



Welcome

The Department was founded in 1888 when Joseph Jastrow was appointed as the nation's first Professor of Psychology. That fact is the basis for the Department's claim to being the oldest Psychology Department in the United States. Since Jastrow's time, the Department has grown in number and stature. Some of the many eminent psychologists who have been associated with the Department are Clark Hull, Harry Harlow, Carl Rogers, David Grant, and Leonard Berkowitz.

The Department has established itself among the very top ranked research departments. It has also grown to be one of the largest undergraduate majors at the University. At any one time, we have approximately 1200 students who are majors or working toward becoming majors. In addition, many thousands of students enroll in our courses (approximately 3700 students enroll in Introductory Psychology each year). Although the number of students puts a great stress on our limited resources, we take pride in our reputation for excellence in teaching. The Department welcomes your commitment to teaching and to meeting the mission of our undergraduate program.

The mission of the Undergraduate Program in Psychology is to provide students with opportunities to:

- Learn about the multiple content areas of scientific psychology
- Develop the ability to think critically and quantitatively
- Enhance written and oral communication skills
- Prepare for the most rigorous graduate and professional programs

Graduates will be able to apply the science of psychology toward improving the intellectual, emotional, and economic well-being of the citizens of the State of Wisconsin and beyond. Some students will go to graduate school and become the next generation of scientists and college teachers who will create and disseminate new knowledge. Others will choose careers in areas such as business, medicine, law, education, and counseling. Because all courses in psychology emphasize critical thinking and the analysis of research, the Undergraduate Program prepares students to take on the challenges of a changing world.

This mission should guide your work as a teaching assistant.

Please feel free to consult with me ([Room 515](#), postle@wisc.edu) and other members of the faculty and staff.

Brad Postle
Associate Chair, Director of Undergraduate Studies



Department of Psychology Teaching Assistant's Handbook

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People and Resources

A complete Department Directory (<http://psych.wisc.edu/people.htm>) is at the Psychology Department web page. Here are some of the important people for getting started:

Topic/Issue	Contact	Room	Phone
Department Administrator	Elizabeth Rose	217	5-5504
Department Chair	Hill Goldsmith	238	2-1040
Director of Graduate Studies	Craig Berridge	525	5-5938
Director of Undergrad Studies	Karl Rosengren	523	5-5297
Building manager	Gary Malchow	238	2-1041
Chair assist	Jake Parker	238	2-1040
Computers & Equipment Repair	John Govin	B91	2-3705
	Greg Kant	B92	2-6848
AV checkout for classes:	Gary Malchow	238 – (to pick up)	
Go to: phpScheduleIt – to reserve equipment on-line			
Course authorizations, enrollment, registration, timetable	Dan Barnish	223	2-0512
225 & Lecturer Coordinator	Tina Winston	220	2-1454
Extra credit coordinator	Valerie Ahl	330	2-1851
Graduate coordinator	Kevin Belt	238	2-2079
Grants	Susan Atkinson	222	5-5504
Parking	Gary Malchow	238	2-1041
Or go to: http://www.fpm.wisc.edu/trans/			
Payroll/Benefits	Weijun Shang	219	2-3739
Student Payroll	Weijun Shang	219	2-3739
Photocopying & copy machines	Gary Malchow	238	2-1041
Reimbursements	Loni Ortega	218	2-3168
Room reservations –			
General Assignment rooms---	Dan Barnish	223	2-0512
Seminar rooms in Psych---	phpScheduleIt		
	http://glial.psych.wisc.edu/Schedules/RoomsAndEquipment/index.php		
Teaching Assistants, Readers	Dan Barnish	223	2-0512
Undergraduate Advisors	Melanie Jones	426	2-8766
	Stephanie Osborn	428	2-2077
	Valerie Johnson	430	0-4844
Webpage	Craig Rypstat	B92	2-6848



Job-related issues

Potential benefits of being a TA

- Being a TA obviously provides a benefit to the University, department, and to the students you teach
- Many of you will spend at least part of your career in the classroom, so this is a good opportunity to explore your teaching skills and find out how well you like this role.
- Serving as a TA might enhance one's teaching skills. One can witness how someone else functions in the classroom or try out various tactics in a lab or discussion group. This might be a mini-laboratory for honing one's teaching skills.
- Here is a chance to establish a record of teaching. This might enhance one's resume and help in applying for teaching positions.
- One can obtain feedback on teaching. Take advantage of feedback from students, one's supervising instructor, and even visitors to revise various approaches.
- Start to collect examples, exercises, Powerpoint lectures which can be helpful later.
- Deepen one's knowledge of an area. There is no better way of thoroughly mastering an area than by teaching it.

Typical TA responsibilities

The duties for a TA will vary from course to course and somewhat from instructor to instructor, but often include the following:

- Attending course lectures. Check with your supervising instructor regarding whether this is required, recommended, or optional. Even if you know the material thoroughly, for first-time TAs it is often useful so you know how the instructor approached a given topic.
- Preparing for and leading discussion or lab sessions. Sometimes lesson plans are provided for these class components, but you will almost always have some flexibility to add your own touch to presentations.
- Responding to student questions. These questions might occur during lab or discussion sessions, during regularly scheduled office hours, or via email inquiries. This might include inquiries regarding exams or other graded material, questions regarding grading, questions regarding improving study tactics, or medical or personal dilemmas.
- Grading examinations and other course assignments. This might involve the mechanical aspects of test scoring at Testing & Evaluation, or reading and grading student written work. You can expect guidance from your supervising instructor in these tasks.
- Writing exams or other shared tasks with the instructor.
- Maintaining student records. This might involve storing and displaying student grades in [Learn@UW](#), or some other system used by your instructor.
- Communicating with your supervising instructor. It is critical for students to see the instructor and TA as unified. To accomplish that there will be training and consultation sessions. Be sure to keep the instructor informed about any particular difficulties (with material, grading, or individual students).

Appointment priorities

The departmental procedure for offering TA positions is outlined in Appendix B. You will typically have the opportunity to indicate preferences for teaching positions, and then a variety of factors, including scheduling, influence ultimate assignments.



Appointment expectations

A TA appointment is typically for a fixed period of time (for the regular semester this is 18 weeks). The appointment typically starts one week prior to the beginning of the semester, and continue beyond final exam week. Be sure to check with the instructor regarding expectations and obligations during these pre- and post- semester periods.

A 50% TA appointment involves 360 hours, which averages 20 hours/week. A 25% TA appointment involves 180 hours, which averages 10 hours/week. It is important to realize that this includes the pre- and post-semester periods. It is also important to emphasize that the TA workload will likely vary substantially from week to week. Some weeks (perhaps early in the semester) will have a light workload and few responsibilities, but during grading periods the load might increase substantially beyond the averages provided above.

You are required to complete a Teaching Assistant Workload form (see Appendix C) indicating the total number of hours you are expected to work for your course. The [Teaching Assistant Association \(TAA\)](#) contract is for a fixed number of hours of work – not for the completion of a given set of tasks. The workload form must be signed by both you and your supervising instructor. You and your instructor should retain copies of this and also submit a copy of the signed form for the Department's records (to Dan Barnish, Room 223). You are encouraged to keep a rough log of hours devoted to your TA responsibilities. This is very useful information for you and the course instructor, and can often be used for making any adjustments in workload that might be needed.

Office space

You will be provided office space by the department. There are shared offices on the 6th floor that many TAs use (e.g. Room 623). In addition, some graduate students have other office space (often associated with their research lab) that they use for student consultation. If you plan on that arrangement, be sure to check with your lab professor and office mates, so that your TA work does not intrude on other functions. For any student consultation, be sensitive to privacy concerns. If the student wishes to discuss something in private, find another location where that is possible.

TA evaluation process

The primary purpose of the evaluations is to give you feedback on your teaching and to help you enhance the effectiveness of your teaching. The evaluations are also used in making subsequent decisions about hiring and salary.

End-of-semester Student Evaluations. All teaching personnel (instructors and TAs) are evaluated at the end-of-semester. These evaluations are often administered in the lecture section, even though you have been teaching a lab or discussion section. To ensure anonymity of the respondents the instructor and TA should not be in the room when the evaluations are completed and the forms should be delivered directly to the Department office. A numerical summary of the quantitative evaluation will be provided after grades have been submitted, and the written comments will be available for your inspection early in the next semester. The form used for student evaluations is provided in Appendix G.

Class visit: New TAs are evaluated by their supervising instructor early in the semester. You will be contacted by the instructor to determine a good time for the evaluation to take place. A sample of the Early TA evaluation form is provided in Appendix D.

End-of-semester Instructor evaluation. At the end of the semester the supervising instructor will complete a TA evaluation using the form provided in Appendix H. You may request a copy of that evaluation.



Non-native English speaking Teaching Assistants:

The UW-Madison campus policy and UW System policy require that all departments have in place a plan for assessing the English proficiency of potential non-native English speaking teaching assistants. Such proficiency must be demonstrated before non-native English speaking TAs are allowed to assume classroom-teaching duties (Regent policy 91-13).

Most departments in L&S, including the Psychology Department, use the SPEAK test for this purpose and the guidelines are as follows (**Note: The SPEAK Test schedule is available at <http://www.english.wisc.edu/esl/itatraining-speak.htm>**):

Requirements: Individual students do not need to pre-register. Call 263-3780 for groups of six or more for a single testing session. Students must bring a picture ID and a letter of authorization from their department. Students may take the test only once in a three-month period.

Interpretation of Results:

- 1) Students with a score greater than or equal to 50 may teach with no further English language testing requirements.
- 2) Students with a score of 45 can perform instructional duties that require spoken English only if also enrolled in a program to improve English skills.
- 3) Students with a score lower than 45 cannot perform instructional duties that require spoken English.

Reporting of Results:

SPEAK tests will be scored within five days and will be sent to both the student and the department, accompanied by a recommendation for those with scores of 45 or lower. Upon request, scores will be sent by E-mail, followed by a paper copy. If you are a non-native English speaking teaching assistant, please check with Dan Barnish, Room 223 Psychology, dbarnish@wisc.edu, to make arrangements for the SPEAK test.

Comm-B training

All TAs teaching Psychology 225 – Research Methods – are required to take the Comm-B training before teaching this course. This cross-curricular training, which has been offered every semester since January 1997, is a series of interactive workshops designed to complement the course-specific training our department already provides for TAs in Comm-B courses. This training focus on issues common to instructors in all Comm-B courses, such as understanding the goals and requirement for Comm-B courses, developing effective strategies for teaching writing and speaking within your discipline, and designing effective communication assignments. To sign up for upcoming sessions, send an email to: bthughes@wisc.edu

Equity and Diversity Training

In order for TAs to be rehired a second time, you must have completed the Equity and Diversity Training offered by the University. To sign up for this training, go to: <http://www.oed.wisc.edu/workshop.html>. To move from standard to senior pay level, you must have at least one and two-thirds (1 2/3) semester-units of teaching experience and be a dissertator. For more info regarding TAA issues go to: <http://taa-madison.org/>



Instructor and TA Resources

Testing and Evaluation

Scantron answer sheets are available in the Psychology Department Main Office. Computerized scoring of multiple choice exams takes place at the Office of Testing and Evaluation. They are located at 373 Educational Sciences Building, 1025 West Johnson Street, 262-5863. In addition to exam scoring, they will conduct item analyses, handle jumbled answer sheets and alternate forms, and can upload grades directly to Learn@UW. The item analysis is particularly useful in searching for “bad” items, and for improving exams in subsequent semesters. Before delivering exams to T&E complete a cover sheet, which is illustrated in Appendix H. Note that the test results can be obtained as hard copy, emailed to you as PDF and Excel files, and/or sent directly to Learn@UW. Typically it is best to request electronic files first, and then after you have examined those to call T&E to obtain the printed copies. If you want the scores sent directly to Learn@UW you must enter the course code which is available at your Learn@UW course site. T&E can also handle scrambled test booklets if you submit a scramble sheet (see Appendix I), linking the items in the various forms.

Office Supplies

Basic office supplies are stored in Room 429. Should a copy machine run out of paper, additional paper is also stored in this room. If you have other special supply needs, consult with Gary Malchow.

Photocopy machines

Copy machines are located on floors 2 and 4 near the elevator. Your supervising instructor will provide a copy code to be used for course-related copying.

McBurney Disability Resources Center

The McBurney offices certify students who need special accommodations. Most frequently this involves individualized testing or additional time for testing sessions. If needed, you can contact them at 1305 Linden Drive, 263-2741, or <http://www.mcburney.wisc.edu/>. For Individualized testing contact Gary Malchow at gmalchow@wisc.edu, or you can reserve a departmental conference room for testing ([phpScheduleIt](#)).

Classroom Media Support

Many of our classrooms have built in projectors and other equipment for instruction. The person who supports this equipment is Greg Minix, Room 109A Psychology, 265-6325, gminix@fpm.wisc.edu. If any classroom equipment malfunctions report it to Greg. See **page 9** for information on **AV equipment Online Training**. If a room does not have the electronic equipment you need, check with Gary Malchow to see if it might be available for checkout.

Other Computer Support

Computers in offices and labs are maintained by the shop (Room B91). Occasionally a laptop might be available for checkout for instructional purposes.

Timetable issues, Room assignment, etc.

[Dan Barnish](#), Room 223, 2-0512 handles these problems.

Advisors

It is often helpful to consult with the departmental undergraduate advisors, Valerie Johnson, Stephanie Osborn and Melanie Jones (advisor@psych.wisc.edu) regarding particular student problems. They often have suggestions for dealing with various student crises or other problems you might encounter.



L&S Teaching Assistant Resource Center

The College of Letters and Science Teaching Assistant Resource Center was established to provide training and support to the over 1,000 teaching assistants employed by the College.

The Resource Center:

- produces training materials for use by L&S departments and individual TAs;
- maintains a library of materials devoted to teaching including books, periodicals, and videos;
- offers a variety of programs that highlight and encourage effective teaching techniques;
- keeps TAs informed of professional development opportunities on campus; and
- assists L&S departments in the development or expansion of their TA training programs.

The Resource Center is located in 307 South Hall, 265-0603. The Resource Center website is located at <http://www.ls.wisc.edu/taresources.htm>.

Teaching & Learning Excellence website

The new Teaching & Learning Excellence website <<http://TLE.wisc.edu>> contains solutions and resources to support our teaching and learning activities. This site has been jointly developed by the Teaching Academy, DoIT's Academic Technologies, and the office of Vice Provost for Teaching & Learning.

The thought behind this site is that when we search for answers to teaching problems, or looking for new or better activities and assignments to reinvigorate our classes, we very often ask a colleague or randomly search the web using Google or some other search engine. This site makes both of these search activities more readily available--using web 2.0 features, your colleagues (and you!) can share answers to teaching and learning questions as well as links to local and global resources.

Using your netID, you can contribute fully to the site by adding solutions, discussion topics and comments, and entries into the campus calendar. We are already a very strong teaching and learning community; we now have another way to share that expertise with each other.



Using AV Equipment in Cabinets in Classrooms

AV Equipment On-line Training

Classroom Media Support has developed an online training that new users will need to go through at their leisure. This online training session will provide you with all the information you will need to successfully use the AV systems. It will also explain how to get a passcode and key, which are necessary to use the AV systems.

If there are questions after the online training, they can be addressed at any AV open house. The AV open house schedule can be found in the on-line training. **Please note:** no formal face to face training sessions are scheduled. The open houses are strictly drop-in sessions for specific issues like setting up a laptop, picking up a key or answering your AV questions.

To get started on the training, go to the website <<http://www.wisc.edu/support>> and click on the On-Line Tutorial at the top of the page.

If you have an AV cabinet key and passcode from past semesters they will continue to work. If you need a key, you can pick one up at any of the open houses. The key is yours to keep for as long as you teach at UW Madison.

608.265-6325

<http://www.fpm.wisc.edu/support>



Learn@UW

Learn@UW - Getting Started with Learn@UW

Want the absolute minimum information to start a Learn@UW course?

The following steps will help you to log in and activate your Learn@UW course and begin adding content. For more information contact learnuwsupport@doit.wisc.edu or sign up for workshops at <https://learnuw.wisc.edu/training/>.

1. Log in to Learn@UW at <https://learnuw.wisc.edu/>
2. [Expand Semester](#)
 - o This document explains how to expand a semester to view current Learn@UW courses.
3. [Activate Course](#)
 - o This document, for UW-Madison [Timetable](#) course instructors, describes the process for activating a course.
4. Add Materials to Learn@UW
 - o The following documents explain how to begin customizing a course by adding and removing Navigation Bar (NavBar) tools and to begin adding materials to the course Content tool.
 - o [Add or remove NavBar Tools](#)
 - o [Add Course Content](#)

Additional Resources

- [Getting Started with Learn@UW](#) (35 min online tutorial)
- [Getting Started Checklist Printout](#)
- [Instructor Guides](#)

Training & Help Resources

- Every semester DoIT offers group training sessions for basic and more advanced skills in using [Learn@UW](#). See also <http://www.doit.wisc.edu/training/pte/default.aspx> for more information and other classes scheduled in the near future.
- Individual help is available Online, or through the DoIT help desk (264-4357) or at the Digital Media Center (Room 3130 Genetics-Biotechnology, 425 Henry Mall, 265-4817). For more details see: <http://kb.doit.wisc.edu/luwmad/page.php?id=3297>



Student Resources

Departmental Advising

Three advisors are available in the Psychology Department to help with curriculum issues, especially related to the psychology major: Valerie Johnson, Room 430, Stephanie Osborn, Room 428 and Melanie Jones, Room 426 (advisor@psych.wisc.edu). Appointments can be made online at: <http://psych.wisc.edu/undergraduate-schedule-an-appointment.htm>. Other advising services are available through each college, in most departments, as well as Cross-College Advising and the International Studies Office.

Counseling & Consultation Services

University Health Services (265-5600, 333 East Campus Mall) helps students who are experiencing personal stress, career concerns, family or interpersonal conflict, general anxiety, depression or other psychological concerns. They provide individual counseling, group counseling, crisis intervention, relationship counseling, as well as alcohol, tobacco and other drug abuse services. After-hours crisis response service is available at 265-6565. For more information: <http://www.uhs.wisc.edu/>

Special Needs

The McBurney Disability Resources Center provides a variety of services for those who might need special accommodations. Services can include counseling, testing, and recommending accommodations. Contact them at 1305 Linden Drive, 263-2741, or <http://www.mcburney.wisc.edu/>. In addition, the TRIO Student Support Services provides support for low-income families, first generation college students, and students with disabilities. Contact them at 16 Ingraham Hall, 1155 Observatory Drive, 265-5106, or <http://www.education.wisc.edu/trio/>

Writing Assistance

The **UW Writing Center** (<http://www.wisc.edu/writing>) can provide many forms of assistance. Their main facility is at 6171 H.C. White, but they also have offices in several dorms. There also are a variety of web-based resources. In particular check out their Writer's Handbook: <http://www.wisc.edu/writing/Handbook/index.html>

Tutoring Services

Greater University Tutoring Service (GUTS: Room 4413, 333 E. Campus Mall, 263-5666, guts@rso.wisc.edu) offers tutoring in some courses. A list of possible paid tutors in psychology may also be available from our undergraduate advisors in psychology.

Safety Concerns

The [SAFEwalk](#) and [SAFEride](#) programs are designed to ensure that people get from point A to point B safely. SAFEwalk operates from 7 p.m. to 1 a.m. every night, 365 days a year. You will be picked up and escorted by two people to your destination. For more information call 262-5000 or go to: <http://www2.fpm.wisc.edu/trans/Safeservices.asp>

Campus and Visitor Relations, 263-2400, Campus and Community Information Desk at Union South or the Welcome Center

Campus and Visitor Relations provides up-to-date information about campus and community resources. Welcome Center hours are 9am-4:30 pm M-F and 11am-2pm Saturday. The Red Gym hours are 8am-5:30pm M-F and 11am- 2:30pm Sat/Sun. In addition, you can search their database by going to <http://info.wisc.edu/> or email askbucky@wmad.wisc.edu.

Dean of Students Office, 263-5700, 75 Bascom Hall

UNIVERSITY OF WISCONSIN - MADISON
DEPARTMENT OF PSYCHOLOGY
Undergraduate Advising



The Assistant Deans in the Dean of Students Office <http://students.wisc.edu/saja/doc.html> often serve as ombudspersons, student advocates or problem-solvers for the University community.



