

1. About me
 - a. Probably remember me from orientation
 - b. Third-year master's student and one of your graduate peer advisors
 - c. First time teaching this class
 - i. Have been a TA since 2015
 - ii. Taught ECS 154A in Summer Session II this year
2. About you
 - a. Either currently a TA or planning on TAing sometime in the future
 - b. Probably here because it's a department requirement if you're going to TA
 - c. For waitlisted students: you're going to need to wait for somebody to drop
 - i. If you don't get in this quarter, don't panic
 - ii. Status on another section in Spring Quarter: **TBA**
3. Course overview
 - a. Purpose of this class is to make you a better TA
 - i. Doesn't matter where you're starting from, you can *always* improve your technique
 - ii. My goal is to help you improve as a TA
 - iii. My *hope* is to make you more confident and help you enjoy teaching
 - iv. I legitimately enjoy what I do, I hope that you feel the same about teaching
 - b. Today
 - i. Discuss class, then lecture on teaching responsibilities and guidelines
 - ii. Pass around the first presentation signups
 1. If you're waitlisted, please don't sign up
 2. If you get in after today, email me and let me know
 - iii. Class will be split up into two groups for all presentation days
 1. First group meets at same time, same place as today
 2. Second group meets at 17:10 (one hour later) in same room, *1150 Hart*
 3. Only attend the hour at the same time as your presentation signup
 - iv. Assignment for this week on Canvas: let me know if you're leading discussions this quarter
 - c. Rest of the quarter
 - i. Three-minute presentation in first half of the quarter
 1. Can be on anything you want (within reason)
 2. 1 minute of questions at the end
 3. Class writes down feedback and gives it after presentation
 - a. Submit this feedback on Canvas for each week of presentations
 - ii. Discussion on fair grading and grading scripts
 - iii. Five-minute presentation in second half of the quarter
 1. 1.5 minutes of questions at the end
 2. Otherwise, same as the first presentation
4. Different tracks
 - a. For discussion leaders
 - i. Two observations
 1. First is my observation of one of your discussions within the next couple of weeks
 2. Second is to record yourself and analyze it with a consultant from CEE
 - a. Center for Educational Effectiveness
 - b. Please do this after my observation, but before sixth week of quarter
 - ii. Exact details for both available on Canvas

- b. For everyone else
 - i. Admittedly, will get a bit less out of this class
 - 1. You *will* become a better presenter, however
 - 2. I'm giving an open offer to observe one of your discussions
 - 3. Email me in Winter or Spring if you want to take me up on it
 - ii. Attend two of CEE's workshops on teaching skills and techniques
 - 1. Write a short paragraph on what you learned
 - 2. Exact details and workshop list available on Canvas
- 5. Teaching guidelines and responsibilities
 - a. The notes for this are in another PDF
 - b. You can find that one on GitHub as well
 - i. This way, those notes are in their own document
 - c. Will not be able to cover that entire list in class today
 - i. Will cover the important points
 - ii. These are the ones I want you to focus on for your presentations
 - iii. The other PDF can serve as reference material for you