GT1000 First-Year Seminar Team Leader Handbook

Clough Commons, Suite 205
Atlanta, Georgia, 30332
404-385-7436
www.enrichment.gatech.edu
# Table of Contents

TLAB 2014 .................................................. 3
Important Dates 2014 ..................................... 4
GT1000 Sample Assignments ................................ 5
Project One ................................................... 6
Teaching the Class .......................................... 7
Ice Breakers .................................................. 8
Journal Grading ............................................. 9
Group Interactions .......................................... 10
GT1000 Outings ............................................. 11
Resume Information ......................................... 12
Sample Resume ............................................. 13
Cover Letter Information ................................... 14
Sample Cover Letter ......................................... 15
Career Development Guide ............................... 16
Leadership & Involvement Opportunities ............... 17
10 Steps to Success as a Team Leader ................... 18
Georgia Tech History ....................................... 19
Resources at Tech .......................................... 21
Handling Tough Situations ............................... 22
GT1000 Team Leader Contract .......................... 24
The Team Leader Advisory Board (TLAB) is responsible for recruiting, selecting, and training Team Leaders for the GT1000 First-Year Seminar. TLAB coordinates and oversees the entire Team Leader (TL) Program, and is responsible for the behind-the-scenes work. TLAB serves as an essential contact and support for GT1000 instructors, Center for Academic Enrichment, and Team Leaders.

**Team Leader Advisory Board Members**

**Kelly Albano**  
Business Administration—IT Concentration  
Spanish Minor

**Kelly Allen**  
Biochemistry

**Alexandra Bezozo**  
Science, Technology, and Culture

**William Ealick**  
Chemical and Biomolecular Engineering

**Wama Gbetibouo**  
Mechanical Engineering—Manufacturing

**Haley Hahmann**  
Industrial and Systems Engineering

**April Hsieh**  
Industrial and Systems Engineering
Important Dates 2014

**Academic**

First Day of Class: August 18  
Fee Payment Deadline: August 25  
Labor Day: September 1  
Progress Report Deadline: September 26  
Last Day to Drop a Course with a “W”: October 10 at 4:00 pm ET  
Fall Break: October 11-14  
Third-Fifth Weeks of Semester: First Calculus and Chemistry Exams are typically given.  
Thanksgiving: November 27-28  
Week Preceding Finals Exams (“Dead” Week): December 1-5  
Final Exam Week: December 8-12 (GT1000 classes do not meet and no final exams are given in GT1000)  
End of Fall 2013 Term: December 13  
Commencement: December 13  
Grades Available: December 16 after 6:00 pm ET  
Winter Break: December 22 – 26

**Campus**

First Day of Freshmen Housing Move-in: August 14  
CPC Formal Recruitment: August 15–18  
IFC Fall Rush: August 14–21  
New Student Convocation: August 17  
First GT Football Game vs. Wofford: August 30  
Family Weekend: September 13 – 14  
Homecoming Weekend: October 30 – November 1  
Georgia Tech vs. Georgia Football Game at Georgia: November 29
GT1000 Requirements

Class Attendance

Attendance is mandatory for students and Team Leaders. No absence is excused unless cleared with the instructor. Please contact your instructor if you cannot make a class. Please make sure you arrive to class on time.

Resume (optional: Cover Letter)

You will write a resume to be used later for co-op jobs, internships, or other employment.

Major and Career Project

One of the most important decisions you face during your first-year at Tech is what to major in! You may already know exactly what you want to study, or you may have no idea (or more likely – somewhere in between). Regardless of where you stand, it is important to learn more about your major and what types of careers are available.

Learning Assessment Module (LASSI)

A critical part of GT1000 is helping students become aware about how they learn, and to discover strategies that will enable them to succeed at Tech. The Learning Assessment and Study Skills Inventory coupled with in-class and self-reflection helps students become more aware of these strategies.

Getting to Know Georgia Tech Project

An important goal of the course is to connect you with the Georgia Tech community. Read over the options described in Unit 1, and then select three activities you would like to complete.

Group Presentation

Many Tech students dislike team presentations for a variety of reasons. Becoming aware of those reasons is vital in overcoming them. The class presentation teaches students how to work with others in challenging circumstances (little time, busy schedules, difficult content), and outlines ways to improve the quality of public speaking.
Project One

This year, we’re experimenting with a reimagining of the First-Year Reading Program. We’ve traditionally gone with a book all incoming students and TL’s read in the summer and discuss in the fall in GT1000 and some ENGL 1101 and 1102 classes. This year… well, let me quote from the Technique:

"Starting in May, the Tech Center for Academic Enrichment will be changing the First-Year Reading Program into a new freshman program called Project One. The new program will focus on select forms of media and short readings that will accompany online discussions among faculty and staff.

The goal is for students to see the amazing Yellow Jackets who will become their community and for students to get a taste of the interdisciplinary and creative possibilities that await them. Faculty and student leaders will join the first years in the online discussions that will then be put together into discussion groups when they arrive on campus,” said Director of Academic Transition Programs, Nirmal Trivedi.'

