

APPENDIX X:

Sample Teaching Aides/Resources

This committee was not struck to deal with the issue of course planning, an area in itself worthy of study, yet as we have pointed out in Chapter Seven, course planning is a key element in preventing overwork in preparation. We are including here a single good example of a course guide for bargaining unit (and faculty) instructors in the French department. This "Teaching and Testing Programme" gathers together the crucial information about the class, including:

- a) the information that the students had when they were deciding to take the class. This information also serves to set overall objectives for the class;
- b) a list of textbooks with indications as to the purpose of each, which purposes relate back to the overall objectives;
- c) a marking scheme which again flows logically from the objectives of the course;
- d) a suggested week-by-week syllabus, which the instructor may alter at will, as long as the objectives of the course are met;
- e) brief, incisive, helpful notes on administration and pedagogy.

These few pages are part of a larger package including examples of curriculum. The French department follows through with a form of evaluation which seems genuinely geared toward training and improvement: the official charged with evaluation comes twice in the course of a term, and fills out an evaluation form each time. From the first visit nothing is kept, anywhere. The second evaluation goes into the employee's file.

This example is not ideal for our purposes, as the great majority of bargaining unit members are teaching assistants, not instructors. For a tutorial, course convenors and supervisors should consider writing a separate set of objectives so that the tutorial has its own logic, and so that everyone understands why there is a tutorial. If the TA is supplied with a general course outline, and told to "lead a discussion on the topic of the week," the amount of preparation required may rise indefinitely, particularly if the topic of the week is as general as "Thermochemistry" or "The French Revolution." TAs might reasonably be asked to do this work themselves, setting their own objectives, but in that case they should be trained for the task, paid for the work time, and paid for the training time.