

Applied Anthropology Graduate Program

GTA INSTRUCTOR GUIDE

School of Language, Culture, and Society

2023-2024

Oregon State University

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I. THE ANTHROPOLOGY PROGRAM

Introduction

This Instructor Guide contains information for GTAs who are assigned to teach an on campus or online course for Anthropology. For questions that are not answered here, contact the GTA Coach, Mary Nolan, mary.nolan@oregonstate.edu

It is important to always keep in mind that as graduate teaching assistants, you help to represent our program.

Anthropology Concentrations

Anthropology being a multi-field discipline, OSU's Anthropology Program allows students to pursue one of three concentrations: archeology, bio-culture or cultural/linguistics. Some classes are required of all majors, however, regardless of concentration.

Teaching in WGSS

Nearly all of our courses meet current Bacc Core requirements and draw students from all over the university. The Bacc Core is undergoing university-wide revisions, which will likely affect the number of non-anthropology majors taking anthropology courses, but for now, we will continue to see many students from all disciplines in our classes. Most 300 and 400-level courses have pre-requisites in anthropology and have smaller class sizes even when they meet Bacc Core requirements.

II. BEGINNING OF THE YEAR

Faculty Availability

Faculty are back on contract September 16. If you have questions before the academic year begins, you can contact Mary Nolan or the instructor you are assisting by email and/or arrange to meet via Zoom to a limited degree.

Graduate School Orientations

First year graduate students are required to attend the orientation for Graduate Teaching Assistants. And new international students must also attend the International Graduate Teaching Assistant Orientation.

Anthropology Orientations

New graduate students are expected to attend a mandatory orientation to the Applied Anthropology Graduate Program, typically scheduled during the University's welcome week in

September. The orientation provides a brief overview of GTA responsibilities and provides time for students to hear from representatives of the graduate employee union at OSU, the Coalition of Graduate Employees (CGE).

Please note that the Orientation is for those new to GTA duties; an additional meeting for all GTAs will be scheduled in the first two weeks of each term, including Fall term. Please see [GTA Meetings](#) below.

Contract

You officially go on contract on September 16 as an employee of OSU. (Just remember that you are also required to attend the Graduate Welcome Week events, most especially the GTA orientations and Canvas session as discussed above.) You can, however, start working on familiarizing yourself with the course as soon as you complete the FERPA training and we get you added to the course site.

Your contract runs through mid-June, which means that you are responsible for working each week all year (including over winter and spring breaks) excluding official University holidays (e.g. Thanksgiving Break, Christmas Day, New Years Day). Human Resources provides a [Holiday Schedule](#) where you can find the holidays for all university employees.

The week before a term begins and the week following finals week are typically the times that we finalize grades for the term ending and prep for teaching in the upcoming terms, including reading and preparing emails, lectures, etc. You may find that you need to work on an upcoming class ahead of the week before the start of the term; it is advisable for you to go into the Canvas site of the class you are to teach well ahead of the week before opening.

Like you, faculty are also not on contract until September 16 so there are often delays in our responding to queries over the summer.

Teaching Assignments

Teaching assignments are made with careful consideration of the needs of the program, GTA evaluations/reviews from previous terms, and to provide a range of kinds of teaching experience during the MA or PhD program. Making changes after placements is generally not possible.

If you have a request for teaching a certain class, at a certain time, and/or in a certain format (online/on-campus), please let Karen Mills know, but understand that in light of the above, the program may be unable to accommodate requests.

If you need to take a leave of absence at any time during a term, please contact Mary Nolan, Kenny Maes as the Graduate Program Director and your committee chair. You will need to complete a [Leave of Absence Form](#) and submit it to the Kenny Maes.

You should notify your committee chair, the Graduate Program Director, and the GTA Coach as soon as you know about any special considerations or emergencies.

GTA Meetings

Each term all GTAs will gather for meetings two-three times in the term for trainings and to check in with the GTA Coach and the Graduate Program Director, share information and teaching resources with each other, offer mutual support, and generally help build amongst yourselves a teaching community. It is advisable that you attend those meetings in-person if at all possible, but for those who are teaching Ecampus from afar or otherwise encounter a conflict that prevents attending in person, a Zoom link to the meeting will be available.

Please Zoom in to these meetings only when in-person attendance is truly not possible. The camaraderie and sharing that happen in a face-to-face gathering is very difficult to approximate via Zoom, particularly among people who are not yet acquainted, and your cohort of fellow graduate students can be a tremendous source of support in your studies and your teaching.

These meetings will be scheduled for times during the first two weeks of the term, the middle of the term between Weeks 5 and 7, and the end of the term in weeks 9 or 10.

Time Management

Please note—for a .4 FTE contract for teaching as instructor of record, you should expect to spend about 13 hours per week on a 3-credit class. See the sample Graduate Instructor time log (appendix D) for an idea of the tasks related to teaching. You are not required to keep a log, but this sample is provided should you wish to. If you are spending far less time or far more, then consider talking with the GTA coach so we can identify ways of helping you be more efficient or go deeper in teaching prep and grading.

Some weeks of the term will be busier than others but should balance out to about 16 hours per week for the class. Since our term starts so soon after we go on contract in the fall, we all do a lot of work that first weekend and week. You are obviously not required to work before the start of your contract, but may wish to get a head start familiarizing yourself with your assigned class before you are officially on contract.

III. PREPARING TO TEACH

Family Educational Rights and Privacy Act (FERPA) Training

New Graduate Students: All GTAs need to complete this training in order to be added to courses as teaching assistants or instructors. You only need to complete the training once. The FERPA training is required regardless of the mode of instructional delivery (i.e. on campus or Ecampus)

Before we can add you to the online course as the instructor, you need to complete an online FERPA training since you'll have access to protected student information. Here is a link that explains how to find this training in your myOregonState:

<http://oregonstate.edu/registrar/ferpa-training-module>. When you scroll down, you'll see the FERPA Student Training Access directions.

To find myOregonState, go to oregonstate.edu homepage. At the top right, click on Tools and Services. Then on the top left, you'll see myOregonState. It will prompt you for your login and password then you can follow the directions at the FERPA training link.

Please send the GTA Coach an email as soon as you complete this training so we can finish the process to connect you to the class.

DAS

Disability Access Services will notify instructors of students in your class with accommodations in the week or two before a term begins. DAS provides a [quick tutorial](#) explaining the process.

You will need to:

- Go to the [DAS page](#).
- Click on the big square on the right that reads “DAS Instructor Online Services Login”
- Once logged into the Instructor Authentication Page, click on “continue to view student accommodations”
- Select the class, hit “submit” and fill out the form

It is recommended that you just use the standard 72 hours for extensions.

Follow DAS instructions for these accommodations: <https://ds.oregonstate.edu/>. Both on campus and Ecampus should be accessible and inclusive and can assist you in making

appropriate accommodations for students who have particular issues with mobility, learning, or access that arise during the term or while formal DAS arrangements are in process.

Waitlisting and Adding Students to a Course

It's not uncommon to receive requests or queries from students about being added to a course that's full.

