Handbook for Teaching Assistants in Philosophy

2014-15

Philosophy
School of Social Sciences
University of Manchester

Contents

- Guidance on Dyslexia

7.   Support for TAs
- Peer observation
- Meetings with the course convenor
- The TA Coordinator

Appendix

Using Campus Solutions

1. Some Key Information

Welcome to the Philosophy Discipline Area (DA) at the University of Manchester. Philosophy is one of 6 discipline areas in the School of Social Sciences (SoSS). The teaching team here consists of 17 academic staff and our dedicated team of tutorial Teaching Assistants, many of whom are also graduate students on our PhD programme. The DA hosts a very successful research community embracing academic staff and graduate students, and prides itself on providing one of the best profiles of undergraduate degrees in Philosophy in the UK. The DA is based in the Arthur Lewis Building, has excellent facilities, and is supported by an outstanding administrative team.

As a Teaching Assistant (TA) in Philosophy, you will be part of a dynamic and highly respected team. This handbook will provide you with some important information about the DA, the University, and the programmes you will be teaching on. In addition, you will find some advice on some practical aspects of teaching.

PAY AND CONTRACTS

Contracts

All contracts will be issued by the SoSS Resources Office.

Payment Arrangements

Basic payment is determined centrally by the University.

Teaching Assistants are paid on a monthly basis through the University's Payroll. Salary payments are made on the last working day of each month.

Any queries about contracts and pay should be directed to Lucy Jones in SoSS Resources – email: lucy.jones@manchester.ac.uk; tel: 0161 275 1757.

PHILOSOPHY DA POLICY ON THE RECRUITMENT OF TAs AND THE ASSIGNMENT OF TAs TO COURSE UNITS

1. The task of recruiting and assigning TAs to tutorials groups is undertaken by the DA's TA Coordinator, whose responsibility is to implement the DA's policy of ensuring that undergraduate students receive a high quality teaching and learning experience.

2. TAs are chosen from a list of people approved by the TA Coordinator, drawn up each year. The criteria for approval are candidates' qualifications, teaching experience and suitability for the course units in Philosophy offered at Manchester. The main resource of people for this list is expected to be the DA's own cohort of PhD students but, where necessary, the TA Coordinator is expected to recruit suitable TAs from outside the DA (*e.g.* by advertising on Philos-L).

3. The criteria applied by the TA Coordinator in assigning approved TAs to tutorial groups are these:
   - Prospective TAs' teaching competence and teaching experience within the field of enquiry covered by the course unit.
   - The DA's adherence to the teaching requirements of studentships possessed by the PhD students holding them.
   - Ensuring, as far as satisfying the first two criteria allows, that PhD students have the chance to develop their careers by doing some undergraduate teaching.
   - Ensuring that TAs are not burdened with excessive teaching responsibilities. For PhD students in the DA this means that they should normally have a maximum of 6 tutorial groups per year, possibly less during the first and final year. (Such a decision will be arrived at in consultation with the student's supervisor.) For external TAs the TA coordinator may also choose to limit the numbers of groups assigned in order to preserve teaching quality.
   - In assigning tutorial groups to TAs, preferences concerning working hours of those TAs with caring responsibilities will be prioritised.

4. The evidence drawn upon by the TA Coordinator in assigning TAs to the approved list, and in assigning TAs to course units, will include at least some of the following:
   - Philosophy DA peer review data.
   - Student satisfaction data.
   - Advice from course convenors.
   - Written and verbal references from employees of other HE institutions (if the prospective TA is not a Manchester PhD student).

5. TAs who, on the basis of the evidence mentioned in 4 above, are deemed to have performed unsatisfactorily, will be removed from the pool of potential TAs.

6. TAs have the right to feedback on the rationale for the assignment of teaching given them. If requested, they are entitled either to written or verbal feedback from the TA coordinator. If unsatisfied by the nature of this feedback, they may have a meeting with the DA Head.

SEMESTER DATES 2014-15

Semester 1 starts	15 September 2014
Christmas break starts	12 December 2014
Christmas break ends	12 January 2015
Semester 1 ends	25 January 2015
Semester 2 starts	26 January 2015
Easter break starts	20 March 2015
Easter break ends	23 April 2015

Semester 2 ends	5 June 2015

Reading Week

Week commencing 27th October 2014 (week 6, semester one) is a reading week. This means that lectures and tutorials for <u>most</u> courses break during this week to allow students some extra time for independent study and to work on their essays.

Reading Week is not a holiday: students are expected to continue work on their units.

EXAMINATION DATES 2014-15

Semester 1 Examinations:
12 – 23rd January 2015

Semester 2 Examinations
11th May – 5th June 2015

Re-examinations
24th August – 4th September 2015

These dates were accurate at the time of going to press.

KEY CONTACTS

Head of Philosophy DA
Julian Dodd   0161 275 3196 julian.dodd@manchester.ac.uk

Director of Undergraduate Studies, and programme director for philosophy
Graham Stevens   0161 275 4886 graham.p.stevens@manchester.ac.uk

Philosophy TA coordinator
Michael Rush   0161 306 8029 michael.rush@manchester.ac.uk

Philosophy Administrators
Caroline Harmer   0161 275 7129 caroline.harmer@manchester.ac.uk

Joseph Barrett   0161 275 3204 joseph.barrett@manchester.ac.uk

KEY WEBSITES

SoSS Teaching Assistant website
http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-research/graduate-teaching-assistants/

University Student website
www.studentnet.manchester.ac.uk/

Philosophy website
http://www.socialsciences.manchester.ac.uk/disciplines/philosophy/

Philosophy staff intranet

Philosophy undergraduate intranet
http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/

Blackboard
Access via MyManchester, http://my.manchester.ac.uk.

BPA/SWIP GOOD PRACTICE SCHEME

We have signed up to the British Philosophical Association/Society for Women in Philosophy (UK) Good Practice Scheme – all elements except for staff-student relationships (our new policy on this is below). See http://bpa.ac.uk/resources/women-in-philosophy/good-practice for more information on the scheme.

There is some more information about what we're doing to implement the scheme on the Philosophy staff intranet (see above). In addition, various changes have been made to this handbook and to student handbooks and the *Philosophy Study Guide*.

STAFF/STUDENT RELATIONSHIPS

As of 2014-15, we have introduced a DA policy on staff-student relationships. For the purposes of the policy concerning undergraduates, **staff include teaching assistants**. The policy is as follows:

We recognise both that close relationships can exist or arise both between staff and students (both undergraduate and postgraduate) and between staff (where staff include teaching assistants (TAs)). These relationships include those of a romantic and/or sexual nature as well as close personal friendships and family relationships. In the absence of appropriate procedures, however, such relationships can lead to unfortunate unintentional consequences, including real and perceived inequalities. In cases where such relationships do exist or arise, the following procedures have therefore been agreed:

Staff (including TAs) and undergraduate students

It is the responsibility of the member of staff concerned to:

- inform a senior member of the Philosophy discipline area – where possible, the Head of Discipline Area – as soon as possible;

- withdraw from writing references and recommendations for the student in question.

