

GTA Teaching Handbook

Department of Communication Studies

2015-2016

Part I: Policies Section

Part I of this manual provides a summary of key university and department regulations for instruction. During or before orientation you will receive a supplement to this manual from your teaching supervisor which will include the master syllabus for your classes and the protocols particular to them. Please be sure you know the teaching supervisor to whom you will be reporting, as the phrase “teaching supervisor” will be used frequently in this manual.

Class Type and Supervisor

All Public Speaking	Dr. Belinda Stillion Southard*
All Interpersonal Communication	Dr. Monahan*
Other Large Lecture Classes	Instructor of record
COMM 2200, 3300 & 3310	Dr. Thomas Lessl
COMM 2510, 2520, 2600, 2810, 3500, 3350, 3700	Interpersonal and Health COMM Area Chair is the Teaching Supervisor

*During the fall and spring semesters, the Undergraduate Coordinator will be responsible for the basic administration of any non-large lecture class (for example, a section of 1500, 3700 or 3310). Basic administration includes such tasks as students who wish to add a class during drop/add, etc. During all summer sessions, the Department Head will do so.

If a conflict between the teaching supervisor and a graduate teaching assistant (GTA) emerges, the Department Head (in consultation with the Undergraduate Coordinator) will work toward resolution with the individuals involved.

University Level Policies

Instructors are expected to act in a professional manner with all students, staff members and faculty. Instructors must adhere to UGA rules and regulations for conduct, found here in the [UGA Bulletin](#).

Discrimination and Harassment

The University of Georgia is committed to maintaining a fair and respectful environment for living, work, and study. The University prohibits any member of the faculty (including graduate instructors) from harassing and/or discriminating against any other member of the university community because of that person’s race, sex (including sexual harassment), sexual orientation, ethnic or national origin, religion, age, or disabled status. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal from the University. You are required to read the university’s policy on harassment (<http://www.uga.edu/eoo/pdfs/NDAH.pdf>) and to ensure your behavior is in accordance with the policy whenever you represent the university.

University Reading Day and Final Exam Dates Policy

Important Dates. Appendix D provides you with a quick reference for important dates during fall and spring semester such as reading days, the final exam schedule, etc. For those of you who are new to the University of Georgia system, please read the footnotes to these tables carefully before creating your syllabus. For example, sometimes the University will swap one day with another to equalize the class minutes between a MWF and a TR class (e.g. “The University will operate a Friday class schedule on Tuesday, Dec. X”).

Reading Days. Reading Days are designed to provide time for students to prepare for final examinations. No mandatory assignments can be scheduled for completion during the Reading Days. Exceptions for good cause can be made to this policy by the Vice President for Instruction. Nothing in this policy limits the ability of instructors to schedule optional study reviews for their students during these days.

Final Exams. 1100 instructors may hold either an exam or speech rounds during the final exam period listed in the UGA Schedule of Classes. You can find the final exam calendar at: <http://www.reg.uga.edu/calendars>.

1500 instructors must hold the final exam in their scheduled final exam period.

It is your responsibility to make sure your syllabus accurately reflects the appropriate date and time for the final exam. Whether the final exam period is used to give an exam or hold speech rounds, all students must be present. No exceptions. Note also that you may not give a test on the last day of classes; it must be during the final exam period, even if it is just an hour long “regular” test. With the consent of your teaching supervisor, those of you who are the instructor of record for a class have the authority to manage students who have conflicts with the final examination schedule. A student with three final examinations scheduled on the same calendar day or two examinations at the same time may petition to reschedule one exam. The instructions for rescheduling are located at <http://www.curriculumsystems.uga.edu/FinalExamConflicts/FinalExamConflicts.html>

Honors Day Policy

Classes remain in session for the spring Honors Day festivities, but individual students with invitations to attend should be excused from class.

Academic Accommodations

Some students may require particular academic accommodations. They must provide you with documentation for any learning accommodation that is requested. The Disability Resource Center will provide written documentation that specifies the needed modifications (e.g., note taker, extra time for tests). If the student does not provide documentation, please have the student contact Disability Resource Center. Additional “Tips for Faculty” regarding academic accommodations may be found at <http://drc.uga.edu/services/testaccommodation.php>.

All syllabi should include the following statement:

Reasonable Accommodation Policy: Students with learning disabilities who may require accommodations should contact The Disability Resource Center (<http://drc.uga.edu/students/register-for-services>). Accommodations will be determined on a case-by-case basis according to each student’s individual needs and documentation. Please come speak with me the first week of class if you have any accommodations that you require so we can work out a plan.

Policy for Food or Drink in Classrooms during academic classes

Food is prohibited in all classrooms. Drinks are permitted only in spill-proof containers. It is the responsibility of each instructor to require students to comply with this policy.

Grading Policy

See Appendix C for policies regarding grade distribution and the plus/minus system.

Grade Posting and Confidentiality Policy

Student grades cannot be posted publicly; student confidentiality must be strictly maintained. This policy means you may not post grades on your door, nor may you leave a box of student papers in the hall for students to collect. Grades may be posted on eLearning Commons because students can only gain access to their own grades.

According to the Federal Family Educational Rights and Privacy Act (FERPA), you may not disclose any academic information to another person (even parents) without the student's consent. This includes scheduling information (such as "is my son/daughter in your class?"). You may talk to a parent if and only if the student signs a Buckley Amendment Waiver Form. A copy of the Buckley Amendment Waiver can be found in Appendix B. When a student has signed a copy of the form, make two copies of it and give them to the Undergraduate Coordinator and the Department Head (individuals that parents are likely to contact to discuss their son's and/or daughter's performance). Keep the original in your own permanent files.

Do not save a copy of your grade book or any other grading material on public computers (such as those shared by other graduate students). This is a violation of FERPA.

Drop/Add Policy

Students are expected to attend classes on a regular basis during the drop/add period. A student who incurs an excessive number of absences during drop/add may be withdrawn from the class at the discretion of the teaching supervisor. Your students may drop undergraduate-level courses through the fourth business day of classes.

You may not add students during drop/add. The only persons with the authority to add students to your sections are (a) your teaching supervisor, (b) the Undergraduate Coordinator and (c) the Undergraduate Advisor. If a student asks to be added to your class or your section class, please instruct the student to email the Undergraduate Coordinator.

After drop/add, a student who wishes to withdraw from a course must withdraw through Athena before the withdrawal deadline (two weeks after midpoint) and they will receive a grade of W.

