

CETL 2000 | 8000 Syllabus

UTA | GTA Preparation, 2000(CH1) and 8000(CH2), 1 credit

Fall 2026

Instructor Information

Instructor: Dr. Jessica Deutsch

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General Course Information

Description

CETL 2000| 8000 (CH1, CH2) emphasizes practical skills needed to effectively educate Undergraduate and Graduate TA's who will be working in courses within the School of Chemistry and Biochemistry or other STEM Schools. Given the inherently interactive and discussion-based nature of the course, regular in-person attendance and in-class participation are expected.

Course Learning Outcomes

By the end of this course, students will be able to:

- Foster critical thinking and student engagement
- Manage students and the learning process
- Evaluate student learning and your effectiveness as a teacher

Required Course Materials

- Course materials will be provided via Canvas.

Grading Policy:

*A 10% per day late penalty deduction will apply to all assignments unless otherwise specified by Dr. Deutsch

Description of Graded Components

ATTENDANCE & CLASS PARTICIPATION (30%):

Students are expected to attend each class on time and willingly engage in each class discussion. Please see the “Attendance and/or Participation” section for more information.

MICROTEACHING (25%):

Each TA will be given an opportunity to teach a topic in your field for a short period of time and get real-time feedback from peers. This is a great opportunity to work on issues of concern such as speech volume, pace, clarity in speech and handwriting, nervousness, engagement, eye contact, etc. Vulnerability is key to receiving microteaching feedback.

TEACHING OBSERVATION (25%):

Your actual teaching (i.e. content delivery and classroom or laboratory management) during a laboratory session, recitation, or other relevant teaching modality will be observed for constructive feedback. If necessary, a video recording of your teaching may be submitted.

HOMEWORK (15%):

Students are expected to honestly reflect on your teaching, engage in classroom activities, and complete assignments.

LEISURE LOG (5%)

TA's will keep a weekly log documenting their efforts to engage in leisure and rest. This activity is meant to promote well-being of the teaching assistants, help TAs with time management skills, and to recognize the importance of the wholistic individual.

Course Policies

Attendance and/or Participation

Students are expected to attend each class on time and willingly engage in each class discussion. Given that we cannot feasibly offer make-up opportunities for missed class discussion each week, some participation activities may be made up to accommodate student absenteeism due to illness or emergencies. In the event of an illness or medical emergency, please do NOT come to class in person. Seek medical attention instead of reporting to class, and if appropriate, contact the Office of the Dean of Students. Ongoing absences will be addressed according to guidance offered by the Institute leadership, Office of the Dean of Students, and/or Dr. Deutsch's discretion. Students who are ill should inform the instructor as soon as possible via email.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Campus Resources for Students

Undergraduate Student Academic Success Resources:

Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.

Graduate Student Academic and Professional Success Resources:

A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- Academic Resources such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance.
- Student Resources such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- Professional Development such as the programming from the Career Center and other professional development resources and events”

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A comprehensive list of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being