It is then the responsibility of the DA (where possible, the HoDA) to ensure that the member of staff concerned:

- withdraws from all small-group teaching involving that student, unless practically impossible;

- withdraws from the assessment (including anonymous assessment) of that

student;

The student concerned has no such obligations, but is equally entitled to report their relationship to another member of staff (e.g. HoDA, if appropriate), and to request that the above steps be taken.

Additional notes:

- Both you and the students you teach are (obviously) adults, and as such are free to form whatever relationships you want with each other, so long as it does not constitute harassment. The purpose of the above policy is to ensure that any relationships that do exist or arise do not generate any **real or perceived conflicts of interest**.

- We have not specified what exactly constitutes a 'relationship of a romantic and/or sexual nature', or 'close personal friendship', or indeed 'family relationship' for the purposes of the above policy. The rule of thumb, however, is that you should regard any relationship, however fleeting, that could generate real or perceived inequalities as falling under the policy.

- Note that a relationship that is conducted entirely off-campus and through private email addresses and mobile phones, etc., falls under the above policy: it generates a conflict of interest even if you yourself sincerely (and indeed truly) believe that it is not in any way affecting your professional relationship with the student.

- If you are unsure about, or want any advice on, any of the above, please consult the TA Coordinator or HoDA for advice.

HARASSMENT

Please take a few minutes to look through the University's webpages on bullying, harassment and discrimination: www.staffnet.manchester.ac.uk/services/equality-and-diversity/bullying---harassment---discrimination/. It means you will be prepared if a student comes to you with a concern, or if you witness any of these phenomena, or indeed if you yourself are subjected to any of them.

It is really important to exercise caution in any social relationships with undergraduates that you actually teach or may teach in the future. Be aware that engaging in them may make you fall within the DA's staff-student relationships policy (above), and that the fall-out if they go wrong can lead to more serious professional consequences. If you send an insulting or hostile text message to an ex-boyfriend, that's your business (so long as it's within the law). If that ex-boyfriend is one of your students, it's the University's business too: you have just sent an insulting or hostile message to one of your students, after all, and that constitutes harassment.

Obviously the same point applies in the other direction too; students should not be sending hostile or insulting text messages (or whatever) to members of academic staff either.

Helen Beebee is the DA contact for bullying and harassment; get in touch via Helen.beebee@manchester.ac.uk if you have any concerns or would like some advice, or you can go to one of the University's harassment advisors (see the link above).

2. Philosophy

PROGRAMME AIMS

The University's declared mission is 'the pursuit of excellence through the advancement of research, teaching and learning'. In line with this, the aims of Philosophy are:

1. to deliver structured yet flexible programmes of study, informed by current research, in which students critically evaluate, and think through for themselves, philosophical arguments and problems;
2. to provide students with a curriculum within which they study texts and questions central to the analytical tradition in philosophy, and, if students wish, texts and questions from outside that tradition;
3. to develop, in partnership with students, students' subject-specific knowledge, cognitive, intellectual and transferable skills, and thereby prepare students for further academic study and employment;
4. to employ an appropriate variety of teaching and assessment methods to meet Philosophy's aims and the programmes' respective learning outcomes;
5. to use learning resources effectively and efficiently to meet Philosophy's aims and the programmes' respective learning outcomes;
6. to attract and select high calibre students in accordance with the University's admissions policy, as set out in the Academic Standards Code of Practice;
7. to provide students with an effective induction programme, and academic and pastoral support, in order to enhance their progress and academic development;
8. to operate a management structure which monitors the delivery and quality of teaching provision in order to ensure a high quality learning environment.

In order to meet Philosophy's aims, academic staff in Philosophy have a variety of roles, including Programme Directors, academic advisors, course convenors, lecturers, tutors, and examiners; and each role brings with it different responsibilities. We make every effort to provide a professional and supportive learning environment for all students via the various teaching and support mechanisms and procedures described elsewhere in this handbook.

LEARNING OUTCOMES

The Philosophy Degree Programme:

Level 1
On successful completion of level 1, students will be able to demonstrate:

1. an ability to think through and communicate intellectual matters cogently and analytically in the form of tutorial discussion, the academic essay and the unseen examination;
2. an ability to read philosophical texts carefully and analytically;
3. an ability to present written work professionally, using conventional academic bibliographic and stylistic conventions.

4. a critical awareness of some of the central distinctions and arguments in moral philosophy and the theory of knowledge;
5. competence with regard to both the concepts and techniques of informal reasoning and elementary logic;
6. a critical awareness of some of the central distinctions and arguments in ancient philosophy and the philosophy of mind and language.

Level 2
On successful completion of level 2, students will be able to demonstrate:

1. an in-depth knowledge and understanding of some central areas of Western analytical philosophy;
2. an ability to follow and critically evaluate contemporary debates in philosophy;
3. an increasing sophistication and level of analysis in the reading of philosophical texts and in the communication of philosophical ideas and arguments;
4. an increased ability to think through intellectual problems independently;
5. an ability to produce a sustained enquiry into a question of their own design, using the relevant research skills.

Level 3
On successful completion of level 3, students will be able to demonstrate:

1. an ability to critically evaluate some of the most challenging areas of Western analytical philosophy;
2. an ability to produce and present professionally a substantial independent piece of research;
3. an ability to construct their own lines of argument as part of the solution to difficult intellectual problems;
4. an ability to exercise an extensive range of subject-specific and generic skills.

Level 1 course units in Philosophy are "foundation" courses: they are designed to introduce students both to concepts and theories that they will need to know about in more advanced courses, and to the skills that they will need in order to do philosophy at a more advanced level.

Level 2 course units are "gateway" courses. They are designed to develop students' philosophical skills further, and to build on the knowledge they have already acquired or to introduce them to new areas.

Level 3 course units are "specialist" courses. At this level, students are expected to bring the skills and knowledge they have acquired from levels 1 and 2 to bear on more difficult philosophical texts, theories and problems. Level 3 course units are generally taught by staff who have research interests in that area, so that students are able to benefit from their knowledge and expertise.