If a student experiences significant personal hardship (e.g., medical or family emergency, prolonged illness), the Office of the Vice President for Student Affairs (OVPSA) can facilitate a hardship withdrawal. If sufficient documentation is provided and a hardship withdrawal is approved, the OVPSA will work with the instructor to assign a withdrawal grade for the course. A hardship withdrawal does not guarantee a grade of WP (pass); it is each instructor's prerogative to assign a grade of WP (pass) or WF (fail).

Occasionally, you will have a student who is on your class list but who never attends or stops attending class. GTAs

who serve as the instructor of record should execute a teacher-initiated drop for these students two weeks before the midterm deadline. To do so you will need: (1) The student's name, (2) the course call number, (3) the student's date of last attendance (or you may report "never"), and (4) the grade to be assigned (e.g., WP or WF). Submit this information to the Undergraduate Advisor.

Certification of Absence from Class for Medical Reasons

Please make sure your syllabus accords with the following information provided by the University Health Center. You should not expect the University Health Center (UHC) to routinely provide verification for class absences or of outpatient treatment. Absence from class for medical reasons may be verified in writing from the UHC only when the UHC suggests a student should be hospitalized. UHC asks us to emphasize to new instructors that their policy provides for certification only after the in-hospital illness has occurred. It is the student's responsibility to resolve absence problems with the instructor of the class missed. If an instructor desires confirmation of treatment at the UHC, you may telephone Medical Records at 542-1162. Only the date(s) of treatment will be provided due to the confidentiality of medical information.

Religious Holidays Attendance Policy

The university asks all instructors to accommodate student absences from classes and other academic commitments for religious holidays (Jewish, Islamic, and Christian, etc.). The Provost's official statement regarding the matter can be found here: <http://provost.uga.edu/index.php/policies/academic-affairs-policy-manual/4-06-2-religious-holidays-attendance-policy>. It is the responsibility of the student to contact the instructor to determine the conditions under which work will be made up.

Academic Honesty

Both as an instructor and as a graduate student, it is imperative that you fully understand the university's academic honesty code. Critical points are summarized below. If you have any questions during the term, however, please go online and review the policy before talking to your teaching supervisor: <http://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Remind students that one does not have to intend to violate the Academic Honesty policy to be in violation of it.

"Academic honesty is – defined broadly and simply – the performance of all academic work without plagiarism, cheating, lying, tampering, stealing, giving or receiving unauthorized assistance from any other person, or using any course of information that is not common knowledge without properly acknowledging the source" (From the Preamble to "A Culture of Honesty").

Every undergraduate at the University of Georgia has received a copy of the booklet entitled "A Culture of Honesty: Policies and Procedures on Academic Dishonesty." This document has a thorough presentation of academic dishonesty as well as a full description of the procedures to adjudicate alleged incidents. The policies and procedures described in "A Culture of Honesty" will be strictly followed. Some key points are summarized below. You are encouraged to review these examples with your students each semester.

Examples of Academic Dishonesty

A. Plagiarism: Submission the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person. Plagiarism includes, but is not limited to, the following acts:

1. Directly quoting all or part of another person's written or spoken words without quotation marks, as appropriate to the discipline;
2. Paraphrasing all or part of another person's written or spoken words without notes or documentation within the body of the work;
3. Presenting an idea, theory or formula originated by another person as the original work of the person submitting that work;
4. Repeating information, such as statistics or demographics, which is not common knowledge and which was originally compiled by another person;
5. Purchasing (or receiving) a term paper or other assignment that is the work of another person and submitting that term paper or other assignment as the student's own work.

B. Unauthorized assistance: Giving or receiving assistance in connection with any examination or other academic work that has not been authorized by an instructor. During examinations, quizzes and similar activity, students are to assume that any assistance is unauthorized unless it has been specifically authorized by an instructor. Examples include:

1. Copying, or allowing another to copy, answers to an examination;
2. Giving or receiving answers to an examination scheduled for a later time;
3. Completing for another, or allowing another to complete for you, all or part of an assignment (such as a paper, exercise, homework assignment, presentation, report);
4. Submitting a group assignment, or allowing that assignment to be submitted, representing that the project is the work of all of the members of the group when less than all of the group members assisted substantially in its preparation.

C. Lying/Tampering: Giving any false information in connection with the performance of any academic work. Examples include:

1. Giving false reasons (before or after the fact) for failure to complete academic work. This includes, for example, giving false excuses to an instructor for failure to attend an exam;
2. Altering academic work after it has been submitted for credit and requesting academic credit for the altered work, unless such alterations are part of an assignment (such as a request of an instructor to revise the academic work);
3. Submitting an item of academic work that has been submitted (even when submitted previously by that

student) for credit in another course, unless one has authorization of the current instructor.

Procedures for Coping with Academic Dishonesty

Please check the master syllabus of the class you are teaching for any other procedures that your teaching supervisor might require. The summary below comes from the university policy.

If you suspect academic dishonesty, you must permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. You may take any action reasonably necessary to collect and preserve evidence of the alleged violation.

When you believe that an incident of academic dishonesty occurred, contact your teaching supervisor and the Office of the Vice President for Instruction. The Office of the Vice President for Instruction will notify the student of the report. A meeting will be scheduled and a Facilitator will be provided for a fair and focused discussion about what may have occurred. The instructor(s) who reported the matter, the student(s) believed to have violated the policy, and the Facilitator are the only participants in a Facilitated Discussion. These discussions may not be recorded. Note: The facilitator will not tell you if the student has ever been brought up on charges before, even if you ask the facilitator. However, you can ask the student directly in the meeting.

The instructor and student may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequence(s). If no resolution is agreed upon, the matter will be forwarded to a Continued Discussion with an Academic Honesty Panel which will determine the outcome of the allegation. You may read more about the policies of the Academic Honesty Panel at <http://www.uga.edu/honesty/ahpd/procedures.html>.

Department Level Policies

In addition to university policies, the department has several class policies with which you should be thoroughly familiar. Please make sure that you understand and can implement the policies described below. If you should have any questions or need any clarification, do not hesitate to speak with your teaching supervisor, the Undergraduate Coordinator or the Department Head.

Office Hours

All grad students teaching in the Department of Communication Studies must post and hold office hours in their assigned offices on a regular weekly schedule. The minimum number of scheduled open door hours is 1 hour each week for each course or discussion section you are teaching. If you are directly responsible for more than two courses and/or discussion sections, you are not required to hold more than 2 regularly scheduled open door office hours each week. All faculty and teaching staff must, however, also be available to set appointments at an alternative but reasonable time upon a student's or colleague's request. In order to hold office hours in a space other than your assigned office, you must have prior approval by your teaching supervisor (if you are a graduate teaching assistant) or the Department Head (if you are faculty, a full-time, or part-time instructor).

Course Syllabus

All syllabi at the University of Georgia should indicate that dates are tentative and may be changed later. You may do

so on the top of the schedule page of your syllabus by stating "Tentative Timeline (subject to change)." Note, however, that GTAs may not deviate from the due dates, policies, etc. that have been established in the large lecture master syllabi.

If you are teaching something other than COMM1100 or COMM1500, each semester you must submit for every section for which you are the instructor of record a SACS compliant syllabus for upload into the University System. The process to follow is:

1. Prepare compliant syllabus. Note that Course Title, Course Description, Course Objectives and Learning Outcomes, Topical Outline for the Course, University Honor Code and Academic Honesty, and Syllabus Statement SHOULD all be copied and pasted exactly from the Bulletin (b-g). "Principle Course Assignments" is what we typically think of as the syllabus.
2. Send your completed, properly formatted syllabus to the department's Academic Advisor (commadv@uga.edu) as soon as possible but no later than by the end of the drop/add period. Syllabi that do not conform for one reason or another will be forwarded to the Graduate Coordinator or Undergraduate Coordinator, who will work with the individual to make corrections. Once completed, the syllabi should be resent to the Academic Advisor for upload.
3. Please name your file: COMM (course number)-Semester-Year-Instructor's Name

Please see Appendix F for a SACS Compliant Syllabus Template that lists the requirements in more detail.

Textbook Orders

The Administrative Associate (currently Tara Funderburke) will send out an email for textbook orders, including desk copies for instructors. The email request will include deadlines for submitting any textbook requests.

Missing Class

It is expected that you will meet with your class for every class period. If you are unable to attend class, you must have prior approval from your teaching supervisor. Typically, you will want to arrange for some other qualified person to cover your class in your absence. That person must have the approval of your teaching supervisor in advance. Note that there will be no exceptions to this rule. Your teaching supervisor must know who is in your classroom when you are not there. If you suddenly find you cannot be in class (unexpected illness, emergency, etc.) contact your supervisor and the main office *immediately*.

Instructors whose professional conference responsibilities conflict with the regular teaching schedule are allowed to miss *one* class session. Instructors who need additional time off must provide compelling evidence to the course supervisor.

Teaching Evaluations

Each year, your teaching skills will be evaluated by a faculty member and your students. If you are a GTA for a large lecture class, the instructor of record will evaluate your teaching.

If you are the instructor of record for a class, you will be evaluated by a faculty member who, typically, will not be

your academic advisor. This is in your long-term interest since it will help you to build a strong teaching portfolio over the course of your graduate career. Instructors of record will receive an email from the Undergraduate Coordinator identifying your teaching supervisor for that term. It is your responsibility to contact the faculty member, provide him/her a copy of your syllabus for the course, and arrange a time for a classroom observation. Within two weeks of the observation, your teaching supervisor will prepare a written evaluation of your performance. Copies of the evaluation will be given to you as well as the Undergraduate Coordinator and the Graduate Coordinator, who will put it in your file.

Students have the opportunity to evaluate instructors at the end of every semester. For our department, this is now done online. The window for evaluation is generally the last week of classes and finals week. The department Academic Advisor will generally send out information regarding the dates that students will have to complete their evaluations. Students should be reminded of dates and directed here to fill out evaluations:

<https://www.franklin.uga.edu/evaluation/login.php>.

You may review your teaching evaluations here: <https://www.franklin.uga.edu/evaluation/instructors/login.php>

Your course evaluations will be reviewed each term by your teaching supervisor, the Undergraduate Coordinator, and the Department Head.

Record Keeping

At the end of each term, a record of grade distributions (the number awarded A's, A-'s, B's ... etc.) must be turned in to the Undergraduate Coordinator. If you are teaching a basic course (COMM 1500 or COMM 1100) you must also submit this information to the course supervisor. This information is used to track grade inflation.

At the end of the academic year (prior to the summer holiday/sessions) a record of all grades must be turned in to the Undergraduate Advisor (commadv@uga.edu). You may email the Undergraduate Advisor a copy of your on-line grade book (in the form of an excel spread sheet or a Word file). The record must be easy to understand and must include:

1. Every student's name
2. Grades for weighted assignments (e.g., attendance, papers, class activities, tests)
3. Indication of whether the student completed the research requirement.

Please make sure you keep your own copy of all grades for all classes you teach while at UGA at least one full year. Please also make note of last date of attendance for any student receiving an "F."

Research Participation

The basic courses require students to participate in research while other classes offer extra credit for research participation. Appendix A outlines the three mechanisms for students to fulfill their research requirement. Please read Appendix A thoroughly and understand your obligations as an instructor in carrying out these policies. Please also check the course policy for specifics since some instructors allow students to be granted extra credit for research participation while others do not.

Please note that there is no extra credit allowed in the basic courses. Students participate in research for research credit only.

Grade Appeals

Occasionally, students are unsatisfied with their assigned grade for a course. Students have up to one year to appeal a grade. If a student has a grade grievance, follow the department guidelines.

Basis for Appeal: Grade appeals must be based on one or more of the following issues:

1. *Inaccurate Evaluation or Grade Calculation.* Such appeals must demonstrate that the instructor inaccurately graded one or more assignments and/or made a clerical error in calculating the graded work.
2. *Discrimination.* Appeals based on discrimination must demonstrate that the instructor treated a student differently in assigning grades than he/she treated other students in a similar circumstance. The different treatment must have resulted in the student being assigned a lower grade than would have been assigned if the student were treated similarly.
3. *Failure to Follow Course Policies.* Such appeals must demonstrate that the instructor failed to follow written or orally communicated policies related to grading for his/her course. The student must demonstrate that the instructor's failure to follow one or more course policies resulted in a lower grade than would have been assigned had policies been followed. Note that the vast majority of grade appeals arise from unclear policies regarding withdrawal and on what basis a WP or WF will be awarded.
4. *Failure to Follow Published University Policies.* Such appeals must demonstrate that the instructor failed to follow published University policies related to instruction and/or grading and that the instructor's failure adversely affected the student's grade.

The Appeals Process

1. If a student believes he or she deserved a grade other than that received, the student must first attempt to resolve the grade dispute with the instructor. This must be a formal appeal-- not a discussion in the hallway about the grade.
2. If the student is still dissatisfied, direct the student to your teaching supervisor if the class is still on-going. If the class is over, the appeal should be directed to the Undergrad Coordinator. The appeal should be typed and include the following elements:
 - a. Student's name and mailing address,
 - b. The class name, term class was completed, instructor's name
 - c. Grade received
 - d. The appeal should make an argument, based on one or more of the issues presented above (see Basis for Appeals) indicating why the grade received should be changed.
 - e. The appeal should request a specific remedy, i.e. indicate the grade the student believes to be appropriate.
4. If the grade dispute is not resolved to the student's satisfaction, he or she may appeal the course grade to

the Department Head. The appeal to the Department Head should closely follow the process above.

5. If the grade dispute is still not resolved, he or she may appeal the grade to the Academic Standards Committee of the Franklin College of Arts and Sciences. Instruct the student to contact the Franklin College for specific instructions on how to do so or to refer them to this link:

http://www.franklin.uga.edu/students/student_appeal_guidelines.php

Copying

Copying should be kept at an *absolute minimum*. Each instructor is given 300 free copies for each class they teach and 400 copies for personal use. After your copy limit has been reached, you will be charged seven cents per copy. Depending on your teaching style, some instructors also develop course packs (i.e., additional readings, assignments etc.) that are duplicated at a local copy center such as Bel-Jean Copy-Print Center. If you pursue this option, make sure that your course pack is completed and at the duplicating center at least two to three weeks before classes begin. There should be no additional course packets for the basic courses, only for higher level classes.

To reduce copying expense, instructors are expected to post their syllabi and course policy statements, assignments, and other instructional material on eLearning Commons. When you create eLearning Commons accounts for classes, the Undergraduate Coordinator and your teaching supervisor must have access to those accounts. List them as instructors as well. You must use the web interfaces provided by the University of Georgia for your classes.

Exams will be copied and placed in your mailbox provided you do the following at least 72 hours in advance of administering the exam: 1) fill out the "copy form" in main office; 2) place your original exam and the copy request form in the "Staff" mail box. The requested number of copies will be made and returned to your mailbox. Again, note that you must allow 72 hours for examinations to be duplicated. These copies will not be deducted from the 200 you are allotted for a specific class, provided you give the main office staff 72 hours notice. Given the large number of copying requests generated by basic course sections, the 72-hour rule is strictly enforced.

You are responsible for checking your exam copies when they are returned to you. As the staff may be copying exams for numerous classes on a given day during the mid-term and final periods, mistakes happen. A careful check to make sure that all the pages are there and in the order you requested is simple to do before you hand out the test to students.

Instructional Technology

Under no circumstances should you save files on public computers, including those in Caldwell 502 or the grad labs. The computer support person purges these computers regularly. Recall also that under university guidelines you may *never* have a copy of grades in any form on public computers.

Instructional technology is typically available in every classroom. Instructors should check their assigned classroom before classes start to ensure it has the needed technology.

For rooms with an equipment cabinet, keys can be obtained from the Center for Teaching and Learning (CTL 542-1582). The CTL also has a wide array of technology you can borrow for a class (e.g., video monitor, LCD projector, etc.). If you call ahead, they will deliver the technology to your classroom and pick it up afterward. CTL does not

control access to technology in the Miller Learning Center (MLC). If you teach in the MLC and need access to classroom technology, visit the MLC Classroom Support Headquarters in room 170 MLC.

Before classes begin, all new graduate teaching assistants are required to go through an orientation session held by the CTL. The fall 2015 TA Orientation will take place on Thursday, August 13th, 8 am to 12 pm. For more information, visit: http://www.ctl.uga.edu/uploads/main/main2015_TA_Orientation_Program_Print_05_20_15.pdf. After you complete that orientation, you will be allowed to pick up the keys to the instructional/equipment cabinet.

For Room 502 Caldwell Hall, you can obtain an equipment key from Administrative Associate, Tara Funderburk at the beginning of the semester. This key must be returned by the end of the term. Room 502 has all the needed classroom technology. The department also has laptop computers, video cameras, digital cameras, and an LCD projector available for checkout for use in other classrooms. Please contact Tara Funderburk for this equipment. You will be required to sign the equipment out as well as sign again when you return it. Equipment must be returned within 24 hours of checkout. Never assume equipment will be available as it is under constant demand. Email Tara at least 3 days in advance as the best way to ensure you will have access to a specific piece of equipment.

NOTE: If you intend to take *any* UGA equipment off campus, a special form must be filled out at the time you check it out. If you do not complete this form and the equipment is broken or stolen when you are off campus, you are responsible for replacing it. University policy states that graduate students may not take laptops off campus. If you need a laptop, a faculty member can sign on your behalf. Contact your teaching supervisor or academic advisor as appropriate.

All instructors must use the eLearning Commons, the web-based instruction tool.

Course Level Policies

For the Basic Courses and large lecture courses, your teaching supervisor will provide supplementary materials during orientation including master syllabi and specific course policies. For those GTAs serving as the instructor of record for classes other than the basic courses, your teaching supervisor (determined by the Area Chair) must have approved or selected your course text and must have approved your syllabus before the start of classes. They may also provide you with additional policies for teaching your specific course (e.g., extra credit policy).

A standard syllabus for COMM 1500 must include three examinations (one of which is the final), one 5-page paper, one 2-page paper and one group presentation. A standard syllabus from COMM 1100 must include four graded speeches and two examinations (one of which is the final).

Part II: Teaching Resources and Tips

Part II of the instructor's manual contains several teaching tips, gleaned from researchers, educators, former basic course directors, and former graduate teaching assistants.

Campus Teaching Resources

The Media Department in the Main Library

The Media Department is located on the basement level of the Main Library. The Media Department provides access to current academic videos, documentaries, some major Hollywood films, and a variety of collections such as the Peabody Awards Collection.

Center for Teaching and Learning (CTL)

CTL provides a variety of services to instructors. See their website: <http://www.ctl.uga.edu>. Be sure to check out their link for Teaching Assistant Support at <http://www.ctl.uga.edu/ta/resources>

Department Resources

A variety of resources such as sample syllabi, public speaking books, and interpersonal books are available from senior GTAs and/or the faculty. You are encouraged to check with senior GTAs for such resources.

Colleagues

Your colleagues represent one of your best teaching resources. Be sure to ask them questions. They have a wealth of experience in regards to lecturing, classroom activities, and student management.

Frequently Asked Questions (FAQs)

Q: What do I do if a student contacts me and tells me that there has been a death in the family and the student will be absent from my class?

A: This is one of those circumstances where you need to use your best judgment. If the student is going to be gone for only one or two days, then you will need to work out with the student how you will handle the absence. It is appropriate to request some type of written verification from the student if you wish. The Office of Student Affairs does not handle short term or routine student absences. However, if the student experiences some type of crisis, such as the death of a parent, which will require an extended absence, the student should contact Student Support Services in the Office of Student Affairs (706-542-8220).

Q: Can I give an incomplete to a student for my class?

A: No, if the course policies are being followed, there should be no reason for granting an incomplete unless they have not completed the Research Requirement. If there are extenuating circumstances that may warrant an incomplete, please contact your teaching supervisor immediately.

Q: What do I do if I think a student needs medical or psychological assistance?

Medical attention can be received at the University Health Center. For psychological assistance, students may be referred to the Counseling and Psychiatric Services: 706-542-2273, <http://www.uhs.uga.edu/CAPS/>. CAPS offers individual and group counseling and other psychiatric services.

Establishing Rapport and Motivating Students

The environment established by the instructor plays a significant role in the success or failure of students. There are a number of specific ways to build rapport with your students, inspire confidence, and create a good learning environment. You may want to think about these ideas:

A. Enthusiasm. Nothing bores a student more than a bored instructor. You will have bad days, times when it seems impossible to summon the energy to teach a class. Fight through it. Take a moment, focus on the task at hand, and build your enthusiasm. If you don't show interest in the material, then students cannot be expected to do so, either.

B. Clarity. Know what you want to accomplish with each activity, assignment, discussion, and lecture. Students should not have to guess about the purpose of the day's work. Sometimes you move along a different track than the one with which you began the class period. If, however, you consistently muddle through and confuse students, they will not learn. It is good practice to begin every class with an overt statement of purpose, outline of activities, and a tie-in with the previous class; conclude with a summary of key ideas and a forecast of the next class. Clear organization has shown to be perhaps the single most important factor in an instructor teaching evaluation numbers.

C. Example. Teach by example. Since the ancient Greeks, teachers have asked students to imitate effective models. *Imitatio* was a key concept for the Roman rhetoricians Cicero and Quintilian, and it finds considerable support in the literature today. If you suggest that good interpersonal communication requires effective listening, then you need to be an effective listener. If you suggest that impression management depends partly upon appropriate attire, then you should wear appropriate attire.

D. Involvement. Aristotle suggests that audiences who persuade themselves are most easily and effectively persuaded. You cannot turn your class over to the students; you can, however, draw examples, premises, and ideas from their lives and use them in the classroom. You can also delegate to students some responsibility for carrying out a discussion (It is always wise to have a back-up plan in case students fail to rise to the challenge).

E. Expectations. Your standards often determine how much effort students put into the process of learning in your course. So, set your standards such that the brightest students must stretch a little to learn.

F. Interaction. Students learn more if you treat them with respect and as partners in a mutually beneficial relationship. Students really appreciate it if you know their names and engage in small talk before and after class. This does, however, depend on your personality and what is most comfortable for you. Nevertheless, such attentiveness creates a positive, healthy, and productive classroom environment. Be sure to keep the office hours and appointments you have scheduled, especially for those students whose performance is lacking. In an ideal world, students performing below their potential would desperately seek your guidance on how to improve. Unfortunately, that is not always the case. You might find yourself being the initiator in these circumstances. You can be sure that when a student is made aware of your genuine concern for their success, s/he will do their best not to let you down.

Classroom Strategies

There are several strategies that can be used in the classroom. Each semester, you should explore different means of getting students actively involved with the material. Below are tips that faculty have contributed over the years.

Lecture

As with many communicative strategies, a lecture is not bad in and of itself. If used judiciously, lecture can be the most efficient method of delivering a large quantity of information in a short period of time. At times, you need to cover a lot of ground quickly. At other times, the content itself dictates a lecture format. Finally, you may simply have a class for whom discussion is an impossibility. To ignore entirely an effective teaching strategy makes no sense; to use only one teaching strategy makes no sense. Mix and match your efforts and, if you choose to lecture, do it well.

Kenneth Eble (1977, p. 52), a respected researcher, compiled the following list of bad lecture habits. Think about how many of these faults could apply to public speakers; think also about your feelings as you watched a lecture with the following characteristics.

- A. Lack of introduction to the subject or the speaker.
- B. Lack of contact with the audience.
- C. Fixed posture with attention focused on notes.
- D. Monotonous voice with little emphasis or force.
- E. No references to outside contexts or broader subjects.
- F. Use of arcane terms unfamiliar to the audience.
- G. Reference to materials not available to the audience.
- H. Interest in subject conveyed as expertise in trivia.
- I. Repeated hesitations just short of fumbling.
- J. Little sense of time passing, but insistence on completing the material.

It is not surprising to find that a good lecture embodies the opposite qualities. The key to presenting an effective lecture is to practice what we teach:

- A. Fit the material to the time available.
- B. Use precise examples and illustrations--read a daily newspaper, incorporate plots or characters from television shows, or even keep a commonplace book with good examples and illustrations for various topics you regularly teach.
- C. Use nonverbals - move with purpose, use the blackboard or overhead, gesture, and, most of all, provide vocal variety and enthusiasm.
- D. A good lecture is an interaction. Make eye contact, ask for questions, and gauge the mood of the audience. Do they get it? Are they bored? Excited? You can vary your pace, examples, and strategies to solve at least some of those problems.
- E. Never read a lecture. The President may need to read a speech to get the details exactly right; you do not need to do so. Construct a lecture as a key word outline. Use an extemporaneous format.
- F. Provide the audience with frequent breathing spaces for questions and provide, in a one-hour class, at least two key breaks in topics--move to other main ideas. Students have a clear attention span of about 20 minutes. If you're lecturing for a period, do 20 on one topic, 20 on another, with a breathing space and summary between the main ideas.
- G. Preview and summarize. Students need repetition.
- H. Finally, never, ever lecture "straight from the book." Students are expected to read the book. Class time

is meant to supplement and extend those readings or to explain and illustrate particularly difficult concepts. If you lecture from the book, do not be surprised at poor course evaluations.

Discussion

Whether you are leading a large group or breaking your class up into smaller groups for discussion, the primary principles of effective discussion are similar. To achieve maximum potential, discussion sessions must be planned. Although occasional spontaneous discussions are exciting and worthwhile, most require organization and direction.

The advantages and disadvantages of discussion mirror those of lecture. Here are some thoughts to consider (see Eble, 1977, pp. 58-59):

- A. Discussion is not very good for dispensing information, but it is useful for fixing, relating, and promoting thought about already acquired information.
- B. Discussion is the primary way to raise the level of classroom involvement. It follows that using discussion to establish rapport, to motivate individuals and groups, to suggest directions of further inquiry, and to raise the interest level makes considerable sense.
- C. Discussion helps develop argumentative skills in an atmosphere less threatening than that of a formal speech. The instructor may need to point out, sometimes in a conference with a student or to the class as a general remark, that the students have just done what they said they were too afraid to do!
- D. Discussion promotes the use of effective interpersonal skills--mindful listening, perception checking, or self-concept reflection, among others--but, if not carefully conducted, can also exclude some students or demonstrate poor interpersonal skills.
- E. Discussion plays an important role in tying important concepts to students' lives, but it often takes considerable time. You may need to think about ways to "jump-start" a discussion because a good discussion often takes close to an hour to get rolling.

The following strategies have stood the test of time and may prove useful to you (Barnes-McConnell, 1980, pp. 74-75; Eble, 1977, pp. 62-63). Remember, however, that every class is different. You need to use your best judgment to adapt these guidelines to your particular students. That talent will grow with time. If you consistently teach from year to year, you will gain experience at "reading" students and their reactions.

- A. Make clear the ground rules for a particular discussion. Is this a brainstorming session? A debate of sorts? A time for exploration? If one person wishes to explore self-concept, and another wishes to debate, you will have a problem. In addition, you generally want to encourage students to avoid ad hominem attacks, interruptions, hasty generalizations or judgments, and the tendency to become immersed in semantic tangles.
- B. In some discussions, even most discussions in a one-hour class, you will want to keep track of main ideas developed in the discussion. You could take notes as the talk proceeds and summarize them on the board at the conclusion. Or, you could write them down during the discussion, especially if you are engaging in

brainstorming sessions and the like.

C. Watch for stumbling blocks to constructive discussion (personality conflict, instructor domination, etc.). A discussion leader cannot avoid dealing with individuals who block discussion. Here are three possible strategies:

1. Put questions off on the promise that they will be answered in the course of the discussion. If you use this strategy, make sure to come back to the question at some point.
2. Bluntly rule out quibbles as less than crucial at this point in the discussion. Offer temporary resolutions if needed.
3. Step in as a referee in arguments between individuals, if they are distracting the class, and move the conversation to another person or topic.

D. Encourage a student making unclear contributions to give examples. Restate points for verification or rejection by that student.

E. Encourage a student making hesitant contributions. Enquire further, ask for examples, and provide appropriate nonverbal support (smiles, nods, later references to that student's point).

F. Tolerate silence! If there is a task or issue on the table, it is okay for students to think without having an instructor put words into their mouths. Plus, particularly early in the semester, some students will test you with silence. If you supply all of the talk, they do not have to think, work, or read. An instructor who cannot tolerate silence may come off as tense and/or insecure.

G. Reinforce student freedom to talk by not cutting them off and by asking them to respond to one another. Do not talk too much or change the format back to lecture.

H. Sometimes, a writing exercise may stimulate discussion, particularly from those students who do not think quickly or well on their feet. Take a few minutes at the opening of class, ask students to jot down their thoughts on a particular issue, and then kick off the discussion. Such a move can jump-start a discussion and give reticent students the confidence to speak.

I. You need to be flexible as you choose teaching strategies. A lecture works well in some situations, and not so well in other situations. A discussion works well in some situations and not so well in other situations. You also need to be aware of your own strengths and limitations.

Questions to consistently ask yourself throughout the semester include:

A. Am I excluding certain students? For instance, studies repeatedly show that male and female teachers tend to call upon male students more than female students. Be aware of that fact. You must also face another fact: you will like some students, and you will dislike other students. Be aware of your own biases regarding your students.

B. Do I allow for a free discussion? You need to provide room for all points of view, although that does not

mean you must tolerate all manner of uneducated remarks. If a student makes an absurd or offensive remark, asking for evidence is often an effective strategy.

C. Where do my skills rest? Some people lecture well; other people lead discussion. While you should develop a variety of teaching skills, you also need to take advantage of the talents that you possess.

Testing and Evaluation Strategies

Evaluation of students' performance in the classroom, which most often brings to mind grading and testing, is an emotionally charged issue. Students, many of whom have never received even a C, often react poorly to your decision. Less experienced teachers often feel a sense of guilt and responsibility. So, it can be easier to give high grades. Yet, that strategy robs the students of a fair evaluation and, perhaps, of the opportunity to learn. Adherence to 5 guidelines should make the process of evaluation more consistent, if not less emotional:

A. Develop clear general criteria for evaluation and share those with your students. You should recognize the difference between an A and a B performance, as well as the differences among other grade levels. Standards for failure should be announced and emphasized occasionally, so students have every opportunity to succeed. In public speaking, for instance, develop a standard sheet that explains the differences between the grade levels for speeches. In interpersonal communication, do the same for essays. Several faculty and GTAs have such sheets. If you want examples, feel free to ask for them.

B. Establish specific grading criteria prior to every assignment and provide your students with the total percentage or points the assignment will be worth, listing the breakdown of the various elements of the assignment. This should aid students as they prepare for the assignment and it will show them where their strengths and weaknesses are located following the assignment. In addition, the task of counseling a student is made easier for you if the grade has been justified in this way. You may want to consider indicating to your students the average grade earned on this particular test/assignment last semester. When students see the average grade was a 78, they may be happier with a 79 than if they did not have that information.

C. Review the assignment when you return it, explaining again the specific expectations you provided prior to the assignment and the most common errors made by students as they completed the assignment. If a student is unhappy with a grade, indicate your willingness to take another look at the assignment and explain this policy at the beginning of every term. If they wish to have you take another look, however, they must request a review within a week and they must provide reasons in writing. There are three advantages to the writing policy:

1. Students do not make trivial complaints.
2. They often drop complaints when they discover they cannot justify their outrage.
3. Their outrage has time to cool. Talking to an angry student directly after an assignment has been returned is generally a recipe for disaster. They are not thinking clearly, so any feedback you provide will not be effectively processed, if at all.

D. Balance your criticism by providing a mixture of both positive comments and constructive criticism. Early in the term, students usually appreciate suggestions for ways to improve and almost always want written feedback. Always, always, always find at least one nice thing to say ("Your appearance was professional," "I appreciate your commitment & sincerity--all writers should have those qualities," etc.).

E. Keep good records. You need to keep clear and complete records of attendance, grades, classroom performances, and any other assignments, which may bear on the final grade. Just as important as the system you use is the accuracy and the comprehensiveness of your records. Good records are *especially* important in the event of a grade appeal. This cannot be stressed enough.

F. Your students will take examinations during the semester. You have the freedom and the responsibility to write your own examinations. Please keep a number of guidelines in mind:

1. Try to avoid ambiguity of statement and meaning. Do not overestimate your students' vocabulary.
2. Do not lift statements verbatim from the text to create test items.
3. In planning an examination, take care that one item does not provide clues to the answer of another item or items.
4. In a set of multiple choice or true false items, let the occurrence of the correct answers follow a random pattern--avoid systematic response patterns.
5. In items based upon opinion or authority, the item should indicate whose opinion or what source is relied upon.

Kenneth Eble has gleaned the following general hints for testing from his observation and research and several of the basic course directors have employed them:

1. Use a variety of testing methods.
2. Always give feedback, promptly if possible. The more quickly you can return material, the happier you will make your students. Taking longer than 7 days to return an assignment is unacceptable.
3. Tests are for learning, motivating, and measuring. All three purposes are important.
4. Regard the absolute worth of testing with a healthy skepticism.
5. Clarify test objectives, both before and after the test.
6. Provide written review sheets--students love them and they clarify your own thinking as you construct the examination. Test review sheets can be as simple as taking the concepts, theories, etc., covered in the class and listing them on a piece of paper. For the first test, you may want to give 3 or 4 sample multiple choice questions that you expect will be more difficult than those you will actually use on the test. This strategy serves two purposes: it familiarizes students with your

question writing strategy (e.g., you will be looking for the “best” answer) and difficult questions serve as great motivation for studying.

7. Tests should reflect the emphasis you have placed upon various aspects of the material. If you spent five to ten minutes on a topic in the course of three to four weeks, that should not constitute a key portion of the examination. Remember also that your emphases will change from semester to semester. Change your examinations accordingly. A common strategy is let students know that 60% of exam materials will come from lecture and 40% from the book. Your lecture notes should not be redundant with the book. Students should expect to read on their own time.

8. Make sure that the test matches the time available--do not make students struggle desperately to complete an examination. Such tests serve the instructor's ego ("I am one mean....") more than they encourage learning.

G. Finally, be prepared for students complaints. To reduce the number and ferocity of complaints, think about the following checklist. It was developed by Jane Lynch, former student Ombudsman at Wright State University. She suggests that if you can answer yes to the following questions, you are more likely to avoid a grade grievance:

1. Do students have an accurate and timely syllabus which covers the entire course?
2. Does the syllabus clearly communicate course objectives and your expectations?
3. Have you clearly written the methods of determining the final grade, including both course requirements and the weight of each assignment?
4. Are your expectations for papers and projects communicated clearly? In writing?
5. Is your policy concerning the quality of an A performance, etc., announced early in the course and are students invited to ask questions?
6. Do you state policies regarding exams, make-up exams, and extra-credit? In writing?
7. Is your attendance policy, particularly any penalties, clearly stated?
8. Do you provide a substantive evaluation before the final withdrawal date?
9. Do you follow the departmental policy on incompletes?
10. Have you clearly notified students of your office hours, office phone, and e-mail address? Do you keep your office hours?

For those of you new to the University of Georgia, you must be aware of the HOPE scholarship program. It provides free tuition and a book stipend to all Georgia students who meet certain standards, the most important of which for our purposes is a “B” average. The HOPE scholarship has become the most common strategy used by students in grade appeals: “If you do not give me a B, then you will cost me my HOPE.” Sympathize with the plight of this student, remind the student that one course does not a grade point

average make, and point out that the student has received the grade that she earned.

Appendix A: Research Participation

Part of the course requirements for students enrolled in Public Speaking (COMM1100) and Interpersonal Communication (COMM1500) is the completion of a research requirement. If teaching other classes, you have the option of assigning a research requirement as well.

The group of students who are required to participate in research as a course requirement are typically referred to as the “research pool.” For students, being part of the research pool is meant to be a learning experience. For researchers, utilizing the research pool is a privilege that comes with responsibilities. As such, we expect that everyone involved in the research pool process will respect the rules and recognize the importance of the research pool opportunity. Whether you see yourself using the research pool or not, please familiarize yourself with the document entitled: *The Research Pool: A Guide for Users*, so that you have some background in the logistics of the research pool.

Undergraduate students have three options to satisfy the research requirement.

1. Typically students satisfy the requirement through participation in a research project (survey, experiment, etc.) conducted by one or more members of the Communication Studies Department. Note that COMM 1500 students are restricted to lab studies and cannot do online studies. COMM 1100 students are not restricted and can do both.
2. Students may also satisfy this requirement by writing a summary of a research article published within the past year that reports empirical findings. The article should be from the following list of journals: Communication Quarterly, Communication Reports, Communication Research Reports, Communication Studies, Southern Communication Journal, Western Journal of Communication, Human Communication, and Communication Monographs.
3. Students may attend one of three departmental events and write an analysis of the presentation. The three events are colloquium, the public speaking contest, and a public debate.

It is your responsibility as an instructor to familiarize your students with their research participation options. Students should be notified about the research process on the course syllabus and through the document entitled: *UGA Communication Studies Research Participation: Information for Students* (available online at : <http://www.comm.uga.edu/research>).

Specifically:

- On your syllabus, please include the following statement informing students about the research participation requirement:
 - As part of your participation in this class, you must satisfy a departmental research requirement. This requirement may be satisfied in one of three ways: (a) participation in a research project conducted by the Department of Communication Studies, (b) a summary and analysis of a

communication research article, or (c) attendance of one of the following three Department of Communication Studies events and a written analysis: colloquium presentation, the public speaking contest, or a public debate. For information about all three options, see the document entitled: *UGA Communication Studies Research Participation: Information for Students* (available online at : <http://www.comm.uga.edu/research>). Failure to fulfill the research requirement will result in a grade of Incomplete (I) for this class. Note: You will need to complete a separate research project or paper for each Communication Studies class that requires or offers research participation.

- Also, the UGA Communication Studies Research Participation: Information for Students is in the course workbook. You may want to review the document in class with your students so that they have a clear idea about the process.

Remember that our use of students for research is a privilege that comes with responsibilities. Please do all that you can to familiarize your students with their research options. Contact the research pool coordinator, Dr. Jiyeon So, if you have any questions or concerns about departmental research procedures, the research pool, or research policies in general.

Appendix B:



The University of Georgia®

Buckley Amendment Waiver

I understand that the Buckley Amendment to the Family Education Rights and Privacy Act of 1974 guarantees that my academic record will not be discussed with or disclosed to any third party without my written waiver. I hereby waive this right and authorize: _____ [name of instructor] or other authorized officials of The University of Georgia to discuss my records with:

I further understand that I have the right to rescind or restrict this waiver in writing at any time.

Student's name (print) _____

Student 810# Number _____

Student's Signature _____

Date _____

Appendix C: Grading Policy

The Plus/Minus System

The University of Georgia uses a plus/minus system for grading except for the grade of A which can be reported only as an A or an A-. For information regarding various aspects of this system, please visit:

<http://bulletin.uga.edu/bulletin/PlusMinusGradingFAQ.html>.

The following grading scale is an example of how to employ the plus/minus system.

A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	<59

The above scale is based on percentages. If you use a point scale, convert the percentages into points.

Grading Distribution Policy for COMM1100 and COMM1500

While grade distribution in advanced courses (where there is only one section) is not necessarily problematic, it may be problematic in the basic courses such as COMM1100 and COMM1500 because:

- A. Students could take the same content class with two different instructors and receive an A in one class and a B in a different section while doing the same work, thereby creating a fairness issue;
- B. Students “grade shop” sections;
- C. Instructors who grade more conservatively may be penalized in course evaluations if students are aware that the same work in a different section might have resulted in a better grade.

Instructors for COMM1100 and COMM1500 should therefore pay close attention to grade point distributions throughout the semester. Supervisors for these courses will be available to offer guidance in terms of how to write tests and other assignments that effectively assess student achievement. Such skills will also be a focus in the pedagogy courses, COMM 8010 and 8011.

The following is the grade distribution guideline we ask all instructors of 1100 and 1500 to aim towards:

<u>Letter Grade</u>	<u>Percentage of Class</u>
A	30%
B	40%
C	25%
D or below (including WPs and WFs)	5%

If you prefer to think of it as an overall *range*, the average grade for a whole section on any assignment as well as final semester grades for all sections should be between 2.8 and 3.2.

The department has no specific recommendations for higher-level courses other than to encourage graduate students and other instructors to consider similar grade point distributions for those courses.

Appendix D: Important Dates

These dates can be accessed on the "Academic Calendar" page of the UGA website:
<http://www.reg.uga.edu/calendars>

Fall Semester 2015*

Based on 50 minute classes (MWF), 75 minute classes (TTH), 15 weeks of classes, 75 days of classes

Orientation	Aug. 12	Wednesday
Advisement	Aug. 13	Thursday
Registration	Aug. 14	Friday
Classes Begin	Aug. 17	Monday
Drop/Add for undergraduate level courses (1000 - 5999) and graduate level courses (6000-9999)	Aug. 17 - Aug. 21	Monday - Friday
Holiday: Labor Day - No Classes	Sept. 7	Monday
Midterm	Oct. 6	Tuesday

Withdrawal Deadline	Oct. 22	Thursday
Fall Break	Oct. 30	Friday
Last Day of Classes Prior to Thanksgiving Break	Nov. 20	Friday
Holidays: Thanksgiving	Nov. 23 – 27	Monday - Friday
Classes Resume	Nov. 30	Monday
Friday Class Schedule In Effect*	Dec. 8	Tuesday
Classes End	Dec. 8	Tuesday
Reading Day	Dec. 9	Wednesday
Final Exams	Dec. 10, 11, 14, 15, 16	Thurs. – Fri., Mon. – Wed.
Commencement	Dec. 18	Friday
Grades Due	Dec. 21, 5 PM	Monday, 5 PM

***Note: For the Fall Semester 2015, the University will operate a Friday class schedule on Tuesday, Dec. 8.** This is done to equalize the class minutes between MWF and TTH classes and to provide an equal number of class meetings for courses which may meet only once per

week.

Appendix E: electronic Learning Commons--eLC

Training sessions will be offered this fall (dates and times have yet to be announced). Please check the eLC faculty support page: <http://www.ctl.uga.edu/elc/faculty>

Self-paced tutorials are available in the Instructor Help course within eLC - [log in to elc.uga.edu](http://elc.uga.edu) and look for the eLC Instructor Help course in your My Courses widget. If you don't see the course, click Self-Registration at the top left and follow the prompts.

If you have any questions about eLC workshops, please contact Dr. Sherry Clouser, Center for Teaching & Learning, 706-542-0525 or sac@uga.edu.

Getting Help with eLC

There are a number of options to get help with eLC.

1. Contact the EITS Help Desk: helpdesk@uga.edu or 706-542-3106. Business hours are 8am - 10pm (Mon-Thurs), 8am-6pm (Fri), and 1pm-7pm (Sat-Sun)
2. Contact your College or School eLC administrator: [See Contact Information for a listing](#). - Franklin College of Arts and Sciences: Beth Woods, Debbie Tonks, and Reid Geisenhoff, Franklin OIT <http://helpdesk.franklin.uga.edu>
3. Go the University System of Georgia Desire2Learn Online Help Center at <https://d2lhelp.view.usg.edu/>. From this site, you can search the Knowledge Base, browse popular articles, or click the link for live support (24x7x365) in the scrolling news area.

Appendix F: SACS Compliant Syllabus Template

Instructor:

Email:

Phone:

Office:

Office Hours:

Class Held:

a. Course Title

From the Bulletin or CAPA

b. Course Description

From the Bulletin or CAPA

c. Pre-requisites, Co-requisites, and Cross-listings for the Course

From the Bulletin or CAPA

d. Course Objectives and Learning Outcomes

From the Bulletin or CAPA

e. Topical Outline for the Course

From the Bulletin or CAPA

f. University Honor Code and Academic Honesty Policy

From the Bulletin or CAPA: As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <http://gradschool.uga.edu/academics/regulations.html>.

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. The link to more detailed information about academic honesty can be found at:

<http://honesty.uga.edu/ahpd/ACOH%20May%20'07.pdf>.

g. Syllabus Statement

This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

h. Principal Course Assignments

This is where you place your daily assignments, activities, etc. with dates

i. Specific Course Requirements for Grading Purposes:

Brief descriptions of Assignments and Exams

j. Grading Policy

Grading A-F, based on:

k. Attendance Policy

l. Required Course Material:

m. Policy for Make-Up Examinations: