A Handbook for Teaching in the Department of English

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I. Introduction

To the Reader

This Handbook is directed primarily to part-time sessional lecturers. Part-time lecturers include graduate students teaching independently as well as other individuals hired to teach courses on an independent basis. Teaching assistants working as tutors under the supervision of faculty members will find that many of the tasks outlined here - for example, book-ordering and class organization - will have been carried out by the faculty member in charge of the course. Nevertheless, much of the material will be of interest to all TAs and, indeed, to all those concerned with the program of studies in English at Waterloo.

The Handbook offers a mixture of regulations governing teaching in the department, explanations of usual procedures, and advice and opinions about how to do the job well. To teach in the department you need to be familiar with some important policies and procedures common to the Arts Faculty as a whole or to the entire University community. In addition there are also many regular practices governing undergraduate instruction in the department, and the Handbook aims to make some implicit conventions explicit.

Courses Taught by Teaching Assistants

Incoming graduate students with teaching assistantships are usually assigned to teach either English 109 or the English 210 courses under the direction of a supervising professor who delivers the lectures for the course. The teaching assistants may be responsible for organizing and running tutorials and for marking students' written work. Other teaching assignments include assisting with continuing education courses or providing marking assistance for large classes.

Some advanced graduate students, mainly Ph.D. candidates, are appointed as sessional lecturers to teach "independently." As independent teachers, they must devise a syllabus, establish course procedures, meet with students, mark student written work, report grades, and keep records of student evaluations. Following is a list of some of the courses that have recently been taught by graduate students:

- 102A/B
- 105A/B
- 108H/M/E/F
- 109
- 201
- 208A/B/C
- 209
- 210 courses
- 219
How Are Teaching Assistants Assigned?

The Graduate Officer and the department Chair, in consultation with the Graduate Admissions Committee, decide how to distribute the limited funds available to the department for assisting graduate students to finance their studies. The decision to provide financial assistance depends mainly on a student's academic standing. Since resources available to the department for this purpose include some scholarship funds and some teaching assistant funds, decisions to assign teaching assistantships are interconnected with decisions about other scholarship funds. Those students with high academic standing who do not receive substantial scholarship aid from UW or external aid such as the Ontario Graduate Scholarships or the SSHRC Doctoral Fellowships are more likely to be assigned teaching assistantships than those with scholarships, although the department tries to ensure that Ph.D. students have the opportunity to gain teaching experience before they graduate.

In making a specific teaching assignment, the Chair typically consults with the Graduate and Undergraduate Officers and, if applicable, with former course supervisors or Teaching Advisors to solicit their recommendations. Discussions generally focus on the following factors:

- Is the student qualified for the assignment?
- Do the candidate's interests match the course?
- Is the candidate carrying incompletes?
- Does the candidate have SSHRC or OGS funding?
- Is a teaching assistantship required to finance continued study?

Teaching assistantships for the full academic year are usually assigned in late spring or early summer after the university budget situation becomes clear. Teaching assistants are notified by letter of their assignments. Once the yearly assignments have all been made, the Graduate Officer will inform students that the only other teaching to be assigned will arise from emergency situations. Those still in need of funding at this time should submit a written request to the graduate assistant so that they will be considered if anything becomes available.

Contractual Responsibilities

The nominal working week of the graduate teaching assistant is 10 hours per week from the first week of the term until the week when grades are due. This period amounts to approximately 18 weeks or 180 hours. Class preparation and marking count toward these 180 hours. Some weeks will exceed the 10 hours per week average (such as when assignments come due), but some will fall short of the average. Tutorial leaders are expected to attend all lectures and are not permitted to miss tutorials without permission from the instructor, which will be granted only in exceptional circumstances. Independent instructors should miss classes only in emergencies or exceptional circumstances, and should arrange an appropriate substitute instructor whenever possible.
II. Teaching as an Assistant

For many graduate students in the Department of English, their first teaching assignment is to assist a regular faculty member with the instruction of a large undergraduate course. The courses most often taught this way are ENGL 109, "Introduction to Essay Writing"; ENGL 210C, "Report Writing"; ENGL 210E, "Technical Writing"; and ENGL 210F, "Business Writing."

A graduate teaching assistant's duties in these courses will vary from year to year and from instructor to instructor. They will usually involve some or all of the following duties: leading tutorials, responding to students' writing, grading students' writing, conferring with students, attending course lectures, and compiling final marks.

In general terms, it is the responsibility of the faculty member assisted by graduate students in a large course:

- to ensure that the undergraduate students are being well served by the instructional practices of the entire teaching team.
- to specify in detail the duties to be performed by the graduate teaching assistants under his or her supervision.
- to provide formal training and formal supervision to the teaching assistants.
- to submit the final grades for the course.
- to evaluate the performance of teaching assistants under his or her supervision.

It is the teaching assistant's responsibility to fulfil the duties as specified by the course instructor. At the same time, the assistant has the right to expect that what is required of him or her is reasonable and manageable. If this does not seem to be the case, first discuss the problem with the course instructor and try to remedy the situation. It is important to maintain professional behaviour. The teaching assistant should not criticize the supervising professor or the management of the course in front of the students. In turn, when students in the class are present, the supervising instructor should support the teaching assistant. In the exceptional case where one-on-one discussion between the supervisor and the teaching assistant fails to resolve a problem or dispute, consult the Graduate Officer.
III. The Role of the Teaching Advisor

Department of English policy requires that all graduate students who are teaching courses independently work under the supervision of a regular faculty member.

To this end, the Graduate Officer and/or the department Chair will appoint a Teaching Advisor for each graduate student appointed as a part-time lecturer. The Teaching Advisor should be a regular faculty member who has recently taught the assigned course or who has special expertise in the area of the assigned course.

The responsibilities of the Teaching Advisor are as follows:

Prior to the course

- Consult with the lecturer on specific features of the course
- Review and sign the textbook order before it is submitted
- Review the course syllabus before it is finalized for use in class

During the course

- Advise (as needed) on general teaching practices or on specific issues or problems relating to the lecturer's teaching assignment
- Provide a consultative assessment based on a prearranged classroom visit, using the "Teaching Evaluation Report" form (see Appendix)

Upon completion of the course

- Write a final evaluation in the form of a letter to the student with a copy to the student's file

While the Teaching Advisor serves as a mentor to the graduate-student teacher and as a liaison with the department, a graduate student approved by Senate as a part-time lecturer bears full responsibility to the department and the university for teaching the assigned course. Part of the lecturer's responsibility to the department is responsible consultation with his/her Teaching Advisor. See the Appendix for a Teaching Advisor Checklist.
IV. Teaching a Course

A. Course Preparation

Consultation
- If you are a graduate student teaching as a part-time lecturer, begin by consulting your Teaching Advisor about course development.
- Review the calendar description of the course: your course plan must conform to it. Copies of the undergraduate calendar for you to consult are available in the undergraduate assistant’s office.
- Consult prior course descriptions (available from the undergraduate assistant) and consult prior instructors.
- Find out from prior instructors if there are additional agreements in effect for the course, as is the case for ENGL 200A/B, ENGL 251A/B, and other courses.
- Find out from the Undergraduate Officer about the usual audience of the course, its typical mix of students by year, faculty, and program, as well as other demographic and academic concerns.

Textbook Orders
- Although logic may dictate that you plan a course in depth before ordering textbooks, in practice book orders often come first, since the Bookstore needs your order well in advance to ensure that textbooks arrive on time.
- Despite the time constraint, careful planning at this stage is crucial to the later smooth conduct of your course. Try to identify your main objectives for the course and select texts accordingly.
- Keep your book orders realistic and reasonable in terms of what you can accomplish in one course. Do not order books that you might not use because a significant financial charge is levied to the department for such orders and it is unfair to undergraduates.
- Ensure that textbooks ordered are relevant to the course description. Be attentive to the categories supplied by the course description. For example, instructors teaching 102A must choose plays and short stories, but may select from writings in English originating in Canada, the United States, Britain, Nigeria, or elsewhere. The occasional translated work is also permitted (e.g., Oedipus Tyrannus, Hedda Gabler), but it is important to check with the Undergraduate Officer before including translated texts so that needless overlaps with other departments do not occur. On the other hand, instructors teaching 200A must choose among major works and writers from Britain and must cover medieval literature, Renaissance literature (16th and early 17th century), Restoration literature, and 18th-century literature: some works and writers are specified in a current course agreement. Discussions with your Teaching Advisor and the Undergraduate Officer are important means of obtaining this information.
• If you are teaching an "A" or "B" term course (or another course that is part of a matched pair), find out if instructors have agreed to make use of common textbooks.
• Consider the cost to students of the texts you require.
• Where course descriptions permit, consider including Canadian content and choosing writers from a variety of perspectives (e.g., race, class, gender, and sexual orientation).
• In general, the division of required texts/recommended texts is ineffective. Often it is better to put recommended texts on reserve rather than asking the Bookstore to order them and then having them sit, unbought, taking up scarce shelf space.
• Obtain Textbook Order Forms and Desk Copy Request Forms from the undergraduate assistant. Return completed forms to her to be approved by the department Chair before the due date indicated on the form.
• The Bookstore requests that you list books in chronological order - that is, in the order in which you will use them in class.
• You will need to know the author, title, publisher, and ISBN number for each book you order. You will find all this information (and the book's price) in the current Books in Print, available at the reference desk in the Dana Porter Library, in the undergraduate office, or in the bookstore.
• To complete your book order, you will also need to know the section number and the anticipated class size. Consult the undergraduate assistant for this information.
• Once you have completed your book order, you and your Teaching Advisor must co-sign it before it is approved by the Chair.

Reading and Research
• Take time before the course begins to read course texts and to familiarize yourself with current approaches to the texts and related issues. You may find your time extremely limited once the demands of term begin.
• As you read and engage in research for your course, direct your thoughts not only to generating materials for specific lectures, teaching situations, and assignments, but especially to forming a general plan or framework for the course organization.

Planning Assignments
• Plan assignments that relate to course objectives and stimulate the learning process.
• Most instructors use some combination of essays, tests, final examinations, and oral presentations. As a rule, a first-year literature course requires two or three five-page papers, a mid-term, and a final examination. A writing course usually requires more papers and fewer examinations.
• The written essay is the most widely used assignment in English courses.
• Detailed assignment descriptions, if not included in your course syllabus, should be distributed well before the due dates - about 4 weeks for a paper of 5-6 pages, 6-8 weeks for a longer paper.
• Explain assignment expectations in some detail - e.g., whether or not library research is required, what criteria will be applied in grading, what approaches are suitable, etc.
Final examinations are not compulsory but are common, but are the norm in undergraduate English literature courses. If you are part-time lecturer, you should seek the advice of your Teaching Advisor if you are considering a course plan without a final examination.

Early each term, the undergraduate assistant will send you a form asking whether or not you are planning an examination. If you answer "yes," the examination time slot and room will be scheduled by the Registrar's Office.

Because class sizes often make it impossible for instructors to remember all class contributions made by all of their students, "class participation" grades are now discouraged. If you choose to assign participation grades be sure to include a concrete method of evaluation.

On the other hand, you may wish, where possible, to allot some part of the grade for assignments which stimulate class involvement and develop oral skills, such as in-class presentations. If your course involves such assignments, be sure to develop clear criteria and written grading forms to evaluate the students' performances.

Course Syllabus

The English department and the Faculty of Arts require that a course syllabus be available to students a week before classes begin. A copy of your syllabus must also be sent to the undergraduate assistant. Part-time lecturers should provide their Teaching Advisors with syllabi several weeks in advance of term for feedback and advice.

Calendar descriptions of courses have legal status. Thus, it is important that your course syllabus correspond to the calendar description. Your course syllabus, including both weekly schedule and assignments, also has a legal status, so you should not make changes after the beginning of term unless absolutely necessary. If changes must be made, they must consist of cutting work or assignments and must have the approval of your students.

The following ought to appear on a course syllabus:

1. Identification
   - Course title, course number and section number, hours, location, term
   - Course instructor's name, office number, extension, office hours (2 hours per week minimum)
2. Course Description
   - A specific description (related to calendar description) of the purpose and content of the course the main teaching approaches - lecture, discussion, workshop etc.
3. Course Objectives
   - Course objectives which explain what the instructor wants students to know and/ or be able to do by the end of the term
4. Texts
   - Course texts with authors, publishers and editions indicated
   - Location of texts, if other than the bookstore
• Clear indication of recommended as opposed to required texts, if applicable

5. Readings (not needed for all courses)
   • A list of reading material on reserve at the library (see section on "Resources")
   • A list of additional readings or resources

6. Assignments
   • All course assignments with their actual course weighting (25%, 10% etc.) and due dates
   • Consider including detailed assignment descriptions and outlining assignment criteria
   • Final exams must be noted on the course syllabus (specific regulations govern the scheduling of exams - see Section B)

7. Course Policies
   • Outline policies regarding late papers (penalties), attendance, missed tests, typed papers, rewrites, academic honesty etc.
   • All Arts Faculty syllabi must include the official faculty statement on academic offences. This statement is included in the beginning term reminders issued by the Associate Dean, Undergraduate Studies. (Some students do not know the difference between plagiarism and appropriate use of sources. According to the University of Waterloo, plagiarism is “the act of presenting the ideas, words, or other intellectual property of another as one's own.” Some students still find this definition confusing as they don’t know how to acknowledge paraphrases or how much of the original language to include. Be sure to explain appropriate referencing of materials when you describe course assignments. See section on "Plagiarism."

8. Weekly schedule
   • Construct a weekly schedule which outlines topics to be studied, texts to be read, and assignment due dates

The First Day of Class
   • The main practical tasks you need to accomplish on the first day are these:
     o Introduce yourself to the class
     o Provide information on office number, extension number, and office hours
     o Obtain a written class list from the students who attend (see "Class Lists" below)
     o Find out something about the students
     o Distribute the course syllabus, reviewing and amplifying important points
     o Give the students ample opportunity to ask questions about the course
     o Indicate what preparation students should do for the next class
   • Beyond these practical tasks, instructors vary in what they try to accomplish: most try to interest and stimulate, some try to provide an overview of course structure and philosophy, some generate student discussion on a course-related issue to promote class interaction and involvement, some start right in on course material, and some just dismiss the class.
• Everyone is nervous on the first day of classes: concentrating on the practical tasks at hand is one way to get through it; having a clear plan for something special to do beyond the practical business is another way.

• Whatever you do the first day, be prepared for the unsettling sensation on the second day that you have a whole different group of students who heard nothing you said on Day 1.

• Be prepared for some initial confusion about who is in your class. Make sure you understand how class lists are made up.

Class Rosters
If you are listed as the course instructor on the Schedule of Classes, then you will receive access to the class roster and on-line grade submission via QUEST.

• The enrolment limit for your course section and how many students are officially enrolled is available on the Schedule of Classes.

• If the course appears to be full (the enrolment cap has been met), students cannot registers without the instructor’s initials on a Course Override form.

• Enrolment limits are usually closely related to the size of the assigned classroom. Due to fire regulations, you can lose your classroom if the number registered in your class swells above the number permitted in the classroom.

For the above reasons you need to proceed with caution and patience when signing students into a "full" class. If there seems to be continuing demand for the course, you should establish a waiting list, making clear that a place on the waiting list carries absolutely no guarantee of an eventual space in the course. Explain that any available spots will be offered to those first on the waiting list after you have had the chance to assess class size (perhaps by the final class of the first week). Encourage students on your waiting list to find other courses or sections which meet their requirements. If the class is obviously over-subscribed given room size on the first day, you may want to avoid the false promise held out by permitting students to sign a waiting list. Above all, be patient and helpful with undergraduate students unable to find places in courses they require or wish to take.

In Fall Term especially, instructors of 100-level courses might consider telling their students during the first period that, if they aren't yet acquainted with the University's drop/add procedures, they should see their academic advisors for information.

B. Grading and Examinations

Regulations on Grading and Examinations

• It is important to know the University and Arts Faculty regulations on grading. Be sure to check the current undergraduate calendar each year for up-to-date information.

• The academic calendar indicates when "Final Examination Results" are due each term. This date is the absolute deadline by which the Registrar's office must receive grade
reports. Grades are submitted electronically by the course instructor via Quest. For help with electronic grade submission, please see the undergraduate assistant.

- Final grades must be submitted as rounded numeric grades. Letter grades are no longer recognized by the electronic grade submission system.
- Be aware of the many University and Arts Faculty regulations governing the conduct and scheduling of final examinations and tests. Most often stressed are the following rules:
  - No major term test (over 25%) should be held in the last 5 days of a teaching term
  - Final examinations should not be held in the formal lecture period or in the study break between the lecture period and the examination period
  - Instructors are encouraged to hold tests during regularly scheduled class times, and if tests extend beyond those times, instructors must provide alternative times for students with conflicts
  - Instructors should not return final examination papers to the students, although they may review examinations with students after the term grade reports are issued
  - Final examination answers are to be retained for one year in your office or in department storage; they must remain in the department.
- Honour the spirit as well as the letter of the "last five teaching days" regulation. Sessional instructors should take great care in formulating their definitions of what constitutes a last-week test that in truth is not a major term test and should seek the advice of the Teaching Advisor or Undergraduate Officer in this matter. Note also that no test at all, not even a minor quiz, and no essay due-date can be scheduled for the formal hiatus between the cessation of lectures and the beginning of the exam period.
- Full TAs are required to proctor at least one final exam as part of their TA duties. Instructors should normally proctor their own final examinations. The proctor-student ratio shall be 1:50; however, the minimum number of proctors required for each examination location/room is two. At least one female proctor should be present in each examination location/room where women are candidates and at least one male proctor where men are candidates.

For more details regarding proctoring please see General Rules for Proctoring and Conduct for All Final Examinations - [http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf](http://www.registrar.uwaterloo.ca/exams/ExamRegs.pdf)

Assigning Fair Grades

- Grading students' work is a large responsibility: grades affect students' sense of their achievements; they can also affect future employment opportunities; and, especially in 100 and 200 level courses, grades affect students' admissions to English programs and other academic programs of their choice. Instructors must develop and adhere to fair and consistent marking standards. They must be able to make careful distinctions and to explain the criteria on which their judgments are based.
• At present, 75% is a middle-range grade in undergraduate English courses at UW. The English department does not demand an arbitrary grade spread, but, in most courses with a 75% range mid-point, a smaller but significant proportion of grades will fall in the 89% range and in the 60% and below range. It takes experience and knowledge of the surrounding department context to assign consistent grades. If you are a TA working under the direct supervision of a regular faculty member or a part-time lecturer working with a Teaching Advisor, ask your supervisor to look over a sampling of your assignments and to discuss appropriate grades.

• Get to know the admission and graduation requirements for the undergraduate English programs, which are explained in the undergraduate calendar. Knowing these requirements can help you see what the grades "mean" within at least one important context.

• At the start of the course, be sure to use the course syllabus to inform students of exactly how the grade will be calculated. Include information about the number and kind of assignments, tests, and examinations required. Include also the grade value to be given each piece of work: this is usually calculated as a percentage of the final grade. Avoid changing your grade plan.

• You might want to tell your students what you would normally expect to find in an 89% range paper, a 75% range paper, a 65% range paper, and so on. Your account could go something like this: 89% papers distinguish themselves by discovering fresh or original approaches to assigned topics and by developing them in well-written prose; 75% papers satisfy assignment requirements in an effective manner, both in building and developing arguments and in writing performance; 65% papers do adequate jobs, but have demonstrable weaknesses in formulating arguments, developing evidence, or in written expression - or they may be overly dependent on secondary sources; 55% papers are barely adequate, with muddled ideas or inadequate argumentation, with writing problems that interfere with expression of ideas, or with careless use of evidence (including secondary sources); grades below 50% usually involve some obvious lapse - somebody didn't read the books required, did not interpret the assignment in a meaningful way, misused secondary sources, or wrote in a hopelessly illogical, incoherent, and ungrammatical fashion.

• If you expect to penalize work submitted late, indicate on your course syllabus the penalty to be applied. If you expect to make exceptions, give all of your students as full information about your policy as possible and handle requests for extensions and exceptions consistently.

• At the University of Waterloo, the instructor bears the responsibility for deciding whether or not to make alternative arrangements for missed tests and examinations and also for deciding whether or not to permit resubmissions of weak assignments. Students with evidence of medical problems should be allowed to make up missed assignments within a reasonable period of time. Try to develop consistent and reasoned
policies on these matters; ask for advice from your Teaching Advisor, the Undergraduate Officer, or other experienced instructors.

Responding to Student Writing

- For most undergraduate students, it is in the experience of writing that they participate most actively in learning. Through your responses to student writing, try to set up a dialogue that can support and encourage that learning experience. Always avoid sarcasm, ridicule, and purely negative criticism.
- Supervised teaching assistants should receive guidance from their supervisors in responding to student writing. Although many graduate students teaching independently will have had previous experience marking in such supervised situations, it can take considerable experience to feel comfortable in this role: should you want clarification or reassurance regarding your responses, consult with your Teaching Advisor on a small sample of student essays.
- Return essays to students with comments within a reasonable period of time. "Reasonable" is a matter of interpretation: in general, aim for a one-week turnaround. If a one-week turnaround is not possible, inform your students when you will return their papers, but in all cases, try to design your schedule so that the feedback from one assignment can be put to use on the next.
- Almost all instructors, however diverse their marking procedures, work to find some balance in their comments between encouragement for what has been accomplished in the assignment and advice for improving future work.
- Some instructors find "grading sheets" helpful in organizing their responses. Sample grading sheets are available through the English department, but a sheet designed for the specific assignment is often more effective than one for general essay use.
- Where a writing problem recurs, one effective strategy is to isolate an example and use it to model a solution to the problem. If you can find an instance in the paper where the student has dealt correctly or effectively with the problem, point it out.
- Think through ways to encourage your students to make use of your suggestions for improvement. Be aware that many essays left for pick-up in the English department don't get picked up, and figure out what you can do to get your messages across. Follow-up appointments with students are one possibility; revision exercises are another.
- Be aware that students usually expect the comments to justify the grade on the assignment. This may be one of several purposes your comments serve. If your comments do serve several purposes, clarify these for the students.

Record Keeping

Instructors must keep accurate records of both student achievement and class activities. Most instructors keep some sort of chart recording student grades and the weighting of each assignment. In addition, instructors who hold final exams must keep those exams for one year from the start of the course. If an instructor moves or ceases to teach in the department, the
records for the course must be given to the undergraduate assistant for storage. If an instructor gives marks for attendance, the course records must show an accurate attendance check for every class meeting. If marks are awarded for class participation, the instructor must devise some method for evaluating this participation. In the recent past, participation marks have been successfully challenged by students who claim that their participation has been recorded unfairly. Unless you have made some very careful arrangements to record participation, the department suggests that you avoid awarding marks on this basis.

Class records are important for a number of reasons. First, if you are ever asked to teach the course again, these records will make your task much easier (if only because they suggest a pattern to follow). Second, students who miss class or some portion of school because of illness may need to know what went on in class, and accurate records will help you assist them. Finally, if students protest that the material on an exam was not covered in class, records of class activities will help substantiate your claim that this material was indeed covered.

C. Teaching Strategies

The department actively encourages flexible approaches to undergraduate teaching. If it works in the classroom, if it works for the particular instructor, for the particular course, and for the particular student audience, if it provides a good learning experience for the students, and if it respects student opinions and student capacities, then it is a good and satisfactory approach to teaching. This flexible attitude in no way constitutes an eschewing of pedagogical theory; rather, it constitutes a pragmatic recognition of the fact that ultimately each instructor must find his or her own way.

Lectures and Discussions

As in almost all of the rest of the academic world, lecturing (or, more probably, a combination of lecture and discussion) is the most common method of classroom presentation of course materials in undergraduate English courses, especially in literature courses. Lecturing, defined as uninterrupted (or basically uninterrupted) "teacher talk" extending from several minutes to the entirety of the class period, serves several fundamental purposes in undergraduate education:

- It supplies a cohesive and an integrative line connecting, relating, and combining all other elements of the course - syllabus, reading assignments, writing assignments, tests and exams, etc.
- It provides a method of reducing chaos (the potentially limitless materials of the area of the course) to the order of selection, focus, classification, arrangement, and organization. Similarly, it also provides an opportunity for translation of the complex concepts of the discipline into a form graspable by novices of the discipline.
- It constitutes the most efficient way of imparting or communicating specific bodies of knowledge or information (e.g., cultural and historical background, generic definition, formal theoretical grounding, etc.).
• Both implicitly and explicitly, it provides students with disciplinary models (models of the ways in which the discipline and its practitioners work and think) through its theoretical and practical underpinnings; it displays both the enthusiasm and the commitment of the instructor to the subject as well as the rationale of that enthusiasm and commitment; when well done, it constitutes in itself both an act and a work of scholarship.

Of course, as with any other approach to classroom presentation, lecturing has its traps and danger points - perhaps most specifically in student passivity in the teaching-learning process and in the dominance of the instructor's voice and perspective. The provision of variety and change of pace in the presentation as well as, especially, the provision of ample opportunity for discussion can help to moderate or to neutralize the disadvantages. In a literature course, with its primary emphasis on reading works of literature, you will probably use lecturing in one or all of the following contexts: (a) as an opening to the period, to provide a ground for the following consideration and discussion of the day's text or texts; (b) to provide closure to the period, as you summarize what has been said or accomplished during the period; (c) in mid-period, to expand on points being developed during the discussion. Often your lecturing will be extemporaneous and will depend for its success on your good and thorough background preparation. Even if the day's topic demands a continuous or nearly continuous lecture presentation, try to provide opportunities for questions and interruptions.

Thorough preparation and strong organization are perhaps the most crucial underlying elements contributing to your success as a lecturer. As well, keep in mind tips like the following as you prepare and make your classroom presentations. They can help you to become an effective lecturer and discussion leader.

• Do remember that an academic lecture is just a classroom presentation: it is not a formal speech or an occasion for prepared public oratory. As you approach the day's topic and review the relevant materials, prepare for yourself an outline or an informal listing of points to be covered and, to encourage spontaneity in your presentation, keep it as brief as possible. In most circumstances, avoid a formal script, and (unless you're quoting) don't read.
• Do watch your audience. Note facial expressions and body language, and learn to interpret (and to respond to) the signs of comprehension and incomprehension. Maintain good eye contact, and try to meet the eyes of each student several times during each class period.
• Do learn to observe your own lecturing style and practices. Try to avoid or to moderate verbal and bodily tics which may distract your audience.
• Do remember that your students don't know as much about your topic as you do: that is why they are taking the course and you are teaching it. But be sure to treat this gap with respect (among other things, there are probably some potential PhDs in the group, even if in an area other than your own). Don't express amusement or impatience when
someone asks a question that seems overly obvious to you; and when you need to introduce terms or concepts which may be unfamiliar, be sure that you also work clear definitions and explanations into your presentation, and do so without being patronizing.

- Do understand that, even with a very large group of students, you can encourage discussion and questions, as long as the students feel that the atmosphere is welcoming rather than hostile.
- Do make sure that your students understand that they are welcome to interrupt you with questions or comments; and do work into your presentation plentiful opportunities for student participation.
- Do develop a genuine interest in what your students have to say. Remember that most students, even those who themselves say very little in the classroom, will identify the exposure to their peers' opinions as one of the most valuable aspects of their own learning experiences.
- Do treat all questions and comments with respect; give positive reinforcement to everything; give a (courteous) negative response to a student comment only when not doing so would be misleading to other students; and never respond with sarcasm or dismissively to a student question or comment.
- But don't permit a global kind of question, or one with tantalizing opportunities for wholesale digression, to lead you very far away from the particular focus of the period. Try to isolate a core of the question which is particularly pertinent to the discussion as it has so far developed and respond just to that core. Ask other students what they think, and weave a new or readjusted focus through their responses.
- Do actively facilitate discussion. The question “any questions?” almost never leads to discussion. Effective questions are open ended and phrased in accessible language that does not intimidate students. Review questions can also be useful: students appreciate the opportunity to show what they have already learned. Give students lots of time to think when you ask a question. Count to ten in your head; if you don't get a response, rephrase the question or move on.
- Do let your sense of humour show. The students will not only appreciate the opportunity to laugh but will also recognize it as confirmation of your own enjoyment of the materials.
- On later presentations of the same course, try to avoid the temptation toward wholesale recycling of already-prepared lecture materials. You will recognize the staleness, and so will your students.

When you are planning lectures for the first time, you are inevitably going to worry about having enough material to get you through the period: don't do so. You are much more likely to prepare too much rather than too little material; and, even if you do prepare too little, the world is truly not going to end if you have to stop a class period 10 or 15 minutes early. With exposure to the classroom, you will quickly develop a feel for the length and the rhythm of a lecture period.
Seminars
A seminar involves student presentation of specialized research in some form. As with other elements of teaching, an instructor must feel comfortable with the approach and must work hard to ensure its success. For some instructors, seminars are pedagogically problematic, but for others they offer attractive possibilities. Seminars may not lend themselves to the careful organization of course materials, and they do not necessarily ensure a systematic transfer of information. But, seminar presenters may become more involved in the material of the course than more passive learners, and they often come up with insights and material that would otherwise not be explored.

Many possible venues exist for seminars, and the particular nature of the course should dictate the appropriate form. All students, either singly, in pairs, or in groups may be required to present seminars, or students may be given a choice as to whether to present a seminar or fulfil some other responsibility, such as writing a paper or taking an examination. The seminars can be of varying length, although half hour presentations allow for complexity in approach and economy. Whether they are staggered during each week, always given on the same day, or offered only as part of intermittent colloquia depends upon how frequently and how long a course meets and what material needs to be mastered before students can begin their presentations. If, for example, a 40-member class meets three days a week for 50 minute periods, every Friday after the second week two teams of two members might present seminars.

Instructors must be sure to give clear instructions about the required topics and meet with the students at least five days in advance in order to ensure that the seminars are adequately focused, have enough information, have an appropriate mode of presentation, have sufficient supporting materials (visuals, handouts, etc.), and fall within the time limits. Students should also be encouraged to present their seminars to a friend or two in advance of the class.

Instructors should take notes on the content and dynamics of presentations and give written feedback and a mark as soon as possible, for students need to know that instructors have taken their presentations seriously and have tried to be fair and objective in their assessments.

Workshops and Group Work
Advocates of group work and workshops derive much of their theory and practice from research into collaborative learning and research into the psychology of language development. Collaborative learning research suggests that learning is inherently social and interactive.

A workshop is a form of interactive teaching wherein the instructor designs a specific task for the students to complete, usually during the class period.

The following tips are useful in designing an effective workshop:

- The task should be specific - e.g., analyze a passage from a particular theoretical perspective.
The task should clearly relate to an important concept or skill.

- Enough time should be available for the students to complete the task.
- Enough time should be scheduled for students to report on their findings and for the instructor to comment on their findings and on what the class learned as a whole.

The following tips are useful in designing effective group work:

**Management**

- Begin with small, carefully defined tasks and build towards larger, more complex tasks.
- Create groups carefully with concerns for gender, ability, and interests. After a class has worked together for a period of time, you could allow them to self-select group members.
- Create specific roles for the group - recorder, chair, reporter, challenger, summarizer etc.
- Ensure that resources are available for the group - on reserve in the library, material in texts.
- Try to provide some reporting time or opportunity - a handout for rest of class, oral report etc.
- After a report, provide some feedback both to the group and the class.
- Vary the size of group (from 2-5) according to the assignment.
- Try to make the task useful not only for the group but for the rest of the class so they have the opportunity and responsibility for actually teaching the class.
- As you circulate among the groups, try not to dominate any of the discussions.
- If you observe a particularly effective group, ask them to analyze what they are doing and explain it to the class.

**Evaluation**

Two types of group work exist and require different evaluation strategies.

1. A task which concludes with a group project. This kind of assignment does lessen the marking in a course as at least 5 students can contribute to one project. Several evaluation strategies are possible. All students could be given the same grade. Students could share the same 50% of the grade for the product, but could be assigned an additional 50% based on their participation. Many instructors now also ask for a self-evaluation and group evaluation.

2. A task which concludes with individual evaluation. Group tasks can be designed which help students understand a concept, develop ideas for a paper, conduct research, or revise and edit their papers. Many times the rewards of participating in such a task are immediately evident to students. For example, by conducting and developing a joint library search, they can improve the data base of their papers.
Conferences with Students
An individual conference with a student regarding a literary topic, a question of interpretation, or a paper is an effective way to provide formative evaluation. Conferences are time-consuming. At least 15 minutes is needed for an effective conference.

The following are useful tips for effective conferencing concerning papers:

- Arrange conferences when the first or second draft is completed.
- Read the draft ahead of time.
- Ask the student what he or she thinks are the strong and weak points of the paper. Ask the student for his or her plans for improving the paper.
- Locate, with the student, the main areas where improvement is needed.
- Avoid taking ownership of the paper.

D. Teaching Evaluations

Evaluation for Teaching Assistants
The Graduate Calendar notes that professors who supervise teaching assistants must meet with them at the beginning of the term to discuss the "methods of evaluating the TA's work." Two distinct kinds of evaluation can be made: formative and summative. Formative evaluation attempts to provide constructive criticism, feedback, and encouragement for teachers as they learn the art of teaching. The common characteristic of formative evaluations is the emphasis on helping someone in the process of learning. Summative evaluation renders a judgment. It takes place at the end of a learning process and attempts to place a value on the performance of the teacher at that time.

All TAs must be evaluated at some point in the term. It is essential that both TA and professor understand the nature of the evaluation taking place: is it formative (diagnostic or constructive) or summative (for judgment)? The minimum evaluation consists of administering the Arts Course Questionnaire (see Appendix). Because of the one-time nature of this measure, it is classified as summative in nature. Formative evaluations could include a review of the TA's written lesson plans (usually in outline form), a visit by the professor to the TA's class, and an interview to review the classroom visitation. Although these evaluations may seem onerous, they are valuable to your professional development as a teacher. They are most effective when done in the middle part of the term and when supported by conferences with other TAs and professors.

Evaluation for Part-time Lecturers
For part-time lecturers, evaluation serves a number of purposes. As for teaching assistants, formative evaluations can provide lecturers with an important tool for teaching development. Summative evaluations are of importance to the department, which is responsible for assessing the quality of its course offerings. Ph.D. students who plan to seek full-time academic employment after graduation need to build up evidence of their teaching effectiveness, and
teaching evaluations - both by students and by qualified instructors - help to supply that evidence.

Your Teaching Advisor will visit your class at an agreed-upon time and will provide you with feedback on the Teaching Evaluation Report. The Report has a section for your own comments on the Advisor's remarks.

At the end of the course, the Teaching Advisor will write an overall evaluation in the form of a letter to you, with one copy going into the department file. Part-time lecturers are also required to administer the Arts Faculty Course Questionnaire (see Appendix). The undergraduate assistant will notify you when it is time to order the questionnaires for your students. It is important to follow the directions that come with the questionnaires. The student evaluations are normally completed within the last two weeks of a course, with the instructor receiving the questionnaire results in the following term after the grades for the course have been turned in. With the numerical results and student comments, you will also receive some information about average results within the Faculty of Arts. If you are unclear about the significance of the student evaluations, you may wish to discuss them with your Teaching Advisor.

**Securing Teaching Recommendations for Academic Employment**

If you are completing a Ph.D. and intend to apply for academic jobs, be sure to obtain a teaching recommendation for your job placement dossier. The department Chair, the Undergraduate or Graduate Officer, a former Teaching Advisor or TA supervisor, or a faculty member with direct knowledge of your teaching are appropriate to ask for this teaching reference. The more specific the reference is about your teaching accomplishments the better, so offer your referee as much evidence as you can provide of your teaching effectiveness. Course syllabi and teaching materials you have developed, course questionnaires, and evaluations by supervisors or Teaching Advisors are useful sources of specific information.

**E. Advice for Difficult Situations**

**Grade Appeals**

**Appeals at the Instructor Level**

If a student believes that the mark on an essay or test was lower than what was merited, the student has a right to ask the instructor to reread the paper. Make no promises to the student before rereading. It is possible that you might decide you were unduly harsh on a paper; conversely, you might decide that you were overly generous; or you might decide that the original grade was exactly right. Never lower a grade on the basis of reconsideration of value of work after the grade has been announced to the student. Grades can be changed retroactively to the detriment of students only in the case of subsequent discovery of plagiarism or cheating or if a mechanical mistake was made in transcribing the grade.
Normally, changes in marks are fairly slight, e.g., from a 68% to a 72% or perhaps a 75%. If the change is considerable, then you really mismarked the work the first time, and you should reflect on your marking procedures. Avoid getting into the habit of always raising marks upon appeal. Presumably, you marked the papers carefully to start with, and you should be willing to stand behind those marks (while acknowledging that it was possible that you made a mistake or two).

If you have reread the paper and the student is still unhappy, suggest to the student that you ask someone else in the department to read the paper. The second reader's task is to decide if he/she thinks the original grade was a reasonable or fair grade. Students frequently simply want a second opinion, especially if they feel a mark is the result of a difference of personal beliefs.

**Appeals beyond the Instructor Level**

If a student believes that he or she has not been graded fairly in a course, and if the student has appealed the grade unsuccessfully to the instructor, the student has the right to appeal the grade to a higher authority. A student can go directly to the Associate Dean of Arts for Undergraduate Studies, but in most cases the student goes to the department Chair. Even if the student goes to the Dean, the student is normally referred back to the department Chair. Appeal procedures are at the discretion of the Chair. Normally, the Chair will ask a specialist in the area or someone who has taught the course in the past to review the case. Appeals at this stage are considered "informal" by the University.

**Additional Appeals**

If a student has appealed a grade to the department Chair and is not happy with the Chair's decision, the student then has the right to appeal the final grade to the Associate Dean of Arts for Undergraduate Studies. At this stage, called the "Formal Inquiry Stage," a grade may be lowered or raised. If a student's appeal is turned down at the Formal Inquiry Stage, the student then has the right to move on to the "Formal Appeal Stage." Very few appeals ever go this far.

The UW Student Grievance Policy covers grade appeals. It can be consulted in the department office.

**Rewrites, Incompletes, Grade Revisions**

**Rewrites**

(Note: The following comments may not apply to writing courses in which revisions of essays are required or routinely expected.)

Students frequently ask permission to rewrite an essay. No instructor is required to give permission for a rewrite. If, however, you decide to allow rewrites, decide on your policy in advance: e.g., rewrites only in special cases (student had a cold, student misunderstood assignment), rewrites allowed for anyone with a grade below a certain level, rewrites for anyone who wants to rewrite, etc. Keep in mind that rewrites add to your workload.
Also announce in advance how much credit you will allow for the rewrite. In a sense, you are the co-author or at least a contributing editor of the rewrite. Some instructors count the initial essay for 50% and the rewrite (if an improvement) for 50% of the essay mark; some count the initial essay for a and the rewrite for b's of the essay mark.

Remember, a rewrite is not necessarily better than the original, and you should not feel pressured to give the rewrite a higher grade than the original. Do not allow rewrites of rewrites.

Late Submissions
In your course information sheet indicate your policy on late essays, e.g., no penalty, 1 percentage point taken off for every day late, 1 percentage point taken off for every weekday late, one percentage point taken off for every hour late, or whatever. You have the right to refuse to accept late submissions, but the easiest way to deal with this problem is through penalties.

Extensions
No instructor is obliged to give extensions for essays, but virtually all instructors give extensions in certain circumstances (e.g., ill health, death in the family, personal crises). Whatever your policy, apply it as consistently as possible. When you give an individual extension, make note of it in your records.

Missed Tests and Exams
This situation is much more troublesome than a late essay because the instructor must devise a new test or exam for the student. Students should have serious, verifiable reasons for missing tests or exams.

Incompletes
The decision to grant an incomplete is the instructor's option, not the student's. Again, the student should have serious, verifiable reasons for being unable to complete the course work within the normal time. If you decide there are valid reasons for giving an Incomplete, work out with the student before the course ends the schedule for completing the work. Have the student complete the course work as soon as possible (i.e., within 3 months).

Grade Revisions
At the undergraduate level, instructors can revise upwards any final mark at any time. Use an undergraduate "Grade Revision Form" (available from the undergraduate assistant) to change Incompletes to Final Grades or, on the rare occasion, to raise a previously assigned final grade.

Attendance, Missed Classes, Class Cancellations

Class Attendance
It's a good idea, especially in large classes, to keep a record of class attendance. It helps, for example, in case of an appeal to be able to refer to specific figures. Some instructors call the roll as a way of getting to know students' names; other instructors have students sign a sheet.
**Missed Classes**

Sometimes a student will be absent for a couple weeks and then come to you and ask, "Did I miss anything?" Students are responsible for any material covered or work missed when they are absent from class. Whether or not you go over the missed material with the student or simply refer the student to other students normally depends on the student's reasons for missing class. You are not obliged to set up private tutorial sessions for the student who was busy working on a project for another course or who missed classes for frivolous reasons, but most instructors are very willing to spend extra time with a conscientious student who has been forced to miss some classes.

**Cancelling Class**

If for some reason (sickness, car won't start, family emergency) you cannot make it to your class, call a fellow graduate student, the undergraduate assistant, or the Undergraduate Officer, and ask him/her to post a notice in the classroom. The notice should indicate what will be covered in the next class. At the next class, apologize for missing class and give some type of explanation (you don't have to go into details). If you have to miss more than one class in a row, talk with your Teaching Advisor and make arrangements to have someone cover the class.

**Official University Closings**

At times, normally because of a snowstorm, the University officially closes. When this happens, you must, regardless of how inconvenient or awkward for you, cancel your class. During the day, notice of the President's (or his/her delegate's) decision to close the University is communicated to the chair's office and also to the local media. When storms commence outside the work day, the University closes when the Waterloo County board of Education closes the school system, and the University closing is communicated through the local media.

**Problems in the Classroom**

**Students Talking While You or Other Students Are Talking**

Normally, if you simply stop talking and look at the offenders, they will get the message. If it's a recurrent problem, mention that "our rules of politeness require that only one person speak at a time" or something to that effect. If that doesn't work, ask to see the offenders after class. If they still insist on talking, ask them to leave the classroom; obviously, whatever they are talking about is very important and they need to finish their conversation, but they are disturbing others. (These comments do not apply to the occasional sotto voce exchange between students.)

**Challenges to Your Authority or Expertise**

Sometimes students will challenge instructors simply because the instructors are TAs. Many TAs are fairly close in age to the average undergraduate and do not have the advantages conferred by white hair, wrinkles, and titles such as Professor and Doctor. Some undergraduates feel that they are getting less than the best when a course is taught by "just a TA."
If you feel that a student is trying to show you up, to make you look bad, be as patient as possible. If you squelch the student too soon, you run the risk of having the whole class turn against you. Most undergraduates are actually very sympathetic and very understanding of TAs. Once you have earned the students’ respect through the quality of your classes, the students will frequently take care of the trouble-maker themselves. If the problem persists, arrange a conference with the student to discuss the situation; also talk with your teaching advisor.

You Don’t Know the Answer or You Make a Mistake

At times, all instructors are asked questions for which they do not know the answers. Don’t try to bluff. Simply admit that you do not know but that you will look it up and get back to them. And be sure that you do get back. It’s a good idea to jot down these questions so that you don’t forget.

If you make a mistake, admit that you made a mistake and correct it as soon as possible. It can be embarrassing if a student points out your mistake in class, but you simply increase your embarrassment if you attempt to pretend that your mistake really isn’t a mistake.

Psychological, Emotional Problems

You might encounter students who are experiencing psychological or emotional problems. At times, the problems are fairly everyday and the students are simply looking for a friendly ear. But be very cautious in these situations. You can best serve a student with psychological or emotional problems by directing the student to qualified help.

Plagiarism

“Plagiarism is the act of presenting the ideas, words, or other intellectual property of another as one’s own,” in the definition used by the University of Waterloo, and it is a serious academic offence.

Some students do not know the difference between plagiarism and appropriate use of sources. They may find the definition above confusing, for, even if they are aware of the need to footnote direct quotations, they may not know how to acknowledge paraphrases or how much of the original language to include. You should make your students aware of what they must footnote and what is a legitimate or true paraphrase. It is also useful to discuss the larger issue of what role the work of others should play in shaping one’s own thought and writing within the discipline of English studies.

Some students do intentionally try to get credit for work which is not theirs. If you suspect a student of plagiarism, either for part or all of the essay, proceed very cautiously. Do not make accusations without proof. If you cannot find the original source or sources (sometimes it’s impossible to find the original because the original is unpublished), another approach is to call the student in for a conference and ask the student to explain or develop particular points in the essay.

Here are the steps you should follow if you suspect plagiarism:
• As you consider the possibility that plagiarism or other cheating has occurred, be aware that you must treat and approach the student with scrupulous fairness and objectivity and that you will need to find strong documentary evidence of your charge of plagiarism. But be aware also that by no means does every instance of plagiarism consist of borrowings from library books and articles. Not all students realize that instructors have heard of Coles and Monarch Notes. Additionally, students have been known to steal or copy papers from other students as well as to buy them. If documentary evidence of the possible plagiarism cannot be found but you still suspect plagiarism, you should ask the student to produce notes, outlines, rough drafts, etc.

• Your first step when you suspect plagiarism should be immediately to consult your Teaching Advisor. (Because of its potentially traumatic nature, the entire proceeding should move just as rapidly as possible.) Do not at this point speak to the student: your suspicions could be wrong. Your Teaching Advisor will help you to determine if your suspicion of cheating is well founded. If it is, either you or the Teaching Advisor should inform one or the other of the Chair or the Undergraduate Officer.

• Take your Teaching Advisor’s advice on the search for and collection of evidence. Understand that a failure to find the evidence does not necessarily constitute exculpation of the student.

• If, after your search for evidence, plagiarism is proven, the incident must be reported to the Associate Dean, Undergraduate Studies. Consult with your Teaching Advisor for guidance with this process.

• If the search does not turn up unambiguous evidence for plagiarism but you still suspect that it may have occurred, consult with the Teaching Advisor on appropriate resolutions.

• If you and your Teaching Advisor have determined that the next appropriate step is to discuss matters with the student (and, unless the possibility of plagiarism has been conclusively ruled out, this should be the next step), ask the Teaching Advisor or one of the departmental officers to act as witness during your interview with the student. With the faculty member, go over the questions that need to be asked of the student.

• At this point (or earlier), the Associate Dean for Undergraduate Affairs should be informed of the case. If you wish, you may ask your Teaching Advisor to call to the Associate Dean for you. University policy requires that cases of plagiarism and other cheating be reported to the appropriate Associate Dean. When a faculty member or graduate student instructor detects plagiarism or other cheating in the work of one of his/her undergraduate students, the appropriate Associate Dean is the Associate Dean of Arts for Undergraduate Affairs.

• Call the student to set up an appointment. If at all possible, make the appointment for the same day. Do not be overly explicit about the reasons for the appointment; if pressed, say something like, "Before I can finish marking your paper, I need more information on your compositional processes." Ask the student to bring to the interview, for submission to you, all rough notes and previous drafts.
During the interview, be very open and very fair with the student. Explain to the student that you are following the mandatory procedures of the Arts Faculty and of the University. Ask and allow him/her to give a full description and explanation of his/her actions. If you have not yet found documentary evidence of plagiarism, explain that you are not assuming either guilt or innocence but that there are questions about the paper that do need to be resolved. Ask the student to develop more fully or otherwise comment on points raised in the paper. If the student has submitted notes or drafts, go over them with the student.

If guilt seems obvious, or if innocence seems not to have been fully assured, you and the student will likely be asked to meet with the Associate Dean for Undergraduate Affairs. In an ambiguous case, the Associate Dean will help you to decide on the appropriate ruling. If the student has indeed committed plagiarism or has cheated in other ways, the Associate Dean will discuss with you the penalty on which you and your Teaching Advisor have earlier consulted and will either confirm or recommend an alteration to that penalty.

The UW Student Academic Discipline Policy covers plagiarism and many other disciplinary matters. It can be consulted in the department office.

Professional Behaviour

Offensive Language
Instructors should consciously strive to eliminate sexist and racist language from their classrooms. Remember that tasteless or offensive jokes are exactly what their name says. Also, the conventional swear words or 4-letter words should not be part of an instructor's vocabulary in the classroom or in comments on essays.

Ethical Relationships with Students
In their relationship with students, instructors are in a position of power and trust. Instructors are expected to treat all students as fairly and as equally as possible. Be friendly with all of your students, but be careful of becoming a "buddy" to any of them. You are not your students' equal - in terms of the course, as the instructor, you are your students' superior. You must judge and evaluate their work. It is very difficult to judge objectively the work of a "buddy." When the course is over and you are no longer in the student/teacher relationship, you can then be friends with as many ex-students as you like.

In addition to the lure of friendship, instructors can at times also be romantically or sexually attracted to certain students. In 1988, the English department adopted the following policy: The English department views any romantic and/or sexual relationship between an instructor and one of his/her students as constituting a professional conflict of interest on the part of the instructor. Consequently, if a conflict should develop, the department expects the instructor to act in a professional manner and to take appropriate steps to eliminate the conflict.
Some possible steps: in a multisectional course, you can arrange to have the student transferred
to another section; if that is not possible, you can ask a fellow instructor to mark the student's
papers, but even if you do so, you should not pursue any out-of-class involvement with the
student as long as the student is still officially your student. Also remember that attractions or
relationships which you might think are private or secret are frequently obvious and well known
to others.

Sexual Harassment
Sexual harassment is "unwanted attention of a sexually-oriented nature," according to the UW
policy on Ethical Behaviour. Sexual harassment can potentially poison any of the working
relations making up the teaching environment: between student and teacher, student and
student, teacher and supervisor, etc. For advice, help, or counselling, members of the university
community affected by sexual harassment can contact the Human Rights Coordinator, the
Ombudsperson (for students), or Counselling Services. Complaints of sexual harassment should
be reported to the department Chair. For cases where an informal resolution of the complaint at
the department level is not successful, the UW policy on Ethical Behaviour outlines the steps
involved in making a formal complaint to the Ethics Committee. The policy can be consulted in
the department office.
V. Resources Available to Help Undergraduate Students

Health Services

Ext. 84096. Nurses and Doctors are on staff to handle minor medical emergencies as well as emotional crises. They can also refer students to other services that the student may need. Health and Safety also has information pamphlets available covering a wide variety of topics and issues.

Safety Office

Ext. 33587. The Safety Office serves as a Health, Safety and Environment (HSE) resource to assist members of the University community in meeting their obligations to provide a safe, healthy work and educational environment.

Counselling Services

Ext. 32655. Counselling services has professionally trained counsellors who help students with personal and social concerns. They also offer workshops on assertiveness, study skills, exam anxiety management, stress management, career planning, relaxation training, and depression management.

Office for Persons with Disabilities

Ext. 35082. This office provides information, resources and services for students with any type of disability. If there is a student with a disability in your class, find out what needs the student has that should be accommodated.

Ombudsman

Ext. 32402. The University Ombudsman is available if there are any questions regarding University policy or other matters such as unfair treatment, help needed to mediate a situation, or problems regarding application of policy, procedure, or regulation. The Ombudsman can also direct the student to appropriate resources as well as being an advocate for the student.

Fed Safety Van and Student Security Service

Ext. 84042. The safety van runs every evening out of Campus Centre leaving every forty minutes, with extended hours during exam times. It provides a safe ride home for students, with priority seating for women. The student security service can provide an escort team to walk anyone from one part of campus to another between 8 pm and 1 am.
Turnkey Desk

Ext. 34434. Located in Campus Centre, the Turnkeys are on duty 24 hours a day, 365 days a year. They are capable of answering almost any question about resources available on campus and in the surrounding area.

The Writing Clinic

Ext. 32329. In addition to its ongoing tutorials provided in conjunction with the English Language Proficiency Exam, the Writing Clinic can assist students in working to eliminate chronic essay problems with expression, organization, or research methodology. Appointments are arranged on the basis of instructor referral, and space may sometimes be limited.
VI. Resources and Cautions for Instructors

Centre for Teaching Excellence

Centre for Teaching Excellence (CTE), located in MC 4055 (ext. 33132), offers instructors across campus assistance with teaching development. CTE offers seminars and workshops on teaching methods, and it operates an extensive library of materials on pedagogy, which you can borrow in person or by campus mail. CTE consultants will also work with individual instructors to help them improve their teaching.

Pay

If you have not taught before, you must go to Human Resources, GSC 130 to sign-up for direct payroll deposit. Take along a blank cheque and your Social Insurance Number. Once you are on file with payroll, subsequent teaching will be deposited into your account. If your teaching is interrupted by a term, you may have to re-register with Payroll.

Photocopying

Department copying
For each term that you teach, you may obtain a copying code from the department which will enable you to use the department copier for course materials. The first account is $10.00 and additional accounts are $20.00. Large copying jobs, particularly those that need collating, should be done at a Graphic Services location on campus. For copying at Graphic Services you must fill out a print requisition form available from the departmental Administrative Assistant who will arrange the copying for you. Please give at least one day's notice. Exams must be given to the undergraduate assistant for copying one week in advance. The department does not pay the cost of course handouts other than syllabi and examinations. The cost of course handouts should be borne by the students themselves.

Courseware
If you want your students to have their own copies of additional class materials, or if you want to put together your own course book, Courseware (http://www.graphics.uwaterloo.ca/courseware/index.php), will print such materials as:

- Journal or periodical articles
- Excerpts from books
- Out-of-print material
- Newspaper articles
- Study guides
- Lecture notes
- Your own original materials
Courseware will obtain copyright permission where necessary, and accepts orders online.

Your students will pay for these materials, and it is advisable to arrange for this service well in advance of your first class so that your package is ready on time for your students' use. Allow Courseware more time so that you can be sure that your materials will be ready at the beginning of term. You may wish to check a sample copy of your package before it is run off for your students; there have been occasions when pages or whole articles were missing or illegibly copied.

Audio-Visual Aids

Should you wish to use any audio or visual aids, including such equipment as overhead projectors, television monitors, tape decks, slide projectors, CD players, or materials such as films, the best plan is to book these with the UW Audio-Visual department at the beginning of the term. (If you have a sudden impulse during the course of the term to show a film, A-V needs one week's notice for materials from UW's collection; two weeks' notice for any coming from other sources.) Although you may call to do this (ext. 33031), experienced A-V users recommend that you visit A-V (E2 1309) to make your arrangements. A-V has a data base of all materials available so that you can select alternative aids if the ones you want cannot be obtained.

Renting films not in the UW collection can be quite costly, so you must decide how best to cover the charge. Check with A-V to be certain that your classroom is suitable for viewing a film or video. You may have to book another room.

If you wish to show a film, make sure the film is included in the university's current site licenses with film distributors. Links to distributors with which the university is licensed can be found on the AV department website, along with details about how to avoid copyright violations. Films rented off-campus and not covered under current sit licenses require a Public Performance License which costs about $75.00 or more plus GST. This requires written authorization from the Chair of the English department before the film is rented. All A-V charges in excess of $25.00 require written authorization from the Chair of the English department and it is your responsibility to confirm the charge before you rent the film. Students may be charged a nominal fee to put towards these charges.

Be aware that copyright laws prevent your using videotapes/disks from video stores, unless covered under current site licenses, or your own videos recorded off-air. Without a licence from the copyright owner, it is illegal to exhibit pre-recorded videos in a public place, even if admission is not charged. Ownership of a pre-recorded tape or disk does not constitute ownership of copyright. Should you have a guest speaker in your classroom who brings along A-V aids, it is your responsibility to check the legality of the aids. The same restrictions apply to audio materials, although their copyrights are usually easier to clear. A-V can tell you how to proceed. There are A-V aids that may be used without infringing on copyright laws. Call A-V to be certain.
Library

The Liaison Librarian for our department (Erin Murphy, ext. 32885) will conduct library orientation for your class which can last as briefly as ten minutes or as long as it takes to acquaint your students with resources you would like them to use (periodical indexes, CD ROMs, etc.). You should arrange any orientation sessions with the Liaison Librarian three weeks in advance and discuss class size. For more than 40 students, the librarian will speak in your classroom. The Liaison Librarian is available to you by individual appointment to discuss library resources or any "library assignment" you may devise for your class; advise the librarian about any such assignments so she can alert the information desk to be prepared to assist your students.

Should you wish to provide readings for your class beyond assigned texts, the library will put them on reserve for you. You may reserve whole books; any material photocopied from books or journals must conform to copyright laws. Online forms for creating reserve reading lists are available at the Library website. For specific information on copyright compliance, see the library website under “Placing Material on Reserve”:
http://www.lib.uwaterloo.ca/borrowing/reserves/

Use of Student Writing for Research

You may wish to use excerpts from student essays in articles you write either for presentation at conferences or for publication. Research use of student work requires written permission from the student.
Appendices

I. Teaching Evaluation Report
II. Teaching Advisor Checklist
III. Arts Course Questionnaire