



Department of Sociology
Harvard University

Teaching Fellows Handbook 2022-2023

Teaching Fellows in the Sociology Department become adept navigators of Harvard's myriad bureaucratic rules and procedures. This is not because we've all read Max Weber, but because the job requires it. This isn't a well-advertised part of the job description and there really isn't any kind of training to prepare you for it. Before the semester even begins, the instructor starts asking you to get this and find out that. You'll scour Harvard's websites, visit various offices, talk to staff, and e-mail veteran TFs all in an effort to find information that seems scattered across the university. And then the students arrive. Teaching them is just part of the job. You'll have to manage their records, reply to all of their e-mails, and find the answers to their questions as well.

This Handbook represents an attempt to pull together some of the rules, procedures, tips, and tools that make up the *non-teaching* side of being a TF and put them in one place. For additional information on the *teaching* side of being a new TF, please refer to "Hit the Ground Running: A Handbook for New Teaching Fellows" (<https://bokcenter.harvard.edu/handbook-new-tfs>).

We hope you find the information within to be useful throughout the semester. Above all, we consider this Handbook to be a living, evolving document. We invite any thoughts or suggestions for changes or additions.

Good luck over the school year and have fun.

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GETTING THE SEMESTER STARTED

I. The Course Syllabus

The course syllabus is vitally important for running a course. The syllabus represents a social contract between the teaching staff and the students. A syllabus should contain the following information:

- **Course Information:** Course title, course number, meeting time, meeting location.
- **Instructor Information:** Name, office location, office hours, how to contact him/her/them.
- **TF Information:** Names, office location, office hours, how to contact him/her/them.
- **Office Hours:** TFs are expected to hold regularly scheduled office hours for 1-2 hours per week. However, because students have very tight schedules, TFs sometimes make appointments with students outside of their regular hours. This is especially common before exams and assignments are due.
- Many TFs choose to hold office hours in their offices, and coordinate with office mates to minimize disruption. However, if you prefer, the department has two small meeting rooms that TFs can reserve for office hours (WJH 624 and 626). Each room has a small table, three chairs and a whiteboard. These rooms may be reserved through [RoomBook](#) using the same process as for sections. Each TF may reserve a room for up to two hours per week.
- **Course Description/Objectives:** This will vary a lot from course to course.
- **Text, Readings, Materials:** Textbooks and course packs, including where they are available and the cost. Clear instructions regarding how to access online resources (if applicable) should also be included.
- **Course Calendar/Schedule:** Schedule of topics to be covered, dates for exams, quizzes, or other means of assessment, due dates for major assignments, and any required special events.
- **Course Policies:** Attendance, lateness, class participation, missed exams or assignments, dishonesty.
- **Academic Integrity:** The Undergraduate Program in Sociology puts a strong emphasis on academic integrity. It is crucial that all students are familiar with and diligent about proper citation practices. In order to avoid plagiarism and assure that students are properly integrating sources into their writing, please encourage all students to carefully review the Harvard Guide to Using Sources, which can be found here: <http://usingsources.fas.harvard.edu>. If you suspect that a student has violated norms of academic integrity, you should contact your course instructor immediately; together you may decide to engage the Ad Board (<http://adboard.fas.harvard.edu>), the FAS committee tasked with overseeing undergraduate academic regulations and social conduct.

- **Grading:** Details about how the students will be evaluated; what factors will be included, how they will be weighted, and how they will be translated into grades.
- **Bok (Departmental) Writing Fellow Info:** The website for the Bok Writing Fellow should be included on syllabi to remind students, especially non-concentrators, of this helpful resource: <http://sociology.fas.harvard.edu/pages/writing-papers-sociology>

Most Harvard TFs are not expected to write a course syllabus. However, if you find yourself creating a syllabus, here are five questions to guide your work (from the Bok Center):

1. Are the learning objectives for your course clearly stated in the syllabus?
2. Do the title and preamble clearly state what the course is about, orient and excite students?
3. Is your syllabus coherent—i.e., does it provide a calendar, logic and narrative to the course?
4. Does your syllabus build the appropriate skills or competencies?
5. Does your syllabus establish a clear contract between you and your students?

Examples of, and templates for, course syllabi are available on the Bok Center website: <https://bokcenter.harvard.edu/syllabus-design>.

GETTING ACQUAINTED WITH THE SYLLABUS

You should acquaint yourself with the course syllabus well in advance of the first meeting. Doing so will help you map out your semester workload and help the instructor by ensuring that there are no inaccuracies or inconsistencies in the syllabus. Catching any problems before the semester begins will not only ingratiate you with the instructor, but also save you a lot of headaches down the line.

Dates

One of the easiest things to do is to sit down with the syllabus in one hand and a calendar in the other. First, you will want to make sure the dates and days match up, as instructors often use the previous year's syllabus. Next you will want to make sure classes don't fall on any University observed holidays (Labor Day, Indigenous Peoples Day, Thanksgiving, Presidents' Day) and make sure the classes don't fall outside of the official end of the semester. The FAS Registrar's Office official calendar lists all of these dates here: <https://registrar.fas.harvard.edu/ten-year-calendar> (or see the appendix to this handbook). Note that classes will be held on Veterans Day. You might also want to look at a calendar that lists major religious holidays. If, for example, a major assignment or exam is scheduled for Yom Kippur, then you might want to suggest moving it, or be prepared for some students to require a make-up.

Assigned Reading

Check the required and recommended books and make sure you and the students can get copies of them. If there is a specific edition, translation, or printing that you will be using in class, make sure that is clear. Make sure it is clear where the students can get the other course readings, whether on reserve at the library, on the course website, or through a hyperlink. Check all of the listed hyperlinks to make sure that they are working and accurate. Check all of the course readings posted on the course website to make sure that they are working and accurate.

Assignments

If course assignments are listed on the syllabus (sometimes assignments are handed out later in the semester), check when they are due and how students will be handing them in. Check to see if the due date and day match up. If there is a clear date, is there a clear time on that day (e.g. 5 p.m. Friday)? Will students be uploading their papers to the course website? Or, will they be dropping them off in a box in WJH? There might also be expectations of format (e.g. double-spaced, 12-point Times New Roman, etc.) and style for papers (e.g., ASA). If not, you will want to make sure it is clear before assignments are given, as students tend to take liberties when it is not explicit.

Grading

Most syllabi include some breakdown of how the students will be evaluated—e.g., 15% participation, 30% midterm, 40% final paper, 15% reaction papers. Make sure the breakdown makes sense (i.e., it adds up to 100%). If there is an explanation of what constitutes “A” work for each assignment or for the course overall, make sure it is clear. In general, it is not a bad idea to have some explanation for how ambiguous things like “class participation” or “reaction/response papers” will be evaluated, especially if they constitute relatively large portions of the student’s grade.

Course Policies

Some syllabi include explicit course policies. Make sure you understand them as you are usually responsible for enforcing them. If it is not clear to you, it will be unclear to the students. Here are some policies that might be included on the syllabus (they are all discussed in more depth in the “Managing Students” section of this handbook): Attendance Policy; Extensions/Late Work; Re-Grading; E-mailing TF/Instructor. In general, if a policy is listed, it should be clear what the expectations are, what are the potential consequences for failing to meet those expectations, and what, if any, are the exceptions to the rule. Stating these policies and specifying penalties (if applicable) clearly in the syllabus will increase the likelihood that students attend class, turn in assignments, and complete exams on time. It will also ensure alignment among the course instructor, TF, and students regarding how to proceed when violations inevitably occur.

Section Syllabus

TFs frequently create a section-specific syllabus that supplements the course-wide syllabus described above. The format and content of these section syllabi vary considerably, but the document can be very useful in ensuring students’ expectations are compatible with your particular teaching style. In addition to covering the basics – including the section meeting and office hour times/locations and any contact information you’d like to provide – the Bok Center suggests that the section syllabus might cover:

- An overview of the work students will turn in, including papers, exams, response papers or short assignments
 - It is especially important to include assignments that are not covered on the course syllabus, such as short response papers in preparation for section
- Expectations and grading practices vis-à-vis participation
- Requirements for meeting with you (if applicable)
- Laptop policy
- Absence policy for section
- Policies and penalties vis-à-vis late work/extensions
- Breakdown of how section and its components contribute to students’ overall course grade

It is critical that you confirm all section policies/assignments with your Head Teaching Fellow (HTF) or instructor to ensure that they are consistent with course-wide expectations.

