basis, a single TA to classes between 35 and 50 students. Classes under 35 students will not receive a TA unless enrollments are such that there are enough people and positions. The Department will *try* to ensure that graduate students will have the opportunity to TA for a variety of classes, including smaller (35-50) classes and, at least once during their time at Brown, a class taught by their advisor. Graduate students should understand, however, that the opportunity to TA for their advisors will depend on department need.

In making TA assignments fairly and equitably, the DGS will take into account the requests of the graduate students and the history of their previous TA or proctor assignments. Large fluctuations in course enrollments caused by Brown's two-week "shopping period" make it impossible to assign all the TAs in advance of the beginning of the semester. Before the semester begins, however, the DGS will assign a core group of TAs to appropriate courses. The DGS will attempt to assign TAs before classes begin but assignments cannot be finalized until the end of shopping period as enrollments continue to fluctuate. While some TAs may teach an extra section or two in a given semester, varying the types of TA assignments students have over their Brown career should ensure that no one will repeatedly have to teach more or less than the norm. If such a disparity does arise, the graduate student should contact the DGS immediately, so that the situation can be redressed either at the time or in future TA assignments. The DGS will accept grad student requests for TAs and refer to them when making assignments, although not every preferred position will be feasible.

In the case of serious shortfalls the faculty member and DGS will seek assistance from the Department in hiring additional graders and TAs from other departments.

## Head TA

In large lecture courses, a Head TA may be assigned to help coordinate course activity. The Head TA should work closely with the faculty and serve as a point of contact for students and TAs. Additional responsibilities for the Head TA may include coordinating class field trips, exhibitions, receptions, make-up exams, study sessions, or info sessions. The TA is compensated for the extra workload.

## **Printing**

The TA may print personal copies of all readings and other documents related to their course in the grad office in List 404.

Faculty may request that TAs print handouts (syllabi, handouts, slide lists, etc).

For smaller classes of around 50 students requiring single-sheet documents, print a single copy using the graduate office printer in List 404, then copy with the copy machine outside the Admin office on the second floor. The Department's Administrative Assistant will provide the access code upon request and instructions for how to use the copy machine. Always print as early as possible for large batches, especially in humid conditions. If the copy machine jams or runs out of paper, seek assistance in the Admin office.

For larger classes of more than 50 students, or large, multi-page copy jobs, check with the department managers if the class has budgeted for copying at the Metcalf Copy Center located at 146 Angell Street (directly below the coffee shop in the Brown Bookstore). They are open 8:30am-5:00pm on weekdays during the academic year. Diana can provide you with the department batkey. TAs or the faculty can email copy jobs directly to the staff at [copycenter@brown.edu](mailto:copycenter@brown.edu); they prefer PDFs and will automatically print double-sided unless directed otherwise. Copies are usually available for pickup immediately. Be sure to sign for the copy job and bring the receipt to the department manager. Faculty members must send print jobs at least an hour in advance of class time in order for the TA to retrieve the copies and distribute them in class.

## **Textbooks**

Faculty are responsible for ordering textbooks through the bookstore. For large classes, free desk copies are available for TAs from the publisher (usually one copy per 50 students). Check with the Department's Administrative Assistant for free copies. Additional copies may be available in the TA office (List 406). Check also with previous TAs for old copies before purchasing new ones. New/unmarked copies are often available. When the amount of TAs exceeds the number of desk copies the TA will be reimbursed for a copy bought at the Brown Bookstore (get purchase order first from the office).

## **Section Room Assignments and Sign-ups**

Contact the Department's Administrative Assistant as early as possible with the section times for the course in order to reserve seminar rooms (usually List 210 or 220). In a large lecture course with many sections, it helps to spread out assignments so that each TA has his or her own day, but remember to coordinate with the TA planning-meeting slot and provide sufficient time for TAs between planning and teaching the sections. The faculty member can distribute a physical sign-up sheet for sections in class, or sign-ups can occur on Canvas. Be sure to cap each section at around 25 students; a maximum of 20 is ideal. Each TA should have a roughly equal amount of students under their care.

## **Electronic Equipment**

Teaching sections requires a laptop in good working condition. The Department has a few laptops to loan out to TAs during section; plan well in advance if you plan to use one and make sure that you are able to access the PowerPoint or other teaching materials you may need. The Department also has computer chargers and dongles/cable converters to plug into the VA equipment. You may want to invest in your own dongle and a laser pointer if you don't have one already. In all cases when departmental equipment is used, it must be promptly returned to the department office after section (including pointers, dongles, etc.). Students teaching sections after the office has closed should make plans with the office staff for how to return equipment.

Practice setting up your equipment well before section begins, including using presenter mode on your laptop. A fellow grad student can help familiarize you with the VA setup. **Be sure to switch off the projector and VA system after teaching if there are no classes immediately after yours.**

If you encounter problems during section, call the Brown IT Service Center at (401) 863-HELP (4357). They generally respond very quickly and are equipped to solve most problems (like replacing a burned-out projector bulb) immediately, even within a 50-minute section. If you are teaching in List 210 or 220 when there is a problem, you may also check to see if the adjacent room is free.

## **TA Office and Office Hours**

Each TA should hold office hours for at least one hour per week. Additional hours around the time of exams or ahead of major assignment due dates can be helpful for students and TAs. Students should feel free to drop in to office hours to discuss course assignments, expectations, and material.

Coordinate with fellow TAs for the semester for use of List 406 (TA office) and obtain a key from the Department's Administrative Assistant. A Google doc or printout, posted inside the TA office, can help coordinate future uses of the office for make-up exams or additional student appointments. Please reserve the TA office for TA use. Occasionally, the grad office (List 404) and the grad lounge (List 203) can be used for brief student meetings when no other space is available. TAs can also set up office hours elsewhere on campus (at the library or at a coffee shop).

Alert students in advance (in section and/or over email) if you need to reschedule office hours.

## **Canvas**

If your course uses a Canvas site, make sure that your faculty advisor has added you to the roster as a TA. This will give you a different set of options than the default student view. Discuss with the faculty member how Canvas will be used in the course. Familiarize yourself early with the

website. Generally, Canvas can be used to track attendance; link to course readings, handouts, and other websites; assign students to sections; enter and calculate grades; view student submissions and provide feedback; send course announcements; and send/receive messages from individual students. Written submissions from students submitted through Canvas are automatically processed through Turnitin plagiarism-checker software (see more under **Plagiarism**). TAs can provide electronic feedback with comments and highlights as well. Be sure to alert students if this is the type of feedback they will receive, as students sometimes have difficulty finding instructor comments on Canvas. It helps to walk through the process of finding important pages on Canvas in section together with the students. If you have questions about Canvas, check with a former TA, or check the extensive Canvas support page.

### **Architectural Models and Other Non-textual Projects**

Several courses in the department allow students to submit models or other works, such as paintings, for their final projects. A small collection of sample models are available in the TA office; these models can be extremely useful guides for students considering or engaged in model building. Please note that models are fragile and should be handled with care. Some of the sample models were collected recently from students, so be respectful when assessing their quality out loud. At the end of the semester, feel free to add available models that will be useful for teaching, but please be aware of space constraints in the TA office. Students are not permitted to store their models temporarily in the TA office.

# University Policies and Resources

## The Sheridan Center

The Sheridan Center is a place where faculty, graduate students and postdocs come together from across the disciplines to inquire about, explore, and reflect upon teaching and learning as ongoing and collaborative processes. They provide practical advice about teaching and professional development, promote best practices and promising new practices in teaching, and support instructors as they launch and develop their professional careers.

The Sheridan Center offers:

- Programs on Teaching – [orientations](#), [workshops](#), and [lectures](#)
- Course Development Grants – [support to develop experimental modules or new courses that pursue creative approaches to teaching and learning](#)
- Certificate Programs – [intensive programs](#) in which participants develop and reflect on their teaching practice in order to support diverse learners
- Confidential Consulting Services – [course and syllabus consultations](#), [classroom observations](#), [student evaluation consultations](#), [practice teaching sessions](#)
- Support for Research – [educational components of grants](#), [program evaluations](#), [scholarship on teaching and learning](#)
- Career Planning – programs and resources to help launch and develop professional careers
- Teaching and Learning Resources – [publications and online resources](#) addressing a wide range of topics
- Community – programs and initiatives bringing together faculty, postdocs, graduate students, and undergraduates from across the disciplines

Students in the History of Art & Architecture department typically enroll in the [The Sheridan Teaching Seminar - Reflective Teaching](#) (Certificate I) during their first year of TAing. This program helps TAs to develop and refine fundamental teaching and assessment strategies and communication skills based on how students learn. Completion of Certificate I is a prerequisite for all other certificate programs, including [The Sheridan Course Design Seminar](#) (explore integrated course design principles and develop syllabi, assignments, and activities) and [The Sheridan Teaching Consultant Program](#) (develop and refine skills in peer observation and feedback, leadership, and discussion facilitation. Develop and articulate a teaching philosophy and create a teaching portfolio).

The Sheridan Center website is an excellent resource for tips on teaching at Brown.