Grades, Exams and other Student Material

Submitting Grades

Grades can be manually entered through the Faculty Center at Learn@UW, or they can be transferred from your file at Learn@UW. Instructions are provided at:

http://registrar.wisc.edu/Grades_and_Grading_%20Policy.htm

Retention of grading records

Faculty records of grades should be retained for 5 years. Source documents (blue books, term papers, exams, etc.) should either be returned to the student or retained for one semester and then destroyed. See

http://archives.library.wisc.edu/records/schedules/GRS_StudentRec.pdf for more details.

Confidentiality, posting grades and returning material

It is essential that you maintain confidentiality in posting grades and returning exams and other student material. The most efficient way of posting grades is through Learn@UW. For details see the Learn@UW section. In addition, the Department maintains two bulletin boards in the main lobby for posting grades. If you use the bulletin boards, please be certain that you maintain confidentiality. DO NOT post grades using the students' names, ID numbers, or any portion of these numbers. The University lawyers have decided that it is ILLEGAL under the Family Education Rights and Privacy Act ([FERPA](#)) for anyone to post a grade with any Social Security number, Student ID number OR ANY PORTION OF THESE NUMBERS. The ONLY LEGAL way to post grades is to randomly assign a number to each student with only that student and the instructor knowing the number, and to use those numbers in posting grades.

Psychology Department policy for returning student papers and exams

The Dean's Office has informed us that we must discontinue returning student papers and exams by simply putting them in piles or in the cabinet in the reading room for anyone to search through. This policy has been designed under the direction of the Associate Chair for Undergraduate Studies.

Goals:

1. Keep papers and grades confidential
2. Have a workable system for returning papers to students who want them
3. Prevent plagiarism
4. Keep clutter out of hallways

Here are two methods for meeting these goals. In the first method, the instructor does most of the work. In the second method, the Department does most of the work. If you prefer some other method of returning papers to your students, you may use that so long as it does not conflict with the goals stated above.

1. Students who want papers returned should give the instructor a self-addressed, stamped envelope. Unsent papers would be stored by the instructor for at least one year. After one year, the papers may be destroyed by the faculty member in a manner that ensures confidentiality or given to Dan Barnish who will have them destroyed in such a manner.
2. Place papers/assignments in sealed envelopes in TA's mailboxes. Provide time limit for retrieval.



Teaching Hints

There are many ways to be a successful teacher, and no compendium could cover them all. Teaching seems to often involve a combination of substance and style, and both are important. The following are a few ideas that others have sometimes found helpful. However, as you well know, teaching is unique and you will have to develop your own style. The ideas are listed as admonitions, but with many there are some caveats.

Be yourself.

It usually doesn't work to put on a different persona in the classroom. Students see through that. There is an element of "acting" in teaching, but it has to be perceived as genuine. So if you have a sense of humor, let that show through in the classroom. If you have particular interests (hobbies, music, pets, kids), use them in illustrations. Students like to feel they are getting to know a real person who also has a life outside the classroom.

Be personable, approachable, warm, and friendly.

A big lecture or an intimidating subject is often an obstacle to student learning. But an approachable style often makes the content seem less foreboding. You don't have to become a "friend" to the students (in fact that is often discouraged), but the student should always feel welcome, respected, and encouraged. These qualities are often communicated in subtle ways, e.g., showing a little flexibility in scheduling or special circumstances, a slight tone of informality, lingering after class to visit with students, engaging students in small talk before lecture. It often doesn't take much to make the students feel comfortable. Conversely, a distant tone can also be set as early as the first day.

Convey some excitement and passion about the material.

Some topics (e.g., statistics) are a bit more difficult in this regard, but even there these sentiments can be communicated with your choice of examples and even by tone of voice and animation. Just one caution – it is easy for this to be perceived as artificial, so return to suggestion #1 of being yourself. Fortunately, with much of the content of psychology it is easy to display some genuine enthusiasm and even awe with contemporary research.

Be competent.

This is probably stating the obvious, but make sure that you are **very** comfortable with the material before entering the classroom. Know the articles you are discussing thoroughly, understand the logic behind the formulas you are reviewing. Students appreciate someone who has taken the time for thorough preparation. Respect in the classroom is earned. Especially early in the semester it is important to over-prepare. Prepare too much material and rehearse what you want to do. Some seasoned teachers might be able to be more spontaneous and designing things on the fly, but don't count on it. Think about examples you are going to use in advance. You want to make the class a valuable experience for the students, where they are glad that they were there, and where they leave with new ideas to think and talk about.

Don't be pretentious.

This is somewhat the converse of the suggestion to be yourself. Don't communicate your knowledge in a haughty or condescending manner. Don't be afraid to acknowledge that you don't know something, or that you will think about a better way of explaining it. Students appreciate that kind of candor on occasion. And if you really want to impress them, come back to the next class and explain what you didn't know previously. This communicates your intent on learning with them and illustrates how engaged you are with the material.



Use examples.

Students will remember engaging examples, long after losing other course content. Choose them carefully, make sure they work and are not confusing. Make them relevant to the students you are teaching. When possible it is great to illustrate principles with real research. When teaching statistics, don't make up studies; but talk about real experiments (probably making up the data). Again, this illustrates to students that you took the time to generate material that is meaningful to them and representative of the field.

Get students involved.

This is tough. You don't want to make students feel picked on or embarrassed, but nothing livens up a boring lecture like some interaction in the classroom. When it happens it is almost magical, but that magic often takes careful planning. Don't just ask if there are questions or comments – that almost inevitably leads to silence. You need to carefully think in advance – how can I craft a question that **will** trigger some reaction. Sometimes it might be easy, like asking for another personal illustration, or sometimes litter some hints in the question. Try to make the questions direct and targeted, not broad and philosophical. Your questions might appear spontaneous, but often they are carefully crafted long before the class.

Maintain standards.

This can be done without appearing to be authoritarian or obnoxious. It is obviously communicated in your grading, where you set high (but attainable) standards. It is communicated by your use of class time, where you avoid frivolous activities. It is communicated by your efforts to channel a discussion back to the primary focus without excessive diversions. Make it clear that your mission is to help them learn the material to the maximal extent and with the greatest efficiency. In the long run, students will respect that effort to set high goals and then doing your best to help students attain them.

Extend yourself.

Reciprocity is extremely important in the classroom. If you extend yourself in little ways, students will respond and give back far more in return. How do you do this? Often it doesn't involve heroic efforts. When you sense that students are struggling with a difficult concept, come back with a handout at the next class with additional examples on it. Students recognize that you have gone out of your way to enhance their learning. When a student asks an intriguing question after class, surprise them the next day by bringing in an article and say "I thought you might be interested in this". Occasionally surprise the students with your promptness in getting back an assignment. Be sympathetic when there is illness or a family crisis. Offer to help a student track down a hard-to-find resource. Be responsive to student suggestions, when possible. Or this might involve meeting a student at a non-scheduled or even inconvenient time.

Communicate effectively with students.

Listen carefully to your students. Their questions, and even perplexed looks, should provide early hints of difficulties they are experiencing. When teaching it is easy to start thinking about how you are going to answer a question, rather than listening attentively. Let the student finish, don't interrupt. Teachers tend to talk too much, and we often need to be reminded to listen. When having a one-to-one conversation with a student, listen carefully. What is the student's concern? Keep in mind that they might be in an awkward or difficult situation, and you might have to "read between the lines" as they are talking. This is one of the best ways of showing that you indeed do care.

Communicate effectively with the course instructor.

Sometimes TAs get the impression that they are to conduct their work independently, and should do their best to "not bother" the instructor. Nothing is further from the truth. The relationship should always be an integrated partnership aimed at fostering learning. To do that effectively, you have to communicate frequently and in detail with the instructor. Don't be embarrassed to ask what is expected. How would you want me to explore this topic in lab? Are there examples that you have found to be particularly effective here? What have your previous TAs done with this topic? In addition, provide feedback to the instructor, and ask for feedback. The instructor needs to know if a particular topic was confusing or perplexing. Of course an occasional compliment is nice to when things went well, but don't be reluctant to ask for enhancements or elaboration when there



were difficulties. Likewise, ask the instructor for feedback. Has he/she received any complaints or concerns about your teaching? Often it is nice to have at least a weekly meeting to explore these issues. Much can be handled by email, but don't ignore the face-to-face discussions. It is always important to have a united front with the instructor. Students will sense (and be frustrated by) differences in information, approach, or standards. Open communication channels are the best way to avoid this.

Self-evaluation.

After a class, take a moment to reflect on what went particularly well and what areas still require work. Teaching is an evolutionary process, and we can learn a great deal by reflecting on what has just happened. Often it is helpful to keep a log of ideas that you might want to try if you TA the course subsequently. Sometimes that information is even useful to share with the instructor, either along the way or periodically during the semester.

Day one.

Never underestimate the importance of first impressions. The first day of class or the first day you meet with the students is particularly vital. So plan that day particularly well. Focus on the tone that you want to set for the course. How are you going to communicate that you are approachable? How are you going to generate that sense of excitement and commitment? If there are get-acquainted activities, plan them carefully so they are most productive. Think about things that you can start on day one that will be fruitful to explore further later in the semester. A little "sneak preview" of some of the best parts of the course can often whet their appetite for more.

Be egalitarian.

Inevitably there will be students who are more vocal, who are more interesting, and who are more likeable. But do your best to be open and receptive to all. Figure out strategies for encouraging non-talkers to participate. Try to not permit one or two students to always respond and to dominate the class.

Finally, a couple of suggestions that might seem to go beyond the literal confines of the course:

Explore the profession.

Students often appreciate little insights into the profession. When you attend a professional conference, briefly talk about what you learned, or bring in your poster to show them what you are up to in your professional life. Often your own research can be useful in illustrating certain concepts (although be careful to keep it simple). Students are often interested in what life is like as a graduate student, and a bit of self-disclosure there can be disarming and open up channels of communication.

Be an advocate for the department.

Don't hesitate to make announcements regarding things that are taking place in the department. Events like Psi Chi's Research Fair (and even their pizza sale) deserve a bit of free publicity. Likewise, there might be talks on campus or other activities that you could announce. It helps the student begin to feel at home in this department. Also, never hesitate to encourage students to join a research lab (although it is best not to turn it into a personal recruitment session). Help them appreciate the impressive work that takes place in this department.

Enjoy.

Teaching can be a tremendously rewarding and satisfying experience. The best way to ensure that this happens is to genuinely express that attitude of excitement, enthusiasm, and enjoyment with your task for that day. Enjoy!



Other helpful Information

1. Registration policies: The UW system which maintains student records and course information is called ISIS. Enrollment will continue on the web through the first two weeks of classes, and with department authorization, continues through the ninth week. During the first days of classes, you can expect to be bombarded by requests to get into your section. Instructors usually begin to compile waiting lists (the office does not keep waiting lists) on the first day of class. This varies greatly from one course to another, but in some courses you might expect 10-15% of the enrolled students to drop as students adjust their schedules. Confer with your instructor regarding his/her policy on wait lists and student adds.

For a complete list of the **registrar's deadlines** go to: <http://registrar.wisc.edu/>. After the second Wednesday, dropped classes will carry a "DR" on students' transcripts, which does not adversely affect GPA. The final deadline for dropping a course is the end of the ninth week.

2. Class rosters: Several times during the semester. Occasionally, students have completed a course, but were not on the roster. It is difficult to add a student at the end, so alerting your instructor to the problem early is helpful. Rosters can be retrieved through the supervising instructor's My UW anytime after registration has begun. After TA names have been entered into the Timetable ISIS, then they will also have access. For complete instructions on the use of electronic rosters see: http://registrar.wisc.edu/class_rosters.htm.

3. Working Relationship: It is the formal responsibility and authority of your supervising instructor to direct and monitor the TA's activities. Much of the educational progress of our students depends on the quality of the relationship between TAs and instructors. It is the responsibility of all parties to maintain an effective working relationship, but if problems occur that cannot be resolved, please inform the Associate Chair, Karl Rosengren (krosengren@wisc.edu) or the TA Coordinator, Dan Barnish (dbarnish@wisc.edu) or Department Manager, Ben Ball (bball@psych.wisc.edu).

4. Email list for your classes: This feature is now available through My UW Faculty Center. On the course roster page there is a tab marked "EMAIL." If you choose that tab, you will be able to see student email addresses. You will also see a link with which to create (enable) a class email list. If an email class list is already created, an additional link, "Send Email," will be accessible. This link will access the default email application on your computer and the class list email address will populate into the "Send To" field. The class roster will always reflect up-to-the-minute enrollment in your class. The class list email addresses are refreshed 6 times throughout the day.

You can also go directly to <https://classlists.wisc.edu> to enable and administer your class lists. One feature you might consider - especially if you are teaching large lectures. You can change the security setting so only administrators can use the class list. Go to Enable → Manage → Advanced options → Change security.

5. Grading system. UW Madison uses the following grading system:

A (Excellent)	4 grade points
AB (Intermediate Grade)	3.5
B (Good)	3
BC (Intermediate Grade)	2.5
C (Fair)	2
D (Poor)	1
F (Failure)	0

The grading system is explained in more detail at: <http://www.wisc.edu/pubs/ug/regist.html#x3>. Some special grading circumstances are outlined below.



6. Audits: Guest students and auditors require instructor permission prior to enrolling for classes. Once the instructor gives approval, submit that information to Dan Barnish (Room 223) who enters the student specific permission into ISIS; the student then enrolls for the course on the web. Students may not audit Laboratory classes and typically do not take examinations. Audited courses are graded either S (Satisfactory) or NR (No Report).

7. Pass/fail: Students may take certain elective courses for Pass/Fail credit. A grade of S is submitted for grades A through C, and U for grades D and F. These credits do not affect the student's GPA. Any student who takes a pass/fail course must earn at least a C to receive credit for the course. Only elective work may be carried on a pass/fail basis. Final grades for these courses will be indicated as pass (S) or fail (U) without any computation of grade points for those courses into the term or cumulative grade point average.

8. Incompletes are meant for students who have completed at least 2/3 of the course work with a passing grade – not for students who are failing. The L&S policy on incompletes is at: http://pubs.wisc.edu/ug/geninfo_registrar_incompletes.htm. Students are given four weeks into the next semester to complete the remaining course work. These are typically handled by the instructor.

9. Student absences: The Health Service does not issue notes for documentation of illness. The university policy on religious observance is that a student's claim should be accepted at face value. For more information regarding class work and religious observance, see <http://www.secfac.wisc.edu/governance/ReligiousObservancesMemo.htm>

10. Academic misconduct: Cheating and plagiarism are technically referred to as academic misconduct. The most common penalties assigned in resolution of the 80-100 formal academic misconduct complaints filed each year on campus are grade reductions and removal from the course. It is important for instructors to be aware of academic misconduct and to be prepared to deal with it if it happens. Be sure, also, that as teaching assistants you should immediately consult with your course supervisors if you suspect academic misconduct. For more complete information regarding academic misconduct, go to: <https://kb.wisc.edu/lis/page.php?id=21697>.

11. Disruptive classroom behavior: Occasionally instructors may have a student who exhibits disruptive behavior in the classroom. For information on handling these situations, go to: <http://www.wisc.edu/students/saja/pdf/Handling%20Classroom%20Disruptions1.pdf>

12. Room Reservations: For review sessions, exams and make-up exams, guest speakers, etc. that you would like to schedule in General Assignment classrooms to be held outside of your regular scheduled class time, contact Dan Barnish dbarnish@wisc.edu or 262-0512. In order to make room reservations, please provide the following information: date, time (beginning and ending), course & section numbers, instructor name, purpose for the room reservation (e.g. "review, exam, movie, etc."), number of seats and if you need exam seating (one open seat between students), special equipment or technology, and room preference (if you have a preference).

13. Seminar Rooms: To reserve seminar rooms in the Psychology Building (e.g. 311, 519, 634) go to <http://glial.psych.wisc.edu/Schedules/RoomsAndEquipment/index.php>. If you are not already registered, you will first need to register. See instructions in Appendix I, or go to: <http://psych.wisc.edu/internal/RoomScheduling.html>.



New Undergraduate Major Curriculum – effective Fall 2015

Declaring the major

Students may declare the major at any time after taking 202: Introduction to Psychology or equivalent (201, 281), with a grade of no less than a C. Students with AP credit for Psychology need an AP score of 4 or 5 in order to declare.

Major Requirements

I. *Foundations* courses

The foundation courses provide grounding in basic psychological facts and an understanding of the methodologies used to produce those facts.

As foundational courses, all majors must take:

1. An introductory course in Psychology (202 or AP credit)
2. Basic Statistics for Psychology (210 or equivalent) (Possible substitutions include: Statistics 371, Sociology 360, or General Business 303)
3. Research Methods (225)
4. Biology: Zoology 101 & 102 OR Zoology 151 OR Biocore 381-384 OR AP Biology (score of 4 or better)

II. *Breadth* courses

Breadth courses familiarize students with the breadth of psychology.
All students must take **3 different breadth courses @ 3 credits each.**

Students must take one breadth course from **THREE** of the following five groups:

GROUP A: 414-Cognitive Psychology, 406-Psychology of Perception, 413-Language-Mind-Brain

GROUP B: 449-Animal Behavior, 450-Primates & Us, 454 Behavioral Neuroscience, 523-Neurobiology

GROUP C: 456-Introductory Social Psychology, 403-Psychology of Personality, 428-Introduction to Cultural Psychology, 522-Psychology of Women

GROUP D: 460-Child, 464-Adult Development & Aging

GROUP E: 405-Abnormal Psychology

Course structure for breadth courses

Breadth courses are generally large, lecture-format courses that enroll ~100 – 400 students (454 is an exception). Most currently have one 25% TA.

Breadth courses are open to non-majors.

Honors course structure for breadth courses

Most breadth courses have a 1-credit honors section.



III. Depth courses

Depth courses allow students to engage in depth with specific content areas in psychology.

All students must take **2 depth courses @ 4 credits each.**

Course structure for depth courses

Depth courses will typically be held for 2 75-min lectures + 1 discussion/lab section, or 3 50-minute lectures and 1 discussion/lab section per week.

For each depth course, there will be two 50% TAs. Each TA will be expected to attend lectures (and possibly give one or more lectures), develop activities for discussion/lab sections, lead 3 discussion/lab sections each week, and grade writing/lab assignments.

Each depth course will be open to at least 72 students (4 sections @ 18 students each)

Each depth course will have as prerequisite *one* relevant breadth course (from a fairly broad set of possible breadth prerequisites). For example, for a depth course in Cognitive Development, any one of following prerequisites would be acceptable: 414-Cognitive, 406-Perception, OR 460-Child.

Depth courses will give registration priority to Psychology majors.

Honors course structure for depth courses

Honors depth courses will have a separate honors section (e.g., 503 Lecture 2 Section 307) that will be set up as a “meets with” course. The lecture portions of the regular and honors courses will meet together. The honors course will have a separate discussion section taught by the faculty instructor, with up to 18 students.

NOTE: For a complete list of course titles and numbers for the new curriculum, see the Psychology Major Checklist (Appendix A).

IV. Capstone Courses

These courses help students to develop a deeper understanding of particular areas of psychology in a seminar format. *ONE* course is required. Capstone courses require senior standing and completion of Psychology 225; other pre-requisites vary depending on topic. Capstone courses are small (25 - student limit), include discussion, papers, and readings from original sources. Some capstone courses may be offered periodically.



Old Undergraduate Major Curriculum – (Fall 2011-Spring 2015)

Declaring the major

Students may declare the major at any time after taking 202: Introduction to Psychology or equivalent (201, 281), with a grade of no less than a C. Students with AP credit for Psychology need an AP score of 4 or 5 in order to declare.

Major Requirements

I. *Foundations* courses

The foundation courses provide grounding in basic psychological facts and an understanding of the methodologies used to produce those facts.

As foundational courses, all majors must take:

5. An introductory course in Psychology (202, 201, 281, or AP credit)
6. Basic Statistics for Psychology (210, 280 or equivalent) (Possible substitutions include: Statistics 371, Sociology 360, or General Business 303)
7. Research Methods (225 or 285)
8. Biology: Zoology 101 & 102 OR Zoology 151 & 152 OR Biocore 301-304 OR AP Biology (score of 4 or better)

Majors must have an average GPA of 2.75 or better across #1 and #2 in order to enroll in #3.

II. *Breadth* courses

Breadth courses familiarize students with the breadth of psychology.
All students must take **3 breadth courses @ 3 credits each.**

Students must take one breadth course from **THREE** of the following five groups:

GROUP A: 414-Cognitive Psychology, 406-Psychology of Perception, 413-Language-Mind-Brain

GROUP B: 449-Animal Behavior, 450-Animal Behavior: The Primates, 454 or 484-Behavioral Neuroscience, 523-Neurobiology, 524-Neurobiology II

GROUP C: 530-Introductory Social Psychology, 507-Psychology of Personality, 528-Introduction to Cultural Psychology, 522-Psychology of Women

GROUP D: 560-Child, 564-Adult Development & Aging

GROUP E: 509-Abnormal Psychology

Course structure for breadth courses

Breadth courses are generally large, lecture-format courses that enroll ~100 – 400 students (454 is an exception). Most currently have one 25% TA.

Breadth courses are open to non-majors.

Honors course structure for breadth courses

Undergraduate Psychology Advisors: advisor@psych.wisc.edu

Rooms 426, 428, & 430 Psychology bldg



Most breadth courses have a 1-credit honors section that requires concurrent registration. Others are stand-alone honors courses (e.g., 484: Behavioral Neuroscience).

III. *Depth* courses

Depth courses allow students to engage in depth with specific content areas in psychology.

All students must take **2 depth courses @ 4 credits each.**

Course structure for depth courses

Depth courses will typically be held for 2 75-min lectures + 1 discussion/lab section, or 3 50-minute lectures and 1 discussion/lab section per week.

For each depth course, there will be two 50% TAs. Each TA will be expected to attend lectures (and possibly give one or more lectures), develop activities for discussion/lab sections, lead 3 discussion/lab sections each week, and grade writing/lab assignments.

Each depth course will be open to at least 96 students (6 sections @ 16 students each)

Each depth course will have as prerequisite *one* relevant breadth course (from a fairly broad set of possible breadth prerequisites). For example, for a depth course in Cognitive Development, any one of following prerequisites would be acceptable: 414-Cognitive, 406-Perception, OR 560-Child.

Depth courses will give registration priority to Psychology majors.

Honors course structure for depth courses

Honors depth courses will have a separate course number (e.g., 503 and 583) that will be set up as a “meets with” course. The lecture portions of the regular and honors courses will meet together. The honors course will have a separate discussion section taught by the faculty instructor, with up to 16 students.

NOTE: For a complete list of course titles and numbers for the new curriculum, see the Psychology Major Checklist (Appendix A).



Special Course Requirements

Level I courses (202, 210, 225)

The Department specifies grade distribution standards for Level I courses. They are provided in the Course-Specific section.

Psychology 210 satisfies the University Quantitative Reasoning B requirement. For the College requirements for Quantitative Reasoning-B courses, see the Course-specific section for Psych 210.

Psychology 225 satisfies the University Communication-B requirement. Criteria and requirements for Comm-B courses is included in the Course-specific section for Psych 225.

Level III courses (all 411 courses, plus many others listed in the Appendix A)

1. Level III classes are intended to be “capstone” classes that represent a culmination of individual students’ interest tracks within the Psychology major. As such, these classes will normally be limited to seniors, with an enrollment no greater than 25 students.
2. All level III classes will provide students with exposure to original sources, such as empirical journal articles.
3. The goal of Level III courses is the development of higher level skills, such as writing, speaking, data analysis, or critical analysis.
4. Instructors of Level III classes have considerable latitude in terms of the structure of the classes. Group assignments may be incorporated along with individual assignments. Peer feedback, in-class debates, and/or field trips are all options of these capstone classes.
5. Multiple choice items should not be the sole means of evaluation. Methods of evaluation may include examinations, journals, oral presentations, and/or papers.

If certain requirements are met, students may substitute two semesters of research experience to count as one Level III course. The student should fill out the form, “CONTRACT: Substitution of Two Semesters of Research for One Level III Course”.

Writing Intensive Courses

The University encourages us to designate courses as “writing intensive.” To find out more about this designation, see <http://www.ls.wisc.edu/handbook/ChapterFive/chV-8.htm>

Writing Fellows Program

Writing fellows are trained undergraduates who serve as peer writing tutors. For more information about this see: <http://www.wisc.edu/writing/wf/main.html>



Course-Specific Information

Psych 201/202/281 – Introduction to Psychology (& Honors)

Students taking any version of Introductory Psychology have the option of earning up to 15 extra credit points. The official rule is that students can earn up to 5% of the total points available for the course in extra credit. Hence, if in your course students can earn a total of 300 points through exam performance, they can earn up to 15 extra credit points. If the point value for exams is lower than 300, then you must apply a correction to ensure that students can earn only up to 5% of the total points (e.g., if the total points available is 240, then students can earn up to 5% of that value or 12 points in extra credit).

Please make sure that students understand that the rule is up to 5% of the total points for the course and make sure this is clear and explicit in your syllabus. And, of course, to ensure fairness across all sections of the course, apply the "up to 5% of total points" rule when adding extra credit scores to students final point totals for the course.

Our on-line sign-up and point tracking system is located at: <http://uwmadison.sona-systems.com>

Students can either participate in Department-approved research projects or take quizzes to earn the extra credit points. The coordinator of the Extra Credit program is Valerie Ahl (Room 330, veahl@wisc.edu, 2-1851). A handout is available from the coordinator specifying the details of the program. We now use an online sign-up and point tracking system located at <http://uwmadison.sona-systems.com>. The extra credit points are awarded **after** the grades have been assigned in the course. Students can raise their grade by no more than one letter grade with the extra credit points. The instructor of the course is not involved in administering either the extra credit points or the quizzes, but is responsible for getting the final tally of points added to each student's grades.

Recommended Grade Distribution for 202 – Introduction to Psychology

To help maintain high standards for the major and homogeneity of grading among sections of Introductory Psychology, the following guidelines were passed unanimously at the faculty meeting of September 16, 1991. The distribution shown below is strongly recommended. It is provided as an example of a grading system in which grades are distributed around an average grade of C. The most important goal is to achieve an average grade in the C range; the method of reaching that average grade is at the discretion of the instructor. For 202, the grade distribution should be calculated based on grades of all students who completed the course *before* the addition of extra credit.

<u>A</u>	<u>AB</u>	<u>B</u>	<u>BC</u>	<u>C</u>	<u>D</u>	<u>F</u>
10%	5%	20%	10%	35%	15%	5%

Note: Grade Distribution recommendations do not apply to Honors Intro to Psychology – 281

Psych 210/280

Students enrolling in Statistics register for 3 hours of lecture per week (handled by the instructor) and 1 hour of laboratory instruction (handled by the TA). For the laboratory component, students are assigned both Room 210 and Room 106. Room 106 contains 16 student computers loaded with SPSS, as well as an instructor machine with projection capabilities. This lab is locked and is accessible via an ID-swipe pad. Only students registered for the course are authorized to enter the lab. The lab is booked rather tightly, so it is important for lab sessions to conclude promptly. Students will need to be instructed when they should attend the classroom (210) or the lab (106).



Recommended Grade Distribution for 210 – Basic Statistics for Psychology

To help maintain high standards for the major and homogeneity of grading among sections of Basic Statistics for Psychology, the following guidelines were passed unanimously at the faculty meeting of September 16, 1991. The distribution shown below is strongly recommended. It is provided as an example of a grading system in which grades are distributed around an average grade of BC. The most important goal is to achieve an average grade in the BC- C range; the method of reaching that average grade is at the discretion of the instructor. For 210, students who withdraw from the course can be counted as having received the grades that would be projected from their early performance.

<u>A</u>	<u>AB</u>	<u>B</u>	<u>BC</u>	<u>C</u>	<u>D</u>	<u>F</u>
15%	5%	25%	10%	30%	10%	5%

Note: Grade Distribution recommendations do not apply to Honors Basic Stats for Psychology – 280

Psych 210 and 280 meet the Quantitative Reasoning B (QR-B) requirements, which are spelled out in the memo reproduced below:

January 2010

TO: Chairs of departments currently listed as offering Quantitative Reasoning B courses

COURSES FOR THE DEPARTMENT OF: Psychology
210-Basic Statistics for Psychology
280-Honors Basic Statistics for Psychology

FROM: Associate Dean Nancy Westphal-Johnson, College of Letters and Science

RE: Information about Quantitative Reasoning B criteria

I am writing to remind you that Quantitative Reasoning B courses should continue to be taught in a way that meets the established criteria for such courses (the criteria are attached to this memo); please share this information with QR B course instructors in your department. If you have questions about the current QR B listings for your department or resources available to QR B instructors, please visit the UW-Madison General Education web site <http://www.ls.wisc.edu/gened/> or contact me (westphal@ls.admin.wisc.edu, 3-2506).

XC: Departmental Administrators of relevant departments.
Professor Gloria Mari-Beffa, QR-liaison

The General Education requirement in Quantitative Reasoning (QR) consists of two parts:

QR-A: 3 credits in mathematics, computer science, statistics, or formal logic.

QR-B: 3 additional credits in quantitative reasoning.

The QR-B course follows the QR-A course and is expected to make use of skills learned in QR-A for dealing with quantitative information. A very important goal of every QR-A course is to increase the readiness of students to understand, process, and reason with quantitative information and relationships in many different contexts.



The guidelines for a QR-B course are that they must make *significant* use of quantitative tools in the context of other course material, for example:

- the recognition and construction of mathematical models and/or hypotheses that represent quantitative information,
- the evaluation of these models and hypotheses,
- the analysis and manipulation of mathematical models,
- the drawing of conclusions, predictions, or inferences, and
- the assessment of the reasonableness of conclusions.

Psych 225/285 – Research Methods (& Honors)

Students enrolling in Research Methods register for 3 hours of lecture per week (handled by the lecturer) and 2 hour of laboratory and 1 hour of discussion (handled by the TA). For the laboratory & discussion components, students are assigned to either Room 125 or 126. These rooms contain 8 student computers loaded with SPSS, as well as an instructor machine with projection capabilities. This lab is locked and is accessible via an ID-swipe pad. Only students registered for the course are authorized to enter the lab.

Recommended Grade Distribution for 225 – Research Methods

To help maintain high standards for the major and homogeneity of grading among sections of Research Methods, the following guidelines were passed unanimously at the faculty meeting of May 17, 2010. The distribution shown below is strongly recommended. It is provided as an example of a grading system in which grades are distributed around an average grade of 3.0. The most important goal is to achieve an average grade in the B range; the method of reaching that average grade is at the discretion of the instructor. For 225, students who withdraw from the course can be counted as having received the grades that would be projected from their early performance.

<u>A</u>	<u>AB</u>	<u>B</u>	<u>BC</u>	<u>C</u>	<u>D</u>	<u>F</u>
15%	25%	35%	8%	13%	2%	2%

Note: Grade Distribution recommendations do not apply to Honors Experimental Psychology – 285.

Psych 225 and 285 satisfy the requirements for the General Education Communication Part B (Comm-B). The requirements related to Comm-B courses are reproduced below:

Criteria for Courses Satisfying Part B of the General Education Communication Requirement

(As updated by the Communications Implementation Committee, 1997-2000; revised by Gen Ed subcommittee, 2002-03 and approved by UAPC on 26 June 2003)

*For assistance with Comm B course approval,
please consult Sherry Reames
(sreames@facstaff.wisc.edu).*

Purpose: The second Communication course will be a low-enrollment course involving substantial instruction in the four modes of literacy (that is, speaking, reading, writing, and listening), with emphasis on speaking and writing, either in the conventions of specific fields or in more advanced courses in communication.



Objectives: Specific objectives will vary with each discipline, but each course is expected to develop advanced skills in

- critical reading, logical thinking, and the use of evidence
- the use of appropriate style and disciplinary conventions in writing and speaking
- the productive use of core library resources specific to the discipline

Requirements: Specific requirements will vary, but each course is expected to include:

- numerous assignments [6-8 would be ideal], spaced through the semester, that culminate in oral or written presentations. The balance between oral and written presentations may vary, as appropriate to the discipline, so long as the total amount of graded communication remains reasonably consistent from course to course. In a course with a 50/50 balance, students should submit at least 20 pages of writing (in multiple assignments) and give 2 or more formal oral presentations totaling at least 10 minutes. In a course with the maximum emphasis on writing (75%), students should submit at least 30 pages of writing and give 2 or more formal oral presentations totaling at least 5 minutes. Drafts count in the total number of pages.
- at least two opportunities for each student to be graded for oral communication as well as two or more opportunities to be graded for writing. Comm-B courses should also include informal, ungraded oral communication activities that give students further opportunities to develop and receive feedback on their speaking skills.
- at least two assignments that require students to submit a draft or give a practice speech, assimilate feedback on it, and then revise it. Additional opportunities for feedback and revision would be better yet.
- at least one individual conference with each student, preferably early in the semester, to discuss the student's writing and/or speaking.
- an information-gathering component beyond a beginning level, normally involving two hours of instructional time in one of the campus libraries. Such activities should be planned in consultation with appropriate members of the library staff; contact Abbie Loomis, 443D Memorial Library, for help in getting started.

Prerequisites: Successful completion of or exemption from first communication course. Courses designated as satisfying Part A of the requirement may not be used to satisfy Part B of the requirement.

Class size: Recommended 20 or fewer students. Those departments or individuals requesting approval for courses with larger class size must clearly demonstrate how the objectives and requirements of the course can be satisfied within the larger format.

Instructors: Faculty and other qualified instructional staff

Assessment: There will be normal evaluations of student work by individual instructors. In addition, each course proposal shall include an assessment plan designed to demonstrate that the course meets the objectives and requirements stated above.



Strategies for Integrating Oral Communication into the Comm-B Course (DRAFT)

Speaking-intensive courses make oral communication a significant means for developing course material. In the tradition of the Comm-B course, most speaking-intensive Comm-B courses will make oral communication part of the course methodology, as opposed to the subject matter of the course. In other words, the course will most likely focus on teaching the content of the course and not on teaching oral communication skills.

At the same time, the speaking-intensive Comm-B course should include both preparation for oral communication activities and regular evaluation and feedback related to students' oral work. As with any skill, oral communication competence is enhanced by a developmental learning strategy in which students receive guidance as they prepare for oral communication activities and are offered more than one speaking opportunity. Instructors must articulate guidelines for effective oral communication, evaluate oral communication performance with respect to those guidelines, and provide opportunities for repeating activities and improving performance.

Oral communication activities in the Comm-B course can take many forms. The purpose of this document is to provide examples of oral communication activities that can be used as a series of assignments or in combination to enhance oral communication outcomes in the Comm-B course. This list is intended only to suggest alternatives; other kinds of oral communication activities or assignments are certainly possible.

Oral Presentations

The oral presentation encourages students to understand course material well enough to communicate it to others. In general, this category of assignment gives students an opportunity to speak to an audience from a position of expertise. Although the most familiar form of the oral presentation is the formal speech, some creative variations can make oral presentations a more feasible part of the Comm-B course. In all cases, instructors should communicate expectations to students, evaluate oral presentations with respect to clearly articulated criteria, and provide multiple performance opportunities.

Course content presentations, short form: To start a class meeting, one or two students are asked to review the theme, content, or conclusions of the previous class session. These presentations can be kept to a couple of minutes each, and they function to reorient the class for the day's meeting.

Course content presentations, long form: Students, perhaps working in pairs, are assigned the task of leading the class through some of the assigned material. This activity reduces the tension between devoting time to class content and allowing oral communication opportunities.

Debates: Students typically working in groups develop arguments for opposing positions on an issue related to course content. This assignment is particularly well-suited to illuminating different sides of complex issues.

Role-playing: Students are asked to adopt the perspective of a scholar, character, or other persona relevant to the course content and to represent that person's point of view on the topic within the class period devoted to the relevant material.



Learning Groups

Learning group activities involve creating a context in which communication with others is integral to mastering course material, gaining new insights, and critical thinking. A speaking-intensive approach to learning groups and class discussion involves more than merely having discussion and using groups in class. Effective use of learning groups requires clearly articulated guidelines for good discussions, an assessment of how interactions are contributing to the achievement of learning objectives, and multiple opportunities for participation. Although the most familiar form of the learning group is the full class discussion, variations on that format can enhance the educational benefits of communicating with others in groups.

Class discussion with feedback: Supplementing the traditional class discussion format with written evaluations of students' contributions provides the feedback essential to oral communication skill development. As with any assignment students complete regularly throughout the semester, evaluation should be frequent, periodic, and related to clearly articulated performance criteria.

Unstructured study groups: Students working in small groups spend class time analyzing course content or identifying unresolved issues. This smaller group venue can provide a valuable context for developing ideas and exploring thoughts in a collaborative environment. As a final step, groups should reflect on how their communication with each other contributed to gaining new insights.

Structured study groups: Students working in small groups are each assigned a role to play in the group deliberations (e.g., leader, facilitator, informant). The group then spends class time analyzing course content or identifying unresolved issues. As a final step, groups reflect on how their roles influenced their communication and their performance on the task.

Task Groups

Task group activities require students to work together, usually outside of class, to accomplish a task together. Beyond using communication with others to gain insight, the task group also creates a product that reflects their collective expertise and effort. Because task groups typically meet outside of class time to work on projects, they can offer important opportunities for oral communication practice without competing with time devoted to class content. As with any oral communication activity, however, instructors must devote time to articulating guidelines for effective group communication and provide periodic performance evaluations.

Research groups: Students working in groups collaboratively prepare a research paper or case analysis. The assignment should be sufficiently complex that students can distribute parts of the task and must share responsibility for the final product. Periodic review and guidance with respect to communication and the group process is essential to keep research groups on track.

Task-forces: Students working in groups design and implement a plan to accomplish some goal. One example is CA 368: Theory and Practice of Persuasion, in which student groups mount persuasion campaigns to accomplish an influence goal that relates to the theme selected by the class as a whole (e.g., promoting healthy behavior).



Interpersonal Interactions

Interpersonal communication activities involve two students communicating together to convey information, explore and develop their ideas, or accomplish a goal. In other words, this venue complements the functions of oral communication activities achieved by presentations, learning groups, or task groups. Interpersonal communication learning activities are also particularly well-suited to promoting interviewing and listening skills. If opportunities for interpersonal interaction are to enhance students' communication competence, instructors must articulate guidelines for effective face-to-face interaction, assess students' communication performance, and provide opportunities for practice and improvement.

Role-playing in dyads: Students working in pairs are assigned to particular roles and conduct a simulation relevant to class material. The activity might involve simulating an employee-employer interaction, a clinical interview, a conflict resolution episode, etc. In this way, the role-play provides opportunities both to apply course material and to practice communication skills.

Interviews: Students working in pairs interview each other on some topic related to class material. This might involve quizzing each other on course content or seeking information about each other relevant to the topic of the day. As a final step, dyads should reflect on the effectiveness of interviewing techniques for both gaining information and establishing rapport.

Learning dyads: Students working in dyads spend class time sharing their points of view on a topic and/or identifying unresolved issues. This venue gives students an opportunity to develop their thinking and practice expressing their ideas without the pressure of the full class audience. Used in combination with class discussion, the learning dyads can help students formulate ideas that they can then more easily express to the class.



Appendix A - New Psychology Major Checklist

PSYCHOLOGY MAJOR CHECKLIST

Starting Fall, 2015

PSYCHOLOGY MAJOR CHECKLIST

MAJOR DECLARATION

_____ Declare the major with one of the Undergraduate Psychology Advisors, Stephanie Osborn, Melanie Jones, or Valerie Johnson in Rooms 426, 428, and 430 Psychology. Students must make an appointment to declare. **Intro Psychology must be successfully completed prior to declaration.** Directions for how to make an appointment with one of the advisors are found at: psych.wisc.edu > Undergraduate Program > Schedule an Appointment. Alternately, you may search for Stephanie, Melanie or Valerie through WiscCal Available.

FOUNDATION COURSES

These courses provide a grounding in basic psychological facts and an understanding of the methodologies used to produce those facts. **Students are strongly encouraged to complete Intro Psych and a Breadth course (see below) BEFORE taking statistics.**

_____ **Introduction to Psychology**, Psych 201, 202 or 281 (Honors). GPA Requirement: $\geq 2.0^*$

_____ **Basic Statistics for Psychology**, Psych 210 or 280 (Honors)
Possible substitutions include: Statistics 371, or Soc. 360, or General Business 303. GPA Requirement: $\geq 2.0^*$

_____ *** You must earn an average GPA of 2.75 or greater in Introduction to Psychology and Statistics in order to enroll in Experimental Psychology.** If a course is taken a second time, the higher grade will be calculated for this average.

_____ **Research Methods**, Psych 225 or 285 (Honors).
If you transferred either Introductory Psychology or Statistics, you **MUST** contact a Psychology advisor at advisor@psych.wisc.edu from your wisc.edu account; include your campus ID number.
If you had to repeat Intro Psych or Statistics or Psych 225, you **MUST** fill out a 225 authorization form, available in room 238 Psychology. GPA Requirement: ≥ 2.0

_____ **Biology**: Students may choose from one of four Biology Paths: Zoology 101 and 102; OR Zoology 151 and 152; OR AP Biology Score of 4 or 5; OR Biocore 381-384. GPA Requirement: ≥ 2.0 in each course.

BREADTH COURSES

These courses are meant to familiarize students with the breadth of psychology. Choose **THREE** courses from **THREE DIFFERENT TOPIC GROUPS** listed below. Specific grades are not required, but you must meet the L&S requirements of at least a 2.0 GPA in all Psychology courses numbered 300 or above. *Some additional courses may count as a Breadth course. Ask a psychology advisor about specific courses. ****Students are strongly encouraged to take a Breadth course BEFORE taking statistics.**

Biological

- _____ Psychology 449 Animal Behavior (489 Honors)
- _____ Psychology 450 Animal Behavior-The Primates
- _____ Psychology 454 Behavioral Neuroscience (484 Honors)
- _____ Psychology 523 Neurobiology
- _____ Psychology 524 Neurobiology II

Cognitive and Perceptual Sciences

- _____ Psychology 406 Psychology of Perception (486 Honors)
- _____ Psychology 413 Language, Mind and Brain (483 Honors)
- _____ Psychology 414 Cognitive Psychology (481 Honors)

Clinical

- _____ Psychology 509 Abnormal Psychology (589 Honors)

Social and Personality

- _____ Psychology 507 Psychology of Personality (587 Honors)
- _____ Psychology 522 Psychology of Women
- _____ Psychology 528 Cultural Psychology (588 Honors)
- _____ Psychology 530 Social Psychology (585 Honors)

Developmental

- _____ Psychology 560 Child Psychology (580 Honors)
- _____ Psychology 564 Adult Development and Aging
- _____ Psychology 350 Human Sexuality

DEPTH COURSES

These courses are meant to develop a deeper understanding of particular areas of psychology through both a lecture and discussion format. Choose any *TWO* courses. Classes are 4 credits and have breadth level prerequisite requirements. Different 501 Topics count as separate courses.

_____ Psychology 501 Depth Topics (581 Honors)
_____ Psychology 502 Cognitive Development (582 Honors)
_____ Psychology 503 Social Development (583 Honors)
_____ Psychology 508 Psychology of Human Emotions:
From Biology to Culture

_____ Psychology 520 How We Read: The Science of
Reading and Its Educational Implications
_____ Psychology 521 The Structure of Human Thought
_____ Psychology 526 The Criminal Mind: Forensic and
Psychobiological Perspectives (586 Honors)

CAPSTONE COURSES

These courses help students to develop a deeper understanding of particular areas of psychology in a seminar format. *ONE* course is required. Capstone courses require senior standing and completion of Psychology 225; other pre-requisites vary depending on topic. Capstone courses are small (25 - student limit), include discussion, papers, and readings from original sources. Other capstone courses not listed here may be offered periodically.

_____ Psychology 410 Psychometric Methods II
_____ Psychology 411 Current Topics (Many separate lectures and topics are offered each semester. Check the timetable for listings.)

_____ Psychology 517 Introduction to Clinical Psychology
_____ Psychology 556 Hormones, Brain, and Behavior
_____ Psychology 610 Statistical Analysis of Psychological Experiments

TOTAL PSYCHOLOGY CREDITS

_____ **STUDENTS MUST HAVE AT LEAST 33 CREDITS WITHIN THE PSYCHOLOGY DEPARTMENT**
(excluding the Biology requirement).

ADDITIONAL GRADUATION REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

_____ An **AVERAGE GPA OF AT LEAST 2.0** in all Psychology Courses and in upper level Psychology Courses is required.
_____ **TRANSFER STUDENTS:** You must have at least 15 credits of upper level coursework within the Psychology Department taken in residence (Courses numbered 300 or above count towards these 15 credits)
_____ **L&S STUDENTS:** Students need 60 credits of upper level coursework (I, A, or D in the Schedule of Classes)
_____ **STUDY ABROAD STUDENTS:** You must have at least 15 credits in the Psychology Department **ON CAMPUS**.
_____ **ALL STUDENTS:** CHECK YOUR DARS AND MEET WITH AN ADVISOR TO ENSURE YOU ARE ON TRACK FOR A TIMELY GRADUATION!!!

QUESTIONS related to the Psychology major may be sent to: advisor@psych.wisc.edu

Any advising e-mails must be sent from your wisc.edu e-mail and include your student ID number.

TO SIGN UP FOR THE PSYCHOLOGY MAJORS LISTSERV, send a blank email to: join-psych_majors@lists.wisc.edu

NOTE: Psychology majors are required to be on this listserv.

Appendix B: Psychology Department Hiring Procedures for TAs

When evaluating applicants, the Chair and Associate Chair of the Department will consider, in consultation with instructing faculty:

- Whether a contractual commitment to the applicant already exists
- The applicant's progress in the graduate program, including grades in courses and timely fulfillment of the master's and preliminary examination requirements.
- The applicant's ability to effectively teach a course for which there is a departmental need.
- Where prior experience exists, a record of satisfactory performance of teaching assistant duties
- Excellent English speaking ability and comprehensibility.

In order to be considered, an applicant must be in good standing in the graduate program; this applies to persons on contracts as well as to other applicants. A graduate student with "guaranteed support" will be employed as stipulated in the original letter of appointment unless the graduate record or prior performance as a teaching assistant proves unfavorable. When applicants for a position are equally well qualified, consideration will be given to whether an applicant has available alternative sources of funding. Strong preference is given to continuing students over new entrants. The Department will consider graduate students from other departments only when there are no qualified applicants from the Psychology Department. Appointments will vary between 25 and 50 percent of a semester salary.

International students on F-1 and J-1 Visas are at risk concerning their immigration status if they are employed for more than 20 hours per week during the academic year. This means the sum of an individual international student's TA, PA, and student hourly help appointments may not exceed 20 hours of work or 50% time per week. Please keep this in mind if you are an international student.

Please note the following non-trivial but frequently overlooked aspects of this position:

- If you are a non-native speaker of English and applying for your first teaching assistant position, you are required to take a SPEAK test before further consideration. SPEAK tests are offered throughout the year by the University's Program in English as a Second Language.
- If you are a first-time TA, you will need to participate in both L&S and departmental training sessions that generally occur in the week before classes start.
- If you are teaching a "Comm B" class for the first time, you will need to attend an additional orientation.
- Your appointment includes the week before classes in which such trainings and other preparatory meetings may be held (i.e., you are paid to be here to participate in orientations and work with instructors preparing for classes). If you cannot be on campus for these mandatory training sessions and/or preparation, DO NOT APPLY.
- Similarly, your appointment is until the end of the semester (not the last day of classes) and so you must be available to complete work for this class on campus.
- You will need to be able to attend the lectures associated with your course. This is part of the job.

Applicants should obtain an application form from **Dan Barnish** in Room 223 and should return it to her by the deadline. Applications are usually available October 15 and due November 1 for Spring semester, available March 25 and due April 15 for Fall semester.* Graduate assistant job openings are posted on the bulletin board outside the main Psychology office, Room 238. ***If you are not on campus***, you may request the form to be sent electronically from dbarnish@wisc.edu. For further information, contact Dan Barnish or Karl Rosengren, Associate Chair, krosengren@wisc.edu.

- The timing of the announcement may be slightly delayed in some cases due to factors outside our control.



Appendix C - TA Workload Form - Department of Psychology

Fall Semester 2013
 Teaching Assistant Workload Form

Instructor _____

TA _____

Semester workload hours required for Psychology _____ (course #)

(25% appt = 180 hr, 33%=240, 50% = 360)

1. Lecture attendance, if required	Hours _____
2. Quiz or laboratory attendance	Hours _____
3. Preparation for quiz or labs	Hours _____
4. Preparation of exams	Hours _____
5. Grading exams, lab reports, and papers	Hours _____
6. Meetings with course instructor <i>Note. Some hours may apply to 11c.</i>	Hours _____
7. Consultation with students	Hours _____
8. Preparation of course lecture(s), if required	Hours _____
9. Participant pool work	Hours _____
10. Communications B training	Hours _____
11. Required training (must total at least 8 hours for new TAs) a. College Welcome Week (4 hours if attended) b. Departmental Welcome Week (2 hours if attended) c. Training provided by course instructor	Hours _____ Hours _____ Hours _____
12. Other Describe:	Hours _____
SEMESTER	Hours* _____
TOTAL	

*Should equal total number of hours cited in TA appointment letter.

Signatures:

Instructor _____ TA _____

Date _____



Copies of this form should be retained by Instructors & TAs.
Submit one signed copy to Dan Barnish by **September 18, 2015**.



Appendix D: Early TA evaluations

September, 2015

To: Certain Faculty and Instructors
From: Dan Barnish
RE: Early TA Evaluation

The College of Letters & Science requires that each TA teaching labs or discussion sections for the first time be evaluated by the course instructor early in the semester. The instructor is to conduct the evaluation by observing one of the TA's discussion sections **within the first two weeks of the semester**. The contract between the State and the TAA requires you to give the TA 24 hours notice of the first evaluation visit in any semester.

We will have to record that the observation was made. To make that as easy as possible for both you and me, please complete the form below after your observation and return it to me.

I do not anticipate that you will observe any serious teaching or language problems. However, you may have an opportunity to offer useful advice that can turn this into a positive exercise. If you report serious problems on the form, I will inform Martha Alibali (Associate Chair for Undergraduate Studies) and we will proceed from that point as appropriate.

Course Professor _____ Course _____

I observed the discussion/lab section conducted by

_____ on _____ (date).

yes no The TA exhibited serious teaching problems.

yes no The TA exhibited serious English language problems.

Signature: _____ Date: _____

Please note any additional comments on back and **return to Dan Barnish, Room 223, by September 25, 2015.**



Appendix E – Testing & Evaluation Cover form for exam scoring



FOR OFFICE USE ONLY **TESTING AND EVALUATION SERVICES 1025 W. JOHNSON ST., RM. 373** (608) 262-5863
 FILE NAME: _____ FAX: (608) 263-4291
 COUNT: _____ CUST. # _____
 RESCORE:

JOB # _____
 PROFESSOR/INSTRUCTOR NAME (print): Prof. John Doe
 YOUR NAME: TA Name DATE IN: 8-1-09
 DEPARTMENT/AGENCY: Psychology COURSE#: 202 TIME: 11:45
 PHONE (re: job): 262-xxxx ALTERNATE: _____

NON-BILLABLE BILLABLE (see back)

TEST SCORING:

HIGHEST NUMBERED ITEM 60	NUMBER of TEST ITEMS 60	TOTAL SCORE MULTIPLIER (only with no subtests) 1.00	HIGHEST SCORE POSSIBLE 6000
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9

MISC. OPTIONS:

Add Score: (bubble the score in special codes on each exam)
 use special codes: **A B C D E F G H I J**
 max add score: _____

Multiple Forms: (bubble a key for each form of the exam)
 Combination of Forms (requires scramble sheet)
 Rostermerge only

Multiple Answers: (bubble each correct answer on a separate key)
 max # correct answers: **1 2 3 4 5 6 7 8 9**

BREAKDOWNS: (SECTIONS)

Physically divided
 Divide by codes _____ to _____

Items that have all answers correct _____
 (bubble all answers on the key)

Items omitted _____
 (customer should erase all answers for that item on the key)

ROSTER OPTIONS:

	# COPIES:		
	total	by section	
ALPHABETIC	<input checked="" type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="checkbox"/> omit ID
ID#	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="checkbox"/> omit NAME
RANK ORDER	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	

FILE TRANSFER OPTIONS:

EMAIL: (please print clearly)
jpdoe@wisc.edu

Email Scores (disk file)
 Email error reports
 Email all reports
 No hard copy at this time
 (Call 262-5863 after reviewing to have reports printed)
 Learn@UW: (please print clearly)
psych 202_001_su09_egg

FREQUENCY DISTRIBUTION OPTIONS:

TOTAL
 BY SUBSCORE
 BY SECTION
 BY SUBSCORE WITHIN SECTION

ITEM ANALYSIS OPTIONS:

TOTAL
 BY SUBSCORE
 BY SECTION
 BY SUBSCORE WITHIN SECTION

OTHER OPTIONS:

INDIVIDUAL ERROR REPORT/BY SECTION
 ITEM STRING

Total subtest pts _____

SUBTESTS

Subtest 1: _____	# of items: _____	Weight: _____ = _____
Subtest 2: _____	# of items: _____	Weight: _____ = _____
Subtest 3: _____	# of items: _____	Weight: _____ = _____
Subtest 4: _____	# of items: _____	Weight: _____ = _____
Subtest 5: _____	# of items: _____	Weight: _____ = _____
Subtest 6: _____	# of items: _____	Weight: _____ = _____
Subtest 7: _____	# of items: _____	Weight: _____ = _____
Subtest 8: _____	# of items: _____	Weight: _____ = _____
		TOTAL = _____

NUMBER OF SUBTESTS

<input type="radio"/> 0	<input type="radio"/> 1
<input type="radio"/> 1	<input type="radio"/> 2
<input type="radio"/> 2	<input type="radio"/> 3
<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 4	<input type="radio"/> 5
<input type="radio"/> 5	<input type="radio"/> 6
<input type="radio"/> 6	<input type="radio"/> 7
<input type="radio"/> 7	<input type="radio"/> 8
<input type="radio"/> 8	<input type="radio"/> 9



Appendix F – Testing & Evaluation form for Scrambled exams



COMBINATION OF FORMS

Scramble Sheet

NAME _____ DEPT. _____ COURSE # _____

Please note that unscrambling forms is necessary **ONLY** if you want a **ITEM ANALYSIS** and/or **FREQUENCY DISTRIBUTION** based on all students tested. We can combine rosters without a scramble sheet. Please be aware that an item analysis will be based on the **PRIMARY** form of the test.

P (answer) → S	P (answer) → S
1.	26.
2.	27.
3.	28.
4.	29.
5.	30.
6.	31.
7.	32.
8.	33.
9.	34.
10.	35.
11.	36.
12.	37.
13.	38.
14.	39.
15.	40.
16.	41.
17.	42.
18.	43.
19.	44.
20.	45.
21.	46.
22.	47.
23.	48.
24.	49.
25.	50.



Appendix G: Psychology Teaching Asst. Instructional Evaluation Form

FORM Q105 8-82

K	L	M	N
O	P	Q	R
S	T	U	V
W	X	Y	Z

PSYCHOLOGY TA INSTRUCTIONAL EVALUATION

Course Number _____ TA's Name _____

For each of the items below indicate your response by filling in the appropriate bubble to the right:

1. NA = find statement not applicable
2. SD = strongly disagree
3. MD = moderately disagree
4. NAD = neither disagree nor agree
5. MA = moderately agree
6. SA = strongly agree

1. Considering everything, class size, course objectives, etc., the TA was an effective teacher.
2. The TA was clear in presenting subject matter.
3. The course seemed generally well coordinated and ran smoothly.
4. The TA made the student feel free to ask questions.
5. The TA presented the material in an interesting way.
6. Assignments and tests handled by the TA were returned promptly with useful feedback.
7. The TA was available during office hours or by appointment.

	NA	SD	MD	NAD	MA	SA
1.	1	2	3	4	5	6
2.	1	2	3	4	5	6
3.	1	2	3	4	5	6
4.	1	2	3	4	5	6
5.	1	2	3	4	5	6
6.	1	2	3	4	5	6
7.	1	2	3	4	5	6

(OVER)



8. What was your overall opinion of the TA's effort? State weaknesses and strengths.

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

9. Please comment on whether the TA performed assigned duties such as meeting classes promptly and regularly, being available for scheduled office hours, etc.

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

10. If the TA had responsibility for assignments such as exams or lab reports, please comment on the fairness in grading, promptness in returning exams, adequacy of feedback, etc.

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5 6 7 8 9 0

UNIVERSITY OF WISCONSIN
FORM Q10S-GENERAL PURPOSE QUESTIONNAIRE

INSTRUCTIONS

USE A NUMBER 2 OR SOFTER LEAD PENCIL. MAKE ALL MARKS IN THE RESPONSE CIRCLES. THEY SHOULD BE DARK AND GLOSSY, AS SHOWN BELOW.

DO NOT MAKE ANY STRAY MARKS. ERASE COMPLETELY IF YOU CHANGE YOUR MIND. MARK ANY REQUESTED IDENTIFICATION ON THE REVERSE SIDE.

INCORRECT MARKS



CORRECT MARKS



Printed in U.S.A. Trace-Optix® by NCS 981645:321



Appendix H: End-of-semester TA evaluations by instructor

Faculty Evaluation Form for Teaching Assistants

Please Return to Dan Barnish by January 9, 2016

Professor _____ Teaching Assistant _____

Course _____ Semester: Fall 2015

Space is provided for further explication and additional comments.

Please insert number as applicable in space provided.

0 = Not applicable; 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree or Disagree; 4 = Agree; 5 = Strongly Agree

- _____ 1. The TA had adequate knowledge of the subject matter in the course.
- _____ 2. The TA performed satisfactorily in helping write, administer, and grade examinations for the course.
- _____ 3. Clerical work in the course, including keeping adequate and accurate records, was satisfactory.
- _____ 4. The TA's teaching ability was satisfactory for this course.
- _____ 5. The TA has shown improvement in his\her teaching over the semester.
- _____ 6. To your knowledge, the TA met on schedule with all his/her classes and appointments with students. (If not, cite specific classes missed and indicate whether a substitute was provided _____)
- _____ 7. The TA met all conferences scheduled with the course instructor. (If "no," cite specific instances: _____)

8. Cite any favorable comments and strong points about this TA.

9. Cite any unfavorable comments and weak points about this TA.

10. What is your overall rating of this TA?

Outstanding Above Average Average Below Average Poor

11. Would you be willing to accept this TA for this course again?

Yes No

If "no," would you recommend this TA for teaching any other course in the department? Yes Give specific recommendations: _____ No

Additional comments:



Signature: _____ Date: _____



Appendix I - PROCEDURES FOR RESERVING SEMINAR ROOMS & AV EQUIPMENT

Reserving seminar/meeting rooms and AV equipment in the Psychology Building is now handled online, using the software program **phpScheduleIt**. In order to use this program you must be a registered client. Directions for registering and using the program are listed below:

First-time users:

1. Go to the Department web page: <http://psych.wisc.edu>
2. Click on "Internal"
3. Go to "WHO: Facilities and Operations"
4. Click on "[Room Reservations \(meetings\)](http://glial.psych.wisc.edu/Schedules/RoomsAndEquipment/index.php)" or go to:
<http://glial.psych.wisc.edu/Schedules/RoomsAndEquipment/index.php>
5. Create an account using the "Click here to register" link
6. Fill in the appropriate blanks
7. **DO NOT** change the Time zone
8. Click the "**Register**" button

Registered users:

1. Follow steps 1-4 as above, and sign in using your email address and password
2. You will be taken to the main schedule page, where you can view room and equipment availability.
3. In the "**Quick Links**" tab, click the "**Bookings**" link.
4. You will now see a grid of all seminar rooms scheduled for the current week.
 - a. **Note:** you will not be able to reserve rooms until you are **registered and the program administrator has approved your access to room reservations**. (see instructions above)
5. You can scroll through the calendar months at the top of the screen to find the date(s) you wish to reserve your room for, or if you are looking to reserve a room for the current week, find the date, room and time slot you need.
6. Once you find the time slot you want, double-click the time slot you want your reservation to begin.
 - a. You will be taken to a box to fill in details about your reservation. The reservation End time will default for 1/4 hour, but you can change this by clicking on the arrow in the "**End**" box and select the ending time.
 - b. For repeating reservations, go to the upper right corner, click on Repeat every (Day, week, month)
 - c. Then click on "Choose Date" for the date that you want the reservation to end (scroll through the calendar months).
7. **Important:** In the "**Summary**" section, enter the purpose for your room reservation and any other details that may be relevant to your room request. **Note:** This section **must** be completed to get approval for your reservation.
8. Click "**Save**" to send the reservation to the administrator
9. You will receive an email notice indicating that you have requested a reservation; **however** your room is not confirmed until you receive a second notice confirming that the reservation has been approved by the administrator.
 - a. **Note:** Reservations should be requested at least 24 hours in advance. If you need to reserve a room on shorter notice, please email Dan Barnish to let him know you need your reservation confirmed sooner. If you do not receive a confirmation, the room has not yet been approved and is not reserved.



- b. Occasionally, there may be unexpected conflicts. When this happens, you will be contacted to reschedule your room reservation.