Final Exams

Each course has a final exam date assigned that is visible on the catalog entry under Exam/Final Deadline. From the Faculty Handbook: <http://registrar.fas.harvard.edu/faculty-staff/exams/procedures>

Final papers, take-home exams, projects, presentations, and other culminating course assignments due after the end of regular classes must be due on or before the day of each course's assigned Examination Group, but no earlier than the fourth day of Reading Period. Final projects that include individual or group presentations may be scheduled beginning on the fourth day of Reading Period and may extend through the Final Examination and Project Period.*

* Each course will be assigned a final exam/student deadline group to spread out student deadlines and to establish grading due dates. While instructors may establish earlier deadlines per faculty legislation, the spirit of this recent change is to spread students' final assignment deadlines across the entire exam period to avoid having all assignments due at the same time. If an instructor decides to use an earlier deadline it is very important that students are well informed about this change from the posted deadline.

II. Scheduling Rooms

General Advice for Classrooms

Scheduling a classroom for your sections will generally be your responsibility (and, if it is your Head TF's job, being proactive might help them out). It is always better to try to schedule your classrooms sooner rather than later. You will want to think about things like time (what fits your schedule? what fits your students' schedules?) and location (what is convenient for you? what do your students prefer? WJH versus The Yard?). Mid-week, mid-afternoon times (e.g., Wednesday 12-4 pm) tend to be very popular, so you will be hard-pressed to schedule something during those times unless you do it very early (i.e., weeks before the first section). Evenings or Fridays tend to be very unpopular, but sometimes these are the only times that will work for all of your students, your schedule, and the available rooms. You will also want to check in with your course head to see if there are times that they want sections scheduled (e.g., all after Tuesday's lecture or all before Thursday's lecture, etc.).

Classrooms for Sections

Rooms for sections in William James Hall and beyond should be requested at the beginning of each term after enrollment is confirmed and all teaching assignments for all classes scheduled have been made (typically the day after the course registration deadline). All requests for FAS classrooms are made in FAS's online system, RoomBook. Go to the RoomBook website roombook.fas.harvard.edu, click on "FAS Roombook" and navigate to "Reservations" in the top menu, then select "Academic Request." Enter your preferred section information (don't forget to indicate the course's recurrence!) and the number of students in your section, and you should be able to see every FAS room available that can accommodate your section size (this includes the rooms in William James Hall owned by Sociology). If you prefer to narrow your choices, you can limit your view to certain areas (Harvard Yard, Extended Yard, etc.) or specific buildings (WJH, Sever, CGIS-South, etc.). Once you've selected your preferred space, a notification will be sent to the classroom administrator for that room, and you should receive an email either confirming or

declining your request within 2 business days. **Note that your room is not reserved until you receive a confirmation email from the appropriate classroom administrator.**

Detailed instructions for how to use the RoomBook reservation system are available in the system. The Classrooms Office accepts section requests for classrooms in the Yard one to two weeks prior to the start of term. Requests for sections in WJH may be submitted in the RoomBook system but will not be confirmed until after the Registration deadline.

Keep in mind, very few classrooms are perfect, so don't worry if you end up scheduling something late and it is not ideal. But it is always a good idea to scout out the classroom before scheduling—Is it big enough? Or too big? Does it have desks or tables? Does it have a chalkboard or dry-erase board? Does it have the A/V equipment you might need? etc. Visit the rooms and ask around; some of your colleagues might have some good tips.

III. Getting Paid

The basics

One section of a lecture course = .20 FTE (“one fifth”)

One section of a methods course = .25 FTE

One section of sophomore tutorial = .30 FTE (Sociology 97)

One section of junior tutorial = .40 FTE (must be ABD)

Salary

If you have passed the Sociology General Written Examination (qualifying exam) and completed residence requirements, two-fifths (.40 FTE) for the year = \$24,780, divided into ten paychecks. This is the “Senior rate.”

Paychecks

Payday is the 15th of each month. If the 15th falls on a weekend, the Friday before is payday.

Term paychecks occur 5 times over the term (for the fall semester, beginning August 15th; for the spring term, beginning January 15th).

Limits on teaching

Students who have completed both their [academic residence requirements](#) and passed their departmental [PhD qualifying examinations](#) may serve as a TF for a maximum of six standard sections for the academic year, not to exceed four standard section appointments in any one term. A standard section of teaching is defined as a section compensated using teaching rate B (formerly referred to as .2 FTE; see page 36 of the [HGSU-UAW collective bargaining agreement](#)). Students teaching more than six standard sections are considered teaching assistants and must register as on [leave of absence](#) rather than [in residence](#).

International Students

International students are limited to working 20 hours a week during term time, which combines all employment (including teaching, thesis advising, research assistantships, GSO or Bok Center positions, workshop coordinators, etc.). This is the equivalent of a maximum of .57 time during each term. A section of a regular course equals .20 FTE, or 7 hours a week, which means that the maximum number of sections an international student can teach is 2 sections (or 14 hours a week) to stay under the .57 FTE and 20 hour-per-week maximum. Assuming no other work commitments, and consistent with visa limitations, international students may be hired to teach three standard sections, as long as at least two of the sections are in the same course.

Payroll

In order to get paid, you first have to fill out an I-9 (Employee Eligibility Verification) form, if you haven't already done so for another reason (RA work, etc.). Your teaching appointment will not be processed until this form is received. Then you should set up direct deposit and fill out Mass. & Federal tax forms via the Harvard personnel web site (<http://hr.harvard.edu>). All checks are direct deposited on the 15th of the month. Questions on payroll should be directed to Jessica Matteson (matteson@wjh.harvard.edu, 495-3813, 660 WJH). You should contact Jessica if you do not receive your payment by the 15th.

Frequently Asked Questions:

(Note: The following applies primarily to graduate students in G3 and G4 cohorts and students in G5 and above who are invoking their teaching guarantees.)

What if I apply for a course that has only one preliminary section assigned? You will be put on the payroll for two sections (.40 FTE) so that you can receive your August 15th or January 15th pay. Once enrollments are known, then the course is assigned; all efforts are made to keep you in the same course that you were assigned.

What happens if enrollments fall far below the expected numbers in a course for which I have a position? In some cases, the department may need to move a teaching fellow from a course that is extremely under-enrolled to one that is over-subscribed, or, if that is not feasible, the student will be expected to do additional work for the course, or for the instructor, to make up the shortfall. Every effort is made to keep you in the course to which you were originally assigned.

What if the enrollment ends up being higher for a course where I have a position of two sections? If there are still other Sociology graduate students, especially those in G3 and G4 in need of funding, who are not yet assigned, they will have preference for getting the additional section, if at all feasible. Otherwise, it should be given to a Sociology graduate student in need of teaching, for either financial reasons or to fulfill their teaching requirement, or to another GSAS student in need. These students will be considered first before giving the additional third section to the student currently assigned to teach for the course who is already being paid for two sections.

What if I have two sections of a course, and the instructor would like me to be head teaching fellow? (This is relevant for courses that have 100+ students.)

It would be best if you taught one section and received one section of pay for head teaching fellow. This would free up a section for another fellow graduate student, allowing them to get the needed section and/or the experience teaching. But in some cases, it is possible to teach two sections and be HTF.

What is “topping up”?

Because the stipend you receive is higher than the pay you would receive for teaching two sections, GSAS will pay out the difference, called a “top up” or supplement. Students must be teaching the equivalent of .40 FTE (2/5) each term.

The top up is disbursed *monthly* on the 1st of the month. Keep in mind that all income from “teaching” is included in calculating if you are eligible for the top up or not. If you are taking on additional teaching-related responsibilities (such as advising theses, grading, working for the Bok Center, concentration advising) this figures into your teaching salary. Questions about your financial aid should be directed to Rachel Clarey, the GSAS Social Sciences Financial Aid Officer, at Rachel_clarey@fas.harvard.edu or 617-495-5396.

GSAS Funding Package Enhancements: <https://gsas.harvard.edu/news/stories/gsas-implements-enhancements-funding-packages> . *Below is an excerpt:*

Students whose funding packages include four semesters of guaranteed teaching are no longer restricted to using that guaranteed funding in the G3 and G4 years.