You can access information on course units by visiting
http://www.socialsciences.manchester.ac.uk/undergraduate/courses/modules/

3. Logistics

RESPONSIBILITIES

<u>Teaching Assistants</u>

- Preparing adequately for tutorials (reading, attending lectures where appropriate)
- Teaching tutorials (to start on the hour and finish after 50 minutes)
- Marking, to deadlines.
- Providing adequate feedback to students
- Holding office hours
- Responding to student enquiries by email
- Completing online attendance registers
- Informing the course convenor and administrator immediately of any problems

<u>Course Convenors to Teaching Assistants</u>

- To have a meeting with TAs at beginning of the course
- To provide TAs with adequate guidance for each tutorial – this should be provided in a written form, minimally, a set of suggested questions and discussion topics or, if deemed appropriate (e.g. critical thinking, logic) tutorial exercises and worksheets to be completed by the students
- To peer-review one tutorial per semester and to provide the TA with constructive feedback as part of their continuing training
- To moderate all TA marking
- To be available to answer student queries which the TA feels unable to answer

PHOTOCOPYING AND PRINTING

TAs have free access to the photocopier and printer in the Philosophy area on the 4th floor of the Arthur Lewis Building for the preparation and running of tutorials.

These should not be used to distribute key readings to students because those readings are normally always available online either via Blackboard or through the library.

CONTACT DETAILS AND OFFICE HOUR

Email: You should use your **staff** email address as your official contact email for students, i.e. @manchester, not @postgrad.manchester. Please don't use a non-Manchester email address. (New TAs: you will have to use an interim address if this isn't set up by the start of the semester, however.)

Office hours: You should run a one-hour drop-in time (i.e. office hour) every week during teaching weeks. You are contracted to provide ten office hours, so do not have to hold one during Reading Week or during any vacation. You can (a) try to book a meeting room in Arthur Lewis by emailing sossresources@manchester.ac.uk, (b) hold your office hour in the ALB common room on the ground floor, or (c) tell students to email you in advance if they want to see you, and meet them in the foyer on the 4th floor. You will be asked to have fixed your arrangements for the semester by the time teaching starts.

Office hours, both those given by lecturers and those given by TAs, are a distinctly underused resource. You should encourage students to make full use of them. Students often don't realise that they can come in pairs or small groups, or that they can come even without a very clear idea of what they want to talk about. Try to generate an atmosphere in which students come along to talk philosophy with you, as well as being happy to come to you if they are struggling. It's worth mentioning your availability in office hours, and reminding the students of the time and location, as you wind up each tutorial.

As in all situations, if a student comes to you with a question you can't answer, or a problem that it isn't your job to tackle, please refer them to the course convenor, their academic advisor, an administrator, or another member of staff as appropriate.

Intranet: Your email address and office hours will appear on the intranet site (http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/office-hours/). The course convenor should also post them (or links to the above sites) on the 'Communication' section of the Blackboard site for the course unit.

BLACKBOARD

Every course has a Blackboard presence online. Usually all information is available there and students should use it intensively. As a TA on a course, you will have access to that course's Blackboard site and you should make yourself familiar with it and be confident in advising students how to use it. Your email address and office hour will be available on Blackboard.

Log-in to Blackboard using your network user ID and password at:
http://online.manchester.ac.uk/webapps/portal/frameset.jsp

If you are unable to access Blackboard, contact the eLearning helpdesk:
elearning@manchester.ac.uk

CAMPUS SOLUTIONS

Campus Solutions (a.k.a the Student System) is the database which you will need to access for the following:

- Your timetable and teaching rooms
- Emailing students (see below)
- Registering attendance (see section 4)

See Appendix A: 'Using Campus Solutions'.

EMAIL COMMUNICATION WITH STUDENTS

You can email students in particular tutorials groups collectively or individually through Campus Solutions (see Appendix A). Students can find your email address both on the TA page of the Philosophy website and on the Philosophy UG intranet.

Students often email lecturers and TAs and are entitled to receive a reply to all reasonable queries they may have in a timely (the university deems it timely to reply within 5 working days) and conscientious manner. At the same time, TAs:

- are responsible only for dealing with issues that are specific to the relevant course unit

- should point students in the relevant direction for other queries (see section 5)

- are not expected to provide immediate replies to requests for formative feedback if the students themselves have submitted their essay plans after a specified deadline

ACCIDENTS & ILLNESS

If during a tutorial or office hour, a student feels unwell or is ill or has suffered an accident, take him/her to the reception desk of the building you are in and ask staff there to seek First Aid.

WHEN TAS ARE ILL OR OTHERWISE UNAVAILABLE

Please inform the Philosophy Administrators and Course Convenor if you cannot make a tutorial. If possible, please email the students in the relevant tutorial group to let them know that the tutorial is cancelled (if you cannot email them, please ask the Philosophy Administrators).

Due to student numbers, room bookings and timetable clashes, it may not always be possible to reorganise tutorial schedules. If, exceptionally, TAs cannot make it to a tutorial session, they should try to organise a replacement TA (if there are other TAs on the same course unit) or try to reschedule the tutorial session to another time. Please contact the Philosophy Administrators for help in rescheduling a tutorial.

Any general questions regarding the administration of tutorials should be directed either to the Philosophy Administrators or to the Philosophy TA coordinator.

4. Tutorials

Most tutorials start in week 2 of the semester and run for 10 weeks, skipping Reading Week (semester 1) and the Easter vacation (semester 2). Some may begin in week 1. Please check the course outline.

ROOMS

All tutorials are centrally booked into specific rooms, some of which are in buildings with which you may not be familiar. The location of rooms can be found at: http://www.manchester.ac.uk/aboutus/travel/maps/

It is almost always a good idea to arrange tables, desks etc. "seminar style" rather than "classroom style". You can ask students to help you move the furniture (an ice-breaker!)

At the very least, try to ensure that students are not spread out over a large room, but clustered together. All the evidence is that this makes an enormous positive difference.

If a room you are in seems inappropriate (too cold, too hot, lack of or malfunctioning equipment etc) you should inform the Philosophy Undergraduate Administrator.

PREPARATION

Adequate preparation means mastering the content of the tutorial so that you are able to explain it to students who don't get it (often despite a lot of hard work on their part).

IF YOU DON'T UNDERSTAND SOMETHING FULLY YOURSELF THAT IS TO BE COVERED IN A TUTORIAL ASK THE COURSE CONVENOR ABOUT IT BEFORE THE TUTORIAL – THEY WON'T MIND.

If you are a conscientious tutor, your biggest danger is over-preparation. You have to be realistic about what you can cover in a 50-minute first year tutorial. If you try to explain two-dimensional semantics in a Mind and Language tutorial on Locke's philosophy of language, you won't manage it and you will do more harm than good.

