

General: All communication on course administration and other details will be via email. Please check your email daily, and respond promptly to requests for information. There will be occasional staff mtgs, especially early on in the course.

Notify Prof. Bazarov as soon as possible of any students who consistently miss work or whose work is of poor quality. *We want to intervene early and often to make sure that everyone learns as much as possible from the course.*

Record Keeping and Grades: All lab and homework grades should be recorded directly in Blackboard. Go to www.blackboard.cornell.edu. Please record grades promptly after you complete grading of each lab or assignment. The Prof will be monitoring these grades to check that you're grading in a timely fashion and maintaining appropriate means and standard deviations, and to identify students in need of attention.

Labs: Each student must complete all 12 labs to pass the course. Most of the learning in this course occurs in lab. Consequently, *the lab TAs are much more important than the lecturer in determining what the students learn.* Don't take a passive approach to the lab; e.g., don't wait for students to come to you with questions. *You should be constantly on the move, quizzing students on key ideas to focus and motivate their in-lab activities.* Prepare a list of questions before coming to lab, including suggested additional activities for students who finish early, and want to earn a higher grade. *You absolutely must perform the experiments first on your own.* Also, attend the lectures and stay subscribed to the mailing list discussion.

In addition to grading the lab write-ups, *please keep track of the in-lab performance of each student, and how each student contributes to his/her group's work. This will be used to determine the "participation" component of each student's final grade.*

Students from other sections may make up work in your section only with your permission (preferably requested in advance by email.) Please have them show you their work; initial and date that work in their lab books, so that their TA knows that they did the work (and didn't just copy it from someone else.) Don't allow students from other sections to consistently show up in your section just because it's more convenient for them; they should only show up to make up work that they were unable to complete during their regularly scheduled time.

Make sure that your students clean up after each lab, returning components and probes to their correct locations. No piles of resistors on the benches!

Mark Lory-Moran (ml622@cornell.edu) is in charge of the lab equipment. Attach an explanatory note to any malfunctioning equipment and place it the mid-room. Put a note if you are out of components or email Mark directly. Throw out broken electronic components. *Make sure the doors to all the individual rooms are locked, and that the main door to the lab is locked before you leave.* Theft is a very serious problem!

Grading Lab Reports: Grading can be a time consuming process, but it is very important. One of the best ways for the students to learn is through the feedback given by the grader. You should always approach grading from the perspective of helping the students to learn in a friendly manner. You have to read everything that the student writes and supply friendly comments, but do not be surprised if none of them read what you write. If something is wrong you need to put a red X nearby to let the students know that it is wrong, and you should also write out, in a friendly manner, how to do it properly. Do not write down rude criticism, but instead state how to do the problems correctly from the point of view of a friend giving an explanation. If the student does something good you should also write 'good' as a reward. Try to give some positive

encouragements in addition to stating what is wrong. You should grade in *red ink* (pens available from the Department office).

First, look up the breakdown of points for each lab Chapter. ***Refer to a spreadsheet file posted on the Blackboard for guidance.*** E.g. the total number of points for all experiments in Chapter 1 is 88 (perfect cookbook lab). Then for each experiment you subtract points from this value for things missing or done wrong and add points for extra things. ***Clearly indicate what you are taking off points for*** (e.g. put -2 next to the wrong statement) and indicate a correct solution in the student's report. Also indicate good things (e.g. put +2 near something good). Label each experiment 8/10 (something minor missing), 12/10 (extra points), etc. and the final xx/88 (***do not scale the score to 100 when entering to the Blackboard***). Students will be warned that in the first few reports they are likely to receive universally lower grades (reduce the total score by about 10-15 points for a well-done cookbook report for Lab Units I and II, which may contain some minor deficiencies such as incomplete list of components, illegible writing, improperly labeled trace sketches, missing units, irrelevant prose, etc.). Such a strict(er) initial grading is done to get the students' attention and to provide them an early feedback so they can rectify basic errors and misconceptions of how a report should look like in the beginning of the term. Lab grades may be normalized by section at the end of the semester depending on how (in)consistently various people graded. This semester we will be using ***score cutoff*** to reduce the lab load (students scoring larger than the cutoff will receive the full credit for that week). Nevertheless, you need to enter the actual score into the Blackboard gradebook. I will explain more when we have our first TA mtg.

Labs turned in late should be penalized 5 points per week. ***The lab book should provide a complete record of in-lab activity. Enforce this strictly!*** The lab handout gives guidelines for maintaining the lab book as does the Lab Manual Appendix A.

If you have not graded this course before then I would like to grade at least one report together with you and discuss how to grade. It is essential that all the TAs grade uniformly (not too lenient, not too strict), so that the score does not need to be recalibrated. We'll be checking for consistency of the scores after several labs have been graded, and then you may have to readjust your style to make grading more consistent across the different lab sections.

Grading Homework: There will be a homework assignment each week (except for the prelim week and the last week of classes). TAs will rotate grading so that the final grade at the end of the semester is normalized. One TA will grade HW1 for the whole class, the next TA will grade HW2 for the whole class, and so on. A written schedule will be distributed to the TA's once the class settles in. The Prof and the TA will be preparing a solution set. The TA grading that HW will proofread the formal set by Wednesday before it is made available to the students the following Friday. The general procedure for grading homework will be first to decide on the breakdown for each problem in the set based on its difficulty. The sum of points for a perfectly executed homework set should be 10.

Exam: TAs will help in proctoring the mid-term and final exams. All TAs will participate in grading of the exams. Arrangements will be made prior to the exams. Ideas for exam problems (e.g., based on common problems encountered in lab) are welcome.

Office hours: Each TA should have a weekly office hour. ***Please schedule them immediately before or after your lab section when the students' reports are due, and hold them in the lab.***