## Student and Employee Accessibility Services (SEAS)

In most classes at least one student will be registered with SEAS. It is the responsibility of the faculty member to receive and respond to requests from SEAS for student accommodation, although TAs may be asked to implement these requests. At the beginning of the semester, the faculty member can verbally prompt SEAS students to contact the professor and their TA with any accommodations (syllabi should also include this message). It is then the student's

responsibility to make contact early on and discuss plans with the TA. Be aware of confidentiality issues so that SEAS students are not automatically identified to the rest of the group. Carefully follow the instructions provided by SEAS; this may include extra time for exams, writing on a computer, and/or working in a distraction-free environment. Students obtain special laptops from SEAS for exams when necessary. TAs are not responsible for making additional recommendations for student accommodations. The TA can arrange make-up exams in the TA office or in an available room in List (contact the Department's Administrative Assistant to schedule). If more than one student requires a double-time exam, for example, the TA can ask the student if they are comfortable taking the exam with the other SEAS student(s). Contact SEAS directly with any questions: 401-863-9588, [SEAS@brown.edu](mailto:SEAS@brown.edu). Please consult in every case with the faculty member before making decisions about how to accommodate SEAS students.

### **Writing Center and Writing Checks**

Brown students are expected to communicate effectively in writing in all of their courses. TAs should provide thorough feedback on written assignments to help students understand how they can improve. Beyond this, it is the student's responsibility to follow through and visit the Writing Center when encouraged to do so (for instance, the TA should not read multiple essay drafts from a student for a single assignment or copyedit for the student).

The Writing Center provides individual and group writing support free of charge to any member of the Brown community. Individual writing conferences are available on the hour from 3 p.m. to 9 p.m. Sunday - Thursday. Students may request an appointment by using the [online scheduling tool](#). Writing Center associates assist students with all stages of the writing process, from finding a topic through drafting, revising, and final editing. The Writing Center's English Language Learning specialist provides individual and group support for students whose first language is not English. The Center is staffed by graduate students from a variety of academic disciplines; please note that your students will not necessarily work with an associate familiar with the history of art and architecture. Staff members are experienced writers and teachers who participate in ongoing training in composition theory and practice. Associates can help writers deal with writer's block, audience awareness, argumentation, organization, grammar, research skills, the conventions of academic writing, English as a Second Language, and issues of clarity and style. TAs should encourage all students to visit the Writing Center, but please note that appointment slots fill very quickly, so students should plan well in advance and schedule visits as soon as possible.

If TAs are particularly concerned about a student's ability to write competently, they should notify the faculty member and ask about initiating a Writing Check. If the faculty decides to formally initiate the Writing Check process, a check mark then appears on the student's internal academic record next to the course in question; it does not appear on the official Brown transcript. The Writing Center will follow up with the student, work with them to improve their writing, and eventually remove the check.

## Working with Deans

Personal issues that affect student work during the semester should be handled by deans and faculty. For instance, if a student requests an extension in relation to a death in the family, extreme stress, or other personal issues, the TA should alert the faculty member and encourage the student to contact a dean through [Student Support Services](#). The dean can then provide a note and offer guidance to the student, TA, and faculty member to form a schedule for make-up work and deadline extensions. If problems persist, the TA should alert the faculty. TAs are not responsible for making grading decisions in relation to a student's personal issues.

If you suspect that a student is in distress but has not contacted you for help, contact the professor in charge and view support resources (see **Campus Resources**).

## Plagiarism

Plagiarism violates Brown University's Academic Code (on line under the DOC). Misunderstanding the code is not an excuse for dishonest work. Students who are unsure about any point of Brown's academic code should consult their courses instructors or an academic dean, who will be happy to explain the policy.

Courses that require submissions through Canvas have the Turnitin plagiarism-checker software. Be sure to pay attention to assignments flagged for plagiarism and review results carefully; the software is highly effective, but it often registers false positives and negatives. For classes without this software, read written assignments very carefully. Note changes in tone or mechanical and stylistic clues (i.e. double punctuation or changes in font from copy/paste,). If you suspect something is wrong, try plugging a key phrase or sentence into Google; usually, you can find an internet source immediately.

In the case that a TA discovers any level of plagiarism, the TA should immediately contact the professor in charge with a brief written report. Beyond this, TAs are not permitted to take part in contacting or disciplining the student; this is the faculty's responsibility only. Faculty members should communicate their decisions with the TA for grading purposes.

In large lecture courses with a large volume of student writing (especially WRIT-designated courses), it may be helpful to provide students with a written reminder of the academic code and how to avoid plagiarism. For example:

### Academic Integrity:

- Academic Integrity comprises the fundamental values of honesty and transparency that undergird our communal undertaking of scholarly inquiry—the basis of everything we do here at Brown University as faculty, graduate students, and undergraduates.
- All members of our community are expected to abide by the policies established in The Academic Code:

<https://www.brown.edu/academics/college/degree/policies/academic-code>

- Any and all instances of plagiarism, both intentional and unintentional, will result in no-credit awarded for the assignment, and review for referral to the Dean of the College. Serious instances of plagiarism will result in a formal hearing before the Standing Committee on the Academic Code.

Or, TAs can offer a more extensive handout. This generally helps to reduce the number of plagiarism issues during the course.



Sample “Notes on Plagiarism” handout:

# Modern Architecture

HIAA 0850—Fall 2017

## NOTES ON PLAGIARISM IN WRITTEN WORK

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### What is Plagiarism?<sup>1</sup>

- Using someone else’s work as your own
- Paraphrasing someone else’s idea and not giving them credit in a footnote
- Not putting a quote in quotation marks
- Not using a footnote to cite the source of a quote, paraphrase or idea.
- Providing the *wrong* source for a quote, paraphrase or idea
- Copying a sentence directly from a source, but changing the wording slightly
- Having a paper comprised of a majority of ideas from another source, even if you give them credit

### How to Prevent Plagiarism

- Find a note-taking system that works for you
  - Indicate whether what you are writing down is a quotation, paraphrase or your own idea.
  - Note the page number where you got the idea or quotation.
  - Keep track of the bibliographic information that you use (a citation management software like Zotero, Mendeley, or EndNote can be helpful)
- Footnote your sources as you write, not at the end
  - Any time you use a quote, paraphrase, or idea in your paper, quickly add a footnote of the source and page number (such as Tange 327)
  - You can go back at the end of writing a format your footnotes properly

## WHEN IN DOUBT, CITE

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<sup>1</sup> “What is Plagiarism?” [n.d.], <http://www.plagiarism Architecture.org/plagiarism-101/what-is-plagiarism/>

Some Examples of Plagiarism<sup>2</sup>

*Tange's "A Plan for Tokyo" proposed a solution to the massive population growth that had occurred over the past several decades. The audacious proposal was worked out and even defended by Tange in pragmatic terms. Yet it entailed nothing less than a total definition of the city itself.*

This author pulled the underlined sentences directly from the introduction to Tange's "A Plan for Tokyo 1960" and does not put them in quotation marks. By doing so, the author claims these ideas as his or her own words.

*Tange's "A Plan for Tokyo" proposed a solution to the massive population growth that had occurred over the past several decades. "The audacious proposal was worked out and even defended by Tange in pragmatic terms. Yet it entailed nothing less than a total definition of the city itself."<sup>1</sup>*

1. "Kenzo Tange -Tokyo Bay Master Plan", [n.d.], <http://thedesigntstreet.blogspot.com/2010/03/kenzo-tange-tokyo-bay-masterplan.html>

This author has put the quote in quotation marks, but has cited the wrong source for the quotation. This is an example of why keeping track of your sources while taking notes is essential!

*Tange's "A Plan for Tokyo" proposed a solution to the massive population growth that had occurred over the past several decades. The daring scheme was written and defended through reason by Tange. However it was nothing less than a complete redefinition of the city.*

This author has change some of the words used in the introduction but has maintained the basic sentence structure of the original passage. The author has also not indicated that these ideas come from Ockman and Eigen's introduction.

*Tange's "A Plan for Tokyo" proposed a solution to the massive population growth that had occurred over the past several decades. His solution involved drastically redesigning the traditional layout of the city but he defended his ideas rationally in his proposal.*

This author has paraphrased Ockman and Eigen's introduction into his or her own words. However, these ideas still come from Ockman and Eigen's work, yet (s)he has not cited their book.

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<sup>2</sup> Joan Ockman and Edward Eigen, *Culture, 1943-1968: A Documentary Anthology* (New York: Columbia University Graduate School of Architecture, Planning and Preservation, 1993), 325.

# Campus Resources

\*\*last updated February, 2018

# Key Contacts for Assistance or Crisis Support

## Students in Distress

Occasionally, TAs will be the first line of contact for a student in distress. Brown University offers many resources and student support services. A broader listing of many of these may be found on the [Current Student Portal](#). Below are some specific resources available for consultation or referral as you consider whether a student you know is in need of assistance. Please note that emergency resources are available 24/7--even during University breaks.

## Deciding Whether to Help

If you are unsure whether to be concerned about a student's welfare, talk to your faculty mentor, and look through Brown's guidelines for identifying a student in distress here: <https://www.brown.edu/campus-life/support/helping-a-student/signs-distress>

## How to Engage

Although faculty and deans should handle all student issues, it helps to be familiar with these resources, especially if a student seeks help in office hours or another time before you have had a chance to speak with your faculty mentor. Be clear with students that you cannot be confidential and that your role is to help them find campus resources when necessary. You must report all cases of abuse or suspected abuse to the professor in charge or, if that should not be appropriate, to the department chair. For the most up to date information about how to handle reports of abuse or harassment please refer to the [Title IX webpage](#). Brown offers guides on how to engage with students in distress: <https://www.brown.edu/campus-life/support/helping-a-student/what-can-i-do>

Be sure to follow up with the student, faculty, or relevant office after referring a student.

If you are personally feeling overwhelmed by your interactions with a student, speak to your faculty mentor, the DGS, or Department Chair immediately.

## Contacts

### Emergencies, immediate harm or threat

- Business Hours: [Public Safety](#) (401) 863-4111
- Evenings and Weekends: [Public Safety](#) (401) 863-4111

### Consultation or referral for concerning behaviors

- Business Hours: [Student Support Services](#) (401) 863-3145
- Evenings and Weekends: Administrator on Call (via Public Safety) (401) 863-3322

### Confidential psychological consultation or referral

- Business Hours: [Counseling and Psychological Services](#) (401) 863-3476
- Evenings and Weekends: [CAPS on Call](#) (401) 863-3476 and follow prompts

### Confidential consultation or referral

- Business Hours: Chaplains in the [Office of the Chaplains and Religious Life](#) (401) 863-2344
- Evenings and Weekends: Please contact the Administrator on Call (via Public Safety) (401) 863-3322

#### Sexual Assault

- Business Hours: Sexual Assault Response Line (confidential) (401) 863-6000, [SHARE Advocate](#) (confidential) (401) 863-2794, Reporting (private, not confidential) [Title IX Office](#) (401) 863-2216, [Public Safety](#) (401) 863-4111, [Other resources](#)
- Evenings and Weekends: Sexual Assault Response Line (confidential) (401) 863-6000, [Public Safety](#) (401) 863-4111, [Other resources](#)

# Academic Support

## Questions about the Department and Opportunities at Brown

Some students are interested in pursuing opportunities in the department and in the field of art and architecture, and may seek advice from their TAs.

Students interested in pursuing a concentration in Art History or Architecture should contact Professor Muller (Undergraduate Advisor) or Professors Neumann, Osayimwese and Bonde (Advisors for the Architecture Concentration).

Students interested in getting involved at the RISD Museum should check their website for opportunities; they run a summer internship program and a Museum Ambassador program.

## Research Support

Do not assume that every student is experienced with conducting research. Some students encounter their first research paper assignment in our department; some have never visited the library or used library resources like online databases. Encourage students to visit office hours if they are uncertain; some just need a little extra encouragement to visit the library or a quick tour of the library website.

Students having reasonable difficulties with research project should contact Karen Bouchard, the Resource Librarian for Art and Architecture. Karen is extremely helpful to students and is often available for drop-in consultations in her office on the ground floor of the Rockefeller Library. [Karen\\_Bouchard@Brown.edu](mailto:Karen_Bouchard@Brown.edu)

## General Academic Issues

Students struggling academically have a variety of resources available. Academic Coaching is a service offered by Brown Academic Support Services where students have the opportunity work with with one of their coaches on a one-on-one basis. The coaches cover a wide range of disciplines, including the humanities, social sciences, and STEM fields, and work with any student free of charge. These sessions allow students to work with coaches to develop individualized study habits, test-taking skills, and plans for assignments, in addition to broader skills including time management, course selection, and more.

## Student and Employee Accessibility Services (SEAS)

Students with disabilities, including medical conditions and temporary injuries (especially those affecting their ability to attend class, take notes, or write assignments) should contact SEAS at 401-863-9588, [SEAS@brown.edu](mailto:SEAS@brown.edu). The SEAS staff also meets with students who may be wondering if they have a qualifying condition as well as students who are wondering if they may have a learning disability or ADHD and looking for resources to explore that.

## Writing Center

Students struggling with their writing should visit Brown's Writing Center (see **Writing Center and Writing Checks**).

# Pedagogical Resources



# Getting Started

## Working with Your Faculty Mentor

TAs complement the activities of the course instructor. Most training and supervision of TAs is through faculty mentorship. Be prepared both to take direction from the instructor, and to take initiative when necessary. It is important that TAs work closely with the instructor in order to meet the requirements of their assignment. In an initial meeting, you may also want to discuss the instructor's teaching philosophy, short- and long-term plans for the course, and how the course fits into the department curriculum. Additionally, discuss in advance how student work will be assessed.

Prior to the beginning of the semester, you should contact your faculty mentor, who should:

- Provide you with a copy of the course syllabus including course objectives
- Provide you with required textbooks (or you should know how to access them)
- Meet with you to communicate expectations, including when and how often you will be meeting, and answer your questions
- Give you an idea of how you are expected to conduct discussion sections
- Offer advice on getting started
- Arrange which section the faculty member will observe.

## Class Facebook

Once course enrollments have settled, ask your faculty mentor to share their class Facebook. TAs cannot access this list on their own; the instructor of record must log in to Banner, view the course roster, and click the "Facebook" link at the bottom of the page. The photographs can be extremely helpful for learning student names.

## Practical Advice

Once you receive your TA assignment, get in touch with any other TAs assigned to your course and set up a meeting. In addition, you may want to contact any graduate students who have taught this course before or worked with this faculty member in the past; they (as well as the faculty member) may have specific handouts and other teaching materials that can be reused and adapted.

Find out which rooms you will be teaching in (both lecture hall and section room) and familiarize yourself in advance. Technological difficulties can be a major waste of time during the semester, so come prepared (see **Electronic Equipment**). Get a key to the TA office (List 406) from the department office to keep until you finish teaching. For early morning (9am) sections in List, be sure to make arrangements with the department office to have the classroom doors open well before your class begins (keys to seminar rooms are not typically available for TAs).

Familiarize yourself with any other electronic teaching and grading tools like course websites and iClickers if you are supposed to be using them (see **Canvas**).

Print all handouts well ahead of class time. At the beginning of the semester, print volumes can be very high across all the classes, and humidity in List at the beginning of the Fall semester can cause printer problems (see **Printing**).

Talk to your fellow grad students if you have questions. Most problems have been encountered and solved before!

### **Sample Checklist for a First Section**

- Put key course information on the board:
  - Course number and name
  - Your name and email address
  - Your office hours times, days and location
- Start getting to know your students:
  - Chat with students before class
  - Take roll
  - Ask students to introduce themselves to the class, start to learn student names, and note down how students pronounce their names as they introduce themselves
  - Encourage students to visit you in office hours and to email you with questions; be clear about your availability (i.e. “I will check email daily, I may not respond to emails after 10pm, I can make appointments to meet here in List on Monday through Friday.”)
  - Optional: Bring materials for students to make name tags so they learn their peers’ names. Provide notecards to students (available from the Department’s Administrative Assistant) to write down their name, concentration, year, email, and why they are interested in the course.
- Tell students who you are:
  - Academic background
  - Research specialty, interests
  - Be honest about what you know and what you’re going to learn alongside the students
- Distribute a section syllabus with key information
  - Don’t duplicate the lecture syllabus, provide additional information here only as needed to explain section requirements.
  - Your syllabus will most likely include many of the following: Your name, email address, course/section numbers, meeting time/location, office hour info, materials students will need to supply, name of textbook(s) and author(s), policies/procedures, information on assignments, grading systems/breakdowns, section goals, and explanation of how section supports the main lecture.
  - Be clear about your technology policy; typically TAs follow the lead of the course instructor, but they can set the rules to allow or ban laptop use in section.
  - It is very important to also verbally explain how the section supports the key course goals. Provide an overview of what students can expect in section (in class projects, papers, activities to reinforce course material, reading discussions, etc.)
- Tell them how to master the course

- Consider essential skills they will need for the course, e.g, analyzing primary documents
  - Show/discuss the materials students will need and where to get them (some students may be new to Brown's online platform/s), eg. books, articles, copies, forms, worksheets, etc.
  - Review key administrative policies (adds/drops, attendance, etc.)
- Field student questions regarding the class.
  - Start teaching on the very first day.
    - Plan an activity or discussion related to the course content. This sets an active tone for the next class; if you spend the entire time talking at them, they may be less likely to contribute during future sections. This can also help student "shoppers" to get a feel for the class.
  - Give assignments, instructions to prepare students for the next meeting.
  - Be enthusiastic, open and approachable.

*Adapted from Karron G. Lewis, "What to do the First Day of Class" from 398T Instructor Handbook, University of Texas at Austin.*

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# Section Expectations

## HIAA 0801: Art after '68

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### Participation (10% of overall grade)

A+ (100%): Student attends all section meetings, turns in rigorous responses at the beginning of each class, regularly improves quality of discussion with precise observations about coursework and readings, respectfully listens to classmates, and demonstrates leadership in group work.

A (95%): Student has no more than one excused absence, turns in insightful responses at the beginning of each class, improves quality of discussion with precise observations about course material and readings, respectfully listens to classmates, and seriously contributes to group work.

B (85%): Student has two excused absences, turns in thoughtful responses at the beginning of each class. Observations about course material and readings are typically constructive but sometimes too broad or off topic. Student respectfully listens to classmates, and contributes to group work.

C (75%): Student has more than two excused absences or one unexcused, turns in satisfactory responses at the beginning of each class, infrequently makes on-point contributions, appears unengaged in group work and discussion.

\*You will earn between 0%-65% if you rarely contribute and/or have three or more unexcused absences.

\*\*Meeting with the section leader during scheduled office hours or by appointment may boost your participation grade.

\*\*\*If you cannot attend a section meeting, you must contact the section leader by midnight the night before section. With permission, you may attend another section during the same week and you will be marked present. Otherwise, an excused absence may be obtained by emailing the section leader a reading response by the time of the scheduled section meeting.