Students will now have until the end of the G6 year to use their four semesters of guaranteed teaching. Students will be asked to confirm their intention to utilize their guaranteed teaching fellowship, via the GSAS Student Aid Portal, in late spring for the upcoming academic year. Any changes to this intention will need to be made one month prior to the start of each semester.

If you are considering deferring, be sure to consult with Jessica Matteson (matteson@wjh.harvard.edu) in the Department and Rachel Clarey (rachel_clarey@fas.harvard.edu) at GSAS.

Students receiving a teaching supplement may earn up to \$4,000 from additional teaching/research each semester without any reduction to that semester's supplement.

While the original intention of the teaching supplement was to ensure that GSAS students with guaranteed teaching are funded at the same level as graduate students in the G1 and G2 years, the program had the unintended consequence of disincentivizing additional service in roles such as tutorial leader and undergraduate thesis adviser. Under the new policy, only payments in excess of \$4,000 in a single semester will trigger a dollar-for-dollar reduction to the top-up.

IV. What Is “Shopping Period”?

Or Dealing with Too Many, Too Few Confused Students

*****Please note! This year, Harvard is experimenting with pre-enrollment, and eliminating the “shopping” period. Students will still have a time period during which they can drop and add courses, but they will have to actually enroll in courses before the semester begins, which is a very new process for us! We are hopeful that the pre-registration period will dramatically simplify the issues listed in this section. We plan to update this section after we have more data about how pre-enrollment shapes the teaching experience. Your feedback on what to add/change to this section would be most welcome!*****

General Advice

The best-laid plans of instructors and TFs for a course are often up-ended for the first two weeks of the semester as Harvard students “shop.” This means that your course’s numbers might not settle completely until about the third week of the course. Classes expecting 100 students might get 30, and courses expecting 100 might get 300. Some instructors have a pre-established cap for the class, but others are asked to accommodate as many students as possible. The college’s growing use of pre-enrollment should provide a tentative forecast of future enrollment, helping to ease some of these uncertainties and anxieties.

In general, try to proceed with teaching as best you can, getting into the material and scheduling your sections as soon as you can. You have to assume there will be a natural ebb and flow of students during the first couple of weeks that will eventually pass. There are several things out there to help you get through this (often chaotic) time in a reasonable manner.

Sectioning

In large courses (with 5 or more sections), the responsibility of sectioning falls to the Head TF. With smaller courses (4 or fewer sections), there typically is no Head TF, so teaching fellows need to do the work of sectioning themselves. Please try to share the work as equitably as possible. The easiest and fairest way to deal with sectioning, especially for larger classes, is to use the on-line Sectioning Tool on the FAS Registrar’s Office website, found here:

<https://registrar.fas.harvard.edu/faculty-staff/sectioning> (click on my.harvard sectioning tool)

Important Note: Please do not edit the lecture/discussion placeholder enrollment capacity!!! Any change in this placeholder (typically 001D or DIS1) enrollment capacity will limit students’ ability to enroll in the course!

Too Few Students

Unfortunately, some courses end up with enrollments less than expected. If it is significantly less, then a “promised” section or sections will have to be dropped, which might mean that a TF or TFs will have to find another teaching assignment. The target size per section is 18. If enrollment falls well short of expectation, you should talk with your course head, and alert Jessica Matteson (matteson@wjh.harvard.edu). She is usually the first to know of enrollments and openings in sociology, and often beyond, and she can initiate your transfer from one teaching assignment to another, if need be.

Running a Lottery

If the course head has a pre-established course cap and there are significantly more students than that cap, then you will need to run a lottery. Unfortunately, at this point, there is no software

program to hold a lottery for a course akin to the On-line Sectioning Tool. Ultimately, there is no easy way to do it, but it is manageable if it is done systematically and explicitly. The course instructor has indicated during the course planning period (April-June) whether the course has a limited enrollment and, if that is the case, instructor permission will be necessary.

The next step is to announce the rules/parameters of the lottery on the first day of class—even if you are not sure if a lottery will be necessary. These rules need to be thought out well in advance, and they need to be explicit to the students. Otherwise you will be bombarded with e-mails and questions from students trying to figure out if they have a good chance of getting into the course.

The rules/parameters of the lottery are decided by the course head, but there are questions you might want to ask to help make the process easier down the line. Some questions might include: Will sociology concentrators get priority? Do first semester sophomores who have not declared a concentration count as “concentrators”? Will students who have been previously waitlisted by the course lottery get priority? Will upperclassmen get priority? Or will there be some proportional breakdown of each year?

One simple way to collect this kind of information is to use Quizzes in the Canvas course website to create a survey on the course website requesting the following information:

- Name
- E-mail
- Year
- Have you been previously waitlisted for this course?
- Concentration
- Comments/Reasons for interest in the course

The tool allows you to post the survey for a specified period of time for students to complete. The information collected can be downloaded in a spreadsheet and dealt with in a systematic manner, going through each rule. For example, if concentrators were given first priority, then the 15 or 20 sociology concentrators were added to the course list. If those previously waitlisted were given next priority, then the 10 or 15 prior waitlistees would be put on the course list next. This would continue according to the stated rules until one had more potential candidates than spots. One could then use a random number generator (easily found through Google) to assign the remaining potential candidates.

Students who need instructor permission must put this course into their Crimson Cart, where they will be given a space to write an extremely brief request. On your Teaching/Advising tab visible once you have logged in to my.harvard.edu, you should see your course and a tab on the far right—“Requests.” This will be where student requests will show. You will NOT receive any other communication about requests, although individual students may email you. Once you admit or deny a student request through my.harvard.edu, this will show in the students’ Crimson Cart (they will NOT receive any other communication). At that point, if a student has been “approved” and is still interested in the course (they may have lotteried for several limited-enrollment courses) they will add it to the Enrolled Courses section of their Crimson Cart. To keep on top of who is actually going to take your course, you may wish to email approved students and ask for confirmation within a reasonable timeframe so that you may add additional students, if necessary.

Too Many Students

If the course has no pre-established course cap, then the course will have to accept all-comers. This means adding sections and potentially adding more TFs. Adding sections does have a couple of benefits: it might mean being able to pick up an extra section of a course for which you are already doing the prep for some more money and it might make scheduling sections a bit easier as you can offer a greater variety of times. The downside is that it might mean finding more TFs and scheduling more classrooms for section. It is always better to do the former first, as you will want to schedule sections that work for the new TF (though this is not always possible with time constraints).

Jocelyn Viterna and Jessica Matteson will work together to find an additional TF for you from within the department. If there is no one within the department to take the additional sections, we can advertise the TF position to graduate students in other Harvard programs. The course head will interview and decide which outside student to hire, although you may volunteer to join the interview if you want to.

The Class Menagerie

As a TF you may have to deal with a variety of student situations, including students who might want to switch into your course a month into the semester, to non-traditional students from the Harvard Kennedy School with significant work and life experience under their belts, and everything in between. Here is some advice on how to deal with them.

Late-Adds

Once the semester begins, you might encounter students coming and going for the first month or so. As a TF, you might be approached by a student looking to add the course late, after registration has already closed. They will need the Instructor's electronic signature in order to do so. The course Late-Add policy will ultimately be determined by the instructor. You might, however, want to ask what it is in advance so that you can advise those students who come to you first as to whether the course is already "closed" or if they should seek out the instructor. Please note that this information will show up under Requests in my.harvard.edu and you will not receive email notification. It is important that you/the instructor check this Request area frequently.

Drops/Withdrawals

You will not actually have to do anything for students who would like to drop the course; in fact, these students may drop from your enrollment without any notice at all. You should be aware that students have up until the 5th Monday of the semester to drop/withdraw from the course without consequence from the FAS Registrar's Office. It is not a bad idea to remind your students of this deadline as it approaches.

Pass/Fail Students

Again, the instructor sets course policy as to whether to allow students to take the class pass/fail, and, if so, just what the standards for a student to pass are. If the instructor allows for students to take the course pass/fail, those doing so will need to designate it on their course requests, which must be electronically signed by the instructor. The students will also have up to the 5th Monday of the semester to change their status to or from Pass/Fail, so again you will want to remind them as that date approaches. As of this printing, students will have pre-populated forms in their Student Portals **after the course enrollment deadline**. Students file them electronically. These are approved by the Sociology Undergraduate Advising and Program Administrator, the instructor, and the student's Resident Dean.

Unless you are the Head TF, you will probably not know a student is taking the course Pass/Fail—though students might tell you this in order to get you to go easy on them. The instructor needs to be explicit (usually in the syllabus) about what constitutes a “pass.” For some, a pass is a “C-” or higher. For others, it is anything above a failing grade. Some instructors allow Pass/Fail students to do fewer assignments; others require students to do all assignments as a condition of passing. But asking for clarification can save you headaches down the line.

Cross-Registered Students

Students cross-registering for the course—whether from Harvard University's other schools or from other nearby colleges and universities—will generally need to obtain the permission of the instructor to register unless the course is cross-listed (as in some Harvard Kennedy School courses). They may also need your help gaining access to the course website, the on-line sectioning tool, and getting included on the official course list and course-wide e-mails.

For Harvard-affiliated cross-registered students (e.g., Harvard Kennedy School, Harvard Business School, etc.), you will need their Harvard-affiliated e-mail addresses and their school ID numbers. Because they are not part of FAS, they might not show up on the official FAS list from the FAS Registrar's Office. If you are doing On-line Sectioning, you can use their e-mail address or school ID to manually add them to the class list so that they can access the On-line Sectioning Tool (that is, if the instructor expects them to attend section). You will also want to add them to the course list through the course website by using their e-mail or ID.

For non-Harvard-affiliated students, if they do not have some kind of Harvard University ID number already, they will need to get a HarvardKey Light here: <http://key2.harvard.edu/register>. Once they have some kind of Harvard ID or HarvardKey, you should be able to add them to class lists in the same way.

Auditors

Whether students are allowed to audit the course is the decision of the course head. If auditors are allowed, the instructor might set some pre-conditions for their level of participation (it is usually minimal for lecture courses, but it might be more involved for more discussion-based courses).

Most auditors, especially if they are undergrads, will probably not even come across your radar as a busy TF. However, Harvard courses sometimes end up with auditors from all walks of life—people from the community, staff, other faculty, fellows, etc. Depending on the preferences of the instructor and yourself, it is not unheard of to invite some of these auditors to sections, as they can often offer interesting perspectives to class discussion. But it is not necessary—if you think your students might feel uncomfortable participating in a section with someone with higher levels of education or extensive professional experience, for example, do not feel obligated to have them in your section.

Returning Graded Papers/Exams:

“Most instructors return exam booklets, papers, and other academic work to the students enrolled in their courses. Work that is not returned to students must be kept in a safe, accessible location on campus for at least one year after the end of a course. By law, students have the right to review all materials submitted to a course, and, for a reasonable charge, may have copies of any originals not returned to them. Course heads should be sure to collect from section leaders and tutors any course assignments that have not been returned to students for appropriate storage. Faculty who are leaving the FAS or who will be on leave and away from the University should make appropriate arrangements for maintaining the availability of students’ work.” (GSAS *Handbook for Instructors*)

There are three options for returning your graded exams/final papers:

- 1) Distribute graded materials on your own;
- 2) Scan each exam, send the electronic PDF to each student (a good idea for smaller courses), and give original to Undergraduate Advising and Program Administrator for storage.
- 3) Give exams/papers to the Faculty Services Office, which will distribute them as needed. If you would like to use this option:
 - **Arrange exams alphabetically by student name.**
 - Put all exams in a manila folder, with the course name and number clearly marked and the contact information of an instructor or TF.
 - Drop them off with the Operations and Event Coordinator or the Manager of Faculty Services.
 - Inform students that they can pick up their exams/papers from either the Operations and Event Coordinator or the Manager of Faculty Services.
 - Because they will be stored in a locked cabinet, exams/papers DO NOT need to be in individual envelopes.

V. Other TF Grunt Work

Note: It is a good idea to first check about these issues with the course head's faculty assistant, if one exists, because some of these tasks (including placing readings on reserve, ordering books, website administration, etc.) are sometimes taken care of by a course head's faculty assistant.

Getting Readings on Reserve

Readings are placed on reserve directly through your course Canvas website. The tool maintains reserve lists from previous semesters and allows you to submit requests directly to Lamont Library – the library that supports Sociology courses. Students can use the Canvas site to access reserves lists with links to the HOLLIS records or with direct links to library digital resources. Instructors and students are able to see the current status of course readings as they are being processed by the libraries.

For a quick-guide on how to do this, see: <http://hcl.harvard.edu/info/reserves/instructions.html>

Although reserves requests will be accepted throughout the semester, turning in your lists well in advance of the semester ensures that reserves materials will be ready at the beginning of the semester.

For more information on reserves, including digital reserves, and materials not owned by the library, see <http://hcl.harvard.edu/info/reserves/>.

Copyright issues

Many instructors are now opting to place readings (in pdf or word format) on the course website, instead of assembling a course-pack or placing readings on reserve at a library. This is quick and efficient, both for the instructor and for the students. However, you should keep in mind several copyright issues.

Harvard's lengthy and detailed official guide for copyright issues can be found at http://www.ogc.harvard.edu/copyright_docs/index.php. The official bottom line is that in order to include any scans of book chapters or journal articles, you should obtain permission from the editor. For journal articles, if you link to the article through Hollis (you can find a 'stable URL' or deep link on JSTOR), you're fine. For book chapters it's a bit more complicated, and generally the Office of General Counsel advises not to put them up without obtaining permission. But, if you do (and many instructors do), please note the following:

- You should limit the number of pages taken from a particular book.
- You should take down the material as soon as the class session is over.
- The Canvas permissions are significantly different than Course iSites (previous course software), something you and/or your Course Head should consider before posting book chapters. Canvas sites are open to all HarvardKey holders during shopping week, but are limited to only those on the course list once enrollment is confirmed.

The OGC also advises you to post the following notice on the course website:

This course website, and much of the text, images, graphics, audio and video clips, and other content of the site (collectively, the "Content"), are protected by

copyright law. In some cases, the copyright is owned by third parties, and Harvard is making the third-party Content available to you under the fair use doctrine. Fair use permits only certain limited uses of the Content.

You may use the website and its Content only for your personal, noncommercial educational and scholarly use. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. If you wish to distribute or make any of the Content available to others, or to use any Content commercially, or to use any Content for any purpose other than your personal, noncommercial educational and scholarly use, you must obtain any required permission from the copyright holder.

Printing

All TFs are automatically enabled to receive free printing on the black-and-white printer in the 5th floor computer lab (WJH-553-BW).

This is the link to the guide to setting up Crimson Print:

https://harvard.service-now.com/ithelp?id=kb_article&sys_id=c8ebe9a1dbd7401096ab5682ca961934#personal

There are many print servers on the install list. TFs should install the “Students” one and the “Sociology-Crimson-Print” one.

Sociology-Crimson-Print is for TF free printing. Please note that it only works on the 5th floor HP printer (553) in William James Hall. If you print using Sociology-Crimson-Print in the printer dropdown list, and then go to the 5th floor and swipe your HUID card, it should have the print job there that can be released free of charge.

Printing is expensive, so we ask you to be thoughtful about what materials you print and to keep the following guidelines in mind:

- Handouts should be posted on the course website whenever possible, rather than printed and distributed.
- If handouts are absolutely necessary, please print only 1 copy on the printer and generate the remainder on the photocopier.
- In general, students should be asked to submit assignments on paper rather than electronically.
- If an assignment is accepted electronically, we ask that TFs grade them electronically when possible (using the commenting function in Adobe Acrobat or MS Word, or typing comments in an email). Electronic assignments should only be printed when necessary.

This printing account should only be used for course-related printing. Contact Michael Van Unen (mvanunen@fas.harvard.edu) with questions about printing.

Ordering books

The instructor's faculty assistant is responsible for ordering desk copies of all required texts for courses from publishers. If desk copies are unavailable, the faculty assistant will be granted permission to purchase books on behalf of instructors and TFs. *The department will not reimburse TFs for books ordered without prior permission.* Please check with Michael Van Unen (mvanunen@fas.harvard.edu, 684 WJH) before purchasing any books. If you need to purchase a course pack, save the receipt, fill out a reimbursement form, and give it to Ann Lau (ann_lau@harvard.edu, 682 WJH).

