

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 20, 2019

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

Lincoln Hall Room 1065 <i>Kazem Alidoost</i> Aerospace Engineering ABE CEE ChBE ECE MSE MechSE NPRE	Lincoln Hall Room 1066 <i>Slav Dvoretzkiy</i> Economics Finance GGIS ISE Informatics iSchool NRES Physics Statistics All Other Departments
--	---

Concurrent Session Choices - Choose one to attend

D1. ITA Session: Get Rhythm: Keys to Intelligible Speech (EVA MISZOGGLAD) GREG 213

*This Session is Recommended for TAs speaking English as a second language. "A pause in the wrong place, an intonation misunderstood, and a whole conversation went awry" (E.M. Forster, Passage to India, 1924). In this session we will examine key features of English speech that affect intelligibility and communicative concord among speakers from different linguistic backgrounds in the classroom context.

D2. Effectively Working with Students with Disabilities (ANN FREDRICKSEN & TINA ROLFE) GREG 223

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!

D3. Responding to Second Language Writers (MARIA PAZ CARVAJAL REGIDOR) WOHL 245

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.

D4. Using Object-Based Learning to Build Analytical Skills around Implicit Bias WOHL 152

(MONICA SCOTT & BETH WATKINS) 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.

D5. LGBTQ Cultural Competency in the Classroom (JASMINE ROUTON) GREG 319

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.

D6. Centering Survivors (JAYA KOLISSETTY) DKH 123

As a result of the #metoo movement and debates about trigger warnings, people are increasingly aware of the challenges that survivors of sexual violence may face. This session moves beyond the material provided in the University's online training to explore these needs and provide additional tools for supporting survivors in the classroom and on campus.

D7. Teaching @ UIUC – A Guide for International Teaching Assistants (NEHA GOTHE) WOHL 243

Teaching in the US can be different from other countries, especially in terms of the expectations for both teachers and students. This session will review the US educational system, classroom formats GTAs may encounter and identify teaching resources at UIUC.

D8. Intercultural Skills for a Diverse Classroom (NICK DUNN) LINC 1092

This is an interactive session combining empathy building and practical application of intercultural competencies to our uniquely international classrooms.

D9. Partnering with the Office of the Dean of Students to Create a Community of Care NOYES 165

(ANN MARIE MORGAN) Known to many as the "Emergency Dean," the Student Assistance Center in the Office of the Dean of Students serves as a resource to students and faculty alike. Join us to discuss the many ways we can offer support & assistance.

D10. Backward Design and Universal Design for Learning (UDL): Making Learning Accessible for All NOYES 161

(JOE MINARIK AND JOYCELYN LANDRUM BROWN) Students are diverse, including how each one learns. Whether your students are first-generation college students, international students or have a disability, how we construct learning experiences can affect whether each student is able to learn fully. Backward Design and Universal Design for Learning are approaches to curriculum development that can help you create more accessible learning experiences. This workshop will introduce participants to the ideas of backward design and Universal Design for Learning for use in curriculum instruction.

D11. Best Practices for Accessible Course Materials (MARC THOMPSON AND RACHEL MARTINIAC) DKH 119

In this session, you'll learn some of the ways you can make your course and course materials more accessible to all students, including students with disabilities. We'll focus on major electronic document types and media, as well as campus policies and resources for accommodation.

Navigate to go.illinois.edu/TAresources for helpful teaching resources
Check out CITL's website at citol.illinois.edu