The project begins in the summer when the students receive short readings which broadly means videos, websites or music. Students will get access to an interactive website where they will see how to create a profile and introduce themselves to each other and then will be asked to share a response to the readings.”

Thanks to Holden Lee of The Technique for writing this up. Of course, I’ll be in touch as we move forward, but we are always accepting ideas for what this project could entail. Just send a note to me.

Nirmal Trivedi, PhD
Center for Academic Enrichment
nirmal.trivedi@gatech.edu
404.385.7648
Teaching the Class

At some point your instructor may invite you to teach a class or part of a class. Do it! This is part of the GT1000 TL experience and a great experience that you can add to your resume or speak about during your interviews. But if it is worth doing, it is worth doing well. So be prepared and follow this standard GT1000 instruction formula:

**Introduce the Topic**
Discuss what the topic is, and have the students explain why it is important and how they might benefit from learning this information. You might do this by asking the class questions or having them discuss their responses and ideas with a partner.

**Deliver Content**
A good fifty-minute class has at least 4 major points (maximum of 5) for students to take away from. This means that each given topic is about 20 minutes worth of class, or five minutes per point. Thoroughly research your topic, using the GT1000 textbook, the Internet, or other credible sources of information. Give them some data you’re sure they do not know.

**Dazzle Them**
Work in one element that really makes an impact on the students. Use a YouTube video, movie clip, song, demonstration with props, field trip, or skit among TL’s to illustrate a point. Give them something that delivers content, but in an extraordinary way.

**Engage Them**
The bulk of any class should be interactive with the students exploring the material themselves. Create an activity they can do individually, in their small groups, as a whole class, or a combination. Some common teaching techniques for engaging the class are:

- **Think, Pair, Share**: pose a question to the class. Have students individually reflect on an answer and write down a response. Then have each student share with one person near them. Then have each “pair share” with the class as a whole.
- **Museum Exhibits**: Assign each group a different question or topic. Have them brainstorm a list to write on the boards around the classroom. Then allow all the students to walk around the room and view what other groups have written.
- **Creative Depictions**: Ask each group to come up with some sort of creative depiction of the topic that you’ve been discussing and how it relates to their lives at Tech. That might be a skit, collage, song, etc. Perform or explain it to the class.

**Handouts**
Students should be given detailed information that they can take with them. Maybe it illustrates more points, provides references or websites, or is a brochure from a campus office that deals with such topics.
Ice Breakers

Icebreakers are a great way to introduce change, encourage critical thinking skills, and build different aspects of your team. We have compiled different ice breakers and team builders to help assist you in helping your group bond. Remember, one of the most important aspects to a team builder is the discussion that is held afterward.

**Tech Simon Says**
It is a similar process to the game “Simon Says” but instead you integrate Tech objects into it. The person (or the group of people) who does not form a group are “out”. The game continues until only one person remains. This icebreaker requires teamwork as students need to find the right number to execute the quest and the integrations of those members to actually show the object that is requested.

**The Human Machine**
The group is divided into small groups of approximately 6 members each. Each group then draws a random appliance name from a hat (i.e. dishwasher, toaster, microwave, washing machine, blender, coffee maker, stapler, three–hole punch). Without talking, the group acts out their appliance while the other groups attempt to guess what appliance they are pretending to be.

**Human Knot**
A group of 15 form a circle and is instructed to grasp each hand with another person in the group (right hand to left hand and left hand to right hand). This leaves the group tangled in a huge knot, and they must find a way to untangle themselves and get back into a circle without letting go of each other’s hands.

**Toilet Paper Relay**
Split the participants into teams of 4. Give each team a roll of toilet paper. When the whistle sounds, the first member of the relay team places the roll of toilet paper on the ground and begins rolling it out along the floor. If the paper rips, they have to discard the ripped piece and go back to where they started from. When that person gets to his/her teammates on the other side, the teammate must begin to roll the toilet paper back up again. This goes on and on, back and forth until one team finishes.

*Originally from FASET Orientation Team Builders*
Journal Grading

ALWAYS REMEMBER THAT YOU ARE NEVER TO BE PRIMARILY RESPONSIBLE FOR ANY GRADE IN THE COURSE. YOU ARE A TEAM LEADER, NOT A TEACHING ASSISTANT.

Expectations and Standards for Evaluation
During your semester as a GT 1000 TL, you may have the opportunity to assist the professor in reviewing student journals. The following are a few guidelines and expectations to consider when reviewing them. **While you should never be wholly responsible for grading the journals, your input can and should always be valuable in helping the professor determine the final grade.**

1. **Appropriate grammar and conventions:** GT1000 is not an English course, and you should not devote time to teaching English. However, students need to be mindful that reflection writing/journaling is distinct from text messages and emails. Sloppiness and bad grammar reduce effectiveness of any document. If they’ve graduated from high school, they should have these basics down. If they do not, meet with them privately to discuss some of the options available to them—rest assured that this problem will not be limited to GT1000.

2. **Coherence:** Each entry should have a main idea (a thesis), and that main idea should be supported with evidence—in this case, evidence from experiences and observations. Journaling and reflective writing assignments are not opportunities for musings presented as a stream-of-consciousness narrative.

3. **Overall quality of reflection:**
   a. **Specificity:** Rather than commenting on some broad, sweeping notion about a hypothetical freshman experience, reflective writing should deal very specifically with the individual’s particular experiences. So, a student shouldn’t write about tests broadly, but one or two tests that they have taken that can be used as examples to illustrate his/her point.

   b. **Insight:** A simple chronology is insufficient. Effective reflective writing should: (1) Provide a narrative of an experience, (2) Offer an explanation of why it happened this way, (3) Articulate how the knowledge gained from this experience can be applied in future situations.

   c. **Length:** Length requirements are a difficult thing. They are not an accurate measure of the quality of a submission, and yet, students and instructors want them. If you must give one, 150-200 words (about 2/3 to one page, double-spaced) is appropriate. However, you will likely get submissions stretching to reach it and offering little insight. If you can, avoid length requirements and focus on **Specificity** and **Insight**—qualities difficult to achieve in less than a paragraph.

However when you assess your reflective writing, be sure to be explicit and consistent.
Group Interactions

Before
Prepare some thoughtful questions on the topic to be considered before class. Consider what the learning objective is and what you want the students to take away from the discussion. Then formulate questions that will help them reach these lessons. Think of an anecdote from your personal experience which will illustrate each major point you want to make. What kind of statistic, reference, or other data will contribute to the conversation in a meaningful way?

During
Get right to the discussion. If you allow the group to go on a tangent, they will be hard to reign back in. Get everyone involved. (TIP: Ask a specific question to a specific person. Then go around the circle and have each person continue either their idea or their agreement/disagreement with what has already been said.) Do more listening and paraphrasing than talking. The students will learn best from their own personal stories and conclusions rather than from you re-lecturing on what the instructor has said. Do your best to listen to their responses and build the discussion on what they say. (TIP: After you ask a question, count to 10 slowly in your head to allow students time to think and respond. If no one answers at 10, then re-paraphrase the question.) Manage your time. If the instructor has given you 5 minutes use all five and make sure to hit all of the discussion points. Or ask the instructor for more time. If you finish early, it means you haven’t fully explored the topic enough.

After
Email students individually who made good points and tell them so. Follow up with any students who made concerning statements as well.

Dealing with Difficult People

• **The Monopolizer** has an opinion on everything and wants to talk the whole time. Minimize their input by asking others for their ideas directly (“Tom, what do you think?”).

• **The Too-Cool-For-School** isn’t interested in participating, likely texting a friend. Call them out by assigning them specific tasks/questions and confronting distracting behavior. Sharing your own anecdotes will often get their buy-in by showing that cool folks like you are willing to play along.

• **The Sarcastic Responder** shoots down everyone’s ideas or has a side comment on everything. Similar to Too-Cool-For-School, call them out an unacceptable behavior, and continue to ask pointed questions until they answer seriously.
GT1000 Outings

As a Team Leader, you are one of the most important aspects of the GT 1000 program and serve as a mentor for first-years. In order to serve as a better mentor, we highly encourage you to get to know your students outside of the classroom through TL Outings. Outings are a fun way to get out of the classroom and show your students that you care about them and are there to help, encourage, and support them. TLAB is providing you a list of fun ideas, steps, tips, checklist, and rules to serve as a guide for creating an Outing. Thanks for all your hard work and let us know if you have any questions or concerns!

Limited funding is available for these activities. Please email nirmal.trivedi@gatech.edu for more information.

- Research possible locations or activities that students would be interested in.
- Decide on a time when students would be free and able to attend – ask them when a good time would be!
- Talk to your instructor about the event and see what support or suggestions he or she can offer.
- Invite ALL the students in your GT1000 class and encourage them to come.

The Cheat Sheet to Successful Planning an Outing

Talk to your professor to see if they might offer students extra credit for attending an outing. Many fun events around Atlanta are also educational and could be tied into topics. This would increase the chances of students getting extra credit and provide great incentive for them to come.

But how will I ever approach my professor? My professor would die before he/she would ever offer extra credit to students! Try asking your professor if they have any ideas for an educational outing with students. Are there any museum exhibits or events coming to town that they would recommend that students could learn more about their major? You might also want to add that many other GT1000 instructors offer extra credit for educational TL outings.

Rules

1. In order to be considered a GT1000 Team Leader Activity, there must be at least 2 GT1000 students.
2. If you plan take students off campus or drive them, you must first contact the Office of Academic Success or TLAB at tlab.
3. All students in your class should be invited and included in an outing. They are meant to be a fun way to learn about Atlanta or Georgia Tech and are absolutely not meant to exclude students or make them feel uncomfortable.
4. You are expected to follow all rules outlined in the Student Code of Conduct. If we become aware of any situations violating the code with you and your students, you will be referred to the Office of Student Integrity.
Resume Information

Contact Information
• Full name
• Campus and permanent addresses
• Telephone numbers and email address

Objective
• Short specific statement that includes position, industry, and/or relevant skills
• If interested in more than one kind of work, have multiple resumes with tailored objectives

Summary of Qualifications
• Optional but highly recommended for experienced professionals

Education
• Name of institution, city and state
• Degree, major and year awarded
• List most recent degree first. Do not list high school unless a first-year.
• Major academic scholarships and awards
• GPA

Skills
• Marketable skills; use key words and appropriate industry terms
• Computer skills
• Foreign languages (including degree of fluency)

Experience
• Focus on experiences that support your objective
• Relevant, current or last positions with most recent experience typically listed first
• Emphasize accomplishments and contributions
• Use proper tense when describing a position
• Avoid over use of the same verbs, omit pronouns, and spell out acronyms and abbreviations
• Omit high school jobs after your first year

Activities
• Memberships in professional organizations with offices held
• Campus and community activities with offices held

Personal (optional)
• Certifications, security clearances, patents, special awards, citizenship, etc.

General Tips
• Use 10 to 12 point font
• Bold for emphasis but use sparingly
• One page is the norm
• If work experience is limited, emphasize educational experience and skills
• Have resume reviewed before circulating
George P. Burdell
gte123h@mail.gatech.edu
Current Address: 1000 Anderson Blvd - Atlanta, GA - 30303 - 404-202-2020
Permanent Address: 202 Main Street - Philadelphia, PA - 62772 - 609-292-2929

Objective
Seeking a co-op position in the field of management utilizing my analytical, problem solving, and communication skills.

Education
Georgia Institute of Technology, Atlanta, GA
B.S., Management, Anticipated May 2008
GPA: 3.1/4.0

Park Run High School, Philadelphia, PA
Graduated with Honors, June 2004

Experience
FASET Orientation Office, Georgia Tech, Atlanta, GA 01/05 - present
Student Assistant
- Answered numerous questions from incoming students and families throughout 5 freshman sessions and 2 transfer sessions
- Monitored on-line registration process for 4500 incoming students and families
- Maintained bulletin boards and office supply levels
- Aided with tutoring program administration by printing daily schedules, checking in students, and assigning tutoring rooms
- Trained 3 new student assistants

Pike Family Nurseries, Philadelphia, PA 06/02 - 06/04
Salesman, Cashier, and Customer Loading Assistant
- Ordered and stocked inventory and supplies
- Managed daily cash register, with sales totaling up to $10,000
- Organized displays and cared for plants

Camp Twin Creeks, Marlinton, WV 06/01 - 8/01
Equestrian Specialist
- Coordinated the camp equestrian program for 20 weekly participants
- Organized 6 daily horseback riding lessons for children aged 7-17
- Collected and filed all necessary paperwork

Computer Skills
Software: Microsoft Office (Power Point, Access, Word, Excel)
O/S: Windows 95, 98, 2000, XP

Activities
- Into the Streets Community Service Day, Georgia Tech August 2004
- Georgia Tech Swim Club Member August 2004 - present
- National Honor Society Member, Park Run High School May 2002 - June 2004

Awards
Dean’s List, Georgia Tech May 2005
National Science Merit Award, Park Run High School May 2004
Most Outstanding & Best Effort Swimmer, Park Run High School November 2002
Cover Letter Information

Cover letters and related correspondence pertaining to your job search are an important part of the process. This correspondence is often the employer's first contact with you, so it is very important to make a favorable impression.

The following tips will help you with this important aspect of the job search:

- Target employers of interest.
- Personalize letters to each employer, giving the reader reasons for wanting to contact you.
- Avoid form letters.
- Verify gender and the spelling of the recipient's name.
- Do not rely on spell and grammar check. Carefully proof your letters and have someone with good writing skills review for grammatical error, typos, and clarity.
- Your letter should clearly explain your reason for writing and summarize your relevant experience, education and skills. Provide additional information that is not on your resume.
- When sending unsolicited letters, be sure the closing paragraph indicates the follow up action you will take. Example: I will contact you next week to determine an interest and, if agreeable, arrange a personal meeting. Most employers prefer all correspondence via email.
- When sending by U.S. mail, use good quality, light colored bond paper with matching envelopes.
- Keep a record of all correspondence and dates mailed for effective follow up.

Originally from GT Career Services, www.career.gatech.edu
Sample Cover Letter

101 Peachtree Blvd. Atlanta, GA 30303

January 1, 2013

Mr. Hiring Manager
Division Operations Manager
ABC Corporation
2010 Yellow Jacket Way
Atlanta, GA 33333

Dear Mr. Manager,

Tell Mr. Manager why you are writing. If you are applying for a position, tell him how you learned about the position (e.g. through a personal contact, Career Services, an advertisement, the company's website, etc.).

In the second paragraph, describe your interest and knowledge of the company or organization and convey how you are qualified for the position. Elaborate on relevant information in your resume, but do not repeat it. Be concise and give specific examples of your skills. For example, "As you can see from my resume, I have three years work experience in operations management."

In the final paragraph, ask for an interview. Say that you will contact him in one week to schedule a time to meet, or ask Mr. Manager to call you at his earliest convenience to discuss your credentials further. Thank him for his time and consideration.

Sincerely,

Potential Hire Signature

Potential Hire Name
First Year
Begin clarifying career goals, assessing your skills, and finding out about career related work.

Do a thorough self-assessment. Identify your strongest academic areas, your favorite academic areas, hobbies and activities you enjoy, your interests, values, etc. and examine related careers. The Strong Interest Survey, Myers-Briggs Type Indicator, and Sigi-Plus would be helpful.

Identify your current skills. Think about past academic, work or volunteer experiences, the skills you have developed and how they can transfer into the world of work. For example: computer, foreign language, leadership skills, etc. It would help to write these skills down and add to them as you acquire others. This will help you later in your resume writing, job search and interviewing tasks.

Explore various career fields and the skills needed for each field. Attend the Georgia Tech Majors Fair in November. Informational interviews with academic advisors, reviewing college catalogs, the Encyclopedia of Careers and Vocational Guidance, Occupational Outlook Handbook- here, and the Georgia Career Information System would be helpful. These and many other publications are available in the Career Services Library on the 2nd floor of the Bill Moore Student Success Center.

Investigate internship, co-op or other career related employment opportunities. Ask professors for leads, check job listings on MonsterTrak and InterviewTrak on the Career Services web site (www.career.gatech.edu). Contact Career Services for internships and the Co-op Office for co-op opportunities. Attend the Internship Career Fair during spring semester. Visit company web sites for company information.

Second Year
List career choices related to your major and secure career-related employment. Explore careers related to your major. Speak with people in potential career choice areas and engage in "shadowing" experiences.

Register with C2D2. Instructions are on the C2D2 web site.

Develop job search skills. Attend C2D2 seminars on Resume Writing, Business Etiquette, Job Search and Interviewing Skills. Resume critiques are available during walk-in hours (listed on our web site). Practice interviews are available by appointment by calling (404) 894-2550.

Begin an intern, co-op or part-time career related job. View intern and part-time positions listed on MonsterTrak and sign up for on-campus interviews on InterviewTrak. MonsterTrak and InterviewTrak are accessed through the S2D2 web site. Attend the Internship Career Fair. Target companies of interest, conduct research and apply for positions. Seek assignments in your area of interest and that will help to develop skills in the areas that you are weakest.
Leadership & Involvement
Opportunities

Studies show that over 95% of students take a leadership role in an organization on campus during their time at Georgia Tech. Leadership organizations, through clubs, Greek life, religious organizations, and many other venues, provide an excellent opportunity for you to grow in leadership, and learn through service to others.

Additional information about ways to get involved on campus or contact information about specific campus organizations can be found through Jacket Pages (jacketpages.gatech.edu) and through the Office of Student Involvement.

Emerging Leaders
leaders.gatech.edu

Freshman Activities Board
fab.gatech.edu

Freshman Council
freshmancouncil.org

Freshman Leadership Initiative
gtsf.gatech.edu/get-involved/join-committee/freshman-leadership-initiative

GT for the Kids
forthekids.gatech.edu

GT Relay for Life
main.acsevents.org/site/TR/RelayForLife/RFLCY13SA?pg=entry&fr_id=48703

Hall Council
rha.gatech.edu

Student Alumni Association
gtsaa.com

Student Government Association
sga.gatech.edu
10 Steps to Success as a Team Leader

Campus Events
Get you and your first-years out of your dorms and apartments! Sporting events, community events, and other activities on Tech’s campus are great ways for you to reach out to the underclassmen. Check out the Technique or Student Center website for the school calendar and dates of posted events.

Study, Study, Study
You cannot be successful in your own classes unless you study hard for your material on homework and exams. Your academics comes first.

Student-Instructor Friendships
You are the messenger between your students and your instructor. Always be respectful to your instructor whether you agree with him/her or not. Do not question them in front of your students, nor do something against their will. If there are problems, discuss them in your weekly meetings or before/after class. If that still doesn’t work, contact TLAB at gatechtlab@gmail.com. Take advantage of this opportunity to build a friendship that will last for hopefully more than your career here at Tech. Who knows, maybe they can recommend you for a job one day!

Outreach
Be available and communicative with your students. Having a role model to look up to outside of the classroom is very important for a first-year student.

Know Campus Locations
Take advantage of the surrounding environment of Atlanta. There are several venues for food, sporting events, music, churches, and other hang-outs. It’s also important to know Tech’s campus so you can help students find their classes, advisors, and other campus essentials. Use the campus map as a resource.

First Impressions
A first impression is huge. Always have a smile on your face and show interest in the events you are doing. Something that is key to being successful is to remember names of your students.

Choose to be Involved
Take the initiative to follow through with Georgia Tech clubs and organizations. Find out what you are passionate about and get involved. Have fun and be social, and get the first-years involved.

Resources
The TLAB manual gives you a detailed list of websites from Georgia Tech that provides contact information for necessary resources. Take advantage of this list to help you or any first-years out when questions or issues arise.

Be Active
You pay a fee to use the CRC for physical and mental health. So, use it! Not only is it fun, but it is one of the top recreation centers in the United States for a college campus. Invite students to join you, challenge them to a game of basketball, but most importantly, get rid of that academic stress!

Encouragement
The slightest word(s) can change how somebody’s day turns out. Remember to give positive feedback and advice to the students.
Georgia Tech History

When did Tech’s Rivalry with UGA begin?
Tech played its first football game against UGA in 1893; GT: 28 UGA: 6. Games have been played every year since 1924.

What 1996 Olympic events were held on Tech’s campus?
Swimming, Diving, Synchronized Swimming, and Water Polo were in the Aquatic Center. Boxing was held in Alexander Memorial Coliseum.

When did the school change its name?
The Georgia School of Technology became the Georgia Institute of Technology in 1948.

Who were the first Tech graduates?
Henry L. Smith and George C. Crawford were in 1890, both receiving degrees in Mechanical Engineering. They flipped a coin to see who would graduate first.

What are the stories behind Tech’s two famous pets?
Bruin the Bear was a gift from the University of California, Berkeley, after their football team lost to Georgia Tech in the 1929 Rose Bowl.
A dog named Sideways lived on campus from 1945-1947, sleeping in dormitories and attending classes with the students. She was hit by a car and is buried near Tech Tower.

How many national championships has Tech won in football?

What is the most lopsided game in college football history?
In 1916, Georgia Tech defeated Cumberland College 222-0. Cumberland’s longest play was a 10-yard pass, on 4th and 22. Georgia Tech scored on every drive. Tech never used more than 3 plays to score.

What makes our football stadium special?
The stadium is the oldest on-campus stadium in NCAA Division 1-A. Grant Field is named after the family who funded the first concrete stands on the west side of the field. The stands were built by students in 1913 and are still there. In 1988 the stadium was renamed Bobby Dodd Stadium, after the coach who led Tech during its most illustrious football era. The full name is Bobby Dodd Stadium at Historic Grant Field.

What is the story of stealing the “T” from Tech Tower?
The “T” from Tech Tower has been stolen numerous times in Georgia Tech’s history. The class of 1922 presented Georgia Tech with the letters, which were made of wood. They were replaced by metal frame neon letters in 1949. Today, stealing the “T” is strictly prohibited and is grounds for suspension or expulsion.

What is the whistle?
Life at Tech is usually regulated by the hourly call of the whistle, a steam whistle located on the top of the A.C. Holland Building. It sounds five minutes before every hour from 6:55 a.m. to 5:55 p.m. After football victories, the whistle is also blown for an extended duration. In May 2004, a cracked whistle was replaced with a newer one made in GTRI’s machine shop.

What is the legend of George P. Burdell?
George P. Burdell was created in 1927 when Ed Smith received two application forms in the mail by accident. Smith said that he originally intended to enroll his ARC (Academy of Richmond County - Augusta, Georgia) high school principal, George P. Butler. He decided against it and changed the last name to Burdell, the maiden name of his best friend’s mother. Burdell went on to lead a long life; he earned several degrees, fought
World War II, and almost won Time’s 2001 Person of the Year award. He “graduated” from Georgia Tech in 1930.

**What are some other Tech mascots before the Yellow Jackets?**
Golden Tornadoes, T’s, Ramblin’ Reck, and Engineers

**What is the Freshman Cake Race?**
The Freshman Cake Race is a race that is run every year before the Ramblin’ Wreck Parade. The top 3 male and female finishers win cakes that are baked by faculty members. The first place man and woman also receive a kiss from Mr. Georgia Tech and Ms. Georgia Tech at halftime of the homecoming game. It started as a cross-country race in 1911. The most famous winner of the Cake Race was former U.S. Senator Sam Nunn.

**What is the Wreck Parade?**
The parade was born from the old ‘Flying Fliver’ race of May 1930 and 1931, a road race that was run from Atlanta to Athens founded by the Technique. The first parade was held in 1933 and led by Dean Field in his 1916 Ford. For the first parade contestants drove their cars around the football field and were judged on the appearance of their costumes, the originality of their students, and the quality of their wrecks.

**What is the Mini 500?**
The tradition traces its roots back to the 1960’s when fraternity pledges were forced to ride tricycles around campus as a form of hazing. It is now an annual tricycle race held during Homecoming week. Women have to make 10 laps around Peter’s Parking Deck while men make 15 laps.

“**Ramblin’ Reck**”
I’m a Ramblin’ Wreck from Georgia Tech, and a hell of an engineer—
A helluva, helluva, helluva, helluva, hell of an engineer.
Like all the jolly good fellows, I drink my whiskey clear.
I’m a Ramblin’ Wreck from Georgia Tech and a hell of an engineer.

Oh! If I had a daughter, sir, I’d dress her in White and Gold,
And put her on the campus to cheer the brave and bold.
But if I had a son, sir, I’ll tell you what he’d do—
He would yell, ’To hell with Georgia!’ like his daddy used to do.

Oh, I wish I had a barrel of rum and sugar three thousand pounds,
A college bell to put it in and a clapper to stir it round.
I’d drink to all the good fellows who come from far and near.
I’m a ramblin’, gamblin’, hell of an engineer!

“**Up With the White & Gold**”
Oh well it's up with the White and Gold,
Down with the Red and Black,
Georgia Tech is out for a victory.
We’ll drop the battle-axe on Georgia's head,
When we meet her our team is sure to beat her.
Down on the old farm there will be no sound
Till our bow-wows rip through the air;
When the battle is over Georgia's team will be found
With the Yellow Jackets swarming around!
Resources at Tech

Academic Advising
advising.gatech.edu

Academic Support and Tutoring
Office of Academic Success
success.gatech.edu

Office of Minority Education
omed.gatech.edu

Residence Life Learning Assistance Program
lap.gatech.edu

Buzzcard Services
buzzcard.gatech.edu

Center for Career Discovery and Development
career.gatech.edu

Clough Undergraduate Learning Commons
clough.gatech.edu

Leadership and Civic Engagement
service.gatech.edu

Counseling Center
counseling.gatech.edu

Division of Professional Practice
profpractice.gatech.edu

Diversity Education
diversity.gatech.edu

Disability Services Programs
adapts.gatech.edu

Financial Aid
finaid.gatech.edu

GT Alumni Association
gtalumni.org

Health and Wellness
crc.gatech.edu

International Education & Study Abroad
oie.gatech.edu

Library and Information Resources
gatech.edu

Mental Health and Counseling Resources
counseling.gatech.edu

Flag Building

Police Department
police.gatech.edu

Room Reservation
gtevents.gatech.edu/virtualems/

SGA Course Critique
critique.gatech.edu

Student Involvement Leadership
involvement.gatech.edu

Undergraduate Research Opportunities Program
undergraduateresearch.gatech.edu

Undergraduate Studies
undergradstudies.gatech.edu

Women’s Resource Center
womenscenter.gatech.edu
Handling Tough Situations

1) You are a Team Leader in Mr. Burdell’s GT1000 class. He is a great instructor for the class material but fails to show concern for his students. One of your students comes up to you after class one day, complaining that Mr. Burdell has been too rough on the student’s grading and is not fair. How do you deal with this situation, and whose side do you take?

As difficult as it may be, never chose “sides.” Always hear the side of the student without giving your input until he or she is finished. The biggest thing is that you want to respect the instructor. While talking to the student, see if you can help him or her in any way that may be beneficial to all parties involved. Advise him or her that you will discuss this situation with your instructor. At the next Team Leader meeting, discuss the situation with your instructor. Have the other TL’s give their input in the situation. The ultimate result that we want is an unbroken student-instructor friendship that will not be affected by a disagreement among class procedures. As a Team Leader, you have the responsibility of being the communicator on a more personal and respectful level between your students and the instructor. Use it to make you a better leader. If the instructor does not know about a student’s problems, then there is no way for the instructor to be able to resolve the issues.

2) One of your students in GT1000 is having difficulty with the assignments that the instructor gives. After seeing his or her struggle, you ask a few questions, but he or she replies that he or she is having trouble academically. What kind of advice would you give to help this student out?

Georgia Tech is a very hard school. Classes tend to be a lot harder than high school, and assignments may seem overwhelming. Registering for classes on OSCAR can also be a struggle. Fortunately, there are many resources that Tech provides to help in these situations. Strongly advise the student to seek council with his or her academic advisor. Each individual college has academic advisors who are willing to help the students with difficulties registering for classes, switching sections, dropping classes, and even changing majors. Anything dealing with classes can be found at http://oscar.gatech.edu. Instructional procedures for schedule changes can be found at www.registrar.gatech.edu/registration/index.php. If a student enjoys the class, or it is a required core class but is still struggling, advise them to take up a tutor. This is a free resource that enables academically achieved students the chance to tutor those that are having trouble in a particular subject. The tutors are encouraging and very helpful, as well as knowledgeable in that subject. Tutoring services are available at www.successprograms.gatech.edu/academicsupport.
3) A student in your class lets it slip (in a joking matter) that he saw a fellow classmate cheating on a Physics exam. This sets an alarm off regarding your student integrity knowledge and honor code. What should you say to warn this student and what steps should be done to the student who was caught cheating?

Cheating, as this would be called, is strongly prohibited and will NOT be tolerated by the Georgia Tech Office of Student Integrity. Before entering college here at Tech, each student must sign an honor agreement acknowledging their awareness of the Academic Honor Code. This explains the Institute’s expectations, student’s rights, and a level of conduct expected for students to follow, altogether promoting and strengthening the level of academic integrity and trust here at Georgia Tech. “Academic honesty is the cornerstone of an institution of higher learning” and is the focus for the OSI. Students are expected to conduct themselves based on principles of honesty and integrity, following all rules and regulations found in the Code of Conduct. Any situation that compromises these guidelines will consequently follow disciplinary actions. In other words, the student who cheated must report himself or herself to the Honor Advisory Council for breaking their agreement with the student-formed Academic Honor Code. For more information and clarity, visit www.deanofstudents.gatech.edu/integrity.

4) You are desperate. The ratio is slightly leaning towards the male population at Tech, but there is a very cute girl in your GT1000 class and in turn, you think she likes you. What is the right protocol for a relationship like this?

Well, you just can’t date him/her. That’s the rule. Though it may be unfortunate at the time, you still hold the responsibility of being the student’s leader academically and socially but not relationally. Make it strongly known to the student that you are here to help the student better their experience here at Tech, both academically and socially but not as boyfriend or girlfriend. Having a one-on-one relationship while in the GT1000 environment can seriously hurt the acquisition and adjustment to the Tech community for other classmates. Relationships can also ruin friendships between you and your students by showing favoritism. At all costs, avoid these situations. If necessary, wait until the end of the semester before any sort of relationship is formed.

5) Tech is a prestigious college when it comes to academics, and that school in Athens [U (sic) GA] is known as a party school. You knew you wanted the education of Tech but wanted to have a social life also. In reality, it is possible. How would you tell a student to balance academic and social life here at Tech?

Georgia Tech offers numerous opportunities to branch out into the Tech community for students to get involved in programs on campus, outside of the academic world. All clubs and organizations can be found at www.involvement.gatech.edu. By getting students involved, they will enhance their leadership skills through meaningful experiences. Join in an organization and learn these benefits: build up a resume, develop new skills and professional contacts, give back to Tech and the community, and most importantly, have fun! Encourage students to rush a fraternity or sorority (but a specific push towards one is prohibited), join a religious organization, political organization, any type of sports club or even a service organization. Other common student groups include Student Government Association, Residence Hall Communities, the Freshmen Experience Program, Intramurals, International Clubs/Groups, and taking a visit to the Campus Recreation Center to meet new friends while maintaining a healthy lifestyle.
GT1000 Team Leader Contract

AS A TEAM LEADER, I SHALL:

ACADEMIC INTEGRITY:
☐ Remain in good academic and judicial standing and maintain a minimum of a 2.20 cumulative G.P.A.

GT1000 RESPONSIBILITIES:
☐ Attend and be on time to all classes and meetings unless the instructor has been notified in advance.
☐ Assist the instructor during the class period and help him or her keep track of graded coursework when asked.
☐ Serve as a mentor, role model and resource to the GT1000 students.
☐ Communicate openly with my instructor and fellow TLs.
☐ Recognize and value the course, the other TLs and the Center for Academic Enrichment, and actively work to ensure the course’s success.
☐ Organize at least 1 out of class program for my GT1000 students to attend.

PERSONAL CONDUCT:
☐ Not violate any Georgia Tech policy, including those stated in the Student Code of Conduct.
☐ Ensure fair, objective and impartial treatment of all persons with whom I deal, avoiding any behavior that demeans persons or creates an intimidating, hostile, or offensive environment and never condoning any such behavior on the parts of others.
☐ Review Family Education Rights and Privacy Act (FERPA). Understand that it affords students certain rights with respect to their educational records. Uphold those rights, and handle any sensitive and personal materials (graded work, anything with GT IDs, etc.) with caution.
☐ Treat any information that is divulged to me due to my position with confidentiality, excluding violations of the honor code and local and state law.
☐ Always be mindful of appropriate boundaries of the mentor-student relationship. TLs are explicitly prohibited from pursuing any romantic relations with first-year students enrolled in their particular section of GT1000.
☐ Understand the expectations and policies of the institute related to sexual harassment.

AS A TEAM LEADER, I AGREE TO ALL OF THE TERMS STATED IN THIS CONTRACT. I UNDERSTAND THAT BY COMMITTING A BREACH OF THIS CONTRACT, I MAY CONSEQUENTLY LOSE MY POSITION AS A TL.

I, ________________________________, have read and understand the above responsibilities and expectations. My signature on this agreement signifies that I will be responsible for the above requirements.

Signature ___________________________ Date ___________________________