When are we going to hold office hours?

- According to the Piazza poll, people want office hours on Tuesday, but we want to have them right before the psets due date (Friday). Probably Wednesday and Thursday or even Friday morning if a TA is available at that time.
- We’ll have a different office hours schedule this week because the pset was rescheduled to Monday.
- Sarah will organize office hours schedule. We’ll have 2 shifts of office hours on Friday and 2 on Monday

LAs: remember that you should COACH, not tutor. Remember to not say things that a student could be saying. Please review the slides if possible.

Entering attendance grades:
We will get instructions on how to enter attendance grades soon. We will do that in the gradebook module available on Stellar.

Today, Prof. Meyer told students sitting somewhere different than they were assigned to email 6042-webmaster about it. UTAs will reassign people if necessary.

We’ll try to have 1-2 UTAs per section.
Friday 1pm → Maybe Lisa? (she was there last week)
Friday 2:30pm → Elizabeth
Monday 1pm → Tasha & Ben
Monday 2:30 → ?

We have 7 LAs for 1pm and a lot of LAs for 2:30pm, and there are too many students saying they need to be in the 1pm section.

A UTA could take team coaching as a responsibility. Ben might do it at the end of the semester.

We might be able to find 2-3 students who are capable of being a Student Lab Assistant because they really shouldn’t be in the class.

LAs: if your team doesn’t have problem handouts, they are being printed before class and they are usually in the front desk. Go look for them and bring them to your students!! Also, check if other teams are missing problem handouts too and help them get some.
Ask people whether there are any questions about that day’s materials or previous in-class problems before problem solving session starts. Always ask other students in the table first, and if no one can answer, answer the question yourself. It is OK to take ~10 minutes in doing this. **REMEMBER:** the purpose of this class is not to walk through all the material, but to learn the material by working on the problems together. It is OK if students don’t finish all the problems assigned for a day. However, students are responsible for all the problems in the handouts, and they should solve them later.

Make sure you know the **checkmark protocol.** It is explained in the class information website: [http://courses.csail.mit.edu/6.042/spring15/classinfo.shtml](http://courses.csail.mit.edu/6.042/spring15/classinfo.shtml)

Unless you have taken/been an LA in this class before with Professor Meyer, you are expected to know all the course material: videos, slides, textbook, problems, etc. Also, if you have any suggestions for Professor Meyer, let him know so that we can make the class better. :) Especially, make sure you know the problem solutions very well so that you can check the students’ solutions when they write them on the boards.

Prof. Meyer has just updated all the dates and problems.

We will create a question forum for staff to ask each other any questions we have about the class material. :) **We have a midterm scheduled in two weeks!**

- UTAs are all expected to contribute on a rotating basis with proposing problems for psets and exams. We also need people to make a question bank for the first midterm.
- In general, we’ll try to have a draft for each exam one week in advance.
- We’ll have ~2 LAs take the exams to measure their difficulty. They shouldn’t take more than \( \frac{3}{4} \) the time a student should take.
- We will have a pset due before the midterm.

If anyone has an original problem that they’d like to suggest for psets/midterms, let the instructors know!

We’re not really expecting to have original problems for psets/midterms, it is OK to recycle problems from previous semesters, but we want to make sure that they are not too recent or they aren’t freely available online.

UTAs should fill in an ps[n].tex file and put it in the SVN repository.

A problem set shouldn’t take more than 3 hours to any -decently performing- student.
On every single problem, students should make a collaboration statement saying who helped them solve it, and also write how long it took them to solve+write it. Also, if they get stuck, they have been asked to say where they got stuck, and we'll give them partial credit for that.