- If you are unsure if a class you are teaching is waitlisted, you can check with Karen Mills. If a course has been set up to allow waitlisting, the student needs to waitlist it, themselves. Here's the step-by-step process that you can direct the student to if they contact you about the waitlist: <https://registrar.oregonstate.edu/waitlisting-courses>
- If the course has not been set up to allow waitlisting, it is up to you whether you are willing to let the student in or not, unless the course is ANTH 210, in which case, consult with Irene Rolston. You can allow a student into a course if it's full and there is no waitlist, because some number of students will inevitably drop or just never show up. This scenario is more likely to happen in an Ecampus course than in on-campus classes. You do not have to allow them in, however. That is up to you. To do allow a student into an un-waitlisted course, contact Karen Mills (cc Brenda Kellar if they are an Anth Ecampus major) saying that it's okay to add the student. If you have any questions about adding the student, consult with the GTA Coach.
- If the course is set up to allow waitlisting, you do not want to jump a querying student to the front of that line by allowing them in ahead of students who have placed themselves on the waitlist.

No Show-Drop

Some classes and sections are set up as "no show-drop." You can see whether or not the course you are teaching is so set up by looking at the course notes in the [Schedule of Classes](#). If no show-drop is instated, students have five days to attend (if on campus) or at least log into the course site. If a student does not show up in any way or contact you within that five day period, you will need to drop them from the course.

To do so, you will inform the Office of the Registrar, providing them with the student's name and OSU ID.

You should endeavor to reach out to the student ahead of dropping them by about day three, letting them know that they will be dropped from the course if they haven't appeared by the end of day five.

It should be noted that no show-drops can be a little problematic, so you might consider not instating that policy or removing it from your course. You might hear from the student subsequent to dropping them with an explanation as to why they hadn't shown up yet, and they may well have every intention of taking the class. If they've been dropped, they will need to reregister. It is better to not have a no show-drop policy and just pester (or gently prod and encourage) students who are not showing up in those first few days. If they still never show up, it's on them.

Syllabus, Syllabus Changes, and Other Course Changes

The only change you may make to a syllabus without checking in with anybody is information related to you as the instructor – and you *should* make that change when you get a new class. The Canvas course site will have been rolled over from the previous term that it was taught, and the syllabus will contain the information for the last person who taught it. If you need help converting the syllabus from a PDF to doc so that you can make this information change, let the GTA Coach know.

The university and the College of Liberal Arts have specific requirements for syllabi. Here is a link to the university's Minimum Syllabus Requirements: <https://apa.oregonstate.edu/syllabus-minimum-requirements>.

Changes to subject matter, material, and major changes to assignments and tests (e.g. beyond simple adjustment to phrasing) need to be approved by the faculty who designed the course, your committee chair, or the faculty member most familiar with the subject matter.

Changes to small, procedural issues vary:

- Adding extra credit – check with the faculty member with course familiarity or committee chair. You may see that some classes already have extra credit opportunities built into the course, in which case you shouldn't need to add more, although changing the point total by a few points can be done at your discretion. You are welcome to offer extra credit for attending the lectures of the Anthropology lecture series without having to check with anyone.
- Dropping a discussion board – there may be a week in your course when the demands of other assignments make a discussion that week feel like a bridge too far. You may make small adjustments to requirements in a given week on the fly without checking with anyone, unless the change impacts course content. If you are unsure of that, check with the faculty member with course familiarity or committee chair. If you are teaching

ANTH 101 or 210, always check with the faculty member with course oversight (Shao Zheng for 101, Irene Rolston for 210).

- Rubrics – you may make adjustments to the phrasing in grading rubrics that don't affect overall credit or basic criteria. Several of the rubrics may have some wording that is a little confusing given program policies when it comes to scoring on quality of writing. While we don't score on "grammar," several rubrics use that word in relation to a criterion. To clarify, you should approach the writing standards in terms of general readability, as opposed to fixating on grammatical usage. A paper or discussion post can employ unconventional grammar and still be highly readable, successfully get points across, and demonstrate comprehension on the writer's part. If something is not readable, if the points cannot be understood, if what the writer is trying to express is completely obfuscated in a word salad or other type of writing this just hard to understand, then you can mark down on writing. You may adjust the wording of your rubrics to reflect this issue of clarity.

If you are unsure if a rubric change is beyond clarifying phrasing, check in with the GTA Coach, faculty member with course familiarity, or committee chair.

Teaching International Students and Students for Whom English is Not Their First Language

Consider watching *Writing Across Borders* to prepare for working with students writing in their second or third language. <http://writingcenter.oregonstate.edu/writing-across-borders>
See also Appendix B for the statement about Students' Rights to Their Own Language.

Ecampus Training

If you are teaching an online (Ecampus) course, you must complete the New Instructor Training provided by Ecampus. There are two ways you may do this:

1. Attend one of the [live sessions](#) scheduled in September in the weeks before the start of Fall term;
2. Complete the self-paced [Teaching an Online Course](#), which also needs to be done before the start of the term.

To Find Your Assigned Classroom (on-campus classes)

To find your assigned classroom for on campus classes, check the schedule at <https://classes.oregonstate.edu/>. We request enhanced classrooms so they should be equipped with projectors and computers. We have limited control over assignments. Ecampus

classes are also on this schedule but as they meet asynchronously, days and times are not listed.

Canvas Course Copy

If you are teaching an Ecampus course for the first time, the GTA Coach will work with Ecampus to have the content copied into the term's Canvas shell.

If you are teaching an Ecampus course that you have already taught through Ecampus, the GTA Coach will roll classes over for you, but you are strongly encouraged to learn how to do this for yourself following Ecampus' instructions here:

<https://ecampus.oregonstate.edu/faculty/canvas/QuickReference-ImportYourCourseContent.pdf>

You need to have access to both the originating and destination course sites, which is why we do the copy for you when you are teaching for the first time. In subsequent terms, do give course rollovers a try, but don't hesitate to contact the GTA Coach if you need help.

If you would like to use content from a class for which you were a GTA, you need to seek permission from the instructor of that course.

Changes, Updates, Revisions, Substitutions to On-campus Courses

Changes to syllabus course description, learning outcomes, and books **may not** be made. We will provide you with the syllabus you are to use. If you have ideas for changes, updates, revisions, substitutions, etc. they need to be approved by faculty. This ensures consistency across the program, for the course's place and function in our curriculum, for GTAs' workload, for course copies from one term to the next, and to facilitate the increasing demands the administration is making with regard to assessment.

Online - Ecampus

E-campus teaching is different from on the traditional campus classroom. The course you have been assigned is completely developed by our core faculty or advanced PhD candidate during an extensive development process with OSU's Ecampus for teaching through our learning management system, Canvas.

Changes to E-campus Courses

Changes to syllabus, books, and course content **may not** be made. Our instructors and graduate instructors personalize the course through weekly messages (written, video, and/or

audio), discussion board conversations, and the feedback you provide through assignment grades and comments. Any changes you would like to suggest need to be submitted to the GTA Coordinator, your Committee Chair, and the Graduate Program Director. If the original creator of the course is still on faculty, you will need to work with that person to make any changes to content. We will review the suggestions and possibly implement them for future terms.

The one area that changes may be approved for the current term is in the discussion board prompts, as long as they align with course and module learning outcomes. Any changes or additions to the discussion board should be submitted to us as soon as possible; often current events and movie/tv releases are pertinent and appropriate to include but for your first term teaching online, they do need to be approved by us.

History of Online Courses and Faculty Developers

If you have questions about online course content, you should contact the GTA Coach, Mary Nolan, since she will be your primary contact during your online teaching. She has been developing and teaching Ecampus courses for the Anthropology Program since 2010. A few courses have been redeveloped by advanced PhD students under faculty supervision.

The content of the courses is the faculty developers' intellectual property and has been enhanced by contributions by graduate students and faculty instructors. The e-campus courses are technically the property of OSU's Ecampus. You should not copy online course content without the permission of Ecampus and the course developer.