### Weekly Reading Responses

Prompt: What was one big idea you took away from the readings this week? What is something from the readings (i.e. quotation, question, or artwork) you would like to bring up in section? **Bring a hard copy to class. This will be collected.**

Spring 2015  
Wednesday 10:00am-10:50am  
List 220

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Instructor: Emily Monty  
E-Mail: emily\_monty@brown.edu  
Office: List 404  
Office Hours: Thursday 10:30-11:30

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### Course dates to remember

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**Thursday, February 12, 2015**  
Examination I 25%

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**Wednesday, March 4, 2015 at 10:00AM (bring hard copy to section)**  
Lecture Summary 20%

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**Thursday, February 5, 6:30 pm**  
SCREENING CANCELLED

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**Thursday, March 12, 6:30 pm**  
~~Yael Bartana: True Finn ---- Tosi Swoboda~~  
RISD Museum Metcalf Auditorium,  
Registration required  
*Review Due Friday, March 20, 2015 at 10:00AM*

\*\*\*OR\*\*\*

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**Thursday, April 9, 6:30 pm**  
~~Ray~~ Media Collective: *The Capital of Accumulation*  
RISD Museum Metcalf Auditorium,  
Registration required  
*Review Due Thursday, April 16, 2015 at 10:00AM*

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**Friday, May 8, 2015**  
Examination II 25%

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HIAA 0801: Art after '68

1

# Modern Architecture

HIAA 0850—Fall 2017

## SECTION INFORMATION AND EXPECTATIONS

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**Professor:** Dietrich Neumann  
**Email:** [dietrich\\_neumann@brown.edu](mailto:dietrich_neumann@brown.edu)  
**Office Hours:** Tuesdays 2:30–3:30pm [Maxcy 101]  
Wednesday 2:30am–3:30pm [List 412]

**TA:** Laura Chilson-Parks  
**Email:** [laura\\_chilson-parks@brown.edu](mailto:laura_chilson-parks@brown.edu)  
**Office Hours:** Fridays 3:00pm–5:00pm [List 406]  
**Section #1:** Fridays 9:00am–9:50am [List 210]  
**Section #2:** Fridays 1:00am–1:50am [List 210]  
**Section #3:** Fridays 2:00am–2:50am [List 210]

### Goals:

During sections this semester we will synthesize the course readings and expand on lecture material, addressing both together with critical and focused questions. Discussions are expected to be engaging, enjoyable, and tailored to the interests of the participants.

### General Expectations:

You are expected to come to section punctually and prepared to discuss the assigned readings and any short assignments. We will spend time in section honing your writing skills, especially about visual and spatial topics. To encourage lively and productive discussions, no electronic devices will be permitted.

### Attendance:

Attendance at sections is mandatory. If you must miss a section, please send advanced notice by email. Students are allowed one unexcused absence—any additional absences must be cleared with a note from an academic dean or health services.

### Participation:

Our section meetings are meant to be a participant-driven forum in which each student shares their opinions, questions, and interpretations of the course material. You are expected to actively engage in the discussion and will be evaluated on your participation and contributions to the shared learning environment.

**Response Papers:**

You will be assigned three [3] required response papers throughout the semester. An optional fourth response paper may be completed to replace the lowest recorded score of the previous three. The 2–3-page response papers should conform to the General Notes on All Written Work handout and must be submitted via Canvas by 5pm on their respective due dates [Sundays].

In the first section, you will be assigned to a letter group [A or B] alphabetically, and will complete response papers according to this schedule:

1A	<b>October 8<sup>th</sup></b>	1B	<b>October 15<sup>th</sup></b>
2A	<b>October 22<sup>nd</sup></b>	2B	<b>October 29<sup>th</sup></b>
3A	<b>November 5<sup>th</sup></b>	3B	<b>November 12<sup>th</sup></b>
4A	<b>December 3<sup>rd</sup></b>	4B	<b>December 3<sup>rd</sup></b>

**Quizzes:**

You will take three [3] quizzes in section throughout the semester, composed of slide identifications, key terms, and comparisons. You will receive a comprehensive study sheet the week before quizzes are scheduled:

1 <sup>st</sup>	<b>Section #3</b>
2 <sup>nd</sup>	<b>Section #5</b>
3 <sup>rd</sup>	<b>Section #9</b>

**Final Project:**

For your final assessment, you may choose to write a research paper [10–15 pages], construct an analytical model, or create a short, interpretive film [2 minutes long]. A two-page critical statement must accompany model and film projects.

Proposals for the final project must be submitted for approval on **Sunday, November 19<sup>th</sup>** at 5:00pm. Successful proposals will precisely describe your project, its feasibility, and your progress to date. Detailed instructions for the content and format of the proposal will be distributed in section.

Final projects must be submitted on **Monday, December 11<sup>th</sup>**, between 3:00pm and 5:00pm.

**Course Grading:**

Lecture attendance/iClicker participation	05%
Quizzes	15%
Section attendance/participation	15%
Response papers	30%
Final project	35%

# Facilitating Effective Group Discussion

Harriet W. Sheridan Center for Teaching and Learning (*adapted from Handelsman et al. 2006*)

## Introduction

Effective facilitation of a discussion involves the recognition and employment of different perspectives and different skills to create an inclusive environment. In order to do so, it is important to consider the features of effective discussions, and conditions that promote small group interaction and engagement. Discussion is a powerful mechanism for active learning; a well-facilitated discussion allows the participant to explore new ideas while recognizing and valuing the contributions of others.

Visit the Sheridan Center website for more teaching resources.

## Creating an Inclusive Environment

### Opportunities for reflection:

- What do the participants bring to the group? (“Characteristics that may give you a unique perspective”)
- Self-awareness; awareness of others:
  - What do I bring to the group? What surprises or challenges me?
  - What behaviors am I most familiar or comfortable with?
  - What behaviors challenge me?

### Dos and Don'ts:

#### *Do:*

- Allow participants to introduce themselves – you can even set up an ice breaker to have pairs of students introduce each other.
- Be clear up front about expectations and intentions amongst participants and the facilitator.
- Use inclusive language.
- Ask for clarification if unclear about a participant's intent or question.
- Treat participants with respect and consideration.
- Develop an awareness for barriers for learning (cultural; social; experiential, etc).
- Provide sufficient time and space for participants to gather their thoughts and contribute to discussions.
- Provide opportunities for participants to think/pair/share.

#### *Don't:*

- Use certain conventions or language that will exclude certain groups from understanding the context of the discussion, or make them feel uncomfortable.
- Assume participants all have the same expectations when the group first convenes.

- Over-generalize behavior or have stereotypical expectations of participants (tokenism).
- Use (or allow others to use) disrespectful language or tone, or disrespectful non-verbal communication.
- Convey a sense of self-importance or superiority.
- Allow only the dominant or more verbal participants to take over the conversation.
- Discourage alternate views or counter-arguments.
- Ask too many yes or no questions.
- Try to be someone else- be yourself.

### **Constructive and Positive Discussions**

- Make the discussion functional by clarifying the goals of each session to the group.
- Establish ground rules:
  - Share personal experiences rather than make general statements about groups of people (stereotyping).
  - Ask dominant participants to allow others to speak.
  - Give all participants a voice- at the start highlight the value of a diversity of perspectives as an essential part of the process.
  - Go over constructive and destructive group behaviors at the start of the course / workshop.
  - Request that if participants challenge others' ideas, they back it up with evidence, appropriate experiences, and/or appropriate logic.
- Try to keep the group on task without rushing them.
- If the group starts to veer in the direction of negativity and/or pointless venting, ask them how they would like to address this.
- Step back when a group is functional/functioning – help participants become independent learners; take control of their learning.

### **Encouraging Participants**

Encouraging participation can be accomplished by:

- Writing participants' comments on the whiteboard.
- Asking follow-up questions, and paraphrasing the comments for everyone to ponder. A combination of initiating and probing questions can be an effective approach to bring out participants' ideas further.
- Asking the contributor for further clarification and/or elaboration.
- Re-visiting past contributions and incorporating them into subsequent discussions.
- Encouraging others to add their reactions or ideas to build on someone's comment.
- Not being afraid to admit your own ignorance or confusion if you don't know something – invite others to provide resources, and use the opportunity to discuss with the group how one might go about researching the issue.
- Discomfort and silence are ok, but balance with a clearly stated context and purpose.

### **Potential Problems in Discussions**



Maintaining discussions often means dealing as smoothly as possible with the problems that arise. Here are some common problems with suggestions for how to deal with them.

The participant who talks too much:

A way to approach the dominant participant and pull in non-participants is to redirect the discussion to another person or another topic. Alternatively, you may wish to reframe their comments, making them viable additions to the discussion. Facilitators might also ask one or more members of the group to act as observers for a few sessions, reporting back their observations to the group. Perhaps assigning the avid talker to the observer role would help the person develop sensitivity. Another approach is to break down the group into still smaller task groups.

The member who will not talk:

A way to approach non-participants is to provide opportunities for smaller group discussions or pair-share discussions. Smaller groups may help put some students at ease. A second strategy is to ask opinion questions occasionally (e.g., “How do you feel about this?”). This may encourage participation by reducing participants’ fear of answering incorrectly. Another strategy is to have participants write out their answers to a question. Having the words written out may make it easier for a shy or fearful person to speak up. Ask questions about an image projected on the screen for which no previous reading would be necessary, to include students who may not have done the reading that week or may be too nervous to remember what they have read.

