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<th><strong>STUDENT ABSENCE</strong></th>
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| If a student misses lab without a valid excuse, they will receive a zero for that lab.  
Every week, chemicals and equipment are provided for a specific experiment. There are NO make-up labs unless the student is able to attend the TA's section later in the week or attend another TA's section. To attend another lab, prior arrangements must be made, and the TA must sign their make-up lab.  
In cases where a student attendance is **required** at a University-sponsored event (field trips, sports, etc.), a student can attend another TA's section during a given week. Prior arrangements must be made, and a letter from their professor or coach must verify their required absence on the day of the scheduled lab section.  
If a student misses lab with a valid excuse and is unable to attend a lab at a different time during the week, please give them data for the experiment and have them write up the lab and answer all the Pre-lab and Review Questions. This will help them prepare for the comprehensive lab final at the end of the quarter.  
A second lab missed will require the student to drop the course except under **EXTREME** circumstances. In this case students must see the instructor of the course. |

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<th><strong>COURSE MATERIAL</strong></th>
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| The TA is expected to prepare and understand the material covered in both the lab and the associated lecture course. A text, study guide, complete solutions manual and a course syllabus is provided.  
Assigned problems are indicated on the back of the syllabus. It is highly recommended that the TA work the problems to review the material. Attending lecture may also be valuable. |

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<th><strong>PROBLEM SOLVING</strong></th>
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| Learning to solve Chemistry problems requires students to work the problems themselves. Watching others (e.g. instructors, tutors or other students) work problems or reading the solutions in the solution manual is no substitute for working the problems themselves. They must go through the reasoning process until they understand each type of problem. Sufficient practice is important.  
Time spent struggling with problems gives students the opportunity to learn how to approach solving problems. The study guide may be helpful for students. Encourage students to ask questions.  
To help students understand problems, answer their questions by asking questions. **Do not work out the problem for them.** Listening to students discuss chemistry is very important. In order for students to learn chemistry and solve problems, they need to do most of the talking when they interact with you. |
# TEACHING ASSISTANT DUTIES AND RESPONSIBILITIES
## DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

### EVALUATIONS
TAs are evaluated by their students at the end of each quarter and twice during their first quarter.

Mid-quarter evaluations are important to give the TA time to respond immediately to problem areas or student concerns. The evaluations are anonymous. Students need to know that you really want to do the best you can to help them be successful in the lab. This gives students an opportunity to tell you what they need and what you can do as a TA to help them succeed. If you show your students that you care about them, your students will study, work hard and succeed. The main goal as a TA is for you to show your enthusiasm for the subject and motivate students to work.

At the end of the quarter, a student in the lab collects TA evaluations. Evaluations are turned in to Mallarie Stevens in the chemistry department office. Envelopes will be provided. For evening labs, evaluations are handed in at the ground floor stockroom window, PSBN 1642 or placed in a mailbox (labeled “TA Evaluations”) in the corridor on the first floor by the stockroom window.

It is important to inform students that TAs do not have access to the evaluations until after the quarter ends and grades are turned in.

The end of the quarter evaluation is included in the TA’s file.

### VIDEO TAPING
TAs are required to be video taped once during the first quarter of teaching. TAs view the video tape with another graduate student and write a critical analysis of their performance.

At the start of the quarter, sign up to be videotaped at the following link.

http://tataperequest.apps.id.ucsb.edu/

After you are video-taped, view your tape with another TA and discuss your lecture. The TA who gave the lecture begins by discussing how he/she feels about their lecture; discuss what he/she liked about their presentation and why; discuss aspects of their lecture that need work; what they may try in future lectures to improve.

If you would like to be video taped a second time, or at any time in the future, feel free to make an appointment by calling ext. 4346. tavideo@id.ucsb.edu

### HELP
For questions or help, please feel free to come by my office, email or call at any time. Office: PSBN 3670 B

Phone: Ext. 5512

563-0221 (Evenings before 10 PM)

Email: petra@chem.ucsb.edu
Teaching Chemistry Labs

SAFETY
Know emergency procedures
Locate: Emergency exits / meeting points
       Safety shower, eye wash, fire extinguisher
Always wear safety glasses
Wear gloves when appropriate
No smoking, eating, or drinking in the lab
No short shorts, tank tops, or open-toed shoes

LAB GUIDELINES
Always wear safety glasses
Never leave students unattended
Nothing goes down the drain
Deposit all waste in appropriate waste containers

TA REMINDERS
Be prepared
Grade and return lab reports and quizzes every week
   Discuss the answers to quiz questions immediately after students take the quiz.
   Do NOT hand out answers to any questions in the lab manual.
Attend your TA office hour every week
Know how to get your students' attention
Lay the ground rules the first day of lab
Lead by example (wear your safety glasses)

PRE-LAB LECTURE
Introduce the experiment: explain what will be measured and how.
Demonstrate new equipment/procedures
Point out ways to make the experiment work more efficiently
Note special safety / waste considerations
Review Goals for the day
Note any upcoming deadlines