In addition, an important lesson to learn is that it's ok if you don't know the answer to some student questions. Sometimes they ask hard questions! It won't undermine your authority to admit this. Unless you do it after every question, in which case you need to be doing more work! Feel free to refer the students to the course convenor, offer to email them when you've looked into the question further, or invite them to your office hour to discuss it.

TEACHING

A pretty common mistake that people make when they first start teaching is to think that tutorials are easy. After all, they are small groups and you don't have to do all of the talking for the whole session. But, in fact, most academics think that lecturing is much easier than tutorial teaching. In lectures you don't have to get students to contribute, but tutorials are all about getting them to do this properly. There isn't a magic formula for getting students to engage with a tutorial. Some groups will just have the confidence and enthusiasm to do it for themselves, but sooner or later, you will all get confronted by a room of philosophy UGs who sit in near silence despite your prompts to get them to speak. Here are some suggestions for what to do in that situation:

- Give them a precise problem to solve. E.g., instead of asking 'what do you think about the problem of induction?', give them a short passage from Hume, make them spend 5 minutes reading it, and then focus the discussion on that.

- Divide and conquer: breaking them up into small groups (split the tutorial group in half or thirds or whatever) and getting them to discuss the issues in those groups before reporting back to the rest of the group takes the pressure off them and can really improve participation levels.

- Give them a position and make them defend it, whether they agree with it or not. This is good because it shows them firstly that philosophy is about arguments, not opinions, and secondly it takes the pressure off them if they are just trying to

construct arguments as an exercise without being officially committed to the arguments themselves.

- Don't overcomplicate things. Those of you who are new this year will probably (though not invariably) be teaching first year students exclusively. These people, even if they have done A-level philosophy before, know very little about the subject. One problem or argument, well explained, is a much more useful topic for a tutorial than an attempt to cover everything to do with the subject.

- All of these are suggestions and you can see that there is plenty of scope for variations on these themes. The basic idea is to make sure the tutorials have a focus. Providing a focus makes sure everyone contributes and everyone gets the chance to contribute (the converse problem of people not saying anything, is people who say too much and don't let the quieter students get a look in: it is your job to try and involve everyone equally as far as possible).

- Course convenors may also offer specific advice on giving tutorials for the courses they teach – if not, feel free to ask them for guidance.

Some course convenors provide worksheets for tutorials with a requirement that they be completed before the tutorial. In such cases, the course convenor will let you know what to do if they do not complete it (i.e. whether you ask them to leave and mark them as absent or not). In general, if you feel that a student is not working properly in tutorials and is not responding to your attempts to make them do so, consult the course convenor.

If the convenor does provide a worksheet, don't feel obliged to go through all, or indeed any, of it, if you want to try out other ways of running the tutorial than simply going through the questions. The worksheet is there primarily to aid the students' preparation and doesn't *have* to be used to structure the tutorial as well. You might like to refer to the questions as 'Study Questions' rather than as 'Tutorial Questions' to reinforce this.

Remember that, especially in their first year, students are at a formative stage of their philosophical careers. The first impressions they get of the subject will play a very significant part in determining their future attitudes towards philosophy. Our job is not just to impart knowledge of the subject, but also to enthuse and inspire them about the many aspects of philosophy they are encountering. Be enthusiastic and encouraging, and let them see you engaging fully with the issues with them.

TUTORIAL BEHAVIOUR

It's really important to create and maintain a constructive and friendly environment. Remember that many or most of the students won't even know each other, so you can't rely on pre-existing relationships within the group to provide this environment.

Learn the students' names – you can see their names and photos by tutorial group in Student Records – and use them in the tutorial. E.g. rather than handing round a sign-up sheet, take a register, trying to remember each student's name for yourself rather than asking them. Make a special effort during the tutorial to use the names of those students you haven't quite committed to memory yet.

There is guidance on tutorial behaviour in the *Philosophy Study Guide* (on the UG intranet, see §6 below). Take a look at this; also you might like to remind students about it in the first tutorial.

There are various problems you might encounter: particular students dominating the discussion too much or checking their phones or talking while you're talking, etc.; and more seriously disruptive or otherwise unacceptable behaviour such as inappropriate remarks or a student displaying disrespect or hostility to others. **It is your responsibility to deal with this behaviour**. Some things you might do:

- Think in advance about how you might deal with situations such as those just described if they arise. It can be hard to figure out the right way to deal with it on the spur of the moment. E.g. if someone makes an inappropriate remark, you might consider simply taking them outside for a brief chat and then letting them back in; this might be better than either ignoring it or dealing with it in front of everyone else.
- If problematic behaviour occurs and you don't know how to deal with it then and there (or doing so seems inappropriate), consider finishing the tutorial a couple of minutes early and having a word with the relevant student(s) once everyone else has left.
- If you're struggling to think of what to do, or a student is not responding to the action you've taken, talk to the course convenor or TA Coordinator about the problem.

Unconscious bias can also be an issue, especially in tutorial groups that are predominantly white and male. (See 'Good Practice Scheme' on the staff intranet for some readings etc.) Unconscious bias is, by definition, unconscious – so it's hard to detect it in yourself and you will have to rely on behavioural evidence in your own case as well as other people's. Reflect on whether there are any differences in the ways you are dealing with students from under-represented groups compared to the others.

If you notice e.g. gender discrepancies in students' own behaviour (e.g. women generally more reticent or lacking in confidence than men), again consider ways of dealing with it, and feel free to talk to the course convenor or TA coordinator.

TIMING AND LATECOMERS

Tutorials begin **on the hour** and run for 50 minutes. To ensure that students are able to arrive on time at the next class, **TAs need to end the tutorial promptly at 10 minutes to the hour.** Leaving only 5 minutes is often not enough for students to make it to their next lecture or tutorial.

TAs should always be on time and so should students. If students persistently come late, TAs should ask them the reason and if this reason strikes them as illegitimate, they should warn them that they will be registered as absent if they repeat this (see below). If students are late because a preceding tutorial or lecture usually runs late, TAs should advise them to speak with that lecturer and ask him/her to finish in time.

ATTENDANCE MONITORING

Students must attend tutorials. They are made aware of this in many ways. When they register for a particular course unit at the start of the year, they are guided through the process of signing up for a tutorial group on the Student System. This is their responsibility. Students cannot simply join another group – they must sign up online and attend the sessions of the group that they are signed up to.

All TAs are responsible for monitoring attendance of those students that are officially enrolled in their tutorial only.

In weeks 1 and 2, students can still change course, but after week 2, please ensure you stick to your class rosters and do not let students attend your tutorials if they are not on your list.). Should you find that you are in a room that is overfull, you should use the class list to ensure that the students actually enrolled in that tutorial have priority.
If students need to be assigned to a group, please refer them to the UG Office (see 'Swapping Tutorials' below).

From the beginning of week 3, attendance is registered in Campus Solutions. **At this point, you should retrospectively record attendance for any tutorials that have already taken place.**

It is recommended that you print out a class list for your tutorial/s and take this to the tutorial for students to be signed in. After the tutorial, TAs will register any absences on Campus Solutions (see Appendix A).

When recording absence, in general it is at the TAs discretion but the following are considered legitimate reasons:

- Doctor's appointment
- Sickness
- Bereavement
- Etc.

Illegitimate reasons may include:

- Overslept
- Friday morning 9am is not a time my body is functioning
- Forgot about the tutorial
- Sports practice / drama rehearsal
- Had to work on that day (studying has to have priority)
- Voluntary work / placement / internship
- Travel not covered by a legitimate reason
- Etc.

In principle, all absences are unauthorised unless the absent student provides you with a medical note, other relevant evidence (e.g. related to family problems or important engagements) or contacted you to let you know that they were sick, before the tutorial. They know this and they know that they can do this directly by emailing you or via the UG Philosophy Administrator. If they email you, you should inform the UG Philosophy Administrator too.

We need to ensure that students see the value of attending tutorials. Motivate them by pointing out both selfish and altruistic reasons for attendance: students that turn up just

seem in general to perform better in assessment (who'd have thought it?), and everyone's experience is improved the more of the group turns up to share insights, ask questions and take part in the conversation.

If students say that they will be unable to attend their tutorial for the remainder of the semester, they will need to move into another group – see 'Swapping Tutorials'.

It is crucial that attendance information is put online **by the end of the week in which the tutorial took place**. The UG Office run regular attendance reports to pick up on any students who have missed several tutorials.

SWAPPING TUTORIALS

If a student comes to your tutorial and is not on your class list, ask them if they have registered for this specific tutorial. If they say they have, let them sit in and check afterwards if their name does appear on the class list/attendance roster in Campus Solutions. If he/she does, please ask the Philosophy Administrators to add him/her to the group, if not, please send the student to the UG Office (Arthur Lewis G.001) to be allocated a tutorial.

A student that cannot attend their own tutorial will have to notify the tutor of the tutorial of reasons why they fail to attend their own tutorial. If students can provide a legitimate reason for failing to attend their own tutorial they will be marked 'absent' but in the reason for absence we will indicate 'authorised absence'.

It is then up to the students whether they attend another tutorial group (as long as there is no room constraint) or not. It will make no difference to their attendance record. In other words, there is no point in a student adding his/her name to a tutorial attendance list by hand. Any such entry will be ignored. You should encourage the student with a legitimate reason for absence, where possible (subject to the existence of another tutorial and the agreement of the TA for that tutorial) to attend another tutorial for the same course that week, so they don't miss out on an opportunity to get to understand that week's material. Don't extend this courtesy to those without legitimate reasons for absence – there has to be some consequence to them of failing to keep their end of the bargain. Even these non-attenders should be encouraged to come to your office hour, though.

5. Marking

Your course convenor will also moderate your marking (i.e., look at a random sample and make adjustments accordingly if necessary) – don't be anxious about this, just treat it as part of your training: your convenor will also give you feedback on your marking.

MARKING SCHEDULE

The assessed essay marking schedule is circulated at the beginning of each semester. Please ensure that you check the dates and let the Philosophy Administrators know of any problems with marking loads/deadlines.

It is absolutely crucial and a contractual obligation that you complete your marking and return it on time. It is also very important to realise that **the marking process does not end once you have marked the essays.** It ends when the essays are returned to the students. The time between essay submission and the return of marked essays and feedback to students is three weeks and it is imperative that you be available at very short notice for the whole of that time, in case the course convenor needs you to re-mark essays or has any other queries about your marking. Every semester there is at least one situation in which the moderation process detects something that needs to be rectified jointly by the TA and course convenor in question. It is not an unusual occurrence.

Please bear in mind that if you fail to complete your marking on time, or fail to be available during the moderation process, this has a knock-on effect that can delay the second marking process required for all courses. Under no circumstances can we permit a delay in scripts reaching the external examiner in time for examination prior to the exam board. Remember that proper attention to your marking duties, including the quality of your work and the meeting of deadlines, is a requirement of your employment.

Note that all undergraduate essays are now marked online using Grademark. You will need to go to the training session on this before you start marking. Please see the sections below for some more information.

F E E D B A C K

Students at every level want to know where they are succeeding, where they are failing, and how they can do better. So constructive feedback from you is of great importance.

There are two basic forms of feedback in Grademark: the in-text speech bubbles, which allow you to highlight a chunk of text and comment specifically on that, and the general feedback form.

The feedback form:
There is a standard template for the feedback form; ask the Philosophy Administrator for it if you don't have it. The three main sections are:

Strengths: Comment on the best things about the essay -- the things that were pushing the mark up. There's no need to be comprehensive here; the focus is on making sure the student knows what they're doing right and should aim to preserve in their next essay. Make sure you are being at least partly generic here, i.e. mentioning things that transfer from one essay to another, but feel free to be specific if appropriate, e.g. complimenting a particularly good bit of argument, good use of their own example or whatever.

Never leave this section blank. Even if they've failed, they must have done *something* or they wouldn't have got any marks at all. Even if what you say is not exactly high praise ('you have understood some of the basic issues raised by the question'), say *something.*

Weaknesses: As above, except commenting on the things that were pushing the mark down. If you are commenting on things that you've already mentioned in the in-text comments, point this out; it should help the student locate specific examples in the text. Again, never leave this section blank.

How can I move up to the next degree class? It's important to be generic here: the question isn't how *this* essay could have got a higher mark, but what they need to do to get a higher mark on the next essay they write. So this is your opportunity to really drive home the major thing the student needs to work on, whether it's more discussion of the literature (as opposed to regurgitating lecture notes), improving the structure of the essay, etc. (You can say 'see weaknesses', of course, but don't *just* say that!)

Even if you've already awarded a first-class mark, **don't just leave this section blank**. If you gave the student, say, a 71, what would it take to get them up to a mark of 75+? Do they need to spend more time developing their own arguments and less on exposition? Could they try tackling some more difficult material?

Some additional advice:

- **Give (or point to) examples**. If a student has a general tendency to make a particular kind of mistake, give an example of it or direct them to the in-text comment(s). While your comments on the feedback sheet aren't going to correspond perfectly with the in-text comments, they shouldn't be completely unconnected!

- **Do** address the student directly: 'You have done well to …', etc., and not 'The author/student has done well to …'. You are speaking to the student and not writing a report on them for someone else.

- **Don't** adopt a "superior" or condescending tone.