Audio-Visual

LCD projectors are installed in all Sociology classrooms. Sociology also has the following equipment that can be borrowed for courses and other departmental presentations:

- Portable LCD Projector
- 2 Windows Laptops (these are older systems with minimal software installed, so users are strongly advised to bring their own systems when possible)
- Speaker Phone
- Accessories & Adapters:
 - Apple display adapters
 - Remote presentation devices (laser pointer/clicker)
 - Digital camera
 - Digital voice recorders
 - Web camera

Equipment is loaned on a first-come, first-served basis, and can be requested by contacting Odette (obinder@fas.harvard.edu) or Michael Van Unen (mvanunen@fas.harvard.edu) in the Front Office. Once your request has been processed, you will receive an e-mail confirming your reservation. Your equipment is **NOT** reserved until you receive a confirmation email.

Contact Education Support Services (formerly Media & Technology Services or MTS) at ess@fas.harvard.edu for information or to make a request for media production services and event support.

Copying

The Ricoh photocopier located in 676 William James Hall may be used for course-related copying. TFs can print PDF files from a USB. If you need a USB, please ask for assistance from a Sociology staff member in the 6th Floor Main Office. Insert USB drive into port on the left of the screen. From home screen, select "Printer." Select "Print from Memory Device." Select file from file list. Select "Start Printing." When printing is complete, remove USB drive from the copier. The department cannot reimburse for copies made through external vendors (e.g., Gnomon, Kinkos, Staples, FlashPrint).

Scanning

The Ricoh photocopier located in 676 William James Hall also functions as a black-and-white scanner. Insert USB drive into port on the left of the screen. If you need a USB, please ask for assistance from a Sociology staff member in the 6th Floor Main Office. There are two things that you have to confirm when printing from USB: 1) that the format is FAT32, and 2) that files are in PDF format. Please note that the USB will not appear as a print option until you go into the "Print/Scan (Memory Storage Device)" section before inserting your USB. When scanning is complete, remove USB drive from the copier.

Food

The Department does not have funds to reimburse TFs for food/snacks you provide for your section meetings.

Meals for Undergraduates

If your section conflicts with dinner (or lunch), students enrolled in the undergraduate board program have the option of ordering a bagged meal from their dining hall, for pick-up before they leave home for the day. Bagged meals must be ordered one day in advance. Bagged meals are free of charge to anyone enrolled in the undergraduate board program. FlyBy is available at the Science & Engineering Complex (SEC) and in the lower level of Memorial Hall. It's open from 11 am-2:30 pm weekdays for a to-go meal of sandwiches, salads, soups, and snacks; it's open to all class years, no need to pre-order.

THE NUTS AND BOLTS OF A COURSE

I. Course Websites

A course website is your friend! All Harvard students regularly check the course website, and it's the best place to post info about the course and do several useful things:

- collect assignments and papers: neat, time-stamped, and students can't complain about an email getting lost or similar excuses
- set up discussion boards, for general discussion or for weekly response papers
- send an email to the entire course (or create section lists) without having to type in separate email addresses yourself; and also always having a list of all emails sent to the class over the entire semester
- post handouts, readings, links, assignments, or any other files

Canvas is the platform for FAS course websites. Faculty, staff, and graduate students are all encouraged to learn about the platform through workshops and online training, and to take advantage of help and resources available from the Academic Technology Group (ATG) at atg.fas.harvard.edu/canvas.

II. Managing Students

The Importance of Good Records

Generally, we think about a TF assignment as an opportunity to teach. However, part of a successful semester as a TF involves being a good administrator. It is not unusual for a TF with a normal 2 section course-load to have to manage, administer, and keep track of nearly 40 different individuals with different interests, abilities, problems, and schedules. You might be the best teacher and best discussion leader in the world, but if you fail to administer the course “fairly”—from responding to e-mails promptly to grading work consistently—then you run the risk of drawing the students’ (and the instructor’s) ire.

Perhaps the most important step in administering a class successfully is creating a system of records for the course that works for you. Here is a list of things you will probably want to keep track of:

- Create a spreadsheet for each section to keep track of all the grades. This should be relatively easy to do before the semester by looking at the assignments on the course syllabus. Confer with fellow TFs, as they might have already created one that you can borrow. As you fill it out throughout the semester, make sure you keep it confidential and make sure you keep back-up copies of it—print it out every time you change it if you need to—as computers fail for teachers almost as much as they do for students.
- Create a spreadsheet for attendance, if necessary. Some instructors have strict attendance policies for lectures and/or sections, so make sure that you are keeping track of it because you want to give students credit for their efforts. Whether you take attendance by roll call, by eye, or by sign-up sheet, it is not a bad idea to keep a paper record in addition to electronic records.
- Create an electronic file for all course-related e-mails and correspondence with students. First, this will help keep your overflowing Inbox smaller, and more importantly, it will help you keep track of e-conversations in case any problems or questions arise. You should also get in the habit of cc’ing yourself for all course-wide/section-wide e-mails you send out as well.
- Class participation is graded very differently from course to course. For some instructors, they expect you to give a grade for each meeting, while other instructors go by an “impression” obtained by the end of the semester and use participation as a potential “fudge factor” as to whether a student’s calculated grade gets moved up or down. The more participation counts as part of a student’s grade and the more strictly it is graded, the more important it is for you to take 20-30 minutes after each section to grade and/or write notes about what students said in section. Generally, trying to do this during section is distracting to you and your students, so it is best to do it afterwards (as soon as possible, when class is still fresh in your mind, is ideal).
- Depending on the course head’s preference, you might want to have a file/folder for each section you teach for the various pieces of paper that students might hand to you over the course of the semester—doctor’s notes, letters of accommodation for tests, etc. Keep it somewhere safe, as these things are usually confidential.

It might seem like worrying about good records and paperwork might turn you into a bit of a bureaucrat, but really, the reason behind these efforts is to ensure that you are being as fair and impartial to your students when it comes to their grades. There might be other things that you will need to keep track of for individual courses—don't be afraid to approach former TFs about their methods.

Attendance Policy

A course's attendance policy is determined by an instructor and enforced by you. This means that you want to make sure that it is clear to you so that you can explain it to your students and so that you can enforce it fairly. There are some questions that you will want to know the answer to. Is lecture attendance mandatory? If it is mandatory, how many unexcused absences is a student allowed without consequence: 3, 4, etc.? If a student exceeds the limit of unexcused absences, what are the specific penalties? What if a student greatly exceeds the limit? Is section attendance mandatory? Do section absences only affect a student's class participation grade? And, if so, how? Or is there an additional penalty? Are there ways to "make up" absences—such as extra response papers, etc.? What are acceptable excuses for an absence? As unexpected attendance issues arise, stay in contact with your course head and fellow TFs to ensure that course policies are being applied consistently.

Exceptions and Excuses

Harvard students tend to be over-involved in life outside of the classroom. This means that a lot of them will need to miss class because of extra-curricular activities and because of serious illness or injury. The Harvard University Faculty Handbook's language on student attendance is pretty clear:

All students are expected to attend classes regularly. Absence from academic exercises for whatever reason, including representing the College in extracurricular and athletic activities, does not relieve a student from responsibility for any part of the work required by the course during the period of absence. Students who, by their classroom absence, neglect work in a course may be excluded from the course. (See [Exclusion](#).) Students should not leave the Cambridge vicinity during Reading Periods or Examination Periods or for an extended time during the term without the permission of their Allston Burr Assistant Dean or Resident Dean of First-Year Students.

If a student claims that a serious injury or illness has prevented them from attending class, then you will want to give them the benefit of the doubt (i.e., don't express skepticism) and ask them for a doctor's note or a note from their Assistant Dean. Students with real injuries or illnesses will have no problems getting a note. If a student claims to be suffering from mental health issues, it is important to extend them the same courtesy as well, and it is entirely appropriate to ask for a note from a doctor or Assistant Dean. If a student misses an extended period of time and class assignments due to some kind of health issue, and you have documentation of the health issue, then you should, in consultation with the course head, allow the student a fair amount of time to make up the missed work.

If a student does not provide a note, you should feel free to contact the Assistant Dean and explain the situation and express your concern. Again, it is important to avoid sounding skeptical or antagonistic in these situations. Try to be sympathetic and concerned. Often you will find out that there is more to the student's story when you contact their Assistant Dean.

