Lecture 0: Course Expectations

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Expectations for the course

Instructor Expectations (40 Hours/week with 11 lectures and 300 students)

The instructor for ECE 271 has the following responsibilities.

1. Textbook selection. Read multiple textbooks on the topic area and select the best text and chapters from that text.
2. Course website creation and maintenance. This includes lecture website, lab website, and Canvas.
3. Curriculum development: homework, lectures, lab hardware, lab website, lab manual.
4. Learning assessment: Creation of midterms and final exam.
5. Supervise GTAs and TAs.
6. ABET reporting.
7. Office hours and email response. Emails are answered 9 AM - 4 PM on Monday through Friday. Office hours are listed on the OSU website for the instructor and on the signature of e-mails.

Graduate Teaching Assistant Expectations (20 Hours/week with 100 students)

The GTA grades homework and exams.

Teaching Assistant Expectations

1. Conducting and assessing labs. TAs work together with other TAs to guide students through the lab curriculum and assess student progress on Canvas.
2. Office Hours. TAs hold office hours and assist with questions about lab or lecture.

Student Expectations

1. Read the textbook to learn about lecture topics before lecture.
2. Attend every lecture and ask clarifying or elaboration questions.
3. Take notes during lecture and actively participate in lecture.
4. Review and reorganize notes after lecture.
5. Work on homework problems the day they are discussed in lecture, not the day they are due.
6. Work in study groups after finishing your homework questions to compare method and result for homework questions.

7. Write professional emails.

8. Maintain a professional attitude during lecture, lab, and office hours.

Discussion Examples of Past Evaluations

1. “More timely feedback on exams (Midterm 1 took weeks after we were told it would be done to be graded and posted)”

   Results: The instructor was traveling on a business trip for a week, and the GTA complained about how much work it was to grade the midterm. Upon getting back from the business trip the Instructor had to grade the exams during spare time. The GTA was not rehired next term.

2. “Yes, attendance was mandatory and that was made clear, but the professor actively went out of his way to punish those who missed even one lecture it seemed. Handwritten lecture notes were not posted online, and answers to midterm and final reviews were only shown in class, and not posted online along with the review documents.

   My friend missed the class before the final, and sent an email to the professor asking when and where the final was. He received a condescending email back that conveyed the instructor's reluctance to even provide this information.

   What was required for homework and assignments was very clear, which was good. Answers to questions in lecture were typically condescending, like the "I know this, why don’t you?" or, "It’s really obvious, it should be clear" type of answers.

   All-in-all instructor’s course was good, but I think the instructor should take time to focus on pedagogy and learning how he can improve his teaching style and interaction with students to make the course go more smoothly.”

   Results: Expectations are now reviewed during the first lecture. I’m busy and don’t have time to repeat myself.

3. “Please revise the lab handbook, and revise it in such a way that someone with very little prior knowledge of digital logic could understand the majority of the handbook.”

   Results: No. You will have to get some prior knowledge before you will be able to understand the lab manual. I recommend reading the textbook, attending lecture, and attending office hours.

4. “Those TA's are really helpful.”

   Results: I agree. My TAs were some of my best students from the prior term, and they have small class sizes and lots of time per students. They are wonderful. I was an undergrad TA like them in 2003 - 2006.

5. “Let me just complain something.

   First, he is helpless with me and friend’s questions after class. He always just say: go home and read textbook

   Second, I emailed him about some really important thing on the middle of the term, and he never gave any response

   Finally, I know he is really smart man, but please explain those complicated knowledge clearly, slowly. I am not that much smart that can understand anything with a glance.”

   Results: These evaluations are anonymous, but I’m fairly certain I knew who this student
was. English was their second language and came to ask questions after every single lecture and most of my office hours. My answers after lecture will be about 15 seconds each, especially if there is a line of 10 to 15 students. After lecture is time for a quick answer, not a second lecture. It wouldn’t be fair to everyone else waiting to ask a question.