- **Don't** say anything you would not say (and couldn't defend saying) to the student's face.

- **Don't** make assumptions about the student's state of mind, how hard they've worked, etc. For example, if they've basically just trawled through the lecture notes, don't tell them they've been lazy; tell them that they need to discuss some of the relevant literature in the essay.

- If they've done really badly, or their referencing is really woeful (to the extent that they've only just managed to avoid being reported for plagiarism, say), do please ask them in the feedback form to come and have a chat with you. (And chase them up if they don't! Feel free to cc the course convenor if they're not responding.)

In-text comments:
See also the tips below on using the Grademark facility. With respect to the content of what you say:

- **Don't just comment on things they've done wrong or badly.** If they make a good point, or invent a good example, or write a good introduction, say so!

- **Do** be fussy about referencing conventions and bibliography style. If they've failed to give page numbers, or put a book title in quotation marks, etc., note it. (Remember not to get exasperated with them the seventh time they do this in the same essay. "I TOLD you on page TWO!")

- If there are a lot of spelling or grammar mistakes, correct the first few, just to make the point, but don't bother correcting *all* of them. You have a small amount

of time to mark each essay and the bulk of your attention should be devoted to the quality of the content.

- Similarly if (for example) their writing style is horrible, pick out two or three choice sentences and comment on them so that when you comment on their writing style in the feedback form they'll have some examples to look at.

- If a student has misunderstood something, point it out – but you don't need to explain it to them at length. Try to keep the comments pretty short. Do say enough to explain your point to someone who doesn't already understand…

SOME TIPS ON FEEDBACK IN GRADEMARK

- Keep a blank copy (with your name filled in) of the standard feedback form. Cut and paste this into the feedback ('general comments') box in Grademark.
- If you deduct marks for referencing and bibliography, make this clear on the feedback form (e.g. having specified 2 marks deducted, write '62 – 2 = 60'' under 'final mark' and not just '60'.
- Be discriminating in using the standard feedback speech-bubbles ('Quickmarks'). Some of them are quite wordy, and using the same one several times makes the feedback start to look very impersonal. It's usually better to just add a blank speech-bubble and write precisely what it is you want to say in this particular instance.
- On the other hand, if there are short comments that you want to make frequently (e.g. 'Grammar', 'Proof-read more carefully', 'Spelling'), you can set up your own speech-bubble comments by clicking 'Save as Quickmark'.
- Make sure you choose one of the options in the 'rubric' section. This will give the student an indication of what a mark in a particular grade band means. It is a broken-down version of the Philosophy Assessment Criteria (see below).

PHILOSOPHY'S MARKING SYSTEM

Courses are marked using a numerical score from 0 to 100. The marks have the following meaning:

70 or above	First Class (1)
60-69	Upper Second Class (2:1)
50-59	Lower Second Class (2:2)
40-49	Third Class (3)
30-39	Fail (compensatable by a sufficiently high overall average in other course units)
0-29	Fail (not compensatable)

PHILOSOPHY'S ASSESSMENT CRITERIA

This is the information provided to students in the *Philosophy Study Guide*, and should be used as the criteria by which you mark assignments.

0-9%

♦ Answer irrelevant.

10-24%

♦ Answer minimal or largely irrelevant.
♦ Displays only the most basic knowledge of general subject.

25-32%

♦ Answer minimal or largely irrelevant.
♦ Displays some basic knowledge and understanding of general subject.

33-39%

♦ Identification of relevant issues insufficiently clear.
♦ Fails to show a grasp of relevant concepts and/or philosophical positions.
♦ Displays some understanding of general subject, but also (whether implicitly or explicitly) major gaps in knowledge and/or understanding.

40-49%

♦ Some of the relevant issues identified.
♦ Shows only a partial grasp of the relevant concepts and/or philosophical positions.
♦ Fails to develop or illustrate points or to direct them adequately to the question.

50-59%

♦ Many of the relevant issues identified.
♦ Shows some ability to argue logically and to organise answer.
♦ Demonstrates some knowledge of the material provided in basic textbooks/lecture notes.
♦ Little evidence of critical thought or wider reading in the subject.

60-69%

♦ Most relevant issues are identified.
♦ Displays evidence of reading of relevant primary sources.
♦ Demonstrates a good grasp of the relevant concepts and philosophical positions.
♦ Demonstrates the ability to argue logically and to organise the answer effectively.
♦ Demonstrates good powers of critical thought, by for example using own examples or analogies to illustrate points and justify arguments.

70-74%

♦ Most relevant issues are identified.
♦ Displays evidence of wide reading of relevant primary sources.
♦ Demonstrates a good grasp of the relevant concepts and philosophical positions.
♦ Demonstrates ability to argue logically and persuasively, and to organise the answer very effectively.
♦ Demonstrates excellent analytical ability and very good powers of critical thought.
♦ Superior understanding is shown, for example by good use of own examples or analogies to illustrate points and justify arguments.

75-79%

As for 70-74%, plus:
♦ Displays clear evidence of independent reading and thinking.

♦ Demonstrates excellent powers of critical analysis.

80+%

As for 75-79%, plus:
♦ Successfully articulates and convincingly defends an original philosophical thesis.

UNDERSTANDING THE CRITERIA

From the *Philosophy Study Guide* (see §6):

If you've read the earlier chapters on essay writing, the criteria should make pretty good sense to you. The basic building blocks of the criteria are:

- *Relevance:* Does the content of the essay constitute an answer to the question asked? Is the material all relevant to answering the question?

- *Knowledge and understanding:* How well have you understood the key concepts/arguments and the texts that you're discussing? Note that you'll get more credit for understanding difficult material (e.g. hard journal articles you've read for yourself that cover material that goes beyond the lecture material) than for understanding easy material (e.g. material that was clearly explained in lectures). Have you given your own examples – substantially different to those given in lectures or the material you're discussing – and explained the views and arguments clearly in your own words?

- *Primary sources:* Essays that largely stick to the lecture notes and/or encyclopedia or textbook material will do worse than those that don't.

- *Analytical ability and critical thought:* To what extent have you really thought about and picked apart the arguments and positions you're discussing? Have you raised your own objections, presented your own argument, and/or developed your own view, or have you merely described the views/arguments of other people?

UNIVERSITY GUIDELINES ON PLAGIARISM

The following guidelines are the official guidelines of the University as provided to all students:

Plagiarism may be defined as the unattributed use of all or part of another person's work, in the same or substantially the same form. As such it is considered to be the equivalent of cheating in an examination. Moreover, you should not plagiarise your own work by submitting the same or any similar material for assessment twice, either in the same course unit or in different course units. The Teaching Standards Committee of the University has issued the following guidelines:

1. Coursework, dissertations and essays submitted for assessment must be your own work, except in the case of group projects where a joint effort is expected and is indicated as such.

2. Unacknowledged direct copying from the work of another person, or the close paraphrasing of somebody else's work, is classed as plagiarism and is a serious offence, equated with cheating in examinations. This applies to copying both from other students' work and from published sources such as books, reports or journal articles or material downloaded from the world-wide web.

3. Use of quotations or data from the work of others is entirely acceptable, and is often very valuable, provided that the source of the quotation or data is given. Failure to provide a source or put quotation marks around material that is taken from elsewhere gives the appearance that the comments are ostensibly your own. When quoting word-for-word from the work of another person, quotation marks or indenting (setting the quotation in from the margin) must be used and the source of the quoted material must be acknowledged.

4. Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism. A close paraphrase of another person's work must have an acknowledgement to the source. It is not acceptable for you to put together unacknowledged passages from the same or from other different sources linking these together with a few words or sentences of your own and changing a few words from the original text: this is regarded as over-dependence on other sources, which is a form of plagiarism.

5. Direct quotations from an earlier piece of your own work, if unattributed, suggests that your work is original, when in fact it is not. The direct copying of one's own writings qualifies as plagiarism if the fact that the work has been or is to be presented elsewhere is not acknowledged.

6. Sources of quotations used should be listed in full in a bibliography at the end of your piece of work and in a style set out in the bibliography and referencing handout.

7. Plagiarism is a serious offence and will result in imposition of a penalty. In deciding upon the penalty the University will take into account factors such as your year of study, the extent and proportion of the work that has been plagiarised and the apparent intent of the student. The penalties that can be imposed range from a zero mark for the work (without allowing resubmission) through the down-grading of degree class, the award of a lesser qualification (e.g. a pass degree rather than honours, a certificate rather than a diploma) to disciplinary measures such as suspension or expulsion from the University.

IF YOU SUSPECT A CASE OF PLAGIARISM IN ANY ESSAY YOU ARE MARKING, CONTACT THE COURSE CONVENOR IMMEDIATELY.

REFERENCING/BIBLIOGRAPHY

Students are expected to provide adequate references and bibliographies for their work. As of 2014-15, undergraduates are being asked to use the *Philosophy Study Guide* (see §6) as the **sole** source of information about referencing and bibliography; this section of the Guide has been considerably expanded. Please ensure that in noting or correcting student referencing and bibliography errors you abide by the guidelines in the *Study Guide*.

If students fail to abide by the guidelines, you should deduct marks within the range 0-10%. The DA policy on how many marks to deduct is currently being revised; if you don't receive a copy of the new policy before you start marking essays, please ask Michael Rush.

Note the distinction between inadequate referencing and bibliography and plagiarism.

Plagiarism as the University and School understand it is officially a form of academic malpractice, and the School is generally reluctant to pursue plagiarism cases unless they are fairly major and clearly deliberate. If you are unsure which side of the line an essay falls, please get in touch with the course convenor as soon as possible.

WORD LIMIT

The standard guidance on word limits is as follows (but check the course guide also): word limit includes references but **excludes** the bibliography. Students must state the word count at the end of the essay. **You should deduct 2 marks if they don't**.
If an essay goes over the word limit by 10% or more, **you should deduct 5 marks**.

What about students who fail to indicate a word count but go way over the limit? That should get picked up on at the marking stage: if there's no word count given, then do a word count via Turnitin. The student then faces the **double penalty** of omitting the word count and of being over the limit.

6. Support for your students

STUDY SKILLS / ESSAY WRITING

The *Philosophy Study Guide* is a detailed and comprehensive source of information and advice for all students taking PHIL course units. It's important to familiarise yourself with its contents so that you know when to refer students to it. Please download a copy from the intranet site (URL below) or ask Caroline Harmer for a copy.

The UG Philosophy intranet site, at:

http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/philosophy/

has lots of information for students taking PHIL course units. Please familiarise yourself with its contents (especially under 'Study resources') so that you can direct student there for more help, especially with writing essays.

The **University Language Centre** offers a range of support for students whose first language isn't English, including one-to-one tutorials on academic writing. See http://www.langcent.manchester.ac.uk/english/academicsupport/ for details.

REFERRING STUDENTS

If a student is having difficulty with the course, refer them first to the course convenor. If they require more academic advice and assistance, you should refer to them to their academic advisor. After that, if serious problems remain (for example, if the student wishes to discuss leaving or interrupting) they may speak to their programme director.

If a student has a non-academic (personal, health, financial etc.) problem, refer them to:

The Student Services Centre
Burlington Street.
Tel: 0161 275 5000
E: ssc@manchester.ac.uk
Web: http://www.studentnet.manchester.ac.uk/crucial-guide/

Student Services will then put the student in touch with whichever service they need.

In certain circumstances, you may want to refer students directly to:

Counselling Service
5th Floor, Crawford House.
Tel: 0161 2752864
E: counsel.service@manchester.ac.uk
Web: http://www.studentnet.manchester.ac.uk/counselling/

Nightline
(confidential, non-judgemental, non-directive service run by students from 8pm to 8am)
Tel: 0161 2753983/4
E: nightmail@nightline.man.ac.uk
Web: http://www.nightline.man.ac.uk/

Disability Support Office
University Place.
Tel: 0161 2757512/58518
Email: dso@manchester.ac.uk
Web: http://www.dso.manchester.ac.uk/

Finally, the Manchester Students' Union also offers an (academic and non-academic) advice service:

University of Manchester Students' Union
Oxford Road.
Tel: 0161 275 2930
E: info.su@manchester.ac.uk
Web: http://manchesterstudentsunion.com/

STUDENTS WITH DISABILITIES

The University has a legal responsibility to make appropriate reasonable adjustments to its provision for any student with a disability, specific learning difficulty or additional support need arising from a medical condition that impacts upon his/her studies.

The legal definition of a disability includes "seen and unseen" disabilities, long-term illnesses, specific learning difficulties such as dyslexia, etc. The majority of disabled students in the University have an 'unseen' disability.

If a student has already registered a disability with the disability support office (DSO) they will have been given a "personal learning support plan", which may be forwarded to you. If you receive such a statement in your capacity as a TA, you must read it and ensure that your teaching makes reasonable adjustments to take it into account. This

might mean, for example, making changes to teaching methods, assessments, handouts, etc.

If a student discloses a disability to you, or you become aware that they have a disability, you should discuss a referral to the Disability Support Office. You can explain that coming to see the DSO does not in any way change a student's status at the university, and can simply take the form of a brief confidential chat to discuss the range of support options available. Additionally, it may be also useful to state that if the student comes to the DSO and, after this meeting, feels that they do not require support, there will be no requirement to take this up.

