

# Teaching Guide for GSIs | Pre-Semester Preparation

## Checklist for Getting Started as a GSI

### I. Things to Do

- Read over appointment letter and finalize hiring process.
- For first-time GSIs:
  - Enroll in your department's 300-level course (most go by the number 375).
  - Enroll in and complete the GSI Professional Standards and Ethics in Teaching Online Course (<http://gsi.berkeley.edu/programs-services/ethics-course/>). All first-time GSIs must complete the five modules before interacting (in person or online) with students in their role as GSI.
  - Register for and attend the Teaching Conference for First-Time GSIs (<http://gsi.berkeley.edu/programs-services/conference/>) the week before classes start.
- Have a pre-semester meeting with the faculty member teaching the course to discuss your responsibilities.
- Get a copy of the course syllabus and review it.
- Find out from the faculty member what the regular faculty/GSI meeting time and location will be throughout the semester.
- Familiarize yourself with the Gold Folder ([https://uhs.berkeley.edu/sites/default/files/ucb\\_goldfolder.pdf](https://uhs.berkeley.edu/sites/default/files/ucb_goldfolder.pdf)), a guide to helping students in distress find appropriate campus resources.
- Set office hours (time and location).
- Create a section syllabus (see online Teaching Guide for GSIs for information and examples).
- Visit the classroom or lab in which you will be teaching.
- Get a copy of the roster for your section and practice saying students' names. See if the faculty member has given you TA access to the class bCourses site so you can also see students' photos (if provided).
- Create your first-day lesson plan (see online Teaching Guide, Pre-semester Preparation <http://gsi.berkeley.edu/gsi-guide-contents/pre-semester-intro/first-day-plan/>).
- Copy any handouts for the first day (e.g., section syllabus, student information sheet).

### II. Questions to Address: Departmental Resources

#### Copying and Office Supplies

- Where is the copier? What code do you need? Is there a limit to the quantity of copies you can make during the semester?
- How do you acquire office supplies needed for teaching (paper, index cards, etc.)?
- Where is your GSI mailbox located?

#### Office Space

- Where is your office?
- Do you have your own desk or do you share one?
- Where do you get the office key?
- Is this an office in which you can hold office hours and not disturb other GSIs, or do you need to find another location for office hours?
- Is there a computer and printer in your teaching department that you will have access to for the purpose of teaching?

#### Teaching Resources

- In addition to the resources provided by the GSI Center, does the department have a teaching

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resource center or electronic repository or wiki where teaching materials are kept?

- Is there a repository of teaching materials for GSIs of the particular course you are working in? If so, where is it and how do you access it? What resources does it provide?

### Other GSIs

- Who were the GSIs for the class last time it was taught? What is their contact information?
- Can you get copies of past section lesson plans for the course? The faculty member may be able to give you access to them or to put you in contact with former GSIs for the course.
- Of the GSIs teaching the course now, is there a head GSI? What is that GSI's role?

### Go-To People for Addressing Concerns

- Who is the Faculty Adviser for GSI Affairs in your teaching department? (Each department that hires GSIs must have a Faculty Adviser for GSI Affairs who can advise you on all matters pertaining to GSI appointments. See list at <http://gsi.berkeley.edu/basics-for-gsis/find-adviser-for-gsi-affairs/>).
- Does your department have a Professional Developer of GSIs? (This is the faculty member generally responsible for the pedagogical training of GSIs in the department, often the instructor of the pedagogy course.)

## III. Questions to Address: Course Information

### Enrollment Information

- Are there prerequisites?
- Is the course closed or full?
- What is the policy or procedure for letting students in from the waitlist or dropping them from the course? When will decisions be made?
- What is the policy or procedure for letting people into their preferred sections? When will decisions be made?
- Will the GSIs, or the professor, be in charge of enrollment decisions?
- Will the faculty member add you to the bCourses instructional team so that you can stay current on the enrollment status of students?

### Course Materials and Section Logistics

- Where are the books and/or readers available?
- Where do you get your desk copy?
- Will the faculty member use the class bCourses site or another type of course website? Who will be maintaining it? How will it be used?
- Will the course have an online discussion forum other than bCourses?
- Will there be readings on reserve in the library? If so, where and when will they be available?
- Will lecture notes or slides be available for the course? Will you have access to them?
- Do sections meet the first week of the semester, or do they start later?
- With whom do you speak if you need a classroom change?

### Student Assessment

- What in-class exams, take-home exams, and/or papers will students be given?
- What format will the tests take: short answer questions, essay, multiple choice?
- What additional assignments will be part of the course grade?
- When are the exams/papers/assignments due?
- When is the final exam, and what format will it take? (Make holiday travel plans accordingly.)
- What is the professor's policy for make-up exams or late papers?

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## Preparation for Exams and Papers

- Will there be a review session before each exam/paper/assignment?
- If so, who will be responsible for running the review session? What format? When?
- Will there be a review sheet for each exam? A guideline sheet for papers?
- Will the GSIs be responsible for creating, copying, and/or distributing the review sheets?
- Will the GSIs be asked to come up with questions for the exams/papers?
- Will the GSIs be responsible for typing, copying, and/or distributing exams/assignments?

## Grading

- Will the GSIs be responsible for grading?
- What are the procedures to follow if you think a student has plagiarized, cheated, or engaged in another form of academic misconduct?
- How will grading be distributed among GSIs?
- How much time do GSIs have to grade papers or exams? How quickly should papers or exams be returned to students?
- Who will be responsible for responding to requests for re-grades, the GSIs or the professor? What is the procedure for re-grades?
- Who will record and keep grades? Will there be a course list or separate lists for each GSI?
- How will students receive their graded work: in section, in lecture, or in bCourses?

## Instructional Technology

- Does your classroom or lab have IT equipment installed, or do you need to check equipment out? From where?
- If you use department IT equipment, do you have to sign it out? Where, and from whom?
- Will the GSIs be responsible for picking up and/or setting up any other equipment or materials? Regularly or occasionally?
- Will the GSIs be responsible for operating equipment during lectures? How will this work in practice?
- Will you need to operate any unfamiliar IT equipment? Consider making an appointment to consult with a technology specialist at Educational Technology Services (<https://www.ets.berkeley.edu>).

## IV. Questions to Address: Other Responsibilities

- How many office hours do you need to hold?
- What will your responsibilities be during lectures?
- Are the GSIs responsible for attending all lectures throughout the semester?
- Will the GSIs be responsible for creating, posting, copying, and/or distributing lecture handouts?
- Who is responsible for the extra handouts after lecture?
- If the Disabled Students Program has provided a letter indicating accommodations a student needs (for instance extra time or alternative space), who will oversee the provision of the accommodation?

Adapted with permission from handout by K. Blount-Matthews, Former GSI, Department of Psychology