

CETL 8802 Syllabus

Course Information

Course Prefix and Number: CETL 8802

Course Name: Graduate Teaching Assistant Preparation

Instructor: Borela Valente, Rodrigo

Course Description

This course prepares graduate students for success in their role as teaching assistants and, ultimately, as instructors. It introduces the core principles of learner-centered instruction, responsive pedagogy, and effective teaching practices, then builds toward the design of learning experiences grounded in the learning theories.

The course moves through three arcs. The first establishes foundational teaching assistance skills: grading and rubric design, actionable feedback, office hours, course logistics, and crisis response. The second turns to how people learn: the cognitive and affective dimensions of learning, universal design and accessibility, and the design of instruction, and culminates in the teaching practicum, where you deliver instruction to your peers. The third addresses backwards design, learning theories, and authentic assessment frameworks, culminating in the coursework design practicum.

Throughout, the course addresses the design of pedagogy and coursework in the age of generative artificial intelligence (GenAI), including program-level AI learning outcomes, artifact-level GenAI policies, and new assessment formats.

The course emphasizes reflection, adaptability, and community building as essential aspects of instructional support. Students will form a community of practice, exchanging experiences and strategies with peers. Every session pairs an instructional component with an in-class activity, and through two practica you will engage in reflection, self-evaluation, and peer feedback to strengthen your instructional skills and confidence.

Course Learning Outcomes

By the end of this course and upon successful completion, students will have achieved the following goals:

Instructional support and classroom practice

- Design and apply consistent grading rubrics and actionable feedback that make assessment fair, consistent, and defensible.
- Host effective office hours that use active listening and responsive pedagogy to surface and address student misconceptions, providing structured yet flexible support to diverse learners.
- Develop and manage course logistics that minimize disruption and prepare you to address crises when they arise.

- Implement strategies to uphold academic integrity, fostering a culture of honesty and accountability.

Delivery of dynamic instruction

- Apply principles from learning science to enhance attention, retention, and knowledge transfer.
- Address non-cognitive factors such as motivation, stress, and resilience to support student success.
- Design and deliver instructional sessions (lectures, recitations, or reviews), both prepared and impromptu, that are engaging, accessible, inclusive, and adaptable to diverse learners.

Design of learning and assessment activities

- Create measurable learning objectives using Bloom's Taxonomy, Webb's Depth of Knowledge, and the SOLO Taxonomy, and align activities and assessments to them so that learning scaffolds toward knowledge integration.
- Develop assignments that emphasize real-world relevance and that state expectations, purpose, and goals transparently to promote active engagement.
- Incorporate inclusive and transformative strategies that connect coursework to students' diverse backgrounds.

Design of coursework for a GenAI-augmented context

- Articulate what students should be able to do with, without, and about GenAI in a given discipline as measurable outcomes, using the Program-Level AI Learning Outcomes (PLAI-LOs) framework to align them with course- and program-level outcomes.
- Author artifact-level GenAI policies that specify acceptable use for an individual assignment and justify that choice pedagogically.
- Design assessments that verify individual understanding and evaluate their trade-offs in cost, scalability, and equity.

Required Course Materials

There is no required textbook for this course. All required readings and handouts will be distributed via Canvas.

Grading Policy

This course uses a Pass/Fail grading system. To achieve a passing grade, you must:

- Attend scheduled sessions and engage actively in all in-class activities, within the three-absence allowance described in the Attendance Policy.
- Submit all components of the coursework design practicum by the specified deadlines.
- Submit all components of the teaching practicum by the specified deadlines.
- Complete any required make-up assignments before the following class meeting.

Failure to meet any of the above results in a grade of Fail.

Description of Graded Components

Attendance and participation. Each class session pairs an instructional component with a hands-on in-class activity. Participation is assessed through completion of the session handout and active contribution to the activity.

Teaching practicum. Delivered in four parts across the semester, the teaching practicum asks you to design and deliver instructional sessions (both prepared and impromptu) and to engage in structured self-evaluation and peer feedback.

Coursework design practicum. In this practicum you will design a learning artifact for a course in your discipline. Components include measurable learning objectives, an aligned activity and assessment, a transparency-in-teaching assignment framing, an artifact-level GenAI policy tagged to a relevant PLAI-LO, and a verification-of-understanding component.