Disabled students are under no obligation to attend the DSO, but you should make clear to them that if they do not attend, this may affect the level of support that they can receive.

For more information see:
http://www.staffnet.manchester.ac.uk/supporting-students/working-with-disabled-students/
Or contact the Disability Coordinator (DC) for the School of Social Sciences (Melanie Legge, tel. 54868, email: melanie.legge@manchester.ac.uk).

Please keep in mind the requirements of the Data Protection Act, i.e., that information regarding a person's disability is classified as sensitive personal information and should be treated as such.

GUIDANCE ON DYSLEXIA

The university has prepared a guide on dyslexia and how to help dyslexic students. Copies of that guide are available from Room G.001, Arthur Lewis Building.

7. Support for TAs

PEER OBSERVATION

The convenor(s) of the course(s) you're teaching should arrange to peer-observe one of your tutorials within the first half of the teaching term, and before the mid-term meeting (see below). They will let you know in advance which class they will be observing. You should explain to the class that you (and not the students!) are being observed. Some convenors might be willing to contribute to the tutorial when appropriate.

The purpose of peer observation is to help you to think about and improve aspects of your teaching; sometimes things are obvious to an observer that aren't obvious to the person running the tutorial because the former is not using most of her brain thinking about what to say, trying to remember names, etc.

The peer observation should then be discussed in the mid-term meeting. There is also a short peer observation form that the convenor completes a part of and then sends to you to add your own comments. You should then send this to the TA Coordinator and cc the course convenor so that they can see what you've said.

MEETINGS WITH THE COURSE CONVENOR

The course convenor should schedule three meetings with you (and any other TAs on the same course).

The **first meeting** should be before the first tutorial takes place. The purpose is to ensure that you understand how the course works, what preparation is required of students for tutorials, and what your responsibilities are.

The **second meeting** should be around (or before) the essay deadline and after the convenor has peer-observed your teaching. The purposes of this mid-term meeting are (a) to discuss any issues arising from peer observation, (b) to do some sort of 'marking standardisation exercise' to ensure that grades and feedback on essays are reasonable and consistent across different TAs/course units (different course convenors will do this in various different ways), and (c) to discuss and deal with any problems you want to talk about.

The **third meeting** should occur around the end of the course, and is an opportunity for you to discuss the course as a whole with the convenor. This may include what you have learned from teaching the course (did you try out new ways of running tutorials? Did you have a particular problem to deal with that you found a good solution to? Etc.), but it's also your chance to let the convenor know about any issues arising with the curriculum, the set tutorial texts, etc. Remember, the convenor normally doesn't take any of the tutorials and often has very little contact with the students on the course, so may not realise if there is a topic or text that the students found particularly difficult or obscure or whatever.

In addition, keep in touch with the convenor and feel free to ask questions, seek advice, and so on.

THE TA COORDINATOR

You should regard the TA Coordinator as a source of informal ongoing support throughout the term. Feel free to approach them to discuss any problems or issues that arise.

The TA coordinator will run the DA training session at the beginning of each year. Make sure you attend every year, even if you are an experienced TA, to keep up with any policy changes and offer your insights to new TAs teaching for the first time.

In addition, the coordinator will hold a mid-term meeting for all TAs, which will be an opportunity to raise any general issues you might have encountered, share stories from the front, and so forth.

7. Appendix: Using Campus Solutions

Log in to Campus Solutions using your user ID and password at:
https://studentadmin.manchester.ac.uk/psp/CSPROD/EMPLOYEE/HRMS/?cmd=expire

1) COLLECTIVE EMAILS TO STUDENTS IN YOUR TUTORIALS

   a) Select Faculty Centre

Main Menu

Self Service
Navigate to your self service information and activities.
- Faculty Center
- Gradebook
- Class Search/Browse Catalog
- Campus Personal Information
- Advisement

b) Click on the Class Roster icon

My Teaching Schedule > 2006/7 Academic Year > The University of Manchester					Find	
Class	**Class Name**	**Days and Time**	**Location**	**Class Dates**	**Enrolled**	
ECON 10151-T10A TUT 12102	Introductory Computer Applicat (Tutorial)	TBA	TBA	Sep 18, 2006- Jan 26, 2007	3	

c) Click the Notify Enrolled Students button

	17	7040004	Younespour,James	Non-Graded	BA(Econ & Soc Studies)(Hons) - /BA(Econ)(Hons) Econ & Politics	First Year
	18	7084877	Yuan,Jingqian	Non-Graded	BA(Econ & Soc Studies)(Hons) - /BA(Econ)(Hons) Acc & Finance	First Year

NOTIFY SELECTED STUDENTS   NOTIFY ENROLLED STUDENTS   PRINTER FRIENDLY VERSION

d) Cut and Paste students' addresses into your email programme.

CC

BCC   Ben.Austen@student.manchester.ac.uk;Xiaoqi.Bian@student.manchester.ac.u

Subject   <From the desk of Ralf Becker>

2) REGISTERING ATTENDANCE

a) Once you have logged on, choose Faculty Center

Click on **Faculty Center**

Main Menu

Self Service
Navigate to your self service information and activities.
- Faculty Center
- Gradebook
- Class Search/Browse Catalog
- Campus Personal Information
- Advisement

b) This will list all your tutorials (see below)

c) We will concentrate on the second class ECON10151-TT08

Click on the **Attendance Roster** Icon

d) You will be shown a list of the tutorials for that tutorial group.

		Type	Attendance Date	From Time	To Time	Contact Minutes
1	View	Class Meeting	16/10/2006	16:00	17:00	60
2	View	Class Meeting	23/10/2006	16:00	17:00	60
3	View	Class Meeting	06/11/2006	16:00	17:00	60
4	View	Class Meeting	13/11/2006	16:00	17:00	60
5	View	Class Meeting	20/11/2006	16:00	17:00	60

IMPORTANT NOTE
This handbook is meant to serve as a resource for practical guidance, clarification and problem-solving for teaching assistants (TAs) in Philosophy.
It contains specific information that is complementary to the broader regulations and expectations of TAs across the entire School of Social Sciences as provided on the webpage
www.socialsciences.manchester.ac.uk/intranet/pg/TA

Click on the **View Button**

e) You will be shown a list of the first five students in that group.

Click **View All** to see the whole group

f) The default value for attendance is present. If a student is absent, remove the check from the present column and use the reason drop down list to record the reason for absence.

Remove check   Record reason

g) Once you have dealt with any absences, click OK to record the attendance for that tutorial.

Click **OK** to record attendance

h) Click 'save' at the end.