The discussion that turns into an argument:

In good discussions, conflicts will sometimes arise. If such conflicts are left ambiguous, they may cause continuing trouble. Here are some ways to resolve them:

If the solution depends on certain facts, the facilitator can ask participants to refer to the text or another authority. If there is an experimentally verified answer, the facilitator can use the opportunity to review the method by which the answer could be determined.

If the question is one of values, the facilitator may use the occasion to help participants become aware of the values involved. The facilitator can list both sides of the argument on the board.

The facilitator can take a strong position as moderator, preventing participants from interrupting each other or speaking simultaneously. She or he can lay ground rules for discussion, such as asking participants to focus conflict on ideas rather than people and to resist being judgmental.

Unclear or hesitant comments:

The facilitator can encourage participants making unclear contributions to give examples and factual evidence of their points. The facilitator can also restate points for verification or rejection by the participants, or give enthusiastic nonverbal cues and patience.

#### The discussion that goes off track:

Some facilitators keep discussions on track by listing the questions or issues they want to cover on the board or summarizing the discussion on the board as it proceeds. Stopping and asking a participant to summarize where the discussion is at the point it appears to go off track may also help.

#### The student who attacks the facilitator:

When participants argue for the sake of argument, facilitators will usually lose if they take the bait. Participants or students who attack often want attention, so simply giving them some recognition while firmly moving on often takes care of the problem. If participants are simply trying to embarrass the facilitator, they may seek to make him or her defensive with such comments as, “How do you really know that...?” or “You’re not really saying that...?” Such questions can be handled by playing boomerang. The facilitator might say, “What I’m saying is..., but now I’d like you to share your perspective.” Turning the question back to the questioner forces him or her to take responsibility for his or her opinion. Other ways to handle these situations include:

- **Confrontation:** Facilitators can confront the questioner with their reactions to his or her behavior. “I’m uncomfortable with the imprecision of your questions. What I really hear you saying is...”
- **Active listening:** Facilitators can paraphrase the message they heard and check out the accuracy of their assumptions before responding.
- **Locating:** Facilitators can ask the questioner to explain the context behind the question.
- **Reframing:** The focus can be on clarifying the assumptions behind the person’s argument and then inviting her or him to see alternative possibilities.
- **Deferring:** Often, the best strategy is to invite participants to come up after the session and arrange for a time to talk about the disagreement further, and then move the discussion on to another topic.

#### A question you cannot answer:

Always be honest if you don’t know the answer to a question. Depending on the scenario, turn the question back to the student: what do they think might be the answer? If the line of inquiry is productive, open up discussion to the rest of the class. If the question is particularly challenging and impossible to answer definitively, discuss with students why this might be. If the question is highly specific and has a factual answer (i.e., when was this building built?) ask the student to speculate, or report back to the class at the next session after finding the answer on his or her own. Use this as an opportunity to teach reasoning or research skills. In rare cases, finding the answer during class in a textbook or on the internet can be helpful, but this can quickly become

distracting. If the answer is something you should already know, come prepared for the next class session, or offer to meet with the student in office hours. Or, ask the student to research it and bring the response to the next class meeting.

### **Common Section Activities**

Think/Pair/Share: Split students into pairs to briefly discuss a concept/question/problem, then share with the class.

Handout-based group activity: print out handouts for students to use in small groups (for instance, analyzing a floorplan or an image). That way, multiple students are engaged at once, and their discussion or actions are oriented around a focus object that can be handed in or used to present to the class.

Debate: for certain topics, a debate helps students to consider multiple/alternative viewpoints and formulate effective arguments. Students tend to enjoy these activities immensely and they often help to encourage participation from the entire class. Be sure to prepare in advance with everything from potential lines of reasoning to voting slips. Oxford-style debates allow students to judge their peers' arguments. Or, have pairs of students rotate as judges. Be sure to bring a timer to keep track of each component.

Entry or Exit Tickets: Students can bring an answer, sentence, or paragraph to class, or present one on the way out, as a way to record their attendance and participation. An open-ended question about a course text, a list of key points, the distillation of the authors' argument, or a working definition of a key term can all be useful ways to orient or spur class discussion.

### **Section Planning Tips**

- Check with previous TAs from the same course for section materials that you can adapt. Ask which discussions or activities were most successful.
- Think about how the section lines up with the lectures/sections occurring before and after it. Make connections across course material, but try not to present topics too belatedly or too early.
- Be cognizant of other TAs in your course teaching on different days and who will be prepared for what. Also be aware of their ability to teach the topics you present for section; your area of expertise will not necessarily match up with the other TAs', so be sure to provide them with a bit of extra background information if necessary.
- Try not to repeat too much information from lecture. Students should raise questions and lead any review themselves.
- Do not add too much new information. Sections should be for discussing course content (either from lecture or readings) in greater depth or applying it in new ways.
- Begin each section with an agenda for the class so students know what to expect. A small recap of the previous section may be helpful as well.

- Respond to student input. Think about what your group of students will be most interested in or what topics they might need more help with.
- Incorporate class readings and lecture content into section discussion. Ask open-ended questions that encourage student reflection as well as deeper thinking.
- Do not plan too much material. Often just a dozen or so slides is enough for one section.
- Use high-quality images on slides. Use the “large” setting on Google image search, or consult image databases like ArtStor.
- Do not pack too much text or too many images onto one slide. Make sure the slide content is visible to students around the room.
- Include key terms and quotes on the slides--many students benefit from seeing the words in addition to hearing them.
- Be sure that students are leading discussion rather than listening to you speak for the whole section.
- Be aware that 50-minute sections can go extremely quickly, so keep an eye on the clock!
- Strongly encourage students to arrive on time and dismiss class on time in return.
- Offer some variety--plan one or two different activities or broad discussion topics.
- Always leave time at the beginning or end for student questions on course content or logistics. Leave extra time ahead of major assignments or other course events.
- If you are unsure of how to begin, attend sections with other TAs or professors to get a feel for their teaching style and observe what works best.



# Questions to Provoke Critical Thinking



Varying question stems can sustain engagement and promote critical thinking. The timing, sequence and clarity of questions you ask students can be as important as the type of question you ask. The table below is organized to help formulate questions provoking gradually higher levels of thinking.

Thinking Skills	Purpose	Sample Action Prompts	Example Questions <sup>1</sup>
<i>Lower Levels</i>			
Remembering	memorize & recall facts	recognize, list, describe, identify, retrieve, name	What do we already know about...?
			What are the principles of ... ? How does ... tie in with what we learned before?
Understanding	interpret meaning	describe, generalize explain, estimate, predict	Summarize ... or Explain ...
			What will happen if ... ? What does ... mean?
<i>Higher Levels</i>			
Applying	apply knowledge to new situations	implement, carry out, use, apply, show, solve, hypothesize	What would happen if...?
			What is a new example of...? How could ... be used to...? What is the counterargument for...?
Analyzing	break down or examine information	compare, organize, deconstruct	Why is ... important?
			What is the difference between... and...?
			What are the implications of...? Explain why / Explain how?
Evaluating	judge or decide according to a set of criteria	check, critique, judge, conclude, explain	What is ... analogous to? How are ... and ... similar? How does ... affect...?
			Why is ... happening?
			What is the best ... and why? Do you agree or disagree with the statement...? What evidence is there to support your answer? What are the strengths and weakness of? What is the nature of...?
Creating	combine elements into a new pattern	design, construct, plan, produce	What is the solution to the problem of...?
			What do you think causes...? Why? What is another way to look at...?

<sup>1</sup>From Alison King, "Inquiring Minds Really Do Want to Know: Using Questioning to Teach Critical Thinking," *Teaching of Psychology* 22 (1995): 14.

# Writing, Grading, & Assessment

## Introduction

Most courses in this department require TAs to grade written assignments and examinations from students. Meet regularly with the faculty mentor and/or fellow TAs before, during, and after grading to ensure that grades are equitable. Expectations for high grades should be clear to students and TAs when assignments are released.

## Grade Options at Brown University

When registering for courses, Brown students must indicate whether they are taking a course for a grade (G) or satisfactory/no credit (S/NC). As an instructor, you may choose to make your course S/NC for pedagogical reasons. Otherwise, your students have the option to choose. They may change their grade option for a course online during the first four weeks of the semester. No grade option changes are allowed after the first four weeks of any semester.

Students use the S/NC option for a variety of reasons. You may even encourage a student who is concerned about your course to choose this option. But most students agree that S/NC allows for exploration of a particular topic without the stress and pressure that a graded evaluation may impart. They often do better in S/NC courses simply because they are intrinsically motivated to perform at a consistent and high level.

Auditors make special arrangements with the professor for credit; sometimes this information is included on the syllabus.

Some faculty will provide TAs with student grade options. This information can be extremely helpful to guide grading practices (for instance, auditors will not require extensive written feedback on written assignments).

### Pass with Distinction

If a student has done extraordinarily well in a course taken S/NC, faculty have the option of adding a "distinction" to the S-grade to indicate the high quality of the work done. A letter grade with distinction is appropriate when a student produces exceptionally high-level work. A satisfactory with distinction is awarded if the student took the course pass/fail but earned an A (this happens automatically online). Academic honors such as magna cum laude and Phi Beta Kappa are awarded on the basis of the number of grades of "A" or "S with distinction" in a student's record.

