

## **SIS 580: Teaching International Studies**

Winter 2008

Professor Joel S. Migdal

phone: 543-6406; e-mail: [migdal@u.washington.edu](mailto:migdal@u.washington.edu)

office hours: Monday, 1:30-3:00 p.m., Thomson 329

Course website: <http://faculty.washington.edu/migdal/SIS%20580/index.shtml>

This course is designed for TAs and prospective TAs. Its purpose is to help college teachers sharpen their goals and practices in the classroom. Discussion and videotaping are the two principal methods we will use to accomplish this aim. In the first half of the quarter, the emphasis will be on discussion of the teacher's role and methods in classroom instruction (especially sections) and in teaching writing. The emphasis changes in the second half of the quarter to the videotaping of each class member teaching an actual section. The entire class will view and discuss an excerpt from each tape.

### **Requirements:**

1. Because discussions are so central to the course, attendance is critical.
2. Each member of the class will teach a section, which will be videotaped. The member will then select a five-minute excerpt for viewing by the class.
3. Each member will write a "Teaching Philosophy," approximately three pages (double-spaced) long, to be incorporated into one's Teaching Portfolio. It is due March 14. There will be short readings. These are available electronically. To access, log onto the website address:  
<http://faculty.washington.edu/migdal/SIS%20580/index.shtml>

**Schedule:*****January 11—Introduction***

Purpose of the course

Topics of the course:

- **fostering thinking**
- **using discussions as a basis for learning**
- **using technology in teaching**
- **relating to the students**
- **teaching reading and writing**
- **evaluation and grading**

***January 18—Fostering Thinking***

How do students learn?

Fostering discussion

**Reading:**

1. S.D. Backfield, The Skillful Teacher, ch. 8, “Facilitating Discussions” (1990), pp. 102-114

***January 25—Using Discussions as a Basis for Learning***

CIDR session on leading discussions

Presenter: Lana Rae Lenz

**Reading:**

1. William Welty, "Discussion Method Teaching," *Change* (July/Aug. 1989): 41-49
2. Ronald T. Hyman, “Questioning in the College Classroom,” *Idea Paper No. 8*, Center for Faculty Evaluation & Development (August 1982), 4pp.

***February 1—Using Technology in Teaching***

Catalyst presentation: Tom Lewis and Stephanie Louie

**Reading:**

Review the various pages at the Catalyst Website: <https://catalyst.washington.edu/>

***February 8—Relating to the Students: What Makes UW Undergraduates Tick?***

Catharine H. Beyer, Director, UW Study of Undergraduate Learning Office of Educational Assessment

**Reading:**

Catharine Hoffman Beyer, et al., *Inside the Undergraduate Experience: The University of Washington's Study of Undergraduate Learning*, pp. 1-27

***February 15—Relating to the Students (2)***

Diversity in the classroom

**Reading:**

1. Peggy Orenstein, *School Girls*, pp. xv-xxix
2. Catharine Hoffman Beyer, et al., *Inside the Undergraduate Experience: The University of Washington's Study of Undergraduate Learning*, pp. 105-45

***February 22—Teaching Reading and Writing***

Presenter: Jessica Beyer

**Reading:**

M. Suzanne Donovan and John D. Bransford, "Introduction" in *How Students Learn: History, Mathematics, and Science in the Classroom* (Committee on How People Learn, A Targeted Report for Teachers, Center for Studies on Behavior and Development, National Research Council, 2005), pp. 1-37

***February 29—Teaching Reading and Writing (2) and Creating a Teaching Portfolio***

CIDR Presentation

**Reading:**

Richard L. Carner, "Levels of Questioning," *Education* (1963): 546-50

***March 7—Evaluation and Grading***

**Reading:**

Ronald T. Hyman, "Questioning in the College Classroom," *Idea Paper No. 8*,  
Center for Faculty Evaluation & Development (August 1982), 4pp.

***March 14—Wrap-up***

## INFORMATION FOR STUDENTS\*

## COURSES, GRADING, ACADEMIC CONDUCT

## Plagiarism

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like.

