

CETL 2000/8000-EAS Syllabus

CETL 2000-EAS Undergraduate Teaching Assistant Preparation, 1 credit

CETL-8000-EAS Graduate Teaching Assistant Preparation, 1 credit

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Instructor Information

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General Course Information

Description

Education is the most powerful tool to use in creating an informed public. Within STEAM (science, technology, engineering, art, and math) courses, effective instruction helps to create a more scientifically literate population, empowering students and adult learners with the tools needed to think critically about real-world issues and make effective decisions that improve society for all.

At Georgia Tech, the foundation of course instruction, especially within our introductory courses, is driven by graduate and undergraduate students instructing as teaching assistants (TAs). TAs have a unique role of instructing students while still maintaining “student” status, allowing students within their courses to feel more comfortable with seeing help in class from TAs.

As a TA, **you are an instructor!** Knowledge and application of effective instructional tools will make you a more effective TA, leading to a more positive educational experience for your students.

The goal of this course is to utilize a combination of the instructors’ own instructional experience with that of Georgia Tech policies and science education research to help you learn about best practices for successful TAing as well as how to improve your instructional abilities.

Course Learning Outcomes

- Refine skills to effectively communicate course material within lecture or lab sections of the course you are TAing or plan to TA.
- Create and/or implement active learning within your instruction.
- Practice navigating challenging in-class or out-of-class situations.
- Reflect on your growth as a TA.
- Develop a work/life schedule balance between TAing, research, coursework, and outside-of-school life demands.
- Explore additional opportunities in teaching.

Required Course Materials

All required materials will be provided within Canvas. This is an Open Educational Resources (OER) course.

Grading Policy:

This is a pass/fail course. To pass this class you are required to successfully complete **all** course assignments and participate actively during class.

- Satisfactory (passing grade): All assignments are completed
- Unsatisfactory (failing grade): One or more assignments are not completed

Description of Graded Components

Assignments will include the following:

- Journal reflection exercises: Every 1-2 weeks, students will be assigned a journal reflection assignment in Canvas. You will comment on one or more topics related to discussion from class as well as how course topics relate to your teaching experience and future teaching.
- In-class participation activities: Each week, you will actively participate in class through discussions and/or active learning exercises to gain experience and confident with teaching endeavors.
- Teaching demonstrations: You will facilitate two teaching demonstrations throughout the semester to practice teaching.

Course Policies

Attendance and/or Participation

This is an in-person class and your regular attendance is vital for your learning and that of your classmates. Many course meetings will include active discussions—your contributions are encouraged to ensure robust conversations take place.

Attendance will be taken using the Canvas attendance tool. Missed classes can be made up by meeting with one or both course instructors. See the [Georgia Tech Catalog](#) for more information about absences for medical emergencies, personal illness, and participation in approved Institute activities. Notify us of absences for religious observances within the first two weeks of the term.

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 us and that we have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, we encourage you to remain committed to the ideals of Georgia Tech while in this class.

Pre- &/or Co-Requisites

[If applicable, list pre-requisites here. In some instances, you may also want to describe the background knowledge/experience that is most likely to lead to success in your course (this is often relevant in a graduate level seminar and upper-level elective courses).]

Collaboration and Group Work

Class meetings are designed to be interactive. We model active learning techniques and lead class discussions. Your contributions are essential to the engaging learning environment we hope to create!

Use of Generative AI

Journal reflection exercises are opportunities to reflect upon your interactions with students and the techniques that you use in the classroom. It is not appropriate to copy and paste text from generative AI into these entries.

It is appropriate for you to use generative AI for brainstorming and grammar. Disclose your use of AI with each assignment.

Extensions and Late Assignments

Extensions are granted for excused absences. See the Attendance/Participation section for more information.

Inclement Weather and Digital Learning Days

In the event that campus is closed, we will communicate if class will be canceled or held as a Digital Learning Day via a Canvas announcement.

Student Use of Laptops and Mobile Devices in the Classroom

You are encouraged to use devices to facilitate your learning. Ensure that your screen is not a distraction for others around you. If your screen becomes a distraction for you or others, put it away.

Additional Course Policies

[There are a variety of additional policies you might include in your in your syllabus, depending on your specific context and approach to your course. For example, many instructors include at least one of the following policies explicitly on their syllabus ([View additional course policy examples](#)):

- *Food and drink in the classroom*

- *Freedom of expression and guidelines for discussion*
- *Recording class activities]*

Campus Resources for Students

Undergraduate Student Academic Success Resources:

A list of resources for undergraduate students' academic success and information about advising can be found at [Success at Tech](#).

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 ([student-resource-guide \(gatech.edu\)](#))

Additional Syllabus Components [remove this heading from your final syllabus]

[Depending on your specific context, as well as your own approach to your course and your teaching, you might decide to add other components to your syllabus. Research suggests that a more detailed syllabus is seen by students as a sign of teaching effectiveness, instructor approachability and flexibility, and as a motivating factor in class preparation. Additional information on your syllabus might include:

- *a statement of your teaching philosophy;*
- *Consider linking to [the strategic plan](#) and emphasizing the intention to create a holistic learning environment where all individuals can grow and learn to lead healthy, purposeful, impactful lives;*
- *a statement about the importance of student mental health and well-being.*
- *rationale for your teaching techniques;*
- *grading rubrics;*
- *information about labs, recitations, etc.;*
- *advice on how to succeed in your course.]*