Make-up assignments. If you miss one of our in-class activities, you will be expected to complete a make-up assignment before the following class. For sessions with an instructional component, the make-up assignment consists of completing the handout for the class activity and writing a short essay discussing the topic covered in class and how it relates to your teaching assistant experiences. For practicum presentation days, review the recorded or written materials of the presenters you missed and submit written peer feedback for each.

Class deliverables. All class deliverables will be handled via Canvas and Teams. Note that the period offered to complete the course assignments is plentiful, and to ensure the planned activities take place accordingly, no extensions will be granted.

Attendance Policy

Our class will be offered in person only; however, we will not be meeting every week. Please see the living schedule for information about dates and activities. The semester includes 26 class meetings; the three-absence allowance is calculated against that total.

Attendance at all scheduled sessions is mandatory; you are allowed three unexcused absences. Absences resulting from conference presentations, job talks or interviews, family emergencies, or incapacitating illness are considered excused and do not factor into your unexcused absences allowance. Make sure you submit appropriate documentation in those cases so that they can be adequately accounted for. In either case, you will be required to complete a make-up assignment for all (excused or unexcused) absences.

This attendance policy might come as a surprise in a graduate-level course. This policy exists because the course is entirely designed around active learning experiences with your classmates, with whom you will form a community of practice.

Timeliness. Please arrive on time; late arrivals are disruptive to our class activities and disrespectful toward classmates who arrived on time. A strict timeliness policy is enforced: if you are more than 10 minutes late, you will be asked to leave, your attendance will not be recorded, and you will be expected to complete a make-up assignment.

Exceptional circumstances. Any request for exceptions to these policies should be made in advance when possible. Requests should be due to incapacitating illness, personal

emergencies, or similarly serious events, and should be accompanied by a supporting letter issued by the Office of the Dean of Students: <https://studentlife.gatech.edu/request-assistance>

Academic and Research Honesty/Integrity Statement

Students are expected to read, understand, and abide by the Georgia Tech Academic Honor Code. As graduate teaching assistants, you occupy a dual role: you are bound by the Honor Code as students, and you are stewards of it as instructional staff.

- The Honor Code — <https://osi.gatech.edu/students/honor-code>
- Office of Student Integrity — <http://www.osi.gatech.edu/>

Collaboration with classmates is an important learning method in this course and is encouraged throughout our in-class activities. Deliverables submitted for the practica must reflect your own instructional design work and your own reflection on your teaching assistant experience.

Artificial Intelligence Policy

This course takes the position that GenAI policy is most useful when it is set at the level of the individual learning artifact rather than the course as a whole. We will therefore model the practice we teach: each assignment in this course carries its own GenAI policy, stated on the assignment itself, along with the reason for it.

Three categories will be used across our assignments:

- **GenAI-forbidden.** The learning outcome depends on you producing the work yourself. This applies to reflective writing on your own teaching experience and to the impromptu components of the teaching practicum. Submitting AI-generated content for these artifacts will be treated as academic misconduct.
- **GenAI-permitted.** You may use GenAI to brainstorm, explore alternatives, or clarify concepts, then independently produce the deliverable. Disclose the tools used and how you used them.
- **GenAI-required.** Some components will ask you to use GenAI deliberately, for example, generating a draft assignment or a set of solutions in order to critique its quality, identify what it fails to assess, and design a verification component around it.

You are responsible for ensuring that all submitted work reflects your own understanding and original expression. If you are unsure whether your use of GenAI is appropriate for a given artifact, ask before you submit.

Accommodations for Students with Disabilities

Your access to this course is extremely important to us. The Institute has policies regarding disability accommodation, which are administered through the [Office of Disability Services](#). If you are a student with learning needs that require accommodation, please request your

accommodation letter as early in the semester as possible so we can arrange your approved academic accommodation. Please also email me as soon as possible 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. This syllabus summarizes my expectations for you and what you can expect from me. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. I encourage you to remain committed to the ideals of Georgia Tech while in this class. [Expectations of Advisors and Advisees](#)