Access to Your Course

The GTA Coach will have access to your course on Canvas. This allows us to advise you through questions that arise during the term, to assist in the event of an emergency. After your completion of coursework/graduation, the GTA Coach can assist in answering student questions or grading for incompletes. See below for information about class observations.

Weekly GTA Meetings

All GTAs meet two-three times in the term. Please endeavor to attend in person. Graduate students who are not GTAs yet are also invited. We make sure there is time to discuss your teaching experiences as well as provide specific trainings and workshops on a variety of subjects, including online pedagogy-specific topics. Dates TBD, but expect meetings within the first two weeks of the term, at the five or six week point, and in week 9 or 10.

Ongoing Teaching Workshops and Trainings

A listserv for our graduate students will inform you as workshop and training opportunities arise. You might want to consider some of the [additional workshops](#) provided by Ecampus.

Textbooks

The books for all online classes are ordered through the bookstore for students for fall term. If you would like to order desk copies you can keep, you will need to submit a request to [Karen Mills](#) and provide her the address to which you would like them sent.

Films, when used, are considered textbooks. Some are available through OSU's Kanopy access (direct link access is already set up through Canvas) but many are not. Feature films are difficult and expensive to obtain streaming rights for, so students may be responsible for accessing any used through Netflix, Amazon, other streaming platforms, or video stores for viewing during the class. See Appendix C for email text about acquiring feature films for viewing.

Using Canvas for Your Course

Graduate students teaching on campus: Your faculty supervisor will work with you on setting up your Canvas site. If you are teaching the class for the first time, we are providing canvas content for you.

Returning graduate students teaching online: If you have not taught this course before, Mary Nolan will roll the course over for you. If you have taught the course before, you should follow the [directions](#) provided by Ecampus. Remember that any changes to content MUST be approved.

After your online course is copied and checked by coordinator (if you are a new graduate instructor to this course) / Before the term begins:

1. Go through course. Click on everything to familiarize yourself with the content and make sure all links are active and due dates are correct. Make sure that the course's start and end dates are correct. (I recommend leaving the end date blank or it can cause issues for incompletes.)
2. Go through course as a student. On left of the course page in Canvas, click on Settings. Then on the right, click on Student View. This will let you see what students see.
3. Courses should be published 3-5 days before the official start of the term. Ecampus asks that you publish at least two days in advance, but they *must* be published by 8 a.m. on the official first day of the term. Publishing before that official start date, however, allows students to explore the course site at their leisure and determine if they even

want to stay enrolled before work deadlines begin to loom. The publish button is on the home page, upper right side. All weekly modules must be open. Your weekly content for weeks 2-10 (video or announcement) does not have to be ready but all modules with readings and assignments should be open.

4. Send a Welcome e-mail via the Canvas Inbox (far left menu bar). Also post this email in an announcement. Include in this email the following:
 - a. Fall term begins on a Wednesday; nothing is due in this Fall Welcome Week.
 - b. When the Canvas Course will be open for them (you may wish to open/publish the course *before* sending out this welcome email).
 - c. How to access the syllabus.
 - d. How to access the learning materials.
 - e. Your office hours.
 - f. Ask them to communicate with you via the Canvas Inbox for all matters related to the course.

E-campus provides a checklist here: <http://ecampus.oregonstate.edu/faculty/manual/term-checklist.htm>.

The first 4 items in the “Before the Term Begins” section are already done for all graduate instructors, but you are strongly encouraged to roll over/import Canvas content yourself, if you have taught the course before. You need to “Check your Canvas Course.” Then you are responsible for the “Start of Term” and “Towards the End of Term” sections.

Canvas Resource

The Instructure Community provides an excellent, comprehensive guide to using Canvas for both [instructors](#) and [students](#). Most, if not all questions you might have will be answered there in a fairly clear fashion. It’s recommended that you clue your students into the student resource.

Online Course Week

Courses are set up to run from Sunday-Saturday or Monday-Sunday.

First Day of Class and Fall’s Welcome Week

The Fall term starts on a Wednesday and that first, short week is referred to as Welcome Week (different from the Graduate Welcome Week that new graduate students are required to attend). Online courses must be published and available to students no later than that Wednesday at 8 am but no assignments are due until the end of week 1 after Welcome Week. On-campus courses using Canvas should be open by the first day you meet. Those teaching on campus using Canvas should also classes several days prior to the official start of the term.

For Winter and Spring terms, make an effort to have your classes ready and opened by 3-5 days prior to the official start of the term. Ecampus classes must be opened *before* the official start of 8 am of the first day.

Office Hours

You need to hold 2 office hours each week “and by appointment.” Do post a location for your office hours and Zoom link for remote students They should be posted on the syllabus, on Canvas, and announced in your Welcome email. You can hold them in the GTA office, in a cultural resource center, a coffee shop on campus, etc.; just be sure they are clear and if you need to change location or time, you post that clearly ahead of the hours.

Online courses are asynchronous. We never expect students to be present in the class at the same time because we have students from all over the world in our classes and with life and work schedules beyond school. You can meet with students via email, zoom, or other video messaging. Let them know the options in your welcome message. We find that most online (and even on campus) students do not take advantage of this option so office hours are often great times to grade and compose upcoming weekly messages. And we do have quite a few on campus students in our online classes and some like to come visit us, so be sure you are at the location you post for your office hours.

Emailing Students

We recommend sending an email to your class through the course Canvas. Using MyOregonState to email allows you to access the class list before your Canvas site is published. You cannot email through Canvas until a course is published.

- Here is how to send an email to your class list outside of Canvas:
- From MyOregonState, go to My Classes.
- Select term
- Find the course you are teaching
- Then click Classlist
- Scroll to bottom and there is an Email class button. This allows us to contact our students before the term begins and we have Canvas inbox access to class lists, and even after the course ends. It has the added benefit of reaching students through their ONID email in case their Canvas notifications are off.
- At the bottom of this list, you can select Detail Class List and see additional information for each student, namely year and major.

Using the Canvas Inbox:

- Click on the Inbox link on the far-left menu bar in Canvas.
- Click on the 'Compose a new message' link at the top of the page.
- Select the appropriate course
- In the 'To' field, select 'all students' (or an individual student is communicating with one particular person).

Strive to answer emails from students within 48 hours. Be sure that any emails you send to the whole class are also available on Canvas in announcements. This way students can easily refer to them and they will also be visible for faculty evaluations of online classes. Remind students to ask questions about assignments early.

Online classes:

Do NOT accept assignments via email. The assignments tool in Canvas is designed for this, allows for us to use Turnitin plagiarism detector, and archives in case of questions.

On campus classes:

We strongly recommend not accepting assignment via email for all classes.

IV. TEACHING YOUR COURSE

Absences

On Campus: If you must miss a class, you should notify the course supervisor – e.g. Irene Rolston or ANTH 210, Shoa Zhang for ANTH 101.

You are required to complete a [Leave of Absence Form](#) if you will be absent from any official duties, including for conference and research travel. The form must be submitted at least one week prior to your absence.

You are required to teach the entire term including holding the final exam during finals week.

If you will be unable to respond to emails within 48 hours, you should notify the your students and the GTA Coach immediately.