### Course Performance Reports (CPR)

Any student regularly enrolled in a course may request a Course Performance Report (CPR) and, at the instructor's discretion, receive one. Instructors of mandatory S/NC courses are obliged to honor such requests. For all other courses, instructors may decline to submit such a form if they believe they have inadequate information to do so. Students are required to request CPRs before

the end of the term. They begin the process by completing the student portion of the CPR form, which is then forwarded to the instructor. This form is available [online](#) in ASK.

Course Performance Reports are not part of a student's official academic record or transcript, but a student may request that the University send out one or two CPRs with their official transcripts. In such cases, students must provide the Registrar's Office with copies of the CPRs when submitting their transcript requests.

### Changing Course Registration

Students may drop and add courses using the online registration system for the first two weeks of a semester without charge. Course additions made in weeks 3 and 4 require the instructor's signature and are assessed a fee for each change. First-year students need the instructor's and their advisor's signature for any course they wish to add in weeks 3 and 4. Students are not allowed to add a course to their schedule after the first four weeks of the term.

### **Assignment Grading Tips**

- Most written assignments (essays, response papers) should receive a small amount of comments on the body of the paper itself and a brief write-up from the TA.
- Limit feedback to a few key points; do not overwhelm students with negative comments.
  - Be sure to respond to content and ideas as well as mechanics and style
  - Point out repeated mistakes
  - Tell students what they have done well
- Gauge the tone of comments carefully. Are they encouraging, are they hostile? The job of the undergraduate is to think, to join a conversation; do the comments reflect that invitation?
- For large batches of grading, write out a schedule and set a timer for each piece to be graded. Not every essay will require the same amount of time to grade, but students should receive a roughly equitable amount of feedback and attention.
- For top-scoring students, offer comments on how they might expand their argument and push their thinking to the next level
- Make it clear that you are grading the work, not the student.
- Encourage the student to work toward achievable goals
- Rubrics can be an extremely helpful tool for students and teachers
- When setting up a point system, make the math easy and clear
  - Find a comfortable number of points for the assignment that allow you to grade with nuance (a 10-point scale can be broken into halves), but not too much (a 100-point scale can mean unnecessarily splitting hairs between an 86 and an 87).
  - Avoid difficult decimals and fractions
- Make a first pass at assigning grades by writing temporary scores (with hard copies, write on a separate sheet or in pencil first, with electronic copies, mute grading on Canvas and release scores when finished).

- Be extremely cautious with hard copies of student work, especially midterms and exams. Save student records in a secure space.
- Set ground rules for late assignments and stick to this policy (i.e. one letter grade deduction per day, or no late work accepted after 24 hours without a note from the dean or medical services, etc.). Use the syllabus or section syllabus as a written contract; be consistent between all TAs for a single course.

## English Language Learning Support

### Strategies for Working with English Language Learners

- Set Clear Expectations: Cultural notions of classroom engagement vary greatly so you should set clear expectations regarding assessment.
- Recognize that when it comes to writing, cultural norms vary: American readers tend to prefer clear, concise writing with evidence that directly supports an explicit thesis statement. Other cultures might consider this style too direct or too concise. Thus, it's important to provide formative feedback that explains the conventions of American academic writing.
- Make sure you respond to the writer's ideas, not only deficits in grammar.
- Encourage reading beyond course assignments: Can you suggest any great newspapers, journals, or magazines that relate to your content area? The more an ELL reads, the more they can build key vocabulary and learn to mimic American style-writing.
- Provide audio-visual support whenever possible: The development of academic vocabulary or the content specific vocabulary required in your course may still be a work in progress. Generally speaking, it can take 7-10 years of language study to truly master the complex language required for university study. ELLs will benefit from visual cues. To this end, board use can be a simple, but effective tool to promote vocabulary development. Be sure that you write key terms on the board or in your presentations. Consider using technology like the Notebook Program for Smart boards so that you can give students additional visual access to everything that was covered in class *after class*. Encourage students to record your lectures.
- Create communities of learners: Anything you can do to encourage students to form study groups will help your ELLs, who will doubly benefit from working with peers on content material while also building social and communicative confidence.
- Stay informed: Keep up to date about services available to ELLs so you can point students in the direction of those supports. Refer students to the Writing Center for assistance with all stages of the writing process and to the ELL Director for more intense support in language development and cultural awareness. Encourage students to attend the language seminars offered by the ELL Director.
- Consider using the following syllabus statement: If English is not your first language, please inform me if you feel that you might need additional support. You may speak with me after class or during office hours. For more information about language support services, contact Rachel Toncelli, the ELL Director, at 401-863-5148 or [ellwriting@brown.edu](mailto:ellwriting@brown.edu).

Additional Support Services Available to English Language Learners



- Individual writing conferences with Writing Center Associates, many of whom are trained to support ELLs
- Individual appointments with ELL Director
- English Language Learner Seminars/Workshops - Students can enroll via ASK or by emailing [esl\\_writing\\_brown@brown.edu](mailto:esl_writing_brown@brown.edu).

Services for Faculty/Teaching Assistants

- Classroom observations by request
- Appointments to discuss differentiated instruction for ELLs
- Customized ELL workshops to supplement your courses. ELLs can be organized into workshop cohorts to work in tandem to your courses to develop the language skills needed to be successful in your course and beyond.

# Modern Architecture

HIAA 0850—Fall 2017

## RESPONSE PAPERS

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### **Purpose:**

Throughout the course of the semester, you will compose three concise essays to demonstrate your understanding of and engagement with the content of the course. The purpose of these essays is to develop your own critical analysis and writing skills on visual **and** spatial topics while you also engage with the written scholarship in the fields of architectural history & theory.

### **Description:**

Each response paper will take the form a 2–3-page, persuasive essay in which you respond to one of several listed prompts. After reading the assigned texts, you should craft a concise, thesis-driven essay drawing from both the existing scholarship and your own consideration of the **building(s)**.

### **Minimum Requirements:**

- 2–3 pages in length + a full bibliography
- Doubled-spaced, size 12 font (Times New Roman, Garamond, Baskerville, etc.)
- 1” margins on all sides
- Page numbers inserted
- Proper citations (adhere to Chicago Style)
- Observe the stipulations in the General Notes for All Written Work handout.

### **Submission:**

Completed response papers must be uploaded to the course Canvas page under the appropriate assignment by **5:00pm** on the assigned due date. Essays must be submitted as Word documents (.doc, .docx).

### **Evaluation:**

Each response paper counts for **10%** of your final grade in the course. Please review the evaluation rubric.

### **Resources:**

Karen Bouchard ([karen\\_bouchard@brown.edu](mailto:karen_bouchard@brown.edu)) is the Scholarly Resources Librarian for the History of Art and Architecture, Literary Arts, Public Humanities, and Visual Art at Brown’s Rockefeller Library. We encourage you to make an appointment with her to discuss the best strategies for research papers, building strong bibliographies, locating books, articles, images and more.

The Writing Center at Brown is a great resource for improving your academic writing. You can schedule free, one-on-one writing consultations with a Graduate Associate at any point in the writing process—from brainstorming topics and developing a strong thesis, to polishing final drafts of your written work. We highly suggest making appointments with them early in the semester to help you with your short response papers as well as your term paper.

<http://www.brown.edu/academics/college/support/writing-center/>

**EVALUATION RUBRIC**

<b>CRITERIA:</b>	<b>SCORE:</b>
<p><b>Thesis/Argument</b></p> <ul style="list-style-type: none"> <li>▪ The essay is constructed around a well-developed thesis—which must be clear, logical, and contestable (not simply a summary, but a critical response to the assigned texts). As such, it must be explained and defended throughout the essay and should exhibit a complexity of thought and clearly define your goals for the essay.</li> </ul>	
<p><b>Engagement with Sources (Buildings &amp; Texts)</b></p> <ul style="list-style-type: none"> <li>▪ The essay <u>synthesizes</u> the essential ideas from the readings, drawing meaningful connections between them and isolating their most important contributions.</li> <li>▪ The essay <u>analyses</u> how the ideas presented in the readings compare and/or contrast to the other authors' and your own interpretations, <b>which should be supported with visual analysis</b>.</li> <li>▪ Proper citations—whether for direct quotations, paraphrasing, or the application of an idea—must be provided as necessary, and formatted in Chicago Style, available online via the Library.</li> </ul>	
<p><b>Structure/Organization</b></p> <ul style="list-style-type: none"> <li>▪ The structuring of the essay should match the articulation of the thesis. The argument and its supporting evidence should unfold logically, coherently, and progressively.</li> <li>▪ The direction of the writing should be clearly apparent and its focus consistent.</li> </ul>	
<p><b>Language/Style</b></p> <ul style="list-style-type: none"> <li>▪ The essential elements of style—language, fluency, and voice—should be appropriate to the scope of the essay.</li> <li>▪ The use of language and word choice should be clear and precise.</li> <li>▪ Writing should be fluid, with each sentence moving directly to a coherent conclusion.</li> <li>▪ Your voice should be developed effectively toward achieving the goals of the essay.</li> </ul>	
<p><b>Execution/Achievement</b></p> <ul style="list-style-type: none"> <li>▪ By the conclusion of the essay, the reader should be able to determine how well your writing achieved the aims of the paper as articulated in your thesis, and moreover, the overall effectiveness of your persuasive writing.</li> </ul>	

Sample “Notes on Written Assignments” handout for Global Art History:

## NOTES ON WRITTEN ASSIGNMENTS

### HIAA 0010: Global History of Art and Architecture

The Brown University Writing Center is a great resource for information on how to get started with your writing and for meeting with specialists to help you edit and organize your writing. See:

[http://www.brown.edu/Student\\_Services/Writing\\_Center/](http://www.brown.edu/Student_Services/Writing_Center/) The Writing Center is a resource available for you, and we highly suggest making appointments with them early in the semester to help you with your writing.