Plagiarizing is presenting someone else's work as one's own original work or thought. This constitutes plagiarism whether it is intentional or unintentional. The University of Washington takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved. (Sources: UW Graduate School Style Manual; UW Bothell Catalog; UW Student Conduct Code)

## Incompletes

An incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control. (Source: UW General Catalog Online, "Student Guide/Grading System")

## Grade Appeal Procedure

A student who believes he or she has been improperly graded must first discuss the matter with the instructor. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the director of the Jackson School with a copy of the appeal also sent to the instructor. The director consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the director believe the instructor's conduct to be arbitrary or capricious and the instructor declines to revise the grade, the director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of the Jackson School to evaluate the performance of the student and assign a grade. The Dean and Provost should be informed of this action.

Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in a School file. (Source: UW General Catalog Online, "Student Guide/Grading System")

## Concerns About a Course, an Instructor, or a Teaching Assistant

If you have any concerns about a Jackson School course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111).

If you have any concerns about a teaching assistant, please see the teaching assistant about these concerns as soon as possible. If you are not comfortable talking with the teaching assistant or not satisfied with the response that you receive, you may contact the instructor in charge of the course. If you are still not satisfied with the response that you receive, you may contact the chair of the program offering the course (names available from the Office of Student Services, Thomson Hall 111), or the Graduate School at 200 Gerberding Hall (543-5900).

For your reference, these procedures are posted on a Jackson School bulletin board in the Student Services Office, Room 111 Thomson Hall.

## POLICIES, RULES, RESOURCES

### Equal Opportunity

The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

### Disability Accommodation

The University of Washington is committed to providing access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact: Disabled Students Services (Seattle campus) at (206) 543-8924/V, (206) 543-8925/TTY, (206) 616-8379/Fax, or e-mail at [uwdss@u.washington.edu](mailto:uwdss@u.washington.edu); Bothell Student Affairs at (425) 352-5000/V; (425) 352-5303/TTY, (425) 352-5335/Fax, or e-mail at [uwbothel@u.washington.edu](mailto:uwbothel@u.washington.edu); Tacoma Student Services at (253) 552-4000/V, (253) 552-4413/TTY, (253) 552-4414/Fax.

### Sexual Harassment

Sexual harassment is defined as the use of one's authority or power, either explicitly or implicitly, to coerce another into unwanted sexual relations or to punish another for his or her refusal, or as the creation by a member of the University community of an intimidating, hostile, or offensive working or educational environment through verbal or physical conduct of a sexual nature.

If you believe that you are being harassed, seek help-the earlier the better. You may speak with your instructor, your teaching assistant, the director of student services (111 Thomson), or the director of the Jackson School (406 Thomson). In addition, you should be aware that the University has designated special people to help you. They are: University Ombudsman and Ombudsman for Sexual Harassment (for complaints involving faculty members and teaching assistants) Lois Price Spratlen, 301 Student Union, 543-0283 or 543-6028; and the University Complaint Investigation and Resolution Office, 616-2028. Human Rights Office. (Sources: UW Graduate School, CIDR, Office of the President)

### Office of Scholarly Integrity

The Office of Scholarly Integrity is housed in the Office of the Vice-Provost. The Office of Scholarly Integrity assumes responsibility for investigating and resolving allegations of scientific and scholarly misconduct by faculty, students, and staff of the University of Washington. The Office of Scholarly Integrity coordinates, in consultation and cooperation with the Schools and Colleges, inquiries and investigations into allegations of scientific and scholarly misconduct. The Office of Scholarly Integrity is responsible for compliance with reporting requirements established by various Federal and other funding agencies in matters of scientific or scholarly misconduct. The Office of Scholarly Integrity maintains all records resulting from inquiries and investigations of such allegations. University rules (Handbook, Vol. II, Section 25-51, Executive Order #61) define scientific and scholarly misconduct to include the following forms of inappropriate activities: intentional misrepresentation of credentials; falsification of data; plagiarism; abuse of confidentiality; deliberate violation of regulations applicable to research. Students can report cases of scientific or scholarly misconduct either to the Office of Scholarly Integrity, to their faculty adviser, or the department

chair. The student should report such problems to whomever he or she feels most comfortable. (Sources: UW web page (<http://www.grad.washington.edu/OSI/osi.htm>); minutes of Grad School Executive Staff and Division Heads meeting, 7/23/98)

\* Adapted from material prepared by the UW Department of History and used with permission.