**Requirements and Job Description**

 **Teaching Assistants for BSC1005L, General Biology for Non-Majors Lab Course**

**Minimum Requirements:**

* Major in Biological Science
* Completed Coursework:

BSC2010 and BSC2011 and their labs, CHM 1045 and CHM 1046 and their labs, plus at least two additional upper division biology courses. Preference will be given to students who have taken Genetics (PBC3063) and Cell Structure & Function (PBC3143). Other particularly useful courses are Vertebrate Physiology (PBC3743), Fundamentals of Neuroscience (PCB4843), Ecology (PCB3043), and Conservation Biology (BSC3052).

* Min. GPA of 3.3 in all biology and chemistry courses
* Junior standing at time position starts

**Job Description:**

1. The lab teaching assistant position is a 17 hour/week position and involves teaching 2 labs and other responsibilities as explained below. Attend the organizational meeting and first wet lab before classes begin each semester and participate in the Teaching Assistant training workshop Tu-Th the week before school begins in August and in all professional development workshops. This workshop includes creating and delivering an oral presentation. Rate of pay is $8.15/hour.
2. The #1 job is to guide students in meeting the learning objectives for the course. Overall objectives include:
	* Explain the process of scientific reasoning and apply scientific principles inside and outside of the laboratory or field setting
	* Systematically evaluate evidence for accuracy, limitations, and relevance, and identify alternative interpretations of evidence.
	* Design and conduct experiments to make observations and test hypotheses as well as to analyze and interpret data using quantitative and appropriate technological tools

3. Professionalism is expected in all TA interactions with students and co-workers. Maintain a friendly, not friends relationship with students. Wear business casual attire when teaching .

4. TAs must prep and practice thoroughly. Focus on learning the lesson plan and teaching techniques to facilitate each lab. Additionally, help us continue to develop the labs and consider the following each lab:

* + Was there a concept/activity/etc. that students found particularly difficult to grasp? Why do you think this was difficult for them? What can be done to better facilitate this understanding?
	+ How can you connect the material in this lab to concepts from previous labs or foreshadow future material to help your students connect the labs as they build on their foundation of knowledge each week as opposed to thinking of the labs as discrete entities?
	+ How can you relate this lab to your students’ everyday lives, current events, or popular media?
	+ Evaluate the professors and TAs of your classes. What do they do that facilitates your learning and retention of the material? What do you think they could do differently to improve?

5. Arrive on time and participate in the weekly interactive wetlab meetings (Fridays 1:30-4pm) with a positive and professional attitude. Wetlabs are designed to mimic the type of teaching and learning experience we expect you to share with your students. Put yourself in your students’ shoes and share your thoughts with the entire group and do not have private “side” conversations during wet lab.

6. Expect your students to be actively engaged in the lab and develop your teaching practices to achieve this goal. We will provide regular feedback after visiting your lab and discuss strategies during wetlab.

7. Complete Clean Up Checklist after each lab meeting. Complete grading of Connecting Concepts assignments within one week of the due date. Skim most recent CC’s prior to your class meeting and plan to address student thinking.

8. Every TA teaching the course for the first time will shadow another class that meets prior to his/her class as additional preparation, complete an observation guide and written reflection. Observing class discussions and interacting with students during investigations will help you to practice questioning strategies and anticipate student questions and/or problems. Taking 15 minutes to explicitly reflect on your teaching is one of the most effective ways to improve your teaching. TAs who have taught the course previously are expected to participate in weekly reflective discussions. We will videotape you several times during the semester to help you reflect.

9. Come to your class enthusiastic, prepared, and on time. Allow *at least* 15 minutes before and after your lab for set-up and clean up. If the TA before you does not leave the lab in excellent condition, speak to that TA directly. If the situation does not improve, talk to Ms. Schultz immediately.

10. Do not leave your lab unattended for everyone’s safety and the security of our equipment. If you need to step out briefly, ask support staff to monitor your students or put a responsible student in charge if not one else is available.

11. Hold 1 office hour/week in 425 Carothers, the study center, and be there when you are scheduled. Demonstrate professionalism in the study center and maintain an environment that is inviting to students in BSC1005/L. Please welcome and assist any students that come in for help.

12. Students deserve their TA each week. A maximum of 1 absence/lab/semester is acceptable due to illness or other unavoidable circumstance. E-mail Ms. Schultz, find a substitute for yourself, if possible, and complete the Absence Request Form.

13. Students attend the field trip during their regular lab meeting during the week of Lab #10, Community Ecology. TAs accompany 2 additional sections during this week, but do not hold office hours or observe during this week.

14. Prompt, professional communication is expected in our interactions with one another and with the students. Check your email often and respond to all administrative and student emails within 24 hours.

15. Read the **BSC1005L TA Survival Guide** thoroughly. Critical information includes: Post student grades within one week of the due date. Explain any point deductions in the Comments section. Timely feedback on what students know and do not know is an essential part of informing your instruction and supporting student learning. Let us know if there are extenuating circumstances that do not allow you to meet deadlines.

16. Complete all end of semester duties; return your class roster and all student work to Ms. Schultz, complete the grade report form for your sections before attending the grades meeting, and be available for questions regarding grades during the following week.

17. As a BSC1005L TA, you may elect to add the following:

 BSC4941 (Internship): Earn up to 2 credit hours/semester that can be applied to the major through an internship as a BSC1005L (lab) or BSC1005 (lecture) TA. This course is S/U graded and a maximum of 4 credit hours can be applied to the major.

 BSC4945 (Supervised Teaching): Earn up to 1 credit hour that can be applied to the major. This course fulfills the Oral Communication Competency Requirement (OCCR), is letter graded and may only be taken once. The August Biology Teaching workshop is a pre-requisite to enrolling in BSC4945.

 Any combination of these courses can only add up to 2 credits maximum in a semester. See the bio advising office to add before the end of drop/add.

I have read and understand the expectations of being a Teaching Assistant for BSC1005L.

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Signature Date