#### GENERAL NOTES FOR ALL WRITTEN WORK

##### **Titles**

- Every paper you write should have a title that informs the reader about your topic.

##### **Formatting Requirements**

- Label each paper at top left or right with your name, TA’s name, and date.
- Title should be centered and in bold.
- All papers should have 1” margins on all sides.
- Use either Times New Roman or Garamond, size 12 fonts, double-spaced. Use size 10 font for footnotes
- For papers over 1 page, please insert page numbers.

##### **Citation**

- All citations should appear as numbered **footnotes** in your writing (All word processing programs have a tool which will allow you to insert auto-numbered in-text notes and footnotes).
- We ask that you use the **Chicago Manual of Style** for formatting of footnotes and bibliographies. The Chicago Manual of Style is available at the Rock, as well as online through JOSIAH. This website is a useful source for an abbreviated summary of Chicago Style, <http://writing.wisc.edu/Handbook/DocChicago.html> The full manual may seem a bit daunting at first, but it provides for all range of possibilities in citations, from websites, to interviews, to film recordings. If you are unsure of how to correctly cite a source, please refer to the Manual and look up the correct format. Examples appear on page 5 of this document.
- For Final Papers and Written Components: Please include a **bibliography** page at the end of your paper. An example appears on the next page.

##### **Images**

- When including images in your paper, they should follow the requirements on page 2.
- Images should always appear after the text of your paper and before your bibliography. They should never be inserted within the text of your paper.
- Images must be referenced in the text of your paper as: (Figure 1). Please use sequential numbering.
- Each image should be given a caption. For buildings, include the location, date, and architect’s name.
- The source for your images must also be cited. Please conform to Chicago Manual citation formatting.

## FORMATTING AND CITATION EXAMPLES

### Beginning of Document:

Title	Name Date TA's Name
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### Bottom of Page:

Page 1
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### Images:



Figure 1  
**Empire State Building**, Exterior.  
Shreve, Lamb, and Harmon, Architects.  
1931. New York, New York, USA.  
Source: "Empire State Building." Accessed September 5, 2011.  
[Http://www.greatbuildings.com](http://www.greatbuildings.com)

### Bibliography:

#### Bibliography

Lloyd, Donald A., and Harry R. Warfel. *American English and Its Cultural Setting*. New York: Alfred A. Knopf, 1956.

Rosenblatt, Louise M. "The Transactional Theory: Against Dualisms." *College English* 55 (1993): 377-86.

Wordsworth, William. *Poetical Works of William Wordsworth*. Edited by E. de Selincourt and H. Darbshire. 2nd ed. 5 vols. Oxford: Oxford University Press, 1952.

## Style Guide to Masterful Writing<sup>1</sup>

1. **Thesis Statements** should be:
  - a. Complex and nuanced
  - b. Controversial and debatable
  - c. Precise and exacting
  - d. Go beyond what the prompt asked you to write about and bring your own original insight to the argument. You're not just summarizing Curtis and Professor Neumann – you're synthesizing the information you've been given and crafting an argument based on it. It's also okay to contradict the authors and/or professor!
2. **Organization**
  - a. Your paper should have a clear introduction, body, and conclusion.
  - b. The **intro** should contain your thesis statement. It shouldn't take you a page to arrive at your thesis statement – this is a two to three page paper.
  - c. The **body** of your paper should be a happy blend of your own analysis and evidence gleaned from readings and lectures, appearing in well-organized paragraphs.
  - d. **Conclusions** should be still rigorously analytic rather than sentimental
    - i. Bad: "Because of his tremendous architectural genius, Gaudi will stay in our hearts and minds forever."
      1. Addendum: Arguing that a certain architect/theorist was a genius is a pretty weak historical argument. We wouldn't be studying Pugin, Gaudi, or Sullivan if they weren't in some way important or influential.
    - ii. Better: "Gaudi's unique formulation of structural rationalism and sense of regional aesthetic integrity has ensured his lasting relevance in an era of rampant globalization."
3. **Formatting**
  - a. Use 1" margins on all sides
  - b. Double space
  - c. Use Times New Roman or Garamond
  - d. Put your name, TA's name, and the date on EVERYTHING you hand in.
4. **Centuries** should be lower-case and written out. If the century is being used as a noun, it is looks like this: "the nineteenth century." If it is being used as an adjective, it has a hyphen like this: "nineteenth-century architecture."
5. **Chicago Style Footnotes and Bibliography**. Information about how to cite correctly using Chicago Style appear on pages 5-8 of this document, or you can Google it, or you can get the style guide on Reserve at the Rock, or you could even buy your own copy. If this is completely foreign to you, come see your TA during office hours.
  - a. For **footnotes**, font should be size 10.
  - b. For the short papers, we have not specified whether you need **footnotes and bibliographies**. Generally footnotes are used to cite where you found a piece of information, idea, or quote, and the bibliography is a summary of all the sources you consulted in your research. This is why both are required for your final projects. For the short papers, if you have cited all of the sources you looked at in the footnotes, then you can skip the bibliography. Though, we suggest doing at least one bibliography during the four response papers to give you some practice on formatting.
6. Try to **avoid broad historical generalizations**
  - a. Bad: "The nineteenth century was typified by a totally incoherent mish-mash of historicist chicanery."

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<sup>1</sup> Guide written by Sarah Rovang, Ph.D. candidate in HIAA

- b. Better: "Owing in part to the pressures of impending industrialization and increasing urbanism, many architects of the nineteenth century sought to revive historical styles."
- 7. Colons and Semicolons**
- a. Semicolons and colons intimidate many people because writers do not understand how these punctuation marks operate within the text. As opposed to the comma, the semicolon principally separates related sentences. Thus, the semicolon separates groups of words that could be complete sentences by themselves. Colons may also separate independent clauses; however, they primarily begin lists. Semicolons and colons indicate sophisticated writing. **Remember that using too many semicolons and colons can make a paper look cluttered, particularly a shorter paper.** Use them sparingly in order to add variety to the methods utilized to connect sentences.
- b. Do not use colons before a quote (use a comma instead). For example, Curtis notes, "...", not Curtis notes: "..."
- 8. Quotes**
- a. Do not need to be italicized
- b. If they take up over 3 lines of type in paper, quotes should be:
- Single spaced
  - Have a 1" indentation on right and left sides
  - In size 11 font
9. There is a time for **quoting**, and a time for **paraphrasing**; a time to use the words of others, and a time to put things in your own words.
- a. Paraphrase when you are just using a fact from a source: dates, factual descriptions, etc. For instance, you would not quote: "Gaudi's principle secular works were conceived in parallel with the park, beginning with the Casa Batllo of 1904-7." (Curtis 62)
- b. Quotes should be reserved for analysis from other authors that you really want to borrow and can't come up with a way to say it better than they already did. You *could* quote: "Gaudi's buildings were so bizarre as to be inimitable, which naturally inhibited propagation of his style in a local tradition." (Curtis 63)
- c. If you use a quote, the caveat is: you have to defend your use of that quote. Tell your reader what the quote means and why it is relevant.
- 10. Sentimental language** does not belong in academic writing
- a. Words like fantastic, fabulous, wonderful, and gorgeous do not reveal anything terribly insightful about a building. Of course, we are working with aesthetics when we talk about art and architecture, and sometimes you have to use these words when they are directly relevant to your argument.
- b. Bad: "Gaudi's little known work, the Casa Bling, is a gorgeous masterpiece."
- c. Better: "In the Casa Bling, Gaudi consciously attempted to create an aesthetically appealing façade and interior that would provoke a sensual response on the part of the visitor. Describing his work, Gaudi reported, 'I really wanted to create a sumptuous and decadent jewel-box.' The result is an exemplary and sparkling example of Gaudi's undervalued Gangster Period."
- 11. Hyperbolic language and superlatives** are (generally) to be avoided as well
- a. "Perfect," "the best," "the most," "entirely," "absolutely" – these are all words and phrases to use very carefully in academic writing
- b. Bad: "Gaudi's Casa Bling is a perfect combination of form and function."
- c. Better: "Gaudi's Casa Bling represents a development in the architect's understanding of form and function as compared to previous works."

## CHICAGO STYLE FOOTNOTES AND BIBLIOGRAPHIES

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A short list of sample entries, for a complete listing consult: *The Chicago Manual of Style* (online or print).

### BOOKS

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#### BOOK, ONE AUTHOR

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- Footnote:** 1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.
- Bibliographic Entry:** Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

#### BOOK, TWO OR MORE AUTHORS

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- Footnote:** 1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.
- Bibliographic Entry:** Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.

**BOOK, FOUR OR MORE AUTHORS**, list all of the authors in the bibliography; in the note, list only the first author, followed by et al. (“and others”):

- Example:** 1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s . . .*

#### BOOK, Editor, translator, or compiler instead of author

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- Footnote:** 1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.
- Bibliographic Entry:** Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

#### BOOK, Editor, translator, or compiler in addition to author

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- Footnote:** 1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.
- Bibliographic Entry:** García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988.

#### BOOK, Chapter or other part of a book

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- Footnote:** 1. John D. Kelly, “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War,” in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.
- Bibliographic Entry:** Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.



### BOOK published electronically

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If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. If no fixed page numbers are available, you can include a section title or a chapter or other number.

- Footnote:**
1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.
  2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), accessed February 28, 2010, <http://press-pubs.uchicago.edu/founders/>.

- Bibliographic Entry:**
- Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.
- Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.

### JOURNAL ARTICLES

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#### ARTICLE in a print journal

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In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

- Footnote:**
1. Joshua I. Weinstein, "The Market in Plato's Republic," *Classical Philology* 104, no. 3 (2009): 440.

- Bibliographic Entry:**
- Weinstein, Joshua I. "The Market in Plato's Republic." *Classical Philology* 104, no. 3 (2009): 439–58.

#### ARTICLE in an online journal

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To be used if the journal does not have a print edition. Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline (not required for Contemporary Architecture papers).

- Footnote:**
1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.

- Bibliographic Entry:**
- Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247.

#### ARTICLE in a newspaper or popular magazine

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If you consulted the article online, include a URL; include an access date only if your publisher or discipline requires one. If no author is identified, begin the citation with the article title.

- Footnote:**
1. Daniel Mendelsohn, "But Enough about Me," *New Yorker*, January 25, 2010, 68.
  2. Sheryl Gay Stolberg and Robert Pear, "Wary Centrists Posing Challenge in Health Care Vote," *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

- Bibliographic Entry:**
- Mendelsohn, Daniel. "But Enough about Me." *New Yorker*, January 25, 2010.
- Stolberg, Sheryl Gay, and Robert Pear. "Wary Centrists Posing Challenge in Health Care Vote." *New York Times*, February 27, 2010. Accessed February 28, 2010. <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

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**ARTICLE, Book review**

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**Footnote:** 1. David Kamp, "Deconstructing Dinner," review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

**Bibliographic Entry** Kamp, David. "Deconstructing Dinner." Review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review. <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

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**OTHER SOURCES**

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**THESIS OR DISSERTATION**

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**Footnote:** 1. Mihwa Choi, "Contesting Imaginaires in Death Rituals during the Northern Song Dynasty" (PhD diss., University of Chicago, 2008).

**Bibliographic Entry:** Choi, Mihwa. "Contesting Imaginaires in Death Rituals during the Northern Song Dynasty." PhD diss., University of Chicago, 2008.

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**WEBSITE**

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Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

**Footnote:** 1. "Google Privacy Policy," last modified March 11, 2009, <http://www.google.com/intl/en/privacypolicy.html>.  
2. "McDonald's Happy Meal Toy Safety Facts," McDonald's Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.

**Bibliographic Entry:** Google. "Google Privacy Policy." Last modified March 11, 2009. <http://www.google.com/intl/en/privacypolicy.html>.  
McDonald's Corporation. "McDonald's Happy Meal Toy Safety Facts." Accessed July 19, 2008. <http://www.mcdonalds.com/corp/about/factsheets.html>.

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**BLOG ENTRY OR COMMENT**

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There is no need to add pseud. after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

**Footnote:** 1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, "Double Exports in Five Years?," The Becker-Posner Blog, February 21, 2010, <http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html>.

**Bibliographic Entry:** Becker-Posner Blog, The. <http://uchicagolaw.typepad.com/beckerposner/>.

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**LECTURE**

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**Footnote:** 1. Dietrich Neumann, "The American Scene" (lecture, Modern Architecture, Brown University, Providence RI, September 28, 2011).

**Bibliographic Entry:** Neumann, Dietrich. "The American Scene." Class lecture, Modern Architecture, Brown University, Providence, RI, September 28, 2011.

## NOTES ON PLAGIARISM AND PARAPHRASING

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We hope these notes below are a helpful reminder of how to avoid plagiarism and to be sure to cite sources carefully and give credit for other author's ideas and words. If you have questions regarding how to cite sources and ideas, you can use the resources on the Brown Writing Center's website, make an appointment at the Writing Center, or come to any TA's office hours.

We take issues of plagiarism seriously, and you can read the University's policy for the Academic Code at: [http://brown.edu/Administration/Dean\\_of\\_the\\_College/curriculum/academic\\_code.php](http://brown.edu/Administration/Dean_of_the_College/curriculum/academic_code.php)

*Adapted from: "Penning the Past: Advice on Writing in the Historical Disciplines."*

[http://www.brown.edu/Student\\_Services/Writing\\_Center/resources\\_writers/article\\_lodewick.html](http://www.brown.edu/Student_Services/Writing_Center/resources_writers/article_lodewick.html)

Note: You may find this essay useful, especially if you have not written historical essays before. A link to the website and a pdf version are available on MyCourses.

### Plagiarism

When writing, you must give credit to other authors when it is due. Plagiarism, or the act of using the ideas or words of another person without granting that person recognition, is not only dishonest-because you are, in essence, claiming those words or ideas as your own-it is also an intellectual crime that has been prosecuted in courts of law. So just to be on the safe side, cite, cite, cite.

### Using an idea and paraphrasing

Most people find it fairly obvious that copying another author's words into one's own work without crediting that other author constitutes plagiarism. In addition, you "plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block quotations. You also plagiarize when you use words so close to those in your source, that if you placed your work next to the source, you would see that you could not have written what you did without the source at your elbow." Finally, the act of taking another person's idea, putting it into one's own words, and then including it in one's paper-without acknowledging that the idea came from some other source-is plagiarizing.

Some students try to avoid plagiarizing by shunning the use of direct quotes. Instead of copying another author's words exactly, the students attempt to paraphrase-or put into their own words-passages from primary and secondary texts. This is not a bad idea, but in order for paraphrasing to work, two things must be remembered.

The act of paraphrasing does not give you permission to copy almost an entire passage, simply changing a few words here or there. If you are only changing an occasional word or phrase, or if you are keeping most of the important phrases from the original text in your own version, you are not paraphrasing, and you would be better off directly quoting the source. As Wayne Booth, Gregory Colomb, and Joseph Williams remind us in *The Craft of Research*, "close paraphrase may count as plagiarism, even if you cite the source." [6]

Even when you do paraphrase correctly, and completely re-word the statement of an idea so that it reflects your own phrasing and not that of the original author, you need to cite the material that you have paraphrased because it contains ideas that originated in the mind of somebody else. You might not be directly quoting another author, but you are still discussing another scholar's thoughts.

# Soliciting Student Feedback

## Mid-Semester Feedback:

Mid-semester feedback from students helps TAs to improve their teaching and test out new approaches while the semester is still in full swing. TAs can create their own feedback form (ideas below) or use one from a previous course.

Typically, feedback is collected anonymously. TAs can provide instructions to students, distribute evaluation sheets, and step out of the room for the last five minutes of section while students respond and place their completed forms in a pile. It helps to explain to students ahead of time why these evaluations are important.

### Two Simple Questions (Jan Tullis, Geological Sciences)

- What aspects of the course have been especially helpful in terms of your learning?
- What aspects of the course could be improved?
  - What changes could the instructor make to improve the learning environment?
  - What changes could you make to improve your own learning/studying in this course?

### Three Things (Craig Nelson, Indiana University - Bloomington)

- What are three important things you have learned so far?
- What are three aspects of the class that have helped your learning so far?
- What are three things that you wish were different?

### Keep/Start/Stop

- What should we keep doing?
- What should we start doing?
- What should we stop doing?

## End-of-Semester Feedback:

End of Semester Feedback provides TAs with the most comprehensive review of their teaching. TAs can use the feedback to improve in the future and can include forms in their teaching portfolios.

Links to resources on how to gather, interpret, and use end of semester feedback can be found at the following Sheridan Center website: <https://www.brown.edu/about/administration/sheridan-center/teaching-learning/feedback-teaching/course-evaluations>

Sample mid-semester Evaluation sheet:



The Harriet W. Sheridan Center for Teaching and Learning  
96 Waterman Street  
Box 1912, Brown University, Providence, RI 02912  
(401) 863-1219  
Sheridan\_Center@Brown.edu  
www.brown.edu/sheridan\_center



*Included below is the form Professor Jan Tullis (Geological Sciences) uses to solicit mid-semester from the students in her classes. You are welcome to adapt it for use in your own course(s).*

## Mid-Course Suggestions

(course number, date)

We would like to get your honest reactions to a number of aspects of the course, while there is still time to change and improve it for the rest of the semester.

Aspects that you might comment on include correlation between course activities and course objectives; how classes are run; professors' clarity and enthusiasm; fairness of first exam; usefulness of homeworks, labs, and field trips; fairness of grading; availability and effectiveness of professors and TAs; and usefulness of assigned readings.

**What aspects of the course have been especially good in terms of your learning?**  
*(please be specific about how/why that aspect is good)*

**What aspects of the course could use improvement?** *(Make specific suggestions)*

*" changes WE could make which would improve the learning environment*

*" changes YOU could make that would improve your learning effectiveness*

Name (optional)

Sample end-of-semester evaluation sheet:

**HIAA0085 Fall 2017**  
**End-of-Semester Evaluation**

TA:

What did you enjoy about section this semester?

Was there anything that your TA did particularly well?

What were your least favorite aspects of section?

What could your TA improve on?

Were there any discussions or activities that were particularly memorable or interesting?

How did you feel about the dynamics of your section? Did you feel discouraged from participating for any reason?

Any additional comments: