

Symposium on Grading & Office Hours

The Symposium on Grading & Office Hours offers preparation for new teaching assistants (TAs and ITAs) who have non-classroom responsibilities (grading and/or holding office hours only). A choice of sessions about language and culture has been incorporated into the Symposium to meet requirements regarding culture and diversity training. The program includes:



- Large group presentation on grading
- Small group explorations of strategies to use during office hours
- Small group practice sessions in grading techniques
- Concurrent sessions on topics of culture and diversity

Tuesday, August 21, 2018

8:30 – 9:25	Office Hours Small Group Session	Room assignments below
9:25 – 10:25	Principles of Grading	Foellinger Auditorium
10:25 – 10:50	Break	Foellinger Lobby
10:50 – 11:50	Grading Practice Small Group Session	Room assignments below
12:00 – 1:00	Concurrent Sessions	See next page

<p>Lincoln Hall Room 1065 <i>Kazem Alidoost & Slav Dvoretzkiy</i></p> <p>Aerospace Engineering CEE ISE MSE NPRE Physics Other Engineering</p>	<p>Lincoln Hall Room 1066 <i>Pooja Agashe & Pritha Rao</i></p> <p>Advertising KCH Latina/Latino Studies NRES Statistics All Other Departmentnes</p>
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Concurrent Session Choices

Choose one to attend

<p>D1. Bridging the Gap: Ways of Navigating the Waters of Culture and Communication in the Classroom <i>Calen Gutwein</i></p> <p>Classrooms are becoming increasingly multicultural, leading to a more enriching learning environment while at the same time opening the possibility for more miscommunication. This session will help you identify and appropriately react to miscommunication based on cross-cultural differences.</p> <p>ROOM 333, ARMORY BUILDING</p>	<p>D2. Effectively Working with Students with Disabilities <i>Ann Fredricksen & Tina Rolfe</i></p> <p>What do you do when your students are struggling to thrive in your course? What are your responsibilities if they need testing accommodations? Is your course material accessible? Are you interested in making your teaching more universally designed? Learn this and more!</p> <p>ROOM 432, ARMORY BUILDING</p>
<p>D3. Responding to Second Language Writers <i>Carolyn Wisniewski & Dorothy Mayne</i></p> <p>This presentation will introduce you to a toolkit of strategies to help you tackle the daunting pile of term papers, essays, or lab reports, with a specific focus on responding to students who are writing in English as a non-native language. Learn to respond to student writing in ways that are efficient, consistent, and valuable to students. You will consider the goals of your course and assignments and how your response can be a part of your teaching method.</p> <p>ROOM 243, WOHLERS HALL</p>	<p>D4. Using Object-Based Learning to Build Analytical Skills around Implicit Bias <i>Monica Scott & Elisabeth Stone</i></p> <p>Discussions of how we describe objects can build empathy in the classroom. Employing an analysis of descriptions of multi-cultural objects, and self-reflective dialogue, we'll examine our biases when talking about objects and the people that make and use them.</p> <p>ROOM 1028, LINCOLN HALL</p>
<p>D5. LGBTQ Cultural Competency in the Classroom <i>Jasmine Routon</i></p> <p>Students in all disciplines identify as LGBTQ. Learn how to be an effective ally in your classroom at this session, designed to help you understand the lingo and give you a broad overview of how you can help be inclusive of LGBTQ students and topics in your course.</p> <p>ROOM 259, ENGLISH BUILDING</p>	<p>D6. With or Without Trigger Warnings: A Conversation on Teaching Sensitive Topics <i>Molly McLay</i></p> <p>Considering the growing national dialogue on classroom safe spaces, this session will provide best practices for teaching sensitive topics in ways that facilitate students' safe yet active engagement with the material, rooted in the presenter's longstanding teaching experiences.</p> <p>ROOM 213, GREGORY HALL</p>
<p>D7. Introduction to the American Classroom for International Educators <i>Anita Greenfield</i></p> <p>Who are American students? What is an American classroom like? This workshop introduces U of I undergraduates and the cultural norms of American teaching. You'll leave the session with a plan to adapt your own teaching to a new country.</p> <p>ROOM 1090, LINCOLN HALL</p>	<p>D8. Stumbling Blocks in Intercultural Communication <i>Amira Al-Mutairi</i></p> <p>Participants will identify and evaluate habits, mindsets, and perspectives that serve as barriers, also known as "stumbling blocks," to effective intercultural communication and will leave the workshop with practical tips for overcoming them</p> <p>ROOM 331, ARMORY BUILDING</p>
<p>D9. The Inclusive Classroom <i>Elizabeth Carroll</i></p> <p>International students comprise 23% of population at UIUC, most facing challenges in the classroom to communicate effectively and adjust to educational culture in the US. This session will discuss what causes these struggles, and what TAs can do to minimize them to better connect with all students.</p> <p>ROOM 160, ENGLISH BUILDING</p>	<p>D10. Working with Students from Diverse Backgrounds <i>Libby Haywood</i></p> <p>Our students come from a variety of backgrounds, each with unique experiences and worldviews. This discussion will explore how different factors may influence student performance, work through potential scenarios, and discuss strategies to proactively promote inclusivity in the classroom.</p> <p>ROOM 1066, LINCOLN HALL</p>