As for students who miss class because of their involvement with a sports team or another extracurricular activity, the course policy should be determined by the instructor. It is generally a

good idea to allow for a certain number of unexcused absences to allow students to miss the occasional class for just such occasions. If there is course policy excusing some absences for extracurricular activities, it needs to be applied fairly and evenly, from the football team to the debate team. As a rule of thumb, if a student approaches you and tells you that he or she will miss every Thursday lecture because of team practice, then you might advise them to speak to the instructor or to look for another class.

Dealing with Late Assignments and Extension Requests

Every course should have a clear policy about how late assignments—from minor responses posted on the course website to final papers—will be treated. For minor assignments, such as brief response papers, this might mean receiving no credit, or receiving a minor deduction (e.g., from a check to a check minus). For a more significant assignment, like a paper, this might mean some standard deduction per day late (e.g., 3 points per day late or one-third letter grade per day, etc.).

If a student approaches you before an assignment is due about an extension (and they will), then you should confer with the instructor. Serious medical issues are certainly reasons for extensions, as are deaths in the family. Express your sympathy and concern and politely ask for a note from a doctor or Assistant Dean at their earliest convenience. However, you will also encounter a variety of ambiguous excuses—“my team is going away for a tournament this weekend;” “my computer crashed;” “I broke up with my boyfriend”—that will require a judgment call. Discuss each case with your instructor or Head TF. If you’re teaching a course involving multiple TFs, you may want to defer these decisions to your Head TF or course head, and to make this procedure explicit to students. The most important question is whether it is fair to the other students to offer this student an extension. Would you offer the same extension to anyone else in this situation? However, don’t be afraid to enforce deadlines. For example, if a student needs to take an extra day to write a better paper because of a debate tournament this weekend, then losing one-third of a letter grade is a fair trade-off that student should be willing to accept if your policy is well-established and fairly enforced.

Dealing with Missed Exams

There are two types of exams: “hour and midterm examinations” (scheduled by the instructor and usually occurring during class time), and “regularly scheduled exams” (final exams scheduled during exam period and proctored by University staff). The rules on missed exams differ for the two types.

The rules for students who miss *hour and midterm exams* are clearly stated by the Faculty handbook:

Hour and Midterm Examinations

The administration of hour and midterm examinations is the responsibility of the instructor; these exams should normally be scheduled during regular class meeting times. In cases where hour and midterm examinations must be given outside regular class meeting times, the course head must offer a makeup examination for documented academic conflicts. Ordinarily, the Office of the Registrar has no role in the administration of hour or midterm examinations. Instructors are required by law to offer makeup examinations to students who are absent from hour and midterm examinations for the observance of a religious holiday. Instructors are not required to offer makeup examinations to students who are absent from hour and midterm examinations for other

reasons.

In cases other than absence for a religious holiday, if an instructor is satisfied that the absence is necessary and that omitting a grade for the missed hour or midterm examination will not affect the student's course grade, final evaluation of the student's work in the course may be determined from the remainder of the course work. The instructor may also elect to give a makeup examination. The responsibility for such decisions rests with the instructor only and not with the Dean's Office or the Administrative Board. Instructors may also decide whether to require the attendance of graduate students at hour and midterm examinations.

Although instructors are obligated to offer makeup examinations only in the case of absence for the observance of a religious holiday, students who have obtained proper Harvard University Health Services (HUHS) documentation of illness may not be penalized for their absence from hour and midterm examinations. The appropriate form must be signed by a HUHS medical professional and given to the student's Assistant Dean, who will write the student a letter acknowledging receipt of the HUHS form. This letter may be presented to the instructor as certification of the student's illness.

Students who will miss an exam for religious reasons should inform you or the instructor well in advance of the exam. If students do not show up for an exam unexpectedly, you should follow up with them as soon as possible. If they missed it for a medical reason, then they will need to provide the appropriate documentation. If they missed it for another reason, then the instructor will need to decide whether the absence is excused. Students whose absences are excused should be offered a fair make-up exam (usually a different exam from the one the rest of the class took).

For missed exams during exam period ("*regularly scheduled exams*"), the matter is out of the course head's hands and dealt with by the FAS Registrar's Office and Administrative Board. Procedures for dealing with this are outlined in the Faculty Handbook:

Students who miss a regularly scheduled midyear or final examination administered by the Office of the Registrar during the Midyear or Final Examination Period are given a failing grade of Absent (ABS), which will be changed only if the student is granted and takes a makeup examination. Unexcused absences are counted as failures. No other grade can be accepted. Exam substitutions not administered by the FAS Registrar's Office, including take-home examinations and special final projects, are not "*regularly scheduled*" examinations; therefore, ABS cannot be used in these cases. If, after an absence from a regularly scheduled midyear or final examination, a student is granted a makeup examination by the Administrative Board, the appropriate grade is then submitted after completion of the examination. A special grade sheet is provided for this purpose.

The Administrative Board of Harvard College has sole jurisdiction over granting makeup examinations for undergraduates. The FAS Registrar's Office has been authorized by the Graduate School of Arts and Sciences to approve or deny makeup petitions for graduate students. Course heads may not give a makeup midyear or final examination without notification from the

Office of the Registrar. Moreover, course heads may not give a makeup examination at any time or location other than that specified by the Office of the Registrar. The granting of a makeup examination by the Administrative Board does not imply that the student may receive credit for any assigned work in the course not submitted by the end of the Examination Period.

Makeup examinations are ordinarily granted by the Administrative Board in cases of medically documented illness or extraordinary circumstances over which the student had no control, such as a death in the family. Makeups are sometimes granted to undergraduate participants in intercollegiate competition, but only when examinations *in absentia* cannot be arranged. By vote of the Faculty Council, makeup examinations may also be granted when a student who is in good standing in the course misses an examination because of inadvertence, provided the petition is supported by the course head and filed on time. Undergraduate and graduate students in the FAS may be granted a makeup examination on the grounds of inadvertence only once during their tenure at Harvard.

If called upon to do so, course heads must prepare appropriate makeup examinations and grade them. Makeup exams are usually administered the third week of the term. Ordinarily a makeup examination should not be a duplicate of the original exam. Course grades dependent upon makeup examinations should be reported to the Office of the Registrar no later than one week after the date of such examination.

Note: Student athletes typically take exams in absentia, at the same time as the rest of the class, with a proctor assigned via exams/athletics. Departments and instructors typically do not need to do anything. Athletics is in touch with the Exams office about potential conflicts and the exams office reaches out to the instructor for the exam a few days in advance.

Grade-Grubbers and Re-Grades

One of the greatest joys of teaching at Harvard is getting to work with such smart and ambitious students. One of the greatest challenges of teaching at Harvard is getting to work with such smart and ambitious students. At some point in your TF career, a student will probably question a grade that you gave them. They might approach you directly or they might go to the instructor without telling you. In all fairness to the students, you might have made a mistake in calculating the grade, marked a right answer wrong, or misunderstood their paper. However, that is often not the case.

Ideally, your course has a clear re-grading policy. And hopefully, that re-grading policy is not seen as an easy way to turn an A- into an A—otherwise you and the instructor will be inundated with requests. This is something that you will want to discuss with the instructor and make clear to the students, usually well before the first major assignment. Typically, if you have given your student the grade, the instructor or perhaps the Head TF will do the re-grade. Some instructors will not allow any re-grading. Some instructors will be willing to help any student who comes along. Some will only re-grade assignments with grades below a certain level (say C+). One clever way to handle re-grading that discourages a flood of grade-grubbers (i.e., students just looking to get any extra points they can) is this: any assignment will be re-graded upon request, and this grade is final. That means the grade given might go up or down. Most instructors have their TFs' backs when it comes to grades. If the grade you gave is changed, don't feel insulted. Grading can be difficult and

subjective, no matter how hard we try to make it otherwise. And students know this.

As such, grade-grubbing often extends beyond single assignments. Many smart, ambitious students are very good negotiators and have enormous amounts of confidence in getting what they want. Sometimes they might appear bold, if not brazen, in their attempts to get a better grade in the course, but a lot of the times it is more subtle. Some will go behind your back to the instructor. Rather than get insulted or upset by this behavior, the best way to handle it is by speaking to the instructor about the student in private. If the student is pestering you, tell them that you will speak to the instructor about their request because the instructor decides the grade (which is somewhat true). The instructor is the ultimate arbiter when it comes to grades, and it is their responsibility to resolve disagreements regarding grades. If the student is going to the instructor about it, then you want to make sure the instructor hears your honest and often more familiar evaluation of the student and their work. Ultimately, you want the student's grade to be a fair and accurate evaluation of their work, especially in consideration of fairness to other students. One way to guard against grade-grubbing is to organize 'benchmark' grading sessions among TFs where you standardize your grading practices as much as you can, and to let students know that you do.