Weekly Communication in Online Classes

Even though the course is fully developed, you still need to teach your class. Online classes do not teach themselves and you are not just a grader. You need to be visible in your class in

addition to grading individual students' work. Students need and want to know you are present and engaged. You can post video, audio, or a typed message—or even vary the format from week-to-week, but do post your messages at about the same time and in the same place each week so students know where to find them. A weekly overview recorded and posted in announcements is a good way to make your presence known. Video and audio messages should be brief (online pedagogy research recommends 4-8 minutes, but if you have anything running more than about 20 minutes, consider recording it in two shorter parts) and you should also post a transcript for accessibility. Ecampus students regularly provide feedback that they really count on video content from teachers.

The first message should be an introduction to the week's content. Highlight the themes for the week, ways to approach a reading, prepare them for a particular assignment, and/or share a passage from a reading/moment from a video that is particularly important for the week's content or that means something particular to you. This should be posted by the beginning of the week.

You should also consider posting a recap-review of the week's work. Ideally this is posted after you grade discussion boards and assignments, so that you can address topics that have come up in discussions and the students' work. This contact with students is critical for their learning and for them to feel connected to you as the instructor. Above all else, students want to feel connected to their instructors and have a sense that instructor really cares about and is engaged with the class.

If you post end-of-week comments in the discussion board in addition to your weekly messages, be sure to let students know to look for those as well.

Be clear about which day/s you may not be available. Also be clear about how you will respond over the weekend; this is important in our online classes since many Ecampus students work full time and do much of their school work over the weekends. You do not have to be available 24/7 (*don't be for you own well-being!*), but the clearer you are about your availability from the beginning, the better for everyone.

Discussion Boards in Online Classes

This is where the classroom work happens and community is built.

- Pay attention to when initial posts are due, as well as the deadlines for responses.
- Instructors should reply with their own responses to the Introductions discussion in the first week.

- Instructors may participate in the discussion board. We recommend choosing the day/s you will do this each week and being consistent about it. Some instructors find that a warm welcome at the beginning of the term but then stepping to the background for the weekly initial posts can be helpful in allowing students to develop their voices about the content. Some instructors respond to each student's initial post. Some instructors only post concluding thoughts after all the last posting deadline passes. You can choose the style that works for you. It is advisable to post a final response each week as a wrap-up/debrief of the content either in your second weekly message or on the discussion board itself.
- The discussion board is a great place to incorporate current events so if you find a news report related to the content for the week, you can reply to the prompt yourself and encourage students to check it out. You might also do this in announcements.
- If you'd like to adjust a discussion prompt, check in with the GTA coordinator or course developer. These prompts have been created by faculty course developers and proven in the classroom over multiple terms. But don't hesitate to share an idea!

Grading

Deadlines

You should grade all assignments within a week (five weekdays) of them being turned in and before the next assignment is due so students can apply feedback to future work. Make sure your syllabus is clear about deadlines and method of submitting each assignment.

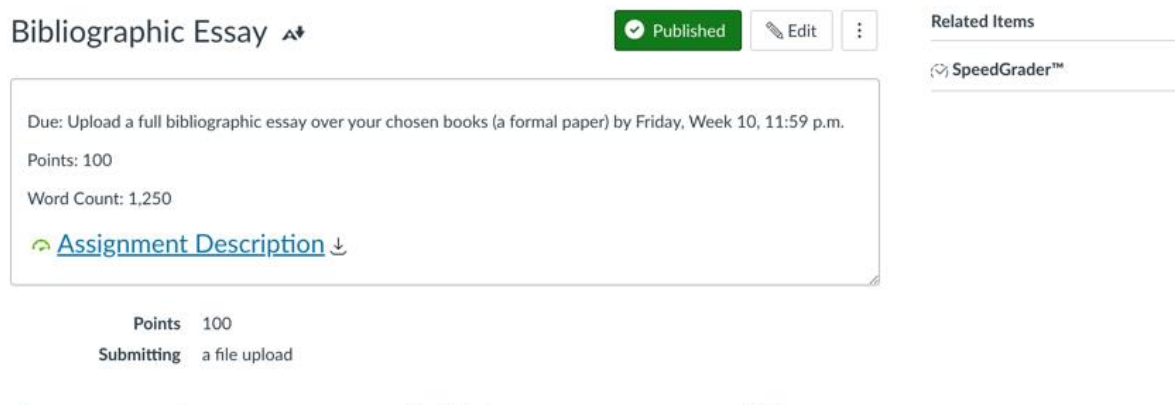
If for any reason you cannot make this deadline you should A) let the students know and give them an estimating grading completion date and B) inform the GTA Coach.

Assignment and Grading Deadlines in Online Classes

- These deadlines have been set with the acknowledgement that consistency in due dates is helpful to student success and that online students often work and parent full or part time.
- Grade discussion forums participation after the deadline for posting responses, and try to get those graded by the day after. It is advisable to check in on the discussions on a daily basis for a couple of reasons: first, to make sure students are posting appropriately and second, to make the scoring of discussions go faster after the discussion period has ended.
- Be sure to let students know via announcement/email when the scores are all posted and that they can see comments in the gradebook comment box as well as within a document itself. Students often don't realize we can mark within the document so point that out. You can also leave audio comments in the gradebook.

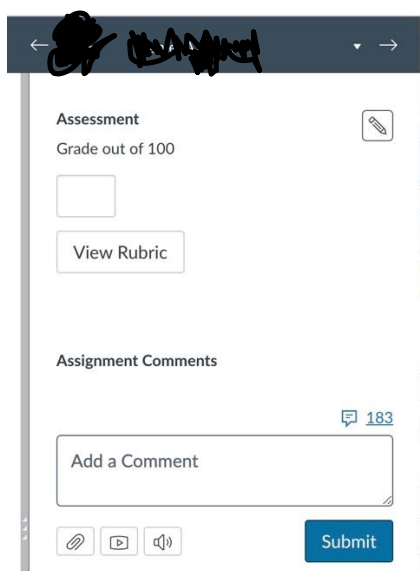
SpeedGrader

You will grade assignments using the “speedgrader” built into Canvas. When you access an assignment, you will see this:



Click on “SpeedGrader” to access submitted assignments and enter in the earned score where indicate.

You will also see indicated on the right hand side of your course homepage in Canvas a link to the submitted assignments in SpeedGrader. Note that once in Speedgrader, you can go through each student by clicking on the arrows either side of a student name:



The Canvas Instructure community offers a comprehensive [guide](#) for using SpeedGrader.

Rubrics

It is advisable that you use rubrics for scoring. Rubrics can make scoring go much faster and can provide a relatively more 'objective' way to score from a student's perspective. While you should provide feedback on grades you assign, there are times when the demands of grading impede your ability to provide very detailed feedback, and a rubric can provide at least some basic explanation of why a student received a score.

How strictly you should score based on a rubric is not set in stone, however. Rubrics within Canvas allow you to add additional commentary and score 'between' points.

- If, for example, you think a student's work on a given criterion falls between a "very good" 9 points and an "excellent" 10 points, you can score the criterion somewhere in between – e.g. 9.5 points.
- If there is something that impedes readability, such as excessive spelling errors, but is not expressly stated in the rubric criterion, you can provide commentary explaining that very poor spelling affected the score on that criterion.
- Factual errors in a student's assignment or discussion post should be marked down. This type of issue might fall into a rubric under 'content' or 'quality'.


See above (Syllabus and Other Course Changes) for information about making changes to rubrics. The Instructure Community provides a [comprehensive guide](#) to creating, managing and using rubrics in Canvas.

TurnItIn – Plagiarism Detector

Canvas has built within it the plagiarism prevention service, TurnItIn. You are encouraged to use this service for written assignments. OSU provides information on [how to implement](#) this service and [how to access similarity reports](#).

