

4.12. Teaching Partnerships in Collaborative Courses

The following general guidelines will help to clarify the roles of content and English partners in the collaborative courses.

(Amended by the Faculty Council, February 21, 2013)

4.12.1. Syllabus Planning:

The content teacher decides on the content objectives and selects possible themes, units, or modules to realize these objectives. The language teacher considers the students' expected (or known) range of proficiency levels. Both teachers discuss what kinds of material and activities the students could handle, taking into account the subject matter and the students' projected proficiencies. Based on their discussions, joint language and content objectives should be made.

The content teacher suggests possible texts to use in the course. The language teacher examines the texts and comments on their reading demands. Alternate texts should be sought if an initial text was found to be too difficult on linguistic or cultural grounds. The language partner may be able to suggest an appropriate text to work with based on his or her previous experience. Alternatively, the content partner could adapt a text (or write his or her own) to make it appropriate to students'

reading abilities. Both partners should agree on a text together that fits student needs and proficiency levels, or they may decide that the content person will write the materials. On some occasions, due to textbook order deadlines, the content person may have to order the text before his or her partner is assigned. If this is the case, he or she should consult another language instructor for advice.

A combined syllabus should be prepared by both teachers. A number of possible models have been compiled and are available in Main 1, Room 335. In general, major units or modules are listed. Teachers should be flexible and willing to add, eliminate, or expand units based on student needs. Details on types and length of homework assignments, and on the number and type of exams and projects should be jointly discussed and agreed upon.

4.12.2. Lesson Planning:

Partners should meet at least once or twice a week to evaluate previous lessons and student progress, to give each other feedback, and to plan lessons. They should encourage each other's ideas for each lesson. After jointly deciding on the type of input to give the students, both teachers should be actively involved in designing and creating the tasks or activities that accompany the input. In daily lesson planning, both instructors should plan to teach students through a variety of active learning tasks. Initially, it may be the language person who suggests the tasks since he or she may be more familiar with active and cooperative learning techniques. The content person should strive to learn these types of techniques so that he or she can actively participate in the planning and preparing of student activities. Both should share equally in the responsibilities of initiating meeting times, generating ideas, preparing handouts, and photocopying materials. New proposed readings or other faculty input should be given to the teaching partner for his or her consideration at least a week before the actual lesson in which they will be used.

4.12.3. Classroom Procedures

Both teachers must be present during the entire class time (6 hours weekly) and should be involved as much as appropriate. While one teacher is giving a presentation, for example, the other might be listening and taking notes or assisting individual students who need help. Teaching partners share instructional time as equally as possible. They could alternate in presenting material or in setting up student tasks. At times, it will be more appropriate for the content or the language specialist to present and elaborate on certain material or to answer student questions that demand depth of knowledge in a specific discipline. While the respective expertise of each partner should be recognized, many activities will cross disciplinary lines. Therefore, language and content roles will often blend.

4.12.4. Evaluation

Partners take equal responsibility for preparing and grading exams, reports, and other assignments. They both meet with students to discuss strengths and areas for improvement. While each partner's role in assessment will reflect his or her own expertise, the interdisciplinary nature of many course activities will be reflected in assessment as well. By policy, each partner is ensured 50% input into the final grade of students.

4.12.5. Disagreements

Occasionally, partners will find that they are unable to agree about issues related to course content or administration. Partners finding themselves in such a situation should first try to discuss the matter. If a mutually acceptable solution is not possible, advice should be sought from one or both of the Facilitators. If a conflict cannot be resolved through informal mediation, Facilitators or those directly involved should seek the assistance of the Dean of Faculty.

In all cases, a resolution will be sought that does not impact negatively on the students taking the course. As a general principle, conflicts should be resolved in a manner that respects the rights of both instructors and keeps the problem as small as possible. It is particularly unprofessional for partners involved in a dispute to involve students or other colleagues by spreading allegations through the community. It is, of course, expected that all faculty will conduct themselves in a professionally correct manner at all times.

(Addendum January, 2001)