Students with Difficulties

(These sections are adapted from the FAS "Head TF Guide")

Instructors and Teaching Fellows are not responsible for counseling students on personal or emotional difficulties, even when those problems affect academic work. Undergraduate students who seem to be unusually upset or who are in need of special help should be referred to their Resident Dean (Allston Burr Resident Dean or Resident Dean of First-Year Students). Student's House affiliations are listed on the final course enrollment list (sent to the course head early in the semester). See attached list of Resident Deans by House, and do not hesitate to contact them should you have questions or concerns about a particular student.

Other useful resources are:

- The Mental Health Service of Harvard University Health Services: 617-495-2042
- The Academic Resource Center (previously Bureau of Study Counsel): 617-495-5734

Students with Disabilities

It is important to get information about students with disabilities as early in the semester as possible. You might need to make accommodations for students who have hearing or vision problems, writing problems, or particular needs in terms of note-taking, exam taking, access, section room arrangements, the taping of lectures, extra assistance, etc. Therefore, it is a good idea to make this announcement and ask students to contact you if they need special consideration as early as your first section, and well in advance of the first major assignment or the course midterm. The student in question should bring you a letter from the Disability Access Office (DAO) stating that the student needs extra time for assignments or exams or similar. You can contact the DAO at Smith Campus Center 470, 617-496-8707 or see <https://aeo.fas.harvard.edu/>.

Failing or Unsatisfactorily Progressing Student

If at any time during the semester you believe that a student is in danger of failing or is making unsatisfactory progress, you should communicate this with the student, speak to the course head, and contact the student's Assistant Dean. "Instructors may submit progress reports electronically from approximately the third week of the semester until final grading opens...these progress reports go to the Assistant Deans/Resident Deans of First-Year Students and are used only for advising and counseling purposes."*FAS Info for Faculty 2016-17

Bok Writing Fellow (formerly Departmental Writing Fellow)

The purpose of the position is to provide pedagogical support for the undergraduate curriculum. The Bok Writing Fellow (BWF) will be available for one-on-one consultations with students enrolled in departmental courses who wish to improve their writing. Consultations will be tailored to individual student needs and will include assistance in developing, assessing, and structuring arguments, as well as in understanding the conventions and expectations of writing sociology. The BWF will hold regular office hours and schedule individual appointments. In addition, the BWF will also organize and conduct department-wide initiatives to improve student writing as well as the quality of writing instruction that the department provides. The specific project will be developed in collaboration with the Assistant Director of Writing Pedagogy at the Bok Center (Jonah Johnson), the Director of the Harvard Writing Project (Jim Herron), and the Sociology department. Joey Wallerstein (jwallerstein@g.harvard.edu) will be the Bok Writing Fellow for 2022-23. For more information, visit the website for the Bok Writing Fellow:

<https://projects.iq.harvard.edu/sociologydwf/departmental-writing-fellow>.

The Harvard Writing Project

Grading and commenting on written work can be one of the more challenging and time-consuming components of undergraduate teaching. To support writing instruction across the University, [The Harvard Writing Project](http://instructortoolkit.harvardwrites.com) has compiled a helpful Instructor Toolkit: <http://instructortoolkit.harvardwrites.com>. This toolkit provides background on how Harvard undergraduates are trained to write in the expository writing program, suggestions for how to design more effective writing assignments, and tips for improving the quality and efficiency of your feedback on student written work. The Writing Project website also contains a helpful list of [resources for undergraduates](#) who wish to improve their writing.

III. Working with Your Instructor and Fellow TFs

Below is a list of some topics and questions you might want to bring up with the instructor and your fellow TFs. It is by no means exhaustive, and it is based on several topics covered throughout this handbook. Working for a large course will be very different than working for a small course, but getting some of these things figured out up front will help things go more smoothly.

Course policies

- Attendance
- Grading
- Late Work
- Extensions
- Re-grading
- Instructor's Expectations for TFs
- What is the role of the course section in relation to the lectures? Is it discussion or clarification and elaboration?
- How should you grade student assignments, such as reaction papers? How should you grade class participation? Is there a target distribution for the assignment or course?
- Are assignments (e.g., weekly reaction papers or major papers) already written, or will TFs be expected to help develop them?
- How much guidance will the instructor want to give for section? Or will the TFs be expected to work relatively independently?
- Will there be weekly (or bi-weekly) meetings for section planning with the instructor and all of the TFs?

TFs' expectations for each other

- How will you divvy up the various administrative tasks, especially at the beginning of the semester? (If you are in a large course, the Head TF is usually responsible for these things, but they generally can use your help.)
- Will you share section planning (e.g., alternating "taking the lead," typing notes, etc.)? Will you meet weekly, even without the instructor? Or will you work independently?
- Will you allow occasional "section switching" when a student from another's section needs to make up a section by attending yours? If so, how will you handle it?
- How will you handle grading major assignments, such as exams or papers? Will you have "grading parties"? Will you grade exams or papers "blindly"? Will you be responsible for only your own students? Will you "swap" some papers or exams to ensure your grading standards are calibrated fairly?

Free lunch (the Instructional Lunch Fund)

Yes, at Harvard there is such a thing as free lunch.

Funds are available to facilitate regular meetings over lunch (or breakfast, coffee, etc.) between course heads and their teaching fellows, teaching assistants, and/or course assistants to discuss course-related matters for an individual course. To be eligible for these funds, faculty and TFs, TAs, and/or CAs must meet for a minimum of 6 meetings each term. **Course heads may be reimbursed up to a maximum of \$13.00 per person (including the course head) per meeting**, for up to 15 meetings for the term.

Course heads seeking reimbursement for expenditures should submit their receipts via Concur. For additional information, contact Ann Lau (ann_lau@harvard.edu). Faculty teaching in General Education should contact gened@fas.harvard.edu. **Receipts must be submitted within 90 days of the transaction.**

- Faculty must submit receipts through [Concur](#)
- Keep track of the amount you are spending as the semester progresses. The funds are simply a contribution to meals. They may not cover the full cost.
- These funds are to be used only for **course-related instructional support staff meetings between course heads and their TFs, TAs, and/or CAs**. Other types of instructional or staff meetings cannot be charged to this fund.
- Course heads and TFs, TAs, and/or CAs must meet for the **minimum number of meetings** (at least 6 per term) to be reimbursed.
- Instructional lunch funds may **not** be used to purchase alcohol. They may **not** be used to pay for expenses outside of the provision of food and non-alcoholic beverages (such as transportation, office or meeting supplies, etc.).

APPENDICES

2022-23 Harvard College Allston Burr Assistant Deans and Resident Deans of First-Year Students

Academic Calendar

Teaching Fellow Pay Scale

Grading Rubrics

ASA Quick Style Guide

2022-23 Harvard College Allston Burr Assistant Deans and Resident Deans of First-Year Students

House or Office	First	Last Name	Office Location	E-mail @fas.harvard.edu	Office Phone
Adams	Charles (Chip)	Lockwood	Adams C-12	Adamshousedean	5-2260
Cabot	Ken	Thomas	Cabot A Entry	Cabothousedean	5-8744
Currier	Amanda	Lobell	Currier House	Currierhousedean; lobell@fas.harvard.edu	5-8101
Dudley	Laura	Chivers	10 DeWolfe St, #23	Dudleyhousedean	6-8912
Dunster (interim)	Bridger	Ruyle	Dunster E303H	Dunsterhousedean	5-2263
Eliot	Andrea (Andi)	Wright	Eliot N Entryway	Eliothousedean	6-5631
Kirkland	Jack	Huguley	Kirkland H-12	Kirklandhousedean	5-2276
Leverett (interim)	John	Nowak	Leverett F-5 28 DeWolfe Street	Leveretthousedean	5-2279
Lowell	Annie	Park	Lowell House Office, B entry, suite W120	Lowellhousedean	5-2283
Mather	Luke	Leafgren	Mather House Office	Matherhousedean	5-4829
Pforzheimer	Monique	Roy	56 Linnaean St.	pforzheimerhousedean	5-8176
Quincy	Nicole	Simon	Quincy 100	Quincyhousedean	5-2286
Winthrop	Remei	Capdevila Werning	Winthrop J-23	winthropousedean	5-2296
FYE – Elm Yard	Chris	Scanlon	6 Prescott St.	elm-yard-dean	5-1574
FYE – Crimson Yard	Dwight	Fee	6 Prescott St.	crimson-yard-dean	5-1574
FYE – Ivy Yard	Katie	Derzon	6 Prescott St.	ivy-yard-dean	5-1574
FYE – Oak Yard	Madeleine	Currie	6 Prescott St.	oak-yard-dean	5-1574

