

# 🌀 Thursday, August 18 🌀

<b>8:30 - 9:00 a.m.</b>	<b>HBC   Breezeway</b>
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**Continental Breakfast**      Breakfast will be provided for all orientation participants.

<b>9:00 - 9:50 a.m.</b>	<b>See Room Assignments on page 5</b>
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**Small Groups**      ITAs and domestic TAs will meet together in small groups. There will be time for conversation and questions.  
  
Leaders: *Teaching Mentors*

<b>10:00 - 10:50 a.m.</b>	<b>HBC   Gifford Auditorium</b>
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**Academic Integrity for Teaching Assistants**      To be successful in one's studies as well as teaching responsibilities at Syracuse University, it is essential for Teaching Assistants to be familiar with the university's academic integrity policies. These policies vary widely among different educational institutions, so this session is designed to introduce you to what academic integrity entails at Syracuse University. Through discussions based on real-life cases, we will demonstrate various examples of academic integrity violations -- including many that students and TAs often overlook. We will discuss practical tips on how to manage violations when they occur as well as information about helpful resources.

Presenters: *Emily Perkins, Assistant Director of Academic Expectations, Center for Learning and Student Success (CLASS) and Meghan Graham, Administrative Assistant, Center for Learning and Student Success (CLASS)*

### Area-Specific Breakout Sessions

These sessions are designed to address some of the area-specific concerns of our TAs. Please attend the session that most accurately fits your department/program or role as a TA.

<b>11:00 - 11:50 a.m.</b>	<b>HBC   Gifford Auditorium</b>
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**Area-Specific Session:**      What does it mean to teach in the Humanities and Social Sciences? While sometimes portrayed as disparate realms of the academic universe, both sets of disciplines rely on similar teaching principles. These principles focus on engaging students to think critically about lived experiences and humanity. The gold standard is to get students talk amongst themselves about what we in the disciplines deem are important concepts. In this session, we will share some practical information about what Teaching Assistants should expect in their roles, how to consider personal disclosure, how to remain objective in such subjective disciplines, and what to consider in our teaching approaches. We will also share some advice and insight based on our own teaching experiences. In this session, we hope to prepare Teaching Assistants for the rewarding experience of engaging undergraduate students in the complex construction of knowledge that is critical to our work.

**Humanities & Social Sciences**

Presenters: *Teaching Mentors: Caitlin Smith (Human Development and Family Science) and Morgan Shaw (English)*

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## Area-Specific Breakout Sessions (continued)

These sessions are designed to address some of the area-specific concerns of our TAs. Please attend the session that most accurately fits your department/program or TA assignment.

11:00 - 11:50 a.m.

HL 207

Area-Specific Session:

The purpose of this session is to prepare STEM TAs for their position as science educators and offer practical strategies for sustained success.

Teaching in the STEM Disciplines

Varied roles of the STEM TA will be highlighted as TA are advised on how to thrive in each setting. TAs will learn to promote active learning strategies and engagement in science classrooms by incorporating student-centered learning methods such as case-based learning, collaborative learning, technology-based tools, and visual tools. TAs will be offered strategies to maintain productive discourse in their classrooms and guidance through their role as STEM TAs.

Presenters: *Teaching Mentors : Alexander Hartwell (Mechanical & Aerospace Engineering) and Michael Ammourey (Civil & Environmental Engineering)*

11:00 - 11:50 a.m.

HL 107

Area-Specific Session:

This discipline-specific session aims to address strategies for providing constructive criticism and critique in both verbal and written situations.

Architecture

The session will also discuss the importance of communication among fellow TAs and course faculty. Additionally, the session will discuss studio culture and specifics on how to promote a healthy and productive environment both within and outside the specific course.

Presenter: *Teaching Mentor: Morgan Noone (Architecture)*

11:00 - 11:50 a.m.

HBC Kittredge Aud.

Area-Specific Session:

In this session, we will present four pillars of education that can transform Teaching Assistants' experiences within and beyond the classroom setting. By understanding one's positionality, pedagogy, place and power, Teaching Assistants may feel better equipped to build upon their teaching philosophies as well as meet the expectations that come with their teaching assignments. Participants in this session will have an opportunity to reflect on these four pillars and engage in discussion about how to include them in their own work.

Education

Presenter: *Teaching Mentor: Fatima Seyma Kizil (Reading & Lang. Arts)*

11:00 - 11:50 a.m.

Lyman 132

Area-Specific Session:

This session will provide a forum for TAs in Visual and Performing Arts to develop strategies for instructing and mentoring their students. We will discuss the role of the VPA TA in both classroom and studio settings, present strategies for assessment, and explore the many resources and facilities available to VPA TAs at SU. We will consider some of the issues that arise in evaluating and providing feedback on aesthetic products/performances.

Teaching in the Arts

Presenter: *Teaching Mentor: Mmakgosi Anita Tau (Film & Media Arts)*

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12:00 - 1:00 p.m.

Schine Student Center or Ernie Davis Dining Hall

Lunch

Lunch will be provided for all orientation participants. Please remember to bring your meal coupon (see Meals note on page 7).

1:10 - 2:00 p.m.

Rooms as noted

2:10- 3:00 p.m.

## Concurrent Sessions 2

Please review the following session descriptions and select one session to attend from 1:10 to 2:00 p.m. and a different session to attend from 2:10 to 3:00 p.m.

Teaching Online

It is increasingly important to have the option of extending your in-person teaching proficiency to an online setting. In this session we will discuss two kinds of online instruction: synchronous and asynchronous. We will briefly explore some online tools and platforms at your disposal (such as Zoom, Blackboard, etc.), and discuss some strategies for engaging with and delivering content online. This session will provide a basic understanding of the forms of online teaching, and what responsibilities the instructor in an online classroom can expect to undertake.

HL 107

Presenters: *Teaching Mentors: Ashley Douglass (Psychology) and Nicholas Ng (Mathematics)*

Creating a Teaching Persona

Developing your “teaching persona” in an intentional, strategic manner is important. This session will assist you in developing your own unique teaching persona. We will discuss techniques for creating a dynamic and adaptable way to present your material and yourself. We will consider what an effective teaching persona could look like for you personally, and we will strategize how to tailor this persona to your classroom environment.

HL 207

Presenters: *Teaching Mentors: Jacob Bartholomew (Sociology) and Tomas O'Rourke (Communication & Rhetorical Studies)*

Dealing with Challenges in the Classroom

How do you approach uncomfortable topics in the classroom, and respond when students get in heated discussions? How do you teach a class with students from diverse academic backgrounds, and what strategies can you use to encourage students to work as a group and engage in respectful and productive dialogue? This interactive session includes an activity with hypothetical scenarios and offers possible strategies for addressing common classroom challenges.

LSB 105

Presenters: *Teaching Mentors: Brian Odiwuor (Teaching & Leadership/ Mathematics) and Alec Goldstein (Psychology)*

The Classroom as Community

This presentation will focus on practical strategies for creating community within the classroom. Special attention will be paid to techniques and ideas for the first day of class, as well as potential challenges and issues that might arise. We will also offer advice on facilitating an engaged and shared classroom space.

HBC Kittredge Aud.

Presenters: *Teaching Mentors: Simon Vangel (English) and Lauren Cooper (English)*

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1:10 - 2:00 p.m.  
2:10- 3:00 p.m.

Rooms as noted

### Concurrent Sessions 2

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Being the Instructor of Record

Lyman 132

This session covers the major moving parts of the Instructor of Record (IOR) role and provides strategies and materials to support the development of a sustainable teaching/research routine in graduate school and beyond. Participants and facilitators will share challenges and concerns relevant to the upcoming year and work together to brainstorm and record solutions.

Presenters: *Teaching Mentors: Lida Colon (Writing Studies, Rhetoric, & Composition) and Dustin Satterfield (Sociology)*

4:30- 6:30 p.m.

The Inn Complete

Happy Hour/BBQ

TAs and their partners and families are welcome to attend a social gathering. Refreshments will be served (please bring a valid picture ID if you wish to drink any alcoholic beverages). A Trolley will run between the College Place bus stop and the Inn Complete from 4:30 to 6:45 p.m. As per current COVID-19 public transportation safety protocols, all riders must wear an appropriate mask.