Your class may already be set up to run assignments through TurnItIn. When an assignment is submitted, you will see something that looks like this toward the top of the right side where you enter in the score:

Submitted: Jul 18 at 10:15pm




Word Count: 1,321 words

Submitted Files: (click to load)

3%

[ANTH 312 Final Project.docx](#)



Assessment

That green “3%” indicates what percentage of the work shows some similarity to existing papers or other work. To see the full similarity report, click on that colored percent box.

The color will vary depending on how high the percentage is. A green box is not an indication of problems that need attention – that’s the ‘safe zone’, so don’t worry about it.

Having a high similarity score, may not mean a student has intentionally plagiarized. It could be that a student is relying too much on direct quotes or secondary sources that are not in quotation marks, may not be clearly cited, or a result of other error stemming from not fully understanding how to cite sources. Generally speaking, a score of 15-20% or below might be considered in the safe zone and give students the benefit of the doubt unless the similarity report is extremely high and the plagiarism is undisputable (for example, the student submitted a work whole cloth that is clearly not their own). Allow the student to correct citation errors. An assignment with serious un-addressed similarity problems should be scored ‘0’ and possibly reported to [Student Affairs](#).

Late Work

- Late work policies vary by class, according to the preferences of the developing faculty, but you may institute your own late policy. A “no late work” policy is not recommended, particularly for Ecampus classes.
- Extenuating circumstances. You may be asked to make exceptions. It is up to the instructor’s discretion about allowing/extending late work. Bring the situation to our attention and we can talk through appropriate requests and a way to make an exception in a way that maintains fairness and equity across the class and also protects your time.

Evaluations/Observations of Teaching

See evaluation/observation forms in Appendix E.

On Campus courses: the overseeing faculty will conduct supportive audits of your class Canvas sites at the beginning of the term.

E-campus courses: the GTA Coach will conduct supportive audits of your Ecampus class three times in the term, sending an email letting you know the window of a few days for the visit. The audit includes an exploration of the discussion boards, reading/viewing your weekly messages to the class (video, announcements, discussion board posts, etc.), and viewing gradebook comments for discussion boards posts and assignments of individual students. This is done by scanning through each week and reading 4-5 closely with an eye toward a range of scores and a variety of students. Do let the GTA Coordinator know if there is a response to a particular student or a particular moment of your teaching that you would particularly like to have checked.

Citation Guide

Remind students that citations are critically important in their work. Direct students to the Valley Library's Citation Guides: <https://guides.library.oregonstate.edu/subject-guide/1261-Style-and-Citation-Guides>

Note that the Library now has an ebook version of the Chicago Manual of Style; the author-date/references documentation system of the CMS is the one favored by the American Anthropological Association. That said, most of your students are likely to be more familiar with APA or MLA.

Academic Dishonesty

In the case of plagiarism or other academic dishonesty, please contact the GTA Coordinator or your supervising faculty immediately and we will discuss the course of action to take. Many times, it is merely students not referencing properly and we can assist you in strategies for the particular student and situation.

The following are links to information and the online reporting system for academic misconduct.

- General Information and Links Regarding Academic Misconduct: <http://studentlife.oregonstate.edu/studentconduct/academicmisconduct>

- Information Specifically for Faculty on the Academic Misconduct Process: <http://studentlife.oregonstate.edu/studentconduct/academicmisconduct-faculty>
- A Direct Link to the Academic Misconduct Reporting Form: https://cm.maxient.com/reportingform.php?OregonStateUniv&layout_id=6
- A Direct Link to the Full Code of Student Conduct: <http://studentlife.oregonstate.edu/code>
- A link to Ecampus' information on student conduct: <https://ecampus.oregonstate.edu/services/policies/conduct.htm>

Reporting Plagiarism and Cheating

- Be sure that you thoroughly document any suspected plagiarism and cheating, including any communications that you have between you and the student. Save these as files that can be shared.
- Consult with the GTA Coach over next steps. In most cases, this will be giving the student an opportunity to fix problems.
- If a formal report needs to be made, an [Academic Misconduct Report Form](#) will need to be filled out and submitted by a member of faculty, in most cases the GTA Coach. *HOWEVER* you will need to provide that faculty member all of the relevant information asked for in the report as well as all of your documentation.

Special Consideration: the use of AI text generators

We are only just beginning to consider the ramifications of students using AI text generators like ChatGPT to do their writing. Detection tools exist (e.g. [zerogpt.com](https://www.zerogpt.com/)), but note that they are not foolproof and cannot be used as solid evidence of AI use. Still the Office of Student Conduct would like for us to report instances of suspected AI use, when it is prohibited.

Generally speaking, the use of AI to write assignments is prohibited, but there are instances when students might use it to help with grammar. This is especially the case for students for whom English is not their first language. You should include in your syllabus a policy statement on the use of AI, informing students that you expect from them their own creative and intellectual labor, warning them of some of the pitfalls of AI use (wrong information generated, fictitious citations, etc.), and letting them know that instances of a high probability of AI use will be reported to the Office of Student Conduct.

The [Center for Teaching and Learning](#) provides suggestions and resources for managing the use of AI in your class, including sample syllabus statements. [Ecampus](#), likewise, provides suggested strategies, recommendations and sample syllabus statements.

Discussion Forum Conduct

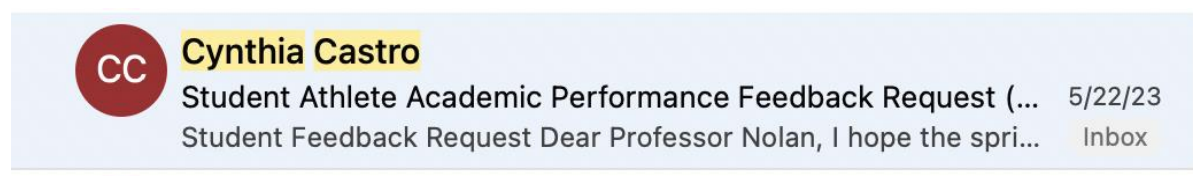
While discussion forums are largely the domain of the Ecampus classes, you may be using Canvas forums in your traditional classrooms, too. Keeping things civil is important, as is making sure that students are practicing good information literacy when posting (meaning, for example, that they aren't sharing whack-a-doodle conspiracy theories dredged out of the nether regions of the Internet).

First, be sure that your Start Here module and/or syllabus contains clear conduct guidelines and explanations of what will happen if they are not met.

- Inflammatory, discriminatory, aggressive, overtly rude posts – take a screenshot of the submitted text, remove the post, share the screenshot with the student explaining what the problem is, and give the student the opportunity to do the post over. You may offer full points for an acceptable repost or offer reduced points.
- Factually incorrect content – consider first if there is a teaching opportunity presented here. Many students might be thinking along the same lines as the student who posted, and you could have an opportunity here to set the record straight for multiple people. You can provide accurate information as a response with reliable resources for more information and encourage everyone to practice fact-checking and solid information literacy. If, however, the factually incorrect content is also inflammatory, you should probably pull the post as described above. You can then address the issue as a general announcement without singling that student out (e.g. “This week some factually incorrect content concerning immigration was initially shared in the discussion forum, and I feel it is important to provide you with accurate information regarding this issue.”)
- A repeatedly troublesome student – Contact the GTA Coach.

Student Athlete Reports

If any of your students are athletes, you will receive periodic requests for Student Feedback sent to your onid email. If you have your email forwarded to your campus Gmail, these requests might be flagged as potentially suspicious, but they are not. Such a request will look something like this, although the individual sender may vary:



You will be directed to a form to fill out for the student in question.

Reporting Sexual Misconduct

“The university prohibits sexual misconduct of any kind, including sexual harassment, intimate partner violence, sexual exploitation, and stalking. Such misconduct violates university policy and may also violate state or federal law. When such misconduct occurs, the university will take steps to stop, prevent recurrence, and remedy the impacts of such behavior” ([Sexual Misconduct and Discrimination](#), Policy Statement 1.2).

As instructors, you are considered "responsible employees" and must report all instances of sexual misconduct that involve any members of the OSU community. Please see section 6 of the Sexual [Misconduct and Discrimination](#) site for reporting instructions and resources.

Mandatory Reporting of Child Abuse & Neglect

“Employees of Oregon higher education institutions are by law considered subject mandatory reporters of child abuse and neglect. For a current and complete list of public or private officials who are mandatory reporters please refer to Oregon Revised Statute (ORS) 419B.005” (EOA website).

<https://eo.oregonstate.edu/mandatory-reporting-child-abuse-neglect>

Final Exams

Final exams must be held during finals week and not before. Here is a link to university final exam policy. <https://registrar.oregonstate.edu/exam-policies>. Many of our courses have final papers or projects instead of final exams. In this case, they should be due finals week. The GTA Coach or your faculty supervisor can guide you through any questions you might have.

Final Grades

As instructor, you are responsible for completing your course including submitting final grades before the deadline (usually the Monday at 5 pm after final week ends). After final grades are submitted you may get emails from students asking about grades on their last assignments or their final grade calculations. Please respond to those emails to answer any student questions (it saves student panic and alarming emails being sent to Anthropology and SLCS directors). Emails after your contract ends for the year at the end of springtime should be answered or referred to the GTA Coach or supervising faculty.

Here is a link to final grades posting instructions: <https://registrar.oregonstate.edu/final-grades-submission>. As the instructor of record, you will also receive an email from the registrar. On Monday morning, we start getting emails about courses with missing grades from

the registrar and the dean's office, and then all of them are forwarded down through our director, so the earlier the better!

In the grade center, you can double check if you have missing grades through the "View Missing Grades" option. Students whose grades are not turned in on time have a high chance of losing scholarships, VA benefits, honor roll, or Visa status. Please take the grading deadline seriously.

Also, if you are giving an **incomplete or failing grade**, please be sure that you have entered the **last date of participation** for the student receiving the grade. **IF YOU DO NOT** add the date in the proper format **THE SYSTEM KICKS OUT ALL OF YOUR GRADES** for that particular course. Note that you cannot use a date after the Friday of Week 10; a common reason for grades not registering is putting in a date that the system doesn't recognize.

Summer: If you will be returning next year and you set an out of office email over the summer when you are not on contract, you should direct students to contact the GTA Coach if students have any questions before the new academic year begins and you are back on contract. If you are graduating, you should direct students to contact the GTA Coach with any questions.

To submit your grades, go to MyOregonState and then to the Final Grades Menu. Most of us do grades by the Keyed Entry option. Once the grade deadline has passed, we are locked out of the grade system for several days (usually until Thursday) so the registrar can calculate final GPAs for diplomas and transcripts. If you need to make adjustments to grades during this time, you'll need to wait until they open it back up and then you can through the Change Posted Grade option in the Final Grades menu. You can also use this menu to change posted grades for incompletes that are completed.

Spring Term Graduating Seniors: In spring term, instructors need to complete Preliminary Grades for seniors who have applied for graduation. You will receive an email with directions from the registrar's office. Submit them by the deadline or as early as you get the notice.

Athletes and other Academic Support Systems: The Athletics department, INTO, and other academic support programs on campus will request a progress report around midterm for students with whom they work. Follow those directions to report through the online forms for those students.

Incompletes

As the instructor, it is up to you whether or not you approve an incomplete. The GTA Coach is here to consult with you and to support the way you work with students for this option as long

as you work within OSU's policy. Generally speaking, and according to OSU policy; see link below) students need to have completed 50% of the work of the course with passing scores for you to consider this option. In extenuating circumstances, we can discuss exceptions; in this case, contact both the GTA Coordinator coordinator to discuss.

Here is the registrar's page about incompletes that includes a link to the contract you should complete with the student: <https://registrar.oregonstate.edu/incomplete-grades>

OSU's policy is that students have 1 year to finish an incomplete. You may set an earlier date if you choose, and it is advisable that you do; a deadline of the end of the next term is generally a good idea; be specific in your email agreement. For example and at the outside, faculty requires all outstanding work by week 10 of the term one year from now (i.e. for spring of one year, work needs to be submitted by the end of week 10 of spring the following year) so the instructor has time to grade all assignments and submit the grade change with the registrar by the deadline (through MyOregonState; Final Grades Menu; Change Posted Grade).

If you have a student who meets the incomplete grade criteria, you need to communicate clearly with the student via email about the remaining work to be finished and the deadline you have agreed to and request that they reply to your email to confirm understanding. Please copy the GTA Coordinator or supervising faculty on this email. This will serve as the agreement for the incomplete.

If this is your last term at OSU, you need to include the following information in your email agreement with the student:

"Since I will not be a graduate instructor next year, you will work with (Mary Nolan or faculty overseeing the course) to finish this incomplete, copied here so you can introduce yourself and discuss any future specifics of this incomplete arrangement. You are responsible for uploading each of the remaining assignments to Canvas, if the course is still accessible to you. Please type a comment into the comment box when you upload the last assignment. This comment will prompt Canvas to send the GTA Coordinator or supervising faculty an email notifying that there is activity on the course. Uploading an assignment will not prompt this email. The remaining assignments must be uploaded by [the deadline you set or week 10 of the term in the next year]. After grading, a grade change will be submitted to the registrar's office."

You may borrow any of this language for your own agreements if you will be here through next year.

For all incompletes: To allow the student continued access to Canvas, send an email by the day final grades are due to canvas.support@oregonstate.edu with the student's name, course number, section, and term, and ask for them to re-enable the student's enrollment so they can finish an incomplete. Please copy the GTA Coach on this email.

You should forward a copy of the completed contract to the GTA Coach for our records. If you do not change the grade by the one-year deadline, the grade will revert to the grade earned at the end of this term that you enter (i.e. I/D will revert to a "D").

For all incompletes, you need to send an email to Canvas@oregonstate.edu to request that the canvas course remain activated for the student/s. In the email, include the course name like this: ANTH_230_400_W23 and the student/s name and ID#. This will keep the canvas course open for them to access materials, quizzes, and assignments.

V. AFTER THE TERM ENDS

Electronic Student Evaluation of Teaching (eSET)

Students complete these online. You will receive an email from the university with a window of time to add questions if you choose before they are open to students. After the term is over and grades are submitted (usually a week after grades are due), your scores will be available in MyOregonState. Only the instructor of record has access to view the comments students write unless the student signs them. The SLCS director screens the numerical scores and will communicate with the WGSS Coordinator and the DGS who will talk with the graduate instructor if low scores are a concern. These eSETs can be helpful for new teachers to identify areas for improvement and to confirm areas that are working well. However, research about SETs shows that marginalized and historically underrepresented people in the academy tend to experience lower scores, as do instructors who teach DPD-like content. So, read them lightly and know that we consider additional ways of evaluating instructors' teaching like the faculty evaluations/observations of your teaching and mentor meetings. Do check in with your teaching mentors -both official ones and others as you connect with them - so you can talk about evaluations if you need to.

Recommendation letters

Writing recommendation letters is an important part of teaching in the Anthropology program. This can be a time-consuming process as we desire to provide the most complete and detailed letters and recommendations possible so the following guidelines will help both the graduate instructor and the student in this process. Each of us is engaged in teaching, research, committee work, and other service work that varies from term-to-term; these commitments

can affect our ability to agree to all the requests made of us so the earlier the request, the more likely we will be able to accommodate the request. Ideally, students will ask 3-4 weeks in advance of the deadline and should plan a meeting with the graduate instructor during scheduled office hours to discuss.

You can ask for any or all of the following to assist you with the crafting of your recommendation.

- Copy of the scholarship announcement and requirements or information about the program/internship.
- A current resume/CV.
- A list of anthropology courses taken from you – particular upper division – taken, with brief descriptions of papers written for the class
- An unofficial transcript.
- A copy of at least one paper you have written for other classes.
- Bullet points of how the student meets the requirements for this scholarship, internship, job, graduate program, etc. and how the student hopes the Anthropology instructor can address strengths.

HELP

1. Mary Nolan, GTA Coach, mary.nolan@oregonstate.edu.
3. E-campus Faculty Page. <http://ecampus.oregonstate.edu/faculty/>. Helpful info and some great checklists. We recommend running questions through the GTA Coordinator first.
4. Canvas questions. Canvas help is available 24/7. The folks at Canvas are very responsive and helpful. You can access Canvas Help via the '?' icon on the far left menu bar.

APPENDIX A

Graduate School Orientation Information

<https://gradschool.oregonstate.edu/current-students/new-graduate-students/grad-welcome-week-2023>

APPENDIX B

Suggested Syllabus Statements

(Required unless otherwise noted.)

The minimum requirements for syllabi <https://apa.oregonstate.edu/syllabus-minimum-requirements>.

Land Acknowledgment:

Oregon State University in Corvallis, OR is located within the traditional homelands of the Mary's River or Ampinefu Band of Kalapuya. Following the Willamette Valley Treaty of 1855 (Kalapuya etc. Treaty), Kalapuya people were forcibly removed to reservations in Western Oregon. Today, living descendants of these people are a part of the Confederated Tribes of Grand Ronde Community of Oregon (<https://www.grandronde.org><<https://www.grandronde.org/>>) and the Confederated Tribes of the Siletz Indians (<https://ctsi.nsn.us> <<https://ctsi.nsn.us/>>).

Religious Holiday Statement

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please contact me immediately so that I can make alternative arrangements.

http://oregonstate.edu/oei/sites/default/files/religious_accommodations_for_student_policy_05_17_2012_v2.pdf

Deferred Action for Childhood Arrivals (DACA)

The WGSS program condemns the termination of the Deferred Action for Childhood Arrivals (DACA) program. We view this form of racialized exclusion as a human rights violation, rooted in white supremacy, xenophobia, and anti-immigrant sentiment. As a faculty, we are committed to the educational (and other) rights of ALL students, and we honor and affirm the dignity and worth of undocumented students. We will support and protect undocumented students and

other marginalized groups of students in our classes, our program, and within the greater community.

To that end, here are resources for affected students:

[ASOSU Student Legal Services](#) (free and confidential legal advice to OSU students)

[United We Dream](#) (an organization providing information about activism in support of DACA and those affected)

[ACLU Know Your Rights](#) (what to do if you are questioned about your immigration status)

[We Are Here to Stay](#) (resources for DREAMers and family members)

If you want to get involved in allying with DREAMers, two local organizations can use your help.

[CAUSA](#)

[Oregon DACA coalition](#)

Students' Rights to Their Own Language

"We affirm the students' right to their own patterns and varieties of language -- the dialects of their nurture or whatever dialects in which they find their own identity and style. Language scholars long ago denied that the myth of a standard American dialect has any validity. The claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another. Such a claim leads to false advice for speakers and writers, and immoral advice for humans. A nation proud of its diverse heritage and its cultural and racial variety will preserve its heritage of dialects. We affirm strongly that teachers must have the experiences and training that will enable them to respect diversity and uphold the right of students to their own language." Conference on College Composition and Communication, 1974. <http://www.ncte.org/library/NCTEFiles/Groups/CCCC/NewSRTOL.pdf>

(optional) If English is not your first language: Please see me by week 2 after class, during office hours, or special appointment to discuss your college experience so far and how we can help you succeed in this class that relies on much reading and writing. Our grading reflects our belief that students should be able to demonstrate understanding of the readings and course content with appropriate acknowledgment of other scholars' words and ideas. We blend these expectations with the above statement.

Reach Out for Success:

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success

at oregonstate.edu/ReachOut. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

(For Ecampus classes) Reach Out for Success: University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about [resources that assist with wellness and academic success](#). Ecampus students are always encouraged to discuss issues that impact your academic success with the [Ecampus Success Team](#). Email ecampus.success@oregonstate.edu to identify strategies and resources that can support you in your educational goals.

Optional text: If you feel comfortable sharing how a hardship may impact your performance in this course, please reach out to me as your instructor. (Instructors: consider tailoring this statement to your personal voice.)

For mental health:

Learn about [counseling and psychological resources for Ecampus students](#). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Health Care and Mental Health Care Resources for Students:

Counseling and Psychological Services (CAPS):

<http://counseling.oregonstate.edu>, 500 Snell Hall. Monday-Friday, 8am-5pm. If you have an *immediate* need outside normal business hours, a licensed mental health counselor will be available via phone by calling CAPS at 541-737-2131. If this is an emergency, please call 911 if you are OFF campus, or 541-737-7000 if you are ON campus. Confidential.

Survivor Advocacy Resource Center (SARC)

<http://studenthealth.oregonstate.edu/survivor-advocacy-and-resource-center>, 311 Plageman Building, Student Health Services. 541-737-2030. “We offer free and confidential services for all OSU students, faculty and staff affected by different forms of sexual harassment, including sexual assault, unwanted sexual experiences, domestic violence, dating violence and stalking.” Confidential.

Student Health Services:

<http://studenthealth.oregonstate.edu>. 541-737-9355. 201 Plageman Building. Confidential.

Classroom Behavior:

OSU has community rules and expectations that are formulated to guarantee each student’s freedom to learn and to protect the fundamental rights of others. We must treat each other with dignity and respect in order for teaching, learning, and scholarship to thrive. Behaviors that create a hostile, offensive, or intimidating environment based upon gender, race, ethnicity, color, religion, age, disability, socio-economic status, marital status, or sexual orientation will be referred to the Office of Equal Opportunity and Access. .

If you have a concern about student or faculty conduct anywhere on campus, you can contact the Office of Equal Opportunity and Access (OEOA). <http://eo.oregonstate.edu>. 541-737-3556. And/or any of the above resources.

If you have a concern about this class, you can visit me during office hours or make an appointment to talk with me; I am glad to hear from students and look forward to collaborating with you in helping make our classroom a space for rigorous intellectual and academic learning while also being mindful of the very real personal histories and experiences of all of our students. I can also help you connect with other resources on campus. If you would like to talk with my supervisor, the Anthropology Program Coordinator is Dr. Drew Gerkey, drew.gerkey@oregonstate.edu.

Instructors' Reporting Requirements:

OSU is committed to providing a learning environment that is free of all forms of sexual discrimination and misconduct. **Please be aware** that I need to report incidents you disclose to me inside or outside the classroom that involve gender or sex-based harassment, violence, or discrimination, including your name, to the **Office of Equal Opportunity and Access (EOA)**. For more information on how EOA responds to reports, please visit their website at eo.oregonstate.edu. However, if you wish to make a confidential disclosure and receive information on resources and services, please contact the **Survivor Advocacy and Resource Center (SARC)** by phone (541-737-2030), by e-mail (survivoradvocacy@oregonstate.edu), or visit them in the Plageman Building.

(Optional additional language that EOA has reviewed.) In this class, we do ask that students reflect thoughtfully about privilege and power in their own lives, through the context of the academic literature of the discipline, but students always retain the right to share only what she, he, or they feel comfortable sharing, whether in written work, in class discussions, or on projects.

However, please note: Faculty members and graduate teaching assistants are **not** confidential resources; we are required by Title IX and other federal regulations to report instances that we see or hear about regarding abuse, assault, discrimination, and harassment. We report to our supervisors and the Office of Equal Opportunity and Access. And as mandatory reporters, we must report any abuse of a minor directly to the police/child welfare. It is up to the student who has experienced abuse, assault, discrimination, or harassment to decide if and how they might choose to respond to a campus administrator's request for more information, or if and how they might choose to report their experiences directly. In other words, faculty must report, but students do not have to. In WGSS, we believe that survivors should have the right to decide if, when, and how they want to proceed with reporting or filing charges. The reporting regulations for faculty and other campus employees, including graduate teaching assistants, exist to protect people, especially minors, from institutional silence that leads to complicity about abuse. This notice is so that you may make the best-informed decision about

if, when, and how you choose to talk or write about your own experiences in this class or with the instructor or GTA. If you have questions about this, you can always ask for more information from me or OEOA (asking in hypotheticals can be helpful when you aren't sure if you are ready to disclose to someone who is required to report).

The confidential resources listed above can meet with you anytime without the mandate to report (unless you or someone else is in immediate danger).

Policy on Children in Class:

Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
5. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!

(Required but can go on the syllabus or on Canvas.)

Brief Basic Needs Syllabus Statement:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support (hsrc@oregonstate.edu, 541-737-3747). The HSRC has a [food pantry](#), a [textbook lending program](#) and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

For E-campus instructors:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Director of Care in the office of the Dean of Students for support (studentassistance@oregonstate.edu, 541-737-8748). There might also be a food pantry in your community to help. You can search by zipcode here: <http://www.feedingamerica.org>. You can find information about enrolling in SNAP (food stamps) in your state here: <https://www.fns.usda.gov/snap/apply>.

Your local library might be able to help you find a copy of some textbooks through interlibrary loan.

Furthermore, please notify the professor about your concerns if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

APPENDIX C – ACCESSING FILMS:

Here are some ways that students can access films in classes that use them. **Public libraries** often have them for rent. If yours does not, many libraries will request the film from a sister library in the system and provide it for you to check out. **Local video stores** (if there are any left where you live). If the **OSU Valley Library** does not have a film, there may be libraries in the Summit system that do have them so for Corvallis, Bend, or Newport local students, you can request the films via Summit and check them out that way. Distance students can also check out library materials in this way. For more information about OSU's library see: https://guides.library.oregonstate.edu/ld.php?content_id=25439312
Second-hand/thrift stores also often have copies for a few dollars each.

Even if you have watched the film in the past, we strongly encourage you to watch them for the class. After exhausting the options above, if you cannot access a copy of a particular film, a last resort can be to respond to the class prompts from your remembered viewing or reading about the film.

APPENDIX D

Anthropology Teaching Assistant Weekly Time Log

This Week's Tasks/Goal							
Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
TA meeting (~1 hr)							
Planning with Instructor (~1 hr)							
Class time							
Class prep (specify)							
Grading							
Meet with students							
Responding to student emails							
Other (please specify)							

DAILY TOTAL							
-------------	--	--	--	--	--	--	--

Weekly hours total:

APPENDIX E – ONLINE CLASS VISIT CHECKLIST

Anthropology Online Classroom Visit Rubric

Instructor: sample

Class: Anth ____400

Reach Out for Success statement

1. Syllabus - 😊
2. Canvas - **You may want to link the Reach Out for Success page specifically in the Start Here module:** <https://counseling.oregonstate.edu/reach-out-success>

Course

1. Syllabus
 - Mary Nolan listed as second contact - **make sure I'm in there,** mary.nolan@oregonstate.edu.
 - Course description matches current catalog 😊
 - Communication policy
 - i. Present and is within SLCS standards (response in 48 hours, grades in 5 week days) 😊 - **You may want to say 24-48 hours**
 - Course credits
 - i. States the number of hours on average that students will interact with course materials. For example, "This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits." 😊
 - Measurable Student Learning Outcomes for class 😊
 - Alignment of activities with outcomes is shown - **Need to come up with a way to indicate how the outcomes and topics/activities align with one another. The curriculum folks at the university level and Ecampus folks are really, really picky and insistent about this. Let me know if you would like to see some ways this is done.**
 - Bacc Core (if this is a BACC class)
 - i. This section in the syllabus must include **verbatim** "This course fulfills the Baccalaureate Core requirement for the [Skills; Perspectives; Difference, Power and Discrimination; Synthesis] category under [subcategory]. It does this by [Take 1-2 sentences to briefly make the connection between your course content and/or approach of your course to the BCC category student learning outcomes.]" <https://apa.oregonstate.edu/bacc-core/current-bacc-core/bacc-core-learning-outcomes-criteria-and-rationale> 😊
 - Evaluation of Student Outcomes
 - i. Presented 😊

- ii. Matches assignment information and letter grade information 😊
 - Course Content/Course Calendar
 - i. Presented 😊
 - ii. Matches assignment information and due dates for current term 😊
 - Policy for late submissions, incompletes, discussion participation – **May want to indicate that students who are allowed to take an incomplete are advised to complete discussion activities before the class closes, because those are difficult to make up after the fact.**
 - Expectations for student conduct 😊
 - Turnitin information 😊
 - Statement Regarding Students with Disabilities 😊
 - eSET information (evaluations) 😊
3. Instructions for each assignment/test in the course are present and clear.
- Canvas 😊
 - Syllabus – 😊 **(not needed in any great detail in the syllabus)**
4. Links to all course content are active. –
- **List of links that aren't working**

Communication

1. Landing page/Intro 😊.
 - a. Welcoming, clear information for getting 😊
2. Announcements 😊 – **You may want to set up the landing page to include direct links to the most recent announcements so they are the first things students see when they log in.**
3. Discussion
 - a. Q&A Forum – **Be sure you have that set up to alert you when anyone has posted there, and respond to queries as soon as possible.**
 - b. Graded Discussion (participation and/or feedback) 😊
 - c. Other forums 😊 **(introduction forum)**
4. Gradebook
 - a. Grades posted in compliance with SLCS policy (within 5 days of due date) 😊 – **I recommend filling in missing work with a '0' score when grading. That way, the student can more accurately see where they stand at any point in the term. If they**

turn something in after you've graded it, Canvas will indicate the new submission and you can regrade.

- b. **Feedback to students - You may want to add some brief personal comments, although using a rubric does help keep your workload in check. You can create 'boiler plate' comments to a comment library within the speedgrader.**
5. **Instructor stimulates interest in the material and creates an engaging learning environment. - Students really like to know that their instructor is present and engaged, so things like feedback, weekly announcements summarizing the themes for the week, etc., can go a long way to giving them a sense of your presence.**

Additional Comments –