Email address suffixes are @fas.harvard.edu

Phone number are 617-495 or 617-496 prefix

For more information visit the Office of Student Life <http://osl.fas.harvard.edu/icb/icb.do>

Academic Calendar 2022-2023

Fall 2022

Check-In Deadline for all students	Aug.17 (W)
Course Registration Deadline	Aug.26 (F)
Academic year begins. First meeting of fall term classes (follow Monday schedule)	Aug.31 (W)
University Holiday: Labor Day	Sept.5 (M)
University Holiday: Indigenous Peoples Day	Oct.10 (M)
Classes will be held on Veteran's Day (Note: this is a Staff Holiday)	Nov.11 (F)
Thanksgiving Recess begins	Nov.23 (W)
Thanksgiving Recess ends	Nov.27 (Su)
Last Day of Fall Term Classes	Dec.1 (Th)
Fall Reading Period Begins	Dec.2 (F)
Fall Reading Period Ends	Dec.7 (W)
Fall Term Final Examinations Begin	Dec.8 (Th)
Fall Term Final Examinations End	Dec.17 (Sa)

Winter 2022-College:

Winter Recess Begins	Dec.18 (Su)
Limited Opening for Pre-Approved students	Jan.3 (Tu)
Wintersession Begins for Undergraduates choosing to return	Jan.13 (F)
Wintersession ends for Undergraduates	Jan.22 (Su)
Winter Recess Ends	Jan.22 (Su)

Winter 2022-Graduate School:

Winter Recess Begins	Dec.18 (Su)
Winter Recess Ends	Jan.3 (Tu)
January @ GSAS Begins	Jan.9 (M)
January @ GSAS Ends	Jan.20 (F)

Spring 2023

University Holiday: Martin Luther King, Jr. Day	Jan.16 (M)
Course Registration Deadline	Jan.19 (Th)
Spring Term begins. First meeting of spring term classes	Jan.23 (M)
University Holiday: Presidents Day	Feb.20 (M)
Spring Recess begins	Mar.11 (Sa)
Spring Recess ends	Mar.19 (Su)
Last day spring classes	Apr.26 (W)
Reading Period begins	Apr.27 (Th)
Spring Reading Period ends	May 3 (W)
Spring Examinations Period begins	May 4 (Th)
Spring Examination Period ends	May 13 (Sa)
University Holiday: Memorial Day	May 29 (M)
Harvard University Commencement	May 25 (Th)

TF Pay Scale – 2022-2023
Department of Sociology

Position	Fraction	Salary Per Term	Target Section Size
Bok Teaching Fellow *	0.20	\$6,195	n/a
Bok Writing Fellow *	0.20	\$6,195	n/a
Head TF (lecture, generally over 100 students)	0.20	\$6,195	n/a
Lecture Course			
First Section	0.20	\$6,195	18
Additional Section	0.20	\$6,195	18
Methods Course (Quantitative and Qualitative)			
First Section	0.25	\$7,743.75	15
Additional Section	0.25	\$7,743.75	15
Sociology 97 (Tutorial on Sociological Theory)			
First Section	0.30	\$9,292.50	8
Additional Section	0.30	\$9,292.50	8
Head Teaching Fellow	0.20	\$6,195	n/a
Sociology 98 (Junior Tutorial) – must be ABD	0.40	\$12,390	8-10
Sociology 99 (Senior Thesis Writing Seminar)	0.20	\$6,195	12-15
Sociology 99 (Senior Thesis Advising) *			
First Student	0.066571	\$2,062.04	n/a
Additional Students	0.066571	\$2,062.04	n/a
Concentration Adviser (per house advised) *	0.05	\$1,548.75	40

*Annual Appointment

Annual Base Salary (Senior Rate) \$61,950

Updated September 29, 2022

Grading Rubrics

Sample - Grading Rubric 1

1. The criteria for **grading papers** are:
 - a. writing style and format
 - b. clarity and organization
 - c. focus; cogency of argumentation
 - d. extent to which paper makes good use of appropriate evidence
 - e. extent to which paper presents the material and the analysis in an original, thought-provoking way
 2. **Grading of papers:**
 - A. Papers and examinations in the **A range** exhibit strikingly thought-provoking, original thinking and/or modes of presentation and argumentation, expressed in clear, cogent, error-free writing. Only work that makes excellent use of evidence and offers insightful analysis will be considered for an A grade.
 - B. Papers and examinations in the **B range** exhibit mastery of the evidence and offer a good analysis expressed in clear, cogent, error-free writing.
 - C. Papers and examinations in the **C range** exhibit inadequate understanding of the evidence and inadequate analysis and/or deficient, error-plagued writing.
 - D. Papers and examinations in the **D range** exhibit wholly inadequate understanding of the evidence or analysis combined with deficient, error-plagued writing.
- Pluses, minuses, or flat grades within any of these ranges reflect the instructor's judgment of the merits of the paper or examination relative to other papers in the same range.

Sample – Grading Rubric 2 *

Research Paper Grading Report

Name:

Writing Quality

Criteria	Credit
<i>Length:</i>	/5
<i>Spelling, Grammar, Punctuation:</i>	/15
<i>Organization of Information:</i>	/15
<i>Documentation:</i>	/15

Substance

Criteria	Credit
<i>Content:</i>	/20
<i>Integration of Course Material:</i>	/15
<i>Analytical thinking:</i>	/15

TOTAL POINTS: 0/100

COMMENTS:

ASA Quick Style Guide



www.asanet.org

Quick Style Guide

This document has been provided to assist students studying Sociology in properly citing and referencing their papers and essays. The information in this document is taken from American Sociological Association Style Guide (3rd ed.), 2007. We highly encourage students who plan to major in Sociology or pursue their masters in Sociology to purchase the complete Style Guide which features sections on: Editorial Styles, Mechanics of Style, Guidelines for Organizing and Presenting Content, and more detailed information on referencing your scholarly sources. The complete ASA Style Guide can be found at www.asanet.org/journals/guides.cfm.

Plagiarism

The ASA has a firm commitment to full and proper attribution and authorship credit, as set forth in the ASA Code of Ethics.

- (a) In publications, presentations, teaching practice, and service, sociologists explicitly identify credit, and reference the author when they take data or material verbatim from another person's written work, whether it is published, unpublished, or electronically available.
- (b) In their publications, presentations, teaching, practice, and service, sociologists provide acknowledgment of and reference to the use of others' work, even if the work is not quoted verbatim or paraphrased, and they do not present others' work as their own whether it is published, unpublished, or electronically available.

Text Citations

Citations in the text include the last name of the author(s) and year of publication. Include page numbers when quoting directly from a work or referring to specific passages. Identify subsequent citations of the same source in the same way as the first. Examples follow:

If the author's name is in the text, follow it with the publication year in parentheses:
...in another study by Duncan (1959).

If the author's name is not in the text, enclose the last name and publication year in parentheses:
...whenever it occurred (Gouldner 1963).

Pagination follows the year of publication after a colon, with no space between the colon and the page number:
...Kuhn (1970:71).
Note: This is the preferred ASA style. Older forms of text citations are not acceptable: (Kuhn 1970, p. 71).

Give both last names for joint authors:
... (Martin and Bailey 1988).

If a work has three authors, cite all three last names in the first citation in the text; thereafter, use *et al.* in the citation. If a work has more than three authors, use *et al.* in the first citation and in all subsequent citations.

*First citation for a work with three authors:...*had been lost (Carr, Smith, and Jones 1962).

Later...(Carr et al. 1962)

1 American Sociological Association.2010. *American Sociological Association Style Guide*. 4th ed. Washington, DC: American Sociological Association

Notes:

