Meeting Synopsis

1. Call to Order
2. Review minutes from October 12, 2018
3. Chair’s Report
4. Review: FCAS/SCAP Instructions for Substantial Program Proposals (Stroup)
5. Report: Syllabus Best Practices Review (DeCosmo; Corbett)
6. Report: X-designation limitations (Roy)
7. SCAP report
8. Good of the Order
9. Adjourn

1. Call to Order

The meeting was called to order at 1:30 p.m.

2. Review minutes from October 12, 2018

The minutes from October 12, 2018 were approved with grammatical edits.

3. Chair’s Report

Stroup (the chair) reported that there was nothing new to report with Direct to Division. The chair will update when possible.

The chair will ask Phil Ballinger, Associate Vice Provost for Enrollment, and Patricia Kramer, Professor and Chair in the Department of Anthropology, to provide a summary of the enrollment goals workgroup recommendations. The chair said that the council should expect changes in enrollments.

The chair mentioned that she will work on UW Areas of Knowledge definitions, which is a goal within the FCAS 2018-19 charge letter (Finalize development of UW Areas of Knowledge definitions).

The chair is also working on a review of student evaluations of teaching (SETs). She is working with the Associate Dean of Faculty at Hamilton College and Penny Yee, who is working with the Office of Educational Assessment. Separately, she is also working with other faculty council chairs.

4. Review: FCAS/SCAP Instructions for Substantial Program Proposals (Stroup)
The chair noted that the second page of the FCAS/SCAP Instructions for Substantial Program Proposals (Exhibit 1) is still in process. The sixth item under Additional Required Elements for All DtX Proposals will be removed in the revised version. The chair asked the council for questions and comments and made edits to the document during the meeting. Changes to the document included referencing the UW Curriculum Office in the document and changing the heading on the second page from, Additional Required Elements for All DtX Proposals to Additional Required Elements for all Direct Freshmen Admissions.

The chair said that this form will be posted on the FCAS website and used as a template, and it does not change the 1503. The idea behind posting this online is to prevent unnecessary language that is not applicable to the application.

The chair will further edit the document and review this language with Patricia Kramer and Emily Leggio, Sr. Associate Director for Enrollment, before sending it to the council for an electronic vote.

Lauren Hatchett, Council Analyst, will add final draft to the Google Drive, and the council will vote before the next meeting.

5. Report: Syllabus Best Practices Review (DeCosmo; Corbett)

Janice DeCosmo, Associate Dean of Undergraduate Academic Affairs and Associate Vice Provost for Undergraduate Research, and Robert Corbett, Coordinator of New Programs, provided an overview of the draft FCAS syllabus guidelines (Exhibit 2). She noted that some of the language is not as strong, particularly, on grading and grading on behavior (e.g. participation and attendance) because it is not found in the Faculty Code.

Last year the Faculty Council on Student Affairs requested that faculty stop requiring medical notes for student absences. The chair commented that this issue is not likely to pass the Senate as Class A legislation. The chair presented draft language (Exhibit 3) which was revised by the council during the meeting.

Angelia Miranda, ASUW Director of University Affairs, asked what impact this language would have for syllabi moving forward. The chair recommended using a Class C resolution to publicize the new medical excuse guidelines and the rationale behind the resolution. Helen Garrett, University Registrar and Chief Officer of Enrollment Information Services, said that the Curriculum Office could further publicize/communicate new guidance and to students and advisors.

A member asked for examples of accommodations to be added to the guidelines. The chair will draft examples and add to the document.

Additionally, the chair asked for the syllabus guidelines to add a grade scale or grading criteria to their syllabus or to the class website. The chair will email this language to Janice DeCosmo and Lauren Hatchett.

John Sahr, Associate Chair for Education and Entrepreneurship, will send his draft rational statement to Janice DeCosmo.
A member asked for additional, shorter syllabus examples. Janice DeCosmo will provide additional examples in the document.


Meera Roy, Arts & Sciences Undergraduate Advising, presented draft language for a University policy around X-designation limitations (Exhibit 4). The proposed term limit is a year to make up class work.

The X grade is not dependent on a student doing or not doing something. X means no grade was submitted. There is no policy for the X designation. A member suggested that in addition to drafting a policy there should be some reeducation to faculty members.

Due to time constraints the chair said the council will continue this conversation in future meetings.

7. **SCAP report**

*Non-routine Business*

#1 – Asian Languages and Literature

The request is for revised program requirements for the Bachelor of Arts degree in Korean.

The request was approved by majority vote.

#2 – Asian Languages and Literature

The request is for revised program requirements for the Bachelor of Arts degree in Chinese.

The request was approved by majority vote.

8. **Good of the Order**

Nothing was stated.

9. **Adjourn**

The meeting was adjourned at 2:50 p.m.

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Minutes by Lauren Hatchett, lehatch@uw.edu, council analyst

Present: **Faculty:** Sarah Stroup (Arts & Sciences) (chair), Phil Brock (Arts & Sciences), Lynn Dietrich (Education), Radhika Govindrajan (Arts & Sciences), Mike Lockwood (Naval ROTC), Dan Ratner (Engineering), Joel Thornton (Environment), John Sahr (Engineering)
Ex-officio reps: Jennifer Payne, Meera Roy, Conor Casey, Angelia Miranda, Dan Feetham
President’s designee: N/A
Guests: Robert Corbett, Michaelann Jundt, Tina Miller, Robin Neal, Janice DeCosmo, Helen Garrett, Emily Leggio

Absent: Faculty: D. Shores (Business), Champak Chatterjee (Arts & Sciences), Ann Huppert (Built Environments), Zhi Lin (Arts & Sciences),
President’s designee: Philip Ballinger
Ex-officio reps: N/A

Exhibits

Exhibit 1 – FCAS 1503 Preferred Order AU 18 copy.pdf
Exhibit 2 – FCAS Syllabus Guidelines -- rev 14-- 19Sep18.docx
Exhibit 3 – Medical Notes for Syllabus.docx
Exhibit 4 – X- designation limitations.docx
FCAS /SCAP 1503 Instructions for Substantial Program Proposals
Prepared by S. C. Stroup 2017; updated 2018

Substantial Program Proposals Include:

- New programs (major, minor, etc.), colleges, or schools;
- Significant changes to the structure of a program, college, or school;
- Significant changes to the admissions process of a program, college, or school, including DtX proposals (see II below)

I. Recommended Order of Contents for All Substantial Proposals

A) **1503 Form**, w/ rationale (a brief paragraph is appropriate here; details are to be provided in the Proposal proper) and proposed catalogue copy.

B) **Proposal**, including (in this order)

**Preface with Table of Contents**

a. General Overview of new or changed [Major, Minor, Program, etc.]
b. Relationship to College [School, Program, Dept., etc.] mission and priorities of both the College [etc.] and the University; include discussion of how the new or changed [Major, Minor, Program, etc.] may affect any other units on campus
c. Demand for new or changed [Major, Minor, Program, etc.]
d. Relationship to Other Campuses (or Colleges, Universities), if such exists
e. Curriculum (as applicable)
   i. Gen. Ed. Requirements
   ii. Admissions Requirements and Process
   iii. Program Requirements, Core Courses, Electives
   iv. Continuation Policy
f. Transfer Students—general policies
g. Faculty Governance—how will faculty oversee the major
h. Student Services—administrative home, services such as libraries, advising, and outreach
   i. Transition Plan—if necessary
   j. Accreditation—if necessary
   k. Student Learning Outcomes and Assessment
   l. Program Assessment and Monitoring.

**Appendices as Needed**
II. Additional Required Elements for All DtX Proposals

1. DtX proposals must include plans for transfer students and currently matriculated UWS students.

2. No need to reapply to shift to a new major.

3. Colleges and schools must include a section detailing structure for advising, assistance, and mentoring a student who wants or needs to transfer out.

4. In adherence to Faculty Senate guidelines, selection of applicants must use the University’s holistic review criteria.

5. Proposals must include consideration of the impacts of the change on and consultation with the other campuses, as well as communication with Washington State high schools and Community and Technical colleges.

6. The application for admission to the UWS should include provision for applicants to indicate at least two ranked areas of academic interest. Colleges, Schools, Divisions, or Majors may choose to consider only those applicants who rank their interest in the program first or may choose to consider all applicants who indicate an interest.

(Number 6 above really has to do with UWS admissions, and not individual proposals, but I wrote it down anyway.)
DRAFT: Faculty Council on Academic Standards Syllabus Guidelines

Statement of Intent for these Guidelines

The general principal behind providing a syllabus is to provide a clear statement of course content and performance expectations from the beginning of a class. This statement should be available in a durable and accessible form, whether on paper or online. The guidelines below are intended to assist faculty in developing that statement in particular for new and revised course proposals. The first two sections of these guidelines address expectations that reviewers will have concerning a syllabus that is a part of an application for a course. The guidelines are also intended to provide information about best practices and resources for syllabuses in general. The sample syllabi included below provide different examples of how to provide course content, expectations, and resources for students in different disciplines.

Syllabus Format

A syllabus is required as part of the documentation submitted for review of all new course applications and proposals to substantively change existing courses. In addition to forming an important aspect of the review of course proposals, the syllabus is kept by the Office of the University Registrar to aid in documenting the course content for students. Besides its administrative purpose, students depend on the information on a syllabus to understand what is expected of them in the course. While disciplines will vary in the format and specific content of the syllabus, certain components are important for most courses. A syllabus typically provides the following information:

1. **Course description**
   - Logistics to obtain necessary materials and assistance
   - Learning/intellectual content
   - Learning objectives
   - Characteristics of class meeting (online, lecture-based, seminar, etc.)

2. **Course assessment/expectations**
   - Explicit description of types of assessments, including method (points, percentages, etc. for each type of assignment) and general criteria (participation, improvement, content correctness, etc.)
   - List of assignments with estimated due dates and scope

3. **Course policies**
   - Accommodation
   - Academic integrity
   - Inclusivity
   - Technology Protocol
   - Strategies for success
Policy Statements for Syllabi

**Academic Misconduct:** The university’s policy on plagiarism and academic misconduct is a part of the Student Conduct Code, which cites the definition of academic misconduct in the WAC 478-121. (WAC is an abbreviation for the Washington Administrative Code, the set of state regulations for the university. The entire chapter of the WAC on the student conduct code is [here](#).) According to this section of the WAC, academic misconduct includes “Cheating”—such as “unauthorized assistance in taking quizzes”, “Falsification” “which is the intentional use or submission of falsified data, records, or other information including, but not limited to, records of internship or practicum experiences or attendance at any required event(s), or scholarly research”; and “Plagiarism” which includes “[t]he use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.”

Departments, schools, colleges and campuses have statements on plagiarism which may be used on a syllabus rather than the definition above. In addition, the University Libraries provides a comprehensive list of tools for understanding and preventing plagiarism.

**Accommodation:** Instructors are obligated to provide reasonable accommodations for students who have disabilities. The university’s Disability Resources Office (DRO) is the campus partner that provides services for students “with either temporary or permanent physical, health, learning, sensory or psychological disabilities.”

Below is the opening paragraph of the statement that the DRO recommends including in a syllabus

Access and Accommodations: Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

The website for the DRO provides other resources for students and faculty for making accommodations.

**Electronics in the Classroom:** There is no general policy on the use of technology (phones, tablets, laptops, etc.) at the university. However, instructors can set expectations about how these devices may be used, including banning them (except in case where a disability may require use of a device). Any policy on the use of electronics should be included in the syllabus.

**Inclusivity:** Among the core values of the university are inclusivity and diversity, regardless of race, gender, income, ability, beliefs, and other ways that people distinguish themselves and others. The Diversity page provides an overview of the ways the university addresses this value. Inclusivity applied to teaching a course means that assignments and activities should be accessible to all students, including class trips or research in the field. In such cases, alternative assignments should be available to those who need them.
Grading

Participation: Instructors may not grade students solely based on attendance. At the same time, instructors may base a portion of a student’s grade on participation. The Faculty Council on Academic Standards (FCAS) has provided this statement on the use of participation in grading:

While most instructors understand the need for explicit guidelines regarding how assignments, such as term papers, will be graded, the rubric for participation can be overlooked. Generally, students cannot be assessed for their behavior and attendance is considered a behavior (See Faculty Resource on Grading at https://depts.washington.edu/grading/conduct/grading.html). Students may be assessed on their participation in the classroom as long as the rubric used to assess the quality of that participation is explicit (i.e., described in detail in the syllabus) and not based solely on attendance. In courses where the pedagogy requires that more than 15% of the course grade be based on in-class participation, the assessment rubric is critical so that students understand what is expected of them.

Best-practice examples and other information can be found at the Center for Teaching and Learning website: http://www.washington.edu/teaching/teaching-resources/.

As disciplines have differing methods of teaching, there are also different types of grading on participation. Departmental, school and college guidelines may provide specific guidelines about participation for certain types of courses. For the purpose of the syllabus, what is most important is provide clear expectations how participation will be used in the class.

Extra credit: Extra credit is discouraged. Should it be used, extra credit opportunities must be offered judiciously and not as a replacement for primary course material. Such opportunities are to be: fair; that is, available to all students equally; not dependent upon a specific time outside the regularly scheduled class period (e.g. attending a specific talk or performance); not dependent upon the ability to travel to or from specific locations (e.g. attending a specific talk or performance); not dependent upon the expression of political or social interest (e.g. caucusing, voting, watching a debate, volunteering); and made explicit in the syllabus. In no event should extra credit be offered to only a subset of students. If any student in a class cannot feasibly complete an extra credit opportunity, the instructor should offer an alternate but commensurate opportunity to that student.

Peer evaluation: Peer evaluation must be used judiciously and in moderation. Peer evaluation may not replace grading by the instructor; while peer evaluation may be included in a grading rubric, students are not to assign grades to other students.

Incompletes: An incomplete grade (I) is only given if a student is doing satisfactory work up until the last two weeks of the quarter and has furnished proof that the work cannot be completed because of illness or other circumstances beyond the student’s control. The instructor must file a written statement with the head of the department or the dean of the college listing the work that a student will need to do to remove it. For further information on incompletes, see how the Registrar treats them and the university policy on their use.

[A section on Medical Notes will be appropriate to include here]

Students’ Right to Due Process: Students have a right to due process, particularly regarding academic misconduct. Thus, the syllabus is important in providing students with a clear statement of
the instructor’s expectations. For further discussion of what is meant by the students’ right to due see the section of the subject in the FROG.

Other Resources

Disability Resources for Students: Disability Resources for Students is housed in Mary Gates and provides a host of resources for students. In addition, The Access Technology Center, providing support for access to university technology, is also located in Mary Gates.

Faculty Resource on Grading: The FROG is a site that has been developed by the Office of Educational Assessment with input from FCAS and the Office on Student Conduct. It provides explanations of the UW grading system, grading on participation, academic conduct, and other topics.

Syllabus Design: The Center for Teaching and Learning is a campus resource for all aspects of teaching. They provide advice on course design and syllabus development, beginning with http://www.washington.edu/teaching/teaching-resources/preparing-to-teach/designing-your-course-and-syllabus/ The UW Tacoma Faculty Assembly has a webpage that provides statements for inclusion in syllabi on topics addressed above and others such as classroom civility. The UW Bothell Campus Council on Academic Standards & Curriculum (CCASC) has a list of FAQs for developing a syllabus for a course requiring curriculum review. The Chronicle of Higher Education has a website on syllabus development.

The Student Conduct Code: Chapter 478-121 of the Washington Administrative Code is the set of official policies developed to implement the Revised Code of Washington, which was passed as a statute by the Legislature. The Student Governance Policy, Chapter 209, is on academic misconduct. The code describes instances of misconduct as well as rights to privacy and due process that students have.

UW Libraries Resource on Plagiarism Prevention: This useful guide for students is found at: http://www.lib.washington.edu/teaching/plagiarism

Sample Syllabi

Nora Kenworthy, BHLTH 301: Global Health Practice, Systems, Places, and People
Alka Kurian, BIS 324: Gender, Human Rights and Global Cinema
Margaret O’Mara, HSTAA: History of the American Presidency
Linda E. Martin-Morris, BIO 492: BioTeach
A. Course description

This course introduces students to work and practice in the field of global health by offering close-up, hands-on, critically-informed experiential learning experiences. Students will have the opportunity to engage in either a community based learning project (CBLR), or a collaborative online international learning (COIL) opportunity, or both (depending on faculty choice and current opportunities). Students will use these experiential learning opportunities to examine what global health looks like in local contexts, while building a broader understanding of what global health systems, geographies, and professional roles look like around the world.

The primary goal of the course is to help students to find meaningful pathways into the global health field, making it more accessible and legible. We accomplish this by developing a sense of place and self within the global health field – to understand broader landscapes of global health practice – in Seattle, in other cities around the world, and on a global scale – and to understand and reconsider one’s own place and role within these landscapes. A secondary goal is to reconsider how knowledge and practice are leveraged in global health by those in ‘the West’ and transmitted to ‘the Rest’ of the world—and to reflect on what this means for students’ own professional goals and objectives related to global health work.

Learning objectives: By the end of the quarter, students will be able to:
• Identify key systems, institutions, and types of organizations that make up the global health landscape both in the US and abroad, and analyze the roles played by various professionals and institutions in the global health field;
• Understand how global health knowledge and practice is created and contested in diverse locales and communities;
• Describe and discuss how key ethical issues shape global health work, including power hierarchies and inequities between the global North and South;
• Demonstrate how principles of cultural humility, social justice, equity and inclusion can be utilized in confronting global health challenges and improving global health practice;
• Articulate and reflect on their own career and educational goals in global health or related disciplines.

B. What you should expect:

You should expect our in-class meetings to be dynamic, active lessons, requiring your participation as a member of our learning community. Our course assignments will ask you to get outside of your comfort zone and observe, reflect on, and participate in the global health landscape in Seattle. There will be several times when you are asked to engage in “field visits” (either in person, or remote) to key global health institutions.

Superior performance on both in-class and out-of-class work will reflect your willingness to go above the basic requirements, to think outside the box, and to engage in deep reflections about our contemporary world. This course requires you to come to class prepared to engage, stay awake, discuss, talk about the readings, and think in new ways about global health. Completing all required readings in a thoughtful manner is a must, as is giving the class your full, undivided attention each time we meet. Failing to do these things shows disrespect for your classmates, our community, and your own learning.

C. COIL Experience:

The experiential learning we do in this course will be supported through a teaching and learning strategy called COIL, which stands for Collaborative Online International Learning. In practice, COIL means that we will be partnering with students in a similar class at the University of Cape Town in South Africa. While you will not share all of your class time together, you will be engaging in similar quarter-long projects aimed at mapping and understanding global health in Seattle and Cape Town, respectively. You will share work with one another, respond to each others’ work, and hopefully, make some lasting friendships and connections that span both geographic and cultural difference.

The most important thing to know about COIL is that it requires an open mind – regarding both the kinds of learning activities we’ll be doing, and the people you’ll be interacting with. COIL
offers an exciting way for you to begin to look at global health work from very different perspectives, and to get a close-up (but distant) view of what global health practice looks like in another setting.

D. Class Materials and Communication:

Our course will not be using a textbook. Instead, all course readings and materials will be available through Canvas (https://canvas.uw.edu). You will also turn in most assignments online.

Announcements and resources will be sent out via Canvas. Thus, it is essential that you get into the practice of checking Canvas and your email daily. In addition, this syllabus is subject to change throughout the quarter as I work to accommodate other learning opportunities. All updates will always be posted to Canvas, and Canvas will always have an updated version of assignments, readings, and schedules. You can modify your notifications in Canvas to ensure you receive all information in a timely manner.

I prefer to communicate with you either via email or in office hours. I check email and respond to student emails regularly (usually within 24 hours, at most 48 on the weekends), but like any normal person I also need time off. Please do not email expecting an immediate response, especially outside of normal working hours.

There is a growing problem on college campuses of students sending professors (and other students!) unprofessional and disrespectful emails. Please use professional email etiquette when sending emails. This includes addressing the email to Dr./Prof. ______ and signing off with your name. Students should never send professors or other students emails that contain wording you would not feel comfortable saying in person. Nasty, disrespectful emails are considered a violation of student conduct and will be reported as such.

E. Policies

The syllabus is essentially a contract between you and me as partners in the learning process. You are responsible for reading the syllabus thoroughly and learning what is expected in this class. I welcome your thoughts and opinions about how we can maintain an ethical and safe classroom environment for all. I hope you will visit me at any time with ideas or feedback.

Classroom conduct and respect for diversity: Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. At
UW Bothell, students are expected to: 1) Respect individual differences which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status. 2) Engage respectfully in all discussions, especially those regarding diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

- Students seeking support around these issues can find more information and resources at http://www.uwb.edu/diversity.
- See the UW conduct code at: http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120.

It is an especially challenging time for people with certain identities and beliefs in the United States. Given our political climate it is even more necessary that we aim to treat one another with respect and to understand how the things we say can cause harm. It is also essential that we aim to communicate truthfully and with a respect for accuracy and facts. It is part of my responsibility as your instructor to both protect students from harm in the classroom and help to convey accurate and factual information. It is part of your responsibility as students to maintain an open and respectful attitude toward other students and course content, and to communicate with me if you feel I am not fulfilling my responsibilities in this regard.

For Students with Disabilities and those who need learning accommodations: please see the information about Disability Resources for Students on our canvas page, or contact DRS at 425-352-5307 or uwbdrs@uw.edu.

For Our Veterans: If you are a student who has served in our nation’s military forces, welcome home, and thank you for your service. I hope that you feel comfortable enough to confidentially self-identify yourself to me so I can help you make a successful transition from the military to higher education.

For DACA Students: I want to acknowledge that this is a particularly challenging time for you. If you have concerns about your DACA status, wish to discuss any questions, or want me to know about how your DACA status may affect you in this class, please know that my door is open to you and I will do everything in my power to keep your status confidential. Please also know that UWB has set up a website with resources for DACA students: http://www.uwb.edu/studentaffairs/daca-resources. Included on this webpage is information about the Trump announcement, about where to find legal assistance and financial resources, and more.

For all Students: Many challenges arise throughout the year that can affect your ability to succeed academically. When these challenges are serious, or persistent, they can really affect your long-term success at UWB. If you are experiencing such challenges, I want to be able to
provide support and understand what is going on. But it is difficult for me to find out what is going on if you don’t come speak to me. Please do so as soon as possible – and as often as possible. Communication is the most important key to your success here.

**Academic Integrity:** You are responsible for understanding all aspects of University regulations regarding academic integrity. Breaches of academic integrity, including but not limited to cheating (i.e. copying another person’s work) and plagiarism (i.e. using another person’s words or ideas without proper acknowledgement) whether intentional or accidental, will result in a zero for the assignment; additional sanctions may be imposed by the University administration. I will help you in any way that I can so you can succeed while maintaining academic integrity. Please make an appointment or come to office hours with questions! You can find more information on academic integrity at [http://www.uwb.edu/rnbsn/resources/acadpolicies](http://www.uwb.edu/rnbsn/resources/acadpolicies).

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**Other essential resources, including the UWB inclement weather policy, are available on our Canvas course site.**

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**Time commitment:** This is a five-credit course. In addition to 4 hours of face-to-face time each week, you should plan on 11 hours per week of homework, reading, online activities, and work on assignments.

**Class attendance and participation:** Much of your learning will occur as a result of your attendance and participation. Per university policies, attendance is not graded, but your participation is important to your learning. You will note that many assignments in this class are based on active in-class participation. Your role in class is important and we want you to be here. If you do miss class, please check with classmates and on Canvas to see what you missed before emailing me. You are responsible for keeping up with any work or information you may have missed while you were not in class.

**Late assignments:** Unless discussed with me prior to the assignment due date and granted an extension, any late assignments will lose 10% of the overall grade for each additional day they are late.

**Computers and other electronic devices in class:** The use of laptops, tablets and even phones is acceptable when the use is directly related to in-class learning. Students should attempt to minimize the distraction of using devices by silencing all sounds and vibrations. It is especially important that students learn to manage their own responsible and respectful use of devices. This means being especially aware of unnecessary use when doing group work, and communicating with others when their usage is distracting. If I see or hear about you using...
electronic devices in a way that is not directly related to in-class learning, I will give you a warning. If you continue to use electronic devices in this way, I reserve the right to revoke your privilege to have them in the classroom.

F. Assignments and Grading

In addition to in-class and out of class readings and learning activities, you will have several major assignments on which you will be assessed throughout the quarter:

- **The global health city project** (30%, group assignment): Throughout the quarter, you will have weekly tasks related to mapping and understanding global health in the Seattle area and around the world. These weekly tasks will include: in person and remote field visits to global health institutions; skills-building activities like data collection and informational interviews; and reflective writing about what you are learning. At the end of the quarter, groups of students will write a global health institution report that will be a set of multimedia and written materials that examine the values, practices, and people at a specific global health institution in the Seattle area. These institution reports will be shared in an interactive atlas that our class will build of global health in the Seattle area (your counterparts will produce similar work on Cape Town). This global health atlas will serve as a resource and guide to you as you move forward with your career interests and plans. The final project will incorporate and reflect on the weekly assignments you’ve done throughout the quarter.
  - **Global health blog** (40%, 5 posts at 8% each; group and individual assignment): Each group of 4 students will keep a blog throughout the quarter to which they submit individual and group posts. These posts will be based on the tasks that you carry out for the global health city project. The blogs will help you to stay in touch with students in Cape Town, who will also be blogging their experiences. Blogs will also serve as an initial place for groups to post their materials for the final project / atlas. So for example, if you conduct a field visit to a global health institution, you will be asked to write some initial thoughts and reflections about it in your blog.
- **Reflective essays** (20%, 10% each, individual assignment): Twice throughout the quarter, students will be prompted to write a reflective essay about their interest in global health and impressions of global health systems, places, and people. An initial reflective essay will ask students to identify their interests in global health, their career and educational goals, and what they would like to know more about in the global health field. A final reflective essay will reassess their initial essay, reflect on what they have learned, and rearticulate their goals and values in light of what they have learned.
- **Participation** (10%, individual assignment): This course takes in-class and out-of-class participation very seriously, as well as your ability to communicate professionally and collaborate with others respectfully. 10% of your grade in the class will be based on your in-class contributions to class discussions, your contributions to your group’s work, and your participation in various course-related activities. Though there are many ways to participate in this class, it is imperative that you contribute to in-class discussions meaningfully, respectfully, and consistently in order to get full participation credit in this class.
Assignment due dates:

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<thead>
<tr>
<th>Assignment</th>
<th>% of grade</th>
<th>Week completed</th>
</tr>
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<tbody>
<tr>
<td>Initial reflective essay</td>
<td>10</td>
<td>Week 2</td>
</tr>
<tr>
<td>Blog post assignments</td>
<td>40 (8/post)</td>
<td>Weeks 2-8</td>
</tr>
<tr>
<td>Global health institution report</td>
<td>30</td>
<td>Week 9</td>
</tr>
<tr>
<td>Final reflective essay</td>
<td>10</td>
<td>Week 10</td>
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<tr>
<td>Participation</td>
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<td>throughout</td>
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Grading:

Grading will be based on the Standard Grading System for UW, as follows:

<table>
<thead>
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<th>Letter</th>
<th>4.0 Scale</th>
<th>Percent</th>
<th>Letter</th>
<th>4.0 Scale</th>
<th>Percent</th>
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Reading materials and weekly schedule:

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<th>Week</th>
<th>Topics, Readings, and Activities</th>
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<tbody>
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<td>Week 4</td>
<td><strong>Places: Cape Town</strong>&lt;br&gt;1. Coovadia et al (2009). The health and health system of South Africa: historical roots of current public health challenges. <em>Lancet</em>.&lt;br&gt;<em>Additional reading(s) and media to be suggested by South African collaborators</em></td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>People: The workers and volunteers</strong></td>
</tr>
</tbody>
</table>
2. NGO Code of Conduct

*Film:* First, Do No Harm
*Guest Lecture:* Julia Robinson
*Field Visit:* PATH

### Week 8

**People: The recipients**


*Field Visit:* World Vision

### Week 9

**People: Working in global health with ethics and humility**

3. Ivan Illich’s (1968) address, “To hell with good intentions”

*Film:* Cultural Humility
*Field Visit:* Rainier Valley Community Clinic

### Week 10

**Ethical reflections**

COURSE TITLE: BIS 324

INSTRUCTOR’S NAME: Dr. Alka Kurian

CONTACT INFORMATION: Students can contact me via e-mail, during my office hours, or at a mutually negotiated time.

OFFICE HOURS: TBD
E-MAIL ADDRESS: alkak@uw.edu

COURSE DESCRIPTION:

Millions of people across the world suffer human rights violations. Profit oriented capitalism sustains itself through systemic exploitation of and underpaid labor of the poor often from the Global South. Dalits, people of color, and other minorities have been victims of slavery, indentured labor, domestic servitude, forced migration, and extermination. Children in many countries suffer untold neglect, malnutrition, and violence. There are countless victims of colonialism, neocolonialism, war, genocide, and civil, political, and religious strife. Women have been victims of gross injustice at the hands of imperialistic, capitalistic, misogynistic, and patriarchal culture and tradition.

In an increasingly globalized world while the role played by mediatized images in illuminating these violations can hardly be undermined, we need to examine the significance of these visual narratives. In what ways do emotionally charged cinematic accounts of reality help us bear witness to historical events in a way that the cold and scientifically written data does not? How do they regenerate popular interest in history and give us an alternative to academic history as a way of “representing, interpreting and finding meaning in our shared past?”

This course examines cinematic narratives of instances of social injustice across the world, with a special focus on gender. It challenges our perceptions about the world that we live in with the view to understanding mechanisms that can be put in place to bring about social justice. Students will examine cinema from critical interdisciplinary and intersectional perspectives on human rights and gender in films located in major filmmaking centers in Africa, Asia, the Middle East, Europe, and the Americas. Central to our discussions will be an application of critical perspectives on gender, human rights, social justice, postcoloniality, migrancy, borders, and race to understand forces that marginalize, manipulate, violate, and deny freedom to gendered bodies globally.

The course will study the effectiveness of cinema as a tool for social mobilization and transformation. It will do so by recognizing how visuality and the narrative illuminate global issues of human rights violations, given that these are most intelligible to us when we see them being violated.
Finally, in addition to studying cinematic content, student will also examine cinematic form. In particular, they will study the stylistic, generic, and artistic choices made by filmmakers to understand how, rather than a neutral medium, cinema is often ideologically constructed to reinforce imperialistic and gendered power relations. Such an understanding will help students challenge universal assumptions about the supposed truthfulness of human rights cinema.

**COURSE LEARNING OUTCOMES:**
At the end of the course, students will demonstrate the ability to:

- Understand the history of social justice cinema in key global filmmaking centers.
- Apply major theories and debates on human rights and gender.
- Produce knowledge on the politics of human rights and identity and its intersection with cinema.
- Use cinema as an affective medium to analyze and understand global inequality.
- Understand the power of cinematic visuality shed light on the immediacy of human rights violations.
- Grasp the interdependency between cinematic form and content.
- Acquire fluency in the language and tools of analysis of cinema as an aesthetic construct.

**REQUIRED FILMS AND READINGS:**
All the films will be screened in class

1. *India’s Daughter* (2015) Dir. Leslie Udwin, 65 min., India
3. *A Separation / Jodâi-e Náder az Simin.* Dir. Ashgar Farhadi, 123 min. Iran
4. *Bliss / Mutluluk,* (2007), Dir. Abdullah Oguz, 105 min., Turkey

All readings are posted on Canvas in “Modules”

**PREREQUISITES:** None

**GENERAL METHOD OF INSTRUCTION**
The class will use a combination of student-led discussions and seminars, workshops, group work, oral presentations, quizzes, and screenings of films and excerpts from the films under discussion.

**IAS LEARNING OBJECTIVES**

**Collaboration and Shared Leadership**
IAS students develop their collaboration and shared leadership abilities by learning to work with others to identify dimensions of a project, generate and refine ideas, follow through on the consequences of collective decisions, and pursue specific tasks without losing a sense of the whole. As part of this process, they learn to assess and draw on group members' diverse histories, strengths, and potential contributions. They develop skills in listening, mediating conflict, playing different roles, and reflecting on the outcomes of collaborative work. Students learn different ways of managing groups, communicating effectively and respectfully across differences, and reflecting critically and creatively on collaboration processes.

**Critical and Creative Thinking**
IAS students develop their critical and creative thinking abilities by learning how to identify assumptions, and to work out how those assumptions inform results. They assess multiple perspectives, with an eye to understanding why and how they differ, and developing the capacity to engage in controversy productively. Students learn to identify central questions or concerns informing other work, and to develop their own work with an awareness of their own social positions and clear animating questions. Students develop a range of skills in interpretation, analysis, argumentation, application, synthesis, evaluation, and reflection.

**Diversity and Equity**
IAS students develop their ability to live and work within and across diverse communities composed of multiple intersecting identities. Learning from the lived experiences, creative expressions and intellectual perspectives of historically-marginalized groups, students recognize and name historical and cultural relationships between power, knowledge, and difference. They develop the confidence and skills needed to transform unequal relations of power ethically and self-reflexively in order to foster greater equity.

**Interdisciplinary Research and Inquiry**
IAS students develop their ability to assess and conduct interdisciplinary research by engaging with and across multiple areas of knowledge and kinds of inquiry. They learn to think critically and creatively as they develop research questions, pursue them with appropriate sources and methods, and present results in a form suited to their purpose and intended audience. In this process, they learn to position their own work in relation to other research literatures and methods of inquiry, and in relation to relevant debates and diverse social contexts.

**Writing and Communication**
IAS students develop their writing and communication abilities by advancing an awareness of the interconnected relationships between purpose, audience, author and context. They learn to communicate their purposes effectively to diverse audiences through writing, presentations, and other media, and to use a range of evidence, both qualitative and quantitative, to develop ideas.
and support claims in ways that best serve their needs. As part of this process, they develop the ability to indicate clearly and self-reflexively the ways their specific acts of communication relate to the work of others.

**IAS PORTFOLIO:**

IAS is a portfolio-based program and you should use your UW Google Site as a means of archiving all of the artifacts you produce during your time in IAS and at UW Bothell. Student majoring in any degree offered by IAS begin the process of creating a capstone portfolio. You should maintain an archive of all of the work you have done in (or in relation to) your undergraduate education, preferably through your UW Google Site. For more information about the IAS portfolio, visit the IAS webpage: [http://www.uwb.edu/ias/iasdegreeportfolio](http://www.uwb.edu/ias/iasdegreeportfolio). For help on the technical or rhetorical development of your IAS portfolio, visit the Writing Center ([www.uwb.edu/writingcenter](http://www.uwb.edu/writingcenter) or 425-352-5253) or Learning Technologies ([learningtech@uwb.edu](mailto:learningtech@uwb.edu) or [http://www.uwb.edu/learningtech/eportfolios](http://www.uwb.edu/learningtech/eportfolios)).

**SUBMISSION OF WORK:**

All written work (except quizzes) must be posted online via [Canvas](http://www.uwb.edu/canvas).

**INCOMPLETES:**

School of Interdisciplinary Arts and Sciences strongly discourages incompletes. However, in case of unavoidable circumstances, please note that the University rules state that “an incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks at 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.”

**ACADEMIC INTEGRITY:**

See [http://www.uwb.edu/studentservices/academicconduct](http://www.uwb.edu/studentservices/academicconduct) for crucial information regarding academic integrity. The library also has an extremely useful website with resources at [http://libguides.uwb.edu/ai](http://libguides.uwb.edu/ai). You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not.

**RESPECT FOR DIVERSITY**

Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the
heart of university education. In IAS and at UW Bothell, students are expected to:

- Respect individual differences, which may include, but are not limited to: age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status.
- Engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.

Students seeking support around these issues can find more information and resources at http://www.uwb.edu/diversity.

STUDENTS WITH DISABILITIES

Accommodation for disabled students is a priority for our campus and for me. If you believe that you have a disability and would like academic accommodations, please do not hesitate to contact the Disability Resources for Students (DRS) office at 425.352.5307, 425.352.5303 TDD, 425.352.5455 FAX, or at drs@uwb.edu. More information is available at: http://www.uwb.edu/studentservices/drs.

INCLEMENT WEATHER:

Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. Students can learn of campus operations status from the website or by calling the Campus Information Hotline 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see http://www.uwb.edu/alert. Class activities will be rescheduled as needed.

PLAGIARISM:

The University has very strict rules regarding plagiarism. The following link provides useful information on what constitutes plagiarism and the penalty measures the university has put in place to deal with it: http://www.uwb.edu/learningtech/plagiarism

STUDENT SUPPORT SERVICES:
The University has an elaborate network of student support services. Details can be found by going on the links provided:

- Library: http://library.uwb.edu/, 425-352-5340;
- Writing Center: www.uwb.edu/WritingCenter/, 425-352-5253;
- Quantitative Skills Center: http://www.uwb.edu/qsc; 425-352-3170;
- Student Success and Career Services: http://www.uwb.edu/studentservices/success-services, 425-352-3776;
- Teaching and Learning Center: Office of Community-Based Learning and Research, Karama Blackhorn, Student Civic Engagement Coordinator kblackhorn@uwb.edu (Karama can offer your students support in connecting with an organization and if any questions arise during the service).

PARENTING STUDENT RESOURCES:
- Parenting Students are encouraged to take advantage of the resources provided on campus, which include the Parent Union at UWB, the Child Care Assistance Program, priority access at Bright Horizons Bothell and Bothell KinderCare, back-up/sick care at Bright Horizons, and lactation rooms and baby changing stations on campus. For more information, please visit https://www.uwb.edu/studentaffairs/resources-for-parents, or contact the Parent Union on Facebook at https://www.facebook.com/PUUWB/.

CLASSROOM CONDUCT:
In order to ensure a respectful learning environment in the classroom, we will collectively agree to the following:

- I will do my best to listen to others, not interrupt, and not speak while others are talking.
- When/if I choose to express differences of opinion or discomfort or upset related to attitudes different from my own, I will try to do so as respectfully as possible.
- I agree to define the term “we” when I use it.
- I will turn off cell phones/pagers/laptops and refrain from using them in class.

CANVAS:
All assignments and course-related announcements will be posted on Canvas. Please make sure to create an account for this purpose. If you need to get in touch with me, e-mail me on alkak@uw.edu I check it regularly and will respond within 24 hours of receiving a message (on weekends that may extend to Monday).

IAS PORTFOLIO:
http://www.uwb.edu/ias/iasdegreeportfolio
IAS is a portfolio-based program. Students majoring in any degree offered by IAS begin the process of creating a capstone portfolio in BIS 300: Interdisciplinary Inquiry and conclude it in BIS 499: Capstone Portfolio. IAS students should maintain an archive of the work they have done in (or in relation to) their undergraduate education, preferably through their UW Google Site. For more information about the IAS portfolio, visit the IAS webpage (or the link above).

ASSIGNMENTS AND MEANS OF ASSESSMENT:

1. Class Preparation and Participation (ongoing) 15%
2. Post responses on canvas (ongoing) 15%
3. Quizzes (4/21, 6/2) 30%
4. Group Facilitations (6/9) 15%
5. Essay (6/11) 25%

All assignments are graded according to the University’s Standard Grading System.

GRADING CRITERIA:

- Active class participation
- A critical understanding of some of the major concepts, which we will study and application of that knowledge in written and oral assignments
- Ability to make connections between the various authors we read, the films we watch, the lectures, and discussions in class.
- Evidence of adequate reading and critical reflection

For UWB grading policies and procedures, see http://depts.washington.edu/grading/

CLASS PREPARATION AND PARTICIPATION:

In order for a community to develop and work in this class, we all need to be present, prepared, and actively contributing to the course. You must bring a print-copy of assigned readings to class with you. Please keep track of the weekly-assigned work that is clearly indicated in the syllabus posted on Canvas. You are responsible for any missed work in the event of an absence and to that end I strongly encourage you to contact one of your classmates so that you can be aware of what you missed. Participation means ACTIVELY contributing to class discussion and thoughtfully listening to and responding to your classmates’ comments.

POST RESPONSES ON CANVAS:

These are responses to discussion questions based on readings associated with the films. Submission time: Wednesday, 10:00pm
QUIZZES:
You will take two quizzes that will be based on all the material studied between the quizzes, i.e. the assigned readings, films, class discussions, etc. There will be no make-up quizzes. If you miss a quiz you’ve waived your right to take it, unless there are serious mitigating circumstances for which proof of documentation may be required.

GROUP FACILITATIONS:
In groups of four, student panels will make group facilitations at the end of the quarter. Group presentations must not last more than 20 minutes. Further details will be provided.

ESSAY:
Students will submit on Canvas an essay on TWO films and THREE separate articles that have been studied in the course. More details will be provided in due course. Your essay must be structured around a thesis statement and five topic sentences.

RECOMMENDED PREPARATION:
Students are required to read all the readings that are assigned for each week PRIOR to class. All readings have been posted on Canvas. All the films will be screened in class. If you are unable to watch the films due to class absence, there are several other ways that ways that you can make up for it:
- Watch them at the UW Bothell library. The library has only one copy of each film kept in Course Reserve. You can arrange to book study rooms in groups of 10 to 15 people and check out the films to watch them together in the library.
- Borrow them from public libraries.
- Buy / screen them from Amazon.com
TEACHING SCHEDULE

WEEK ONE

Friday 3/31

- Introduction to the course
- Screening of film: *India’s Daughter* (65 min.)
- Critical Reflections on the Film:
  - What are the film’s central themes?
  - Critically think through the various perspectives that the film offers.

WEEK TWO

Wednesday, 4/5

Post Responses on *India’s Daughter* based on the following readings:

- Nandini Dhar (2013) Facebook Entry, March 6th
  - How are "rape and sexual violence represented as a struggle between the old and the new India"?
  - Why does the author want to have a more speaking time for Mukesh?
  - Why does she accuse the film of "white savior syndrome"
  o Why does Jaising call the film unconstitutional and pornographic?
  o Why does the film fall short of awareness raising?
  o How does the film rationalize rape?
  • What are the author’s central concerns about censorship, freedom of speech, voice and agency?

Friday, 4/7

• Discussion of *India’s Daughter*
• Screening of *Raise the Red Lantern*
• Critical Reflections on the Film:
  o Name the film’s central characters
  o What themes does the film surface?

**WEEK THREE**

Wednesday, 4/12

Post responses on *Raise the Red Lantern* based on the following readings

• Fong, S. Y. (2012). The voice of feminine madness in Zhang Yi Mou's 'Raise the Red Lantern.' *Asian Cinema*, 7(1), 12-23
  o What does the author mean by the “Asian Butterfly” discourse?
  o Who is the owner of the gaze in the film?
  o How is the narrative disrupted through sounds, voices, silences, food, madness?
• Tong. Su and Zhang Yimou (2010): Women's places in 'Raise the Red Lantern.' Chapter 2 in *Adapted for the screen: The Cultural Politics of Modern Chinese Fiction and Film*. Honolulu: University of Hawai'i Press, 34-60
  o Define root searching writers and Fifth Generation filmmakers?
  o What’s the significance of the well and death chamber in the film?

Friday, 4/14

• Discussion of *Raise the Red Lantern*
• Screening of film: *Jodáí-e Náder az Simin (A Separation)* (123 min.)
• Critical reflection on the film:
  o How does the film represent religion and morality?
WEEK FOUR

Wednesday, 4/19
Post responses on *A Separation* based on the following reading:

  - Critically reflect on at least three significant points raised by the author

Friday, 4/21 (Quiz 1)

- Discussion of *A Separation*
- Screening of film: *Bliss* (105 min.)
- Critical Reflections on the Film:
  - What’s the relationship between gender and tradition?
  - How does the film represent masculinities and feminities?

WEEK FIVE

Wednesday, 4/26
Post responses on *Bliss* based on the following reading:

  - Juridical institutions on gender
  - Prevalence of honor crimes in southeast of Turkey
  - The relationship between Turkey’s westernization and women’s rights

Friday, 4/28

- Discussion of *Bliss*
- Screening of film: *Moolaadé* (124 min.)
• Critical Reflections on the film:
  o Name the film’s major stakeholders
  o Why is tradition hard to break?

WEEK SIX

Wednesday, 5/3
Post responses on Moolaadé based on the following readings:

  o What was Sembene (the griot’s) ideology in life and in cinema?
  o Describe the fallacy of cultural relativism
  o How does the film represent feminist agency and human rights?
  o What do the anthill and the mosque symbolize?

Friday, 5/5

• Discussion of Moolaadé
• Screening of film Dirty Pretty Things (97 min.)
• Critical Reflections on the film:
  o How does the film represent London?
  o Name the characters in the film and their nationalities.

WEEK SEVEN

Wednesday, 5/10
Post responses on Dirty Pretty Things based on the following readings:

• Stein, R. (2010). Disposable bodies in biocolonialism in ‘the constant gardener' and 'dirty pretty things.’ Selection in P. Willoquet-Maricondi (Ed.), Framing the world, 101-115
- The grassroots environmental justice movement, biocolonialism, biotechnological colonization, sexual objectification
- Transplant tourism and immigrant resistance

  - “New” globalization: its definition and impact on the bodies of “invisible” men and women on the backs of whose labor thrive the global economy.
  - The intersection between culture and economics
  - Invisibility of the people of color

**Friday, 5/12**

- Discussion of *Dirty Pretty Things*
- Screening of film: *The Official Story* (112 min.)
- Critical Reflection on the film:
  - The hidden truth
  - The centrality of motherhood

**WEEK EIGHT**

**Wednesday, 5/17**

Post discussions on *The Official Story* based on the following readings:

  - How do relatives of the disappeared face the reality of their loss?
  - How do the others perceive of their human rights activism?
  - What types of feminist perspectives does the film offer?

**Friday, 5/19**

- Discussion of *The Official Story*
- Screening of Film: *Even the Rain* (104 min)
- Critical Reflections on the film:
  - Who are the main protagonists in the film?
  - What is their struggle?

**WEEK NINE**
Wednesday, 5/24

Post discussions on *Even the Rain* based on the following reading:

  - Critically reflect on at least three significant points raised by the author

Friday, 5/26

- Discussion of *Even the Rain*
- Screening of film: *Amistad* (155 min.)
- Critical reflections on the film:
  - Describe representation of slavery in the film.
  - How does the film racialize the narrative?

### WEEK TEN

Wednesday, 5/31

Post responses on *Amistad* based on the following reading:

  - Critically reflect on at least three significant points raised by the author.

Friday, 6/2

- Quiz 2
- Discussion of *Amistad*
- Discussion of group presentations

### WEEK ELEVEN
**Friday, 6/9: Group Facilitations**

**Sunday, 6/11: Essay due**

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**Essay Grading Rubric**

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<td>Shows a sophisticated understanding of key concepts and ideas, and applies them creatively in ways that develop fresh insight.</td>
<td>40.0 pts</td>
<td>40.0 pts</td>
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<tr>
<td>Writer demonstrates understanding of key concepts and ideas and engages them in a fairly clear, creative, and accurate way</td>
<td>37.0 pts</td>
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<tr>
<td>Engages with key concepts and ideas, but not always accurately; OR engagement is at a superficial level</td>
<td>30.0 pts</td>
<td></td>
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<tr>
<td>Does not engage key concepts and ideas, or engages them only inaccurately</td>
<td>20.0 pts</td>
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<tr>
<td>Substantial, logical, and concrete</td>
<td>Offers solid but obvious support</td>
<td>Offers some appropriate support.</td>
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Exhibit 2
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<td><strong>Criteria and Reasoning</strong> (Persuasiveness of Argumentation)</td>
<td>development of ideas. Assumptions are made explicit. Details are relevant and convincingly interpreted</td>
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<td>and reasoning. Assumptions are not always recognized or made explicit</td>
<td>18.0 pts</td>
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<td>Details are too general, insufficiently interpreted, unrelated to thesis, and/or inappropriately repetitive</td>
<td>15.0 pts</td>
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<td>support for ideas. Inappropriate or off-topic generalizations, faulty assumptions. Overuses quotes to substitute writer’s own ideas. Inappropriate paraphrasing</td>
<td>10.0 pts</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Organization fully supports argument and purpose. Sequence of ideas and transitions are effective</td>
<td>20.0 pts</td>
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<td>Organization supports the argument and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved</td>
<td>18.0 pts</td>
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<td>Some logical organization. May have abrupt or illogical shifts and ineffective flow of ideas</td>
<td>15.0 pts</td>
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<tr>
<td></td>
<td>Unclear organization OR organizational plan is inappropriate to the argument. Weak or missing transitions</td>
<td>10.0 pts</td>
</tr>
<tr>
<td><strong>Writing Mechanics</strong></td>
<td>Excellent command of grammar and usage. Few/no errors.</td>
<td>20.0 pts</td>
</tr>
<tr>
<td></td>
<td>Minor grammar and usage errors that do not detract from meaning</td>
<td>18.0 pts</td>
</tr>
<tr>
<td></td>
<td>Grammar and usage errors detract somewhat from meaning</td>
<td>15.0 pts</td>
</tr>
<tr>
<td></td>
<td>Grammar and usage errors obscure meaning</td>
<td>10.0 pts</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

Exhibit 2
**Group Facilitation Grading Rubric:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary facilitation that helped learning in a meaningful way for the rest of the class; confidently and fluently rendered; clearly drafted</th>
<th>Exceptional facilitation that helped learning in a meaningful way for the rest of the class; clearly rendered</th>
<th>Reasonable facilitation that did help with learning for the rest of the class; the research question and its analysis were meticulous; clear</th>
<th>Interesting facilitation that did offer useful information to class; cohesive research question and its analysis; could have paid more attention to</th>
<th>Poor facilitation that didn't really help with learning for the rest of the class; unclear research question and its analysis; too short; superficial;</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>This criterion is linked to a Learning Outcome Description of criterion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100.0 pts</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Ratings</td>
<td>Pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
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</tr>
<tr>
<td>research question and its thorough and critical analysis; gave excellent evidence of research; good structure and clear evidence of division of tasks in the group; well-designed and attractive; excellent involvement with class by asking questions in a creative and informative manner; excellent feedback to class. 100 points 100.0 pts</td>
<td>drafted research question and its thorough and critical analysis; gave evidence of research; good structure but unclear division of tasks; could have paid more attention to overall design; good involvement with class by asking questions in a creative and informative manner; excellent feedback to class. 94 points 94.0 pts</td>
<td>100.0 pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>structure, division of tasks in the group, and overall design; reasonable involvement with class; reasonable feedback to class; presentation could have been more engaging. 90 points</td>
<td>paid more attention to structure, division of tasks in the group, and overall design; reasonable involvement with class; reasonable feedback to class. 85 points 85.0 pts</td>
<td>90.0 pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>presentation, reasonable involvement with class; reasonable feedback to class; a little lackluster. 80 points</td>
<td>analysis; could have paid more attention to structure, division of tasks in the group, and overall design; inadequate involvement with class; inadequate feedback to class. 70 points 70.0 pts</td>
<td>80.0 pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practically no engagement with the class. 0 points</td>
<td>0.0 pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Ratings</td>
<td>Pts</td>
<td></td>
<td></td>
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<td></td>
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<td>----------</td>
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<tr>
<td></td>
<td>94.0 pts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points: 100.0
I. About the instructor:

- Linda, Doc Linda, or Dr. Martin-Morris (your choice) is a Principal Lecturer in Biology.
  - Preferred pronoun: “she” or “they”
  - Undergraduate – Biology – Cornell University.
  - Graduate – Biology – Brandeis University.
  - UW Faculty – Genome Sciences and Biology – beginning 1994
  - Preferred contact – Email (lmorris [at] uw.edu).
  - Office hours: Wednesdays
  - My classes are related to neuropharmacology, cellular & molecular biology, or pedagogy.
  - I teach in the style of, and research the impact of, student-centered instruction.
  - I serve on many faculty advisory councils on teaching and learning and the Faculty Senate.
  - Shared family values: education, access equity, environmental responsibility, and soccer.

II. Grades and Assignments:

1) There are no exams. The chart below shows you the point distribution for class assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible points</th>
<th>Your score</th>
<th>Assignment</th>
<th>Possible points</th>
<th>Your score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
<td>50</td>
<td></td>
<td>Service Learning</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Microteach</td>
<td>75</td>
<td></td>
<td>Instructor assessed participation</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Classroom observation report</td>
<td>75</td>
<td></td>
<td>Total</td>
<td>325</td>
<td></td>
</tr>
</tbody>
</table>

2) I start with a flat scale grading system, 95% = 4.0, 85% = 3.0, 75% = 2.0. The average previously has been at or above 3.0. Percent – to – GPA may be adjusted if mean falls below 2.7.

3) Assignments are described at the end of this document. Please read through what is expected of you and notice that for each assignment, I offer an EXAMPLE as well as a rubric. Assignments are submitted online to canvas drop boxes.

4) Grade disputes – you may dispute any graded assignment, but must do so a) respectfully, b) in writing (or email), and c) within 1 week of when the assignment was returned to you.

5) Late penalty:
   - Un-waived penalty 10% per day late,
Once per quarter, you may have this penalty waived for a free, no explanation required, 3-day extension. To obtain this waiver, you must request it in advance of the due time in writing (email preferred).
6) Participation – we have no tests because we learn through involvement with the material. This is rewarded. Please minimize minutes out of class, provide measured contributions to discussions, complete class prep work, and help create a welcoming and inclusive community.
### III. Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment (due by start of class – 3:30 pm)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/27</td>
<td>Introduction</td>
<td></td>
<td>Introductory Survey</td>
</tr>
<tr>
<td></td>
<td>Being a “Solo”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/29</td>
<td>Inclusive teaching: Privilege – OWN yours</td>
<td>BGD part II and part VI - section 29-30 (&lt;21-22&gt;)</td>
<td>Reading Quiz Canvas Completed Privilege handout</td>
</tr>
<tr>
<td>4/3</td>
<td>Inclusive teaching: STEM disparities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>Inclusive teaching: Disability Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Martez Mott)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Inclusive teaching: Learning styles</td>
<td></td>
<td>Learning style inventory Bring CE, RO, AC, and AE #s</td>
</tr>
<tr>
<td>4/12</td>
<td>Active Teaching: Evidence?</td>
<td>Freeman paper</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>Active Teaching: Socratic and</td>
<td></td>
<td>ASSIGNMENT Inclusive Teaching Reflection Option Canvas</td>
</tr>
<tr>
<td></td>
<td>Active learning (Ben Wiggins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/19</td>
<td>Active Teaching: Making a Lesson Plan</td>
<td>BGD part I, part III, and part IV - section 18 &lt;16&gt;</td>
<td>Reading Quiz Canvas</td>
</tr>
<tr>
<td>4/26</td>
<td>Active Teaching: Classroom Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/1</td>
<td>Microteach Presentation I¹</td>
<td></td>
<td>Microteach lesson plan + files Canvas</td>
</tr>
<tr>
<td>5/3</td>
<td>Classroom management: Managing adult</td>
<td>BGD part VIII - section 38 (&lt;34&gt;) BGD part I, section 4 MUST READ FROM 2nd edition!</td>
<td>Reading Quiz Canvas Bring scenario examples</td>
</tr>
<tr>
<td></td>
<td>learners!?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td>Classroom management: Academic misconduct</td>
<td></td>
<td>Active Teaching Reflection Option Canvas</td>
</tr>
<tr>
<td></td>
<td>(Ashlei Tobin-Robertson)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**IV. About the content:**

A) Biology 492b is about how education, specifically STEM education, more specifically BIOLOGY education is designed and how that design contributes to the barriers that impact education equity.

B) Teaching happens best when learning happens. Learning is sometimes accomplished by listening, but we will focus on many other avenues. We'll also spend time on classroom management, inclusive teaching, addressing different learning styles, constructing lesson plans and learning spaces, and assessment strategies. All of these lessons will interweave issues pertaining to inclusion, social justice, and institutional practices that block access. Education can only be an “equalizer” if people have access to and are welcome in instructional spaces.

C) **Materials Needed**
   - REQUIRED: Frequent internet access (for posted material as well as assignments)
   - REQUIRED: An open, inquisitive mind
   - REQUIRED: Tools for Teaching by Barbara Gross Davis (some reading from edition 2 is required, and there is a loaner copy in HCK 220)

D) Course organization
   A) Equity pedagogy
   B) Inquiry pedagogy
   C) Classroom management
   D) Academic assessment
EACH section will involve discussion grounded in equity pedagogy. For instance, in classroom management, we’ll talk about disproportionate suspension rates in public schools.

V. About the process:

Our class sessions are generally informal, discussion-based, and varied. In several cases, discussion will be based on the preparation you were asked to do before class.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Students who meet this objective should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain skills for confidence in facilitating student learning</td>
<td>Incorporate their ideas in with the ideas of others in conversation, reflection, and presentation</td>
</tr>
<tr>
<td>Develop appreciation for diversity in the classroom</td>
<td>Recognize diversity in learning style as well as many other dimensions and plan a diverse set of approaches to help accommodate this variation</td>
</tr>
<tr>
<td>Develop assessment and evaluation skills</td>
<td>Respect the learning value of fair and clear assessment of student performance</td>
</tr>
<tr>
<td>Gain skills in leadership and professionalism</td>
<td>Understand the range of “right answers” to problems that arise in the classroom as well as the need to be consistent to the policies of a course in which you teach.</td>
</tr>
<tr>
<td>Exercise communication and group learning expertise</td>
<td>Offer ideas and listen to the ideas of others and communicate with efficacy and respect</td>
</tr>
<tr>
<td>Appreciate that teaching is a scholarly pursuit</td>
<td>Learn how to find and read papers in pedagogy</td>
</tr>
</tbody>
</table>

- Instructor’s roles:
  - To establish a safe and responsible learning space
  - To organize principles necessary new instructors
  - To provide opportunities each student to be heard and valued
  - To model different approaches to teaching
  - To provide opportunities for each student to practice the art of teaching

- Student roles:
  - To support the development of colleagues’ content understanding and process-related skills.
  - To prepare for meetings in a way that makes the most productive use of class time.
  - To communicate about challenges faced and met, confusions as well as revelations.
  - To monitor personal deadlines and responsibilities (plan for your own reminder system).
  - To respectfully address small and large conflicts with the appropriate person(s) promptly.
  - To accept responsibility for yourself and your learning community.
  - Come to class punctually
    - More than 1 absences – meet with instructor
    - More than 2 absences – make up assignment
  - To engage in behaviors befitting a classroom leader (including evaluation of each other)
VI. Scholarly Conduct


VII. Safety Resources

A. Always call 911 if you or others may be in danger.
B. **SAFE CAMPUS** Call 206-685-SAFE (7233) to report non-urgent threats of violence and for referrals to UW counseling and/or safety resources. Visit the SafeCampus website or call them.
C. Walking after dark? Call **Husky NightWalk** 206-685-WALK (9255).
D. **UW Alert**: Want to be updated on late-breaking safety news on campus? Register your mobile number to receive instant notification of campus emergencies via text and voice messaging. Sign up online.
E. **Sexual Assault** (prevention and reporting). Please ensure that you have thought through the implications of the problem and take a minute to see what the task force on sexual assault had to recommend for prevention and reporting.
F. Is someone at risk for **self harm or suicide**? Other resources – text (741741) or phone (1-800-273-8255).
G. **Counseling** services on campus? Counseling center provides personal and career counseling, study skills assistance, and emergency walk-in appointments. Call 206-543-1240 or visit online.
H. **Health and Wellness** Student Care Program. Health and Wellness is a starting point for students in distress and in need of multiple levels of support. Phone 206-543-6085, email at, or visit online.
I. Have you witnessed hate speech or experienced bias-related bullying? Incidents of bias are taken seriously – please report any you observe at the Bias Report tool.
J. **Students with disabilities**? I strive to make the class accessible to multiple abilities, learning styles, and to people with different motivations for taking the class. If ever you feel that there is a way to make this class MORE accessible, please tell me! If you would like to more officially request accommodations due to a disability, please contact Disability Resources for Students, 011 Mary Gates Hall, (206) 543-8924 (V/TTY). Often DRS has ideas about improved accommodations that neither you nor I have thought of!
K. **Sexual Orientation/Sexual Expression resources**? The **Q-center** is a student-run office located at HUB 315. Visit their website to learn more about how they might enhance your sense of belonging on campus.
L. **Veterans Services**? For veterans to learn from and work with other veterans and connect to services.
M. Did you know that the **Office of Minority Affairs and Diversity** has services for STEM students? Visit OMAD online.
N. The **Instructional Center**, run by the OMAD, is a family-oriented academic support facility to students from underrepresented backgrounds.
O. OMAD-supported resources, [affinity groups](#), and other important links.
P. **UW Race and Equity Initiative** programming and resources.
Q. For Undocumented students, information on [DACA support](#) on campus.
VIII. Assignments

BioTeach Assignment - Reflection

OBJECTIVE: To demonstrate impact of interrelated course resources.

Metacognition, or thinking about your thinking and learning, is a very formative and often-overlooked educational tool. There will be FOUR opportunities to submit a reflection of a classroom topic or set of related topics. You will be required to submit ONE of these four reflections. You may choose, based on your quarter’s schedule or your personal interest in our topics, which reflections you wish to skip. We cannot offer you the chance to drop your lowest scoring reflection but you may do a second (optional) reflection for point recapture.

For each reflection, you will integrate in-class activities, readings (including BGD and outside, scholarly readings), AND your own experiences that influence your perception of the topic. Integrating many sources can be challenging in a small space, so here’s a trick that might help you. As we go through the lessons, make note of any “ah-ha moments”. Then write your reflection based on this theme, pulling material from class, your experiences (if it made you “ah-ha”, you probably have experiences in this topic), and then tailor your readings to this particular theme. Your writing needs to be logical, fluid, and concise (it will probably take a few rewrites before submission). Use this “ah-ha” to give your reflection a title (a title other than the broad title of the unit). For instance, rather than write about equity pedagogy broadly, write your reflection on something like “stereotype threat”.

Each reflection should be approximately 2 pages, and maximum of 750 words. Be forewarned, this is the most complained-about aspect of this course – it is HARD to get it all in within 750 words. Each reflection asks you to examine a little additional literature on the topic. In addition to our textbook, you will review one research (scholarly) article from the educational literature. (I will post several but you are encouraged to use any that is tailored to your topic). Since you are likely to find an article I will want to read myself, remember to give a citation/ bibliography!

You may choose to write a second reflection (new topic) to improve your grade. How the point recapture works: 1 X first grade + 2 X second grade / 3 (in other words, the new paper score carries twice the weight of the first).

Reflection RUBRIC:
<table>
<thead>
<tr>
<th></th>
<th>Full points</th>
<th>Half points</th>
<th>No points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>Essay was clear and compelling. It was easy to read. The writing was highly polished. It followed an integrating theme.</td>
<td>Essay was well-written but each resource utilized stood apart from the others. Or coherent theme was clear but writing was not polished.</td>
<td>Essay lacked both coherence and careful attention to compositional polish.</td>
</tr>
<tr>
<td>Personal Experience</td>
<td>Your personal experiences were detailed and well integrated.</td>
<td>Personal experiences either vague or poorly integrated.</td>
<td>No reference to personal experiences.</td>
</tr>
<tr>
<td>In Class Activities</td>
<td>You made reference to in-class activities and how those lessonS helped you develop an opinion about your theme.</td>
<td>Your references to in-class activities were either restricted to one lesson or were poorly tied in to your theme.</td>
<td>Your references to in-class activities were non-specific.</td>
</tr>
<tr>
<td>Textbook Reading</td>
<td>You made reference to BGD in a way that clearly showed attention to reading (went beyond classroom discussion of the topic). Easiest way to do that is to quote or cite. Reference is nicely integrated.</td>
<td>Reference to BGD was either poorly integrated or was no different from classroom discussion on the topic.</td>
<td>Reference to text was non-specific.</td>
</tr>
<tr>
<td>Scholarly Reading</td>
<td>You included material from one piece of scholarly research on the topic (with full reference in any format). Note, that a website is generally NOT going to give you a scholarly research article unless it's an online journal.</td>
<td>You included material from a research article that did not fit your theme or you used an article that did fit your theme but was not a research article.</td>
<td>No outside reading evident.</td>
</tr>
</tbody>
</table>

Reflection EXAMPLE:

This essay received 46 of 50 points, because the reference to in-class activities was vague. I commented that “You've listed marginalized groups - that's an implicit stab at this. Be just as explicit as you were about the textbook.”

**Inclusive Education Moves Outdoors**

*One of my fundamental goals as an aspiring K-12 science teacher is to move more of the public-school science curriculum outside in hands-on life science experiences. As we've been reading about and discussing different dimensions of equity pedagogy in class, I continue to come back to questions around how the challenges of creating a beneficial learning environment for students who differ in physical*
abilities, psychological states, and cultural backgrounds will translate into outdoor learning environments.

Accommodating students with physical handicaps is a key challenge for outdoor educators. My closest experience with this was in participating in the design of the UW Student Farm’s new site a few years ago, when our group looked into making the new garden space completely wheelchair accessible. In the end there were just too many expensive and productivity-compromising adjustments that had to be made. In many cases it is unrealistic to try and make an entire outdoor education site wheelchair-friendly, but at the same time, as an educator I want to be intentional in providing fulfilling alternatives for students who can’t participate in “typical” outdoor activities. On the other end of the disability spectrum, I believe that hands-on outdoor experiences often do a world of good for students with mental and psychological struggles. There are countless examples of the benefits of tactile, task-oriented gardening experiences for students with learning disabilities (f.ex, Hussein 2010).

For English Language Learners and students who struggle with the difficulties that fall on cultural minority groups, I believe that outdoor education can provide a welcome change from traditional classroom lessons where knowledge transfer relies on common language or cultural norms. When students are given the opportunity to use all of their senses to absorb and communicate information as in nature-based environments, they are largely freed from these constraints. Indeed, a 2007 article documents a high school teacher’s effective and rewarding experiences teaching life sciences to English Language Learners through an inquiry-based curriculum based in a school garden (Westervelt 2007). The activities that she describes in her multicultural garden setting echo many of the advising tips found in Davis’s chapter on diversity (2009), including assigning collaborative learning activities (65), giving assignments that recognize diverse backgrounds and interests (67), and learning about unfamiliar groups/cultures (60). Among the many hopes I have for hands-on outdoor science curricula, providing a space to bridge some cultural barriers is one of the most important in the context of increasingly diverse public school systems.

I see a pattern here amongst these different groups: From examples in the literature and my own experiences, outdoor experiential education offers a welcome alternative to many students who feel isolated from their peers in a traditional classroom setting because of cultural, language, mental, or psychological barriers. But to make such benefits accessible for my students, I must intentionally approach the challenges of my own cultural biases and limitations. Melear’s article on Multicultural Science Education (1995) helped to drive this home for me – As a public school science teacher, I will work with students who will have different perspectives on what biological topics of inquiry are most personally relevant. I want to learn to understand my students’ perspectives, and help them to discover how science – outdoors, in a classroom, or in a lab – can contribute to their understandings of things that matter to them.

Works Cited

BioTeach Assignments – MicroTeach Lesson

**OBJECTIVE:** To apply course concepts in the planning and execution of two brief lessons.

Lay-out: Students will be distributed within the learning space so that multiple lessons will be ongoing at the same time. Groups will be small enough for everyone to give a lesson on the same day. Your lessons can involve white boards, posters, powerpoint, your choice! But they should have visual appeal and consider multiple learning styles.

Staging:

**Instructor approval:**

Submit topic and clear statements of learning objectives (related to content, related to skills) **ONE WEEK** in advance of your microteach presentation by email. You must also post your materials to CANVAS. Lastly, after your presentation – respectfully address audience members’ questions.

**Iterations:**

There can be TWO microteach presentations. After receiving feedback on your first, you will have the option to present a second lesson. The second lesson takes place prior to or during that class time on 5/17 (a virtual class day). You can recycle the same topic or use a different topic.

How the point recapture works: 1 X first grade + 2 X second grade / 3 (in other words, the new presentation score carries twice the weight of the first).

**Audience:** Your class group peers (within your presentation group) and one video camera (I cannot watch all of these lessons as they happen consecutively) will be your audience. You may choose for your audience to have a specific background or age, but the default is that these are college juniors and seniors studying biology.
Topic: Select a topic that you will have fun learning more about and will enjoy instructing your peers about. You might constrain yourselves to a topic about which you can confidently know your audiences’ incoming knowledge (don’t give a talk on advanced Mandarin, because your audience will be mixed with regard to their introductory understanding of the language). Choose one that fits the constraints below and allows you to have an active lesson that can be delivered in a short period of time. Do NOT overestimate how complex your topic can be in such a short presentation! For instance, rather than try to describe the immune system, consider helping your learners understand only the immunology needed to understand blood types. You are required to clear your topic one week prior to your presentation.

Constraints: Review the rubric below, but in general, your lesson must fit these constraints.

1) It must be a lesson – it must have content knowledge and provide the learners an opportunity to develop a skill related to that content. Consider the example using organelles that contrasts this difference.
   DON’T. Eukaryotic organelles, memorize what each do.
   DO. The ribosome, make predictions about ribosome-defective diseases.

2) It must be brief – this is a microteach. You will have only 6-7 minutes to get your lesson delivered. The Q&A period that follows every MicroTeach will not count toward that time limit. You will have a 30 second lee-way (lessons between 5’30” and 7’30” will receive full credit on pacing).

3) Your lesson must be engaging. There must be an audience-participation piece. Consider how to have that happen in a way that allows you to accurately predict the time consumed by this section!

4) Your lesson needs a lesson plan. This lesson plan is more than an outline of your presentation! Review the class lesson on “lesson planning” to see what goes into planning a lesson. This lesson plan (and any other presentation-related documents) will be posted to the assignment drop box called “MicroTeach”.

5) Your lesson must be polished. You are expected to be prepared. This means you will NOT be reading a script (but MAY refer to notes or an outline) and you will have an activity, make a handout, and / or produces helpful visuals for your audience.

Lesson RUBRIC

<table>
<thead>
<tr>
<th>Staging</th>
<th>Full Credit</th>
<th>Common Reasons for Point Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had topic approved on time. Submitted materials to CANVAS on time. Responded encouragingly to audience questions after.</td>
<td>Topic or preparedness suggests more attention was needed to planning.</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>Minimal jargon, voice audible and words articulated. Objectives clear, information presented logically. Teacher used tools to determine student comprehension.</td>
<td>Mumbling, speed talking, topic too complicated, speech with no learning objectives. Students unable to demonstrate understanding.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Engaging</td>
<td>Students participated in some fashion. Teacher was interested in topic.</td>
<td>All talk. Long talk with short “activity” at the end. Instructor disinterested. Poor eye contact.</td>
</tr>
<tr>
<td>Visually stimulating</td>
<td>Visuals used that helped explain key points. They were uncluttered, easy to understand, thoughtful, and cited. Non-spoken words kept to a minimum. NOTE – your “visually” do not have to be pictures/drawings, but can be hands on activities or animations.</td>
<td>No visuals, too few visuals, visuals that do not correspond to the point being made. Slides too wordy. Borrowed images not cited.</td>
</tr>
<tr>
<td>Preparation</td>
<td>Did teacher have materials on hand for activity? Was teacher comfortable with the lesson? Was teacher able to address student questions?</td>
<td>Reading from note cards or powerpoint slides.\right</td>
</tr>
<tr>
<td>Lesson plan</td>
<td>A thorough lesson plan, that showed attention to lesson-planning powerpoint given in class.</td>
<td>Forgetting one of the elements or just giving a script.</td>
</tr>
<tr>
<td>Pacing</td>
<td>Presenter kept lesson between 5’30” and 7’30”. Lesson was “completed” (didn’t end with the clock and omit key point). Portions of the lesson were balanced and interspersed.</td>
<td>Going too long total, or too much of a speech instead of a lesson.</td>
</tr>
</tbody>
</table>

EXAMPLE: It is not possible to give an example on paper!

OTHER NOTES  Video recorders can be checked out from Mary Gates – Student Technology Fee people or from Linda to help you practice your presentation. I strongly advise you to use this resource. But doing so takes PLANNING (I have only three recorders).

**BioTeach Assignment – Classroom Observations**

**OBJECTIVE:** To enhance your appreciation of what works in a classroom; how different instructors impact the lesson outcome OR how research / scholarship of teaching factors into making a lesson. **AND to enhance your appreciation for how to give meaningful feedback to written work.**
THERE ARE **TWO OPTIONS** for this assignment.

**Option 1:** Visit a pair of classrooms, both will be learning the same content but each is instructed by different teachers. You should plan to visit DIFFERENT instructors teaching the SAME lesson. Once the assignment is completed, you will be asked to evaluate the work from two classmates in our unit on “assessment”. Thus this lesson serves dual roles, one pertaining to observation and the other pertaining to assessing student work.

Determine the class type you want to observe (high school class, bio 180 lab, biology 355 discussion section, section meeting outside our major, university safety training class, for instance). Make the observation meaningful to you by selecting appropriately. Faculty lectures don’t work for two reasons – they taught in one section by one instructor (cannot compare two) and your most immediate aspiration is not to be a faculty lecturer!

Determine the meeting times you want to attend. Typically this means attending two sections in the same week (so that you can see the same lesson). You are not required to stay beyond an hour for any lesson, but should attempt to go to the same portion of the class for both sections.

Plan ahead! Some weeks are exam weeks, or evaluation weeks, or weeks when there is no lab.

Make contact with the two instructors you wish to observe and obtain permission. This might mean starting with the course coordinator or faculty lecturer. For Biology 180 and 200, we have a very set pattern and I will gather sections/contacts from the course coordinators to save them time. Explain why you are observing them and that you findings will be kept private between you and your BioTeach instructor unless they wish differently.

Visit your chosen classes. Introduce yourself to the instructor at the beginning and thank them upon your departure (even if silently – if you exit during the lesson). Be professional, silent, and adopt your most encouraging face (you should not make the instructors feel badly about how they are performing or disturb the flow of the lesson in any way). You must remember that you are NOT the teacher in this classroom: you haven’t received the training in how to teach this particular material. TAs must attend TA meetings to know what their specific faculty instructor wants them to do / say / allow / and even omit about a topic.

REPORT questions:
1) How did the experience of DOING this observation affect you? How was it different, being in a classroom as an observer as compared to being a student having to learn content? How will this impact you as a provider of information in the future?

2) How did the instructors COMPARE in their effectiveness? Which one had a style that would work better for you as a learners? Which one taught in a manner that you would be comfortable adopting? Find a strength for each instructor that the other lacked.

Submit your report to the observation assignment drop box. You must also bring ONE hard copy of this report to class. But in that form, please “redact” the names of the instructors observed (make it obscure so that peer reviewers will not see the names). In class, we will have a session on how to give feedback to written homework and you will also perform an assessment of that homework for two of your peer’s papers.

NOTE – the peer assessed work will be worth a SMALL portion of the points for this assignment. Should there be a concern about the grades of your peers not matching the feedback they offer (they have graded you down but not commented upon what your assignment lacked) you may file for a regrade request.

**Option 2:** Visit the Scholarship of Teaching and Learning conference (Tuesday 4/17 2-3 pm – poster session I - in the HUB ballroom – you must attend half this meeting). You will visit several posters and select ONE to follow up on. You will go the classroom of the presenter and observe how they are incorporating their scholarship into their classroom.

Plan ahead! The conference is not until 4/19 – so looking at the abstracts and comparing names of the presenters to courses on the time schedule might be a good idea (to see when they teach).

Visit several poster presentations. Chat up the presenter – this can be a stressful experience for the presenter – so show them some love!

For one that you are interested to learn more about, ask about their spring quarter teaching schedule. Ask for permission to observe their class. Note – they 1) may not be teaching in spring, 2) may say no, or 3) may be teaching at a time that conflicts with your schedule. So you might have to do this at several posters!

Visit the classroom. As with the previous lesson, be respectful and just observe (quietly). Let the instructor know you are there and are appreciative of the opportunity.

Submit your report to the observation assignment drop box. You must also bring ONE hard copy of this report to class. But in that form, please “redact” the names of the instructors observed (make it obscure so that peer reviewers will not see the names). In class, we will have a session on how to give feedback to written homework and you will also perform an assessment of that homework for two of your peer’s papers.

REPORT questions:
E) How did the experience of DOING this observation affect you? How was it different, being in a classroom as an observer as compared to being a student having to learn content? How will this impact you as a provider of information in the future?

F) What was the innovation that the instructor described? What did they do and how did they suggest it impacted learning? How did the instructors’ research play out in their actual classroom? Was their innovation used? How did students respond to it?

NOTE – the peer assessed work will be worth a SMALL portion of the points for this assignment. Should there be a concern about the grades of your peers not matching the feedback they offer (they have graded you down but not commented upon what your assignment lacked) you may file for a regrade request.

Further note – this is a new option – we have no example to share with you.

Observation RUBRIC:

<table>
<thead>
<tr>
<th></th>
<th>Full credit score</th>
<th>Full points</th>
<th>Half points</th>
<th>No points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log</td>
<td>40</td>
<td>Clearly gave dates, times, class number, topic, and instructors</td>
<td>Gave some details, lacked others</td>
<td>No details offered or details refer to non-existent course!</td>
</tr>
<tr>
<td>Peer Review</td>
<td>15</td>
<td>Thoughtfully participated in reviewing two peers’ observations</td>
<td>Participated with little feedback, consideration for quality, or gave points that did not match feedback.</td>
<td>Performed no peer assessment.</td>
</tr>
<tr>
<td>Overall</td>
<td>10</td>
<td>Peers noted that you gave thoughtful response to how doing this assignment impacted you. They felt it was credible and reflected effort.</td>
<td>Peers noted that you were thoughtful but your response did not address the question or you addressed the question with minimal introspection.</td>
<td>Peers noted that your comments were poorly developed.</td>
</tr>
<tr>
<td>Comparison – option 1</td>
<td>10</td>
<td>Peers noted that you expressed some appreciation different instructors’ “tools for teaching” and how they impacted students. You also showed thoughtfulness about who you are and what your strengths are.</td>
<td>Peers noted that you were more focused on the instructors you observed and not enough on you and your assets for instruction.</td>
<td>Peers though you failed to make a comparison between the instructors and related it to your abilities.</td>
</tr>
</tbody>
</table>
Comparison – option 2

10

Peers noted that you clearly expressed what the research topic of the poster was and how the instructor integrated that innovation in their classroom. You also showed evidence for how that innovation impacted student learning.

Peers noted that you were either unclear or confusing about what the research was and how it related to classroom teaching.

Peers thought you failed to compare the research to the classroom.

Observation Option 1 EXAMPLE: This assignment earned 67 of 75 points. The student lost 2 points for “overall” in that overall explanation didn’t clearly discuss the impact of DOING the assignment, 2 points for non-specific dates the classroom was visited, and 4 points for failing to identify the lesson topics observed.

Option 1:

Log

Biology 200 sections X and Y, instructors redacted names on week 8

Overall:

redacted name facilitated a well-balanced, formal but comfortable learning environment. She made students feel relaxed enough to actively participate and have fun but still follow the safety rules. redacted name showed me effective methods and how seamlessly they can be put in place. redacted name approached the classroom environment in the role of a friend. He used self-deprecating humor to make students more comfortable. He seemed like a new TA because he didn’t have all the supplies ready for the demonstration. redacted name’s lab section made me think about how I can improve my own facilitation of a classroom. Honestly, I believe confidence is a huge factor. While the saying “students can smell fear” isn’t true, it alludes to the fact that taking control of the classroom is the TAs responsibility and they shouldn’t hesitate to deal with classroom management issues.

Comparison:

redacted name is the TA I aspire to be. She created a great classroom environment balancing her relationship with students in her manner of authority and friendliness. She enabled great class participation, covered all necessary objects, and expectations. She was very informative and fun.

redacted name is the type of TA I would start out as. He seemed new because of his informal manner with the students and his approach as a “friend”. He was definitely trying to be funny and build a good relationship with the students. He was also not entirely prepared with correct supplies before the demonstration.

Observation Option 2 EXAMPLE: This assignment earned 75 of 75 points.

Option 2

Log

Course number: BIOL497, Date & Time: May 17th 3:00-4:30
Instructor: redacted name
Topic: Gene editing techniques (High efficiency gRNA on CRISPER technique)
Overall

Being an observer definitely makes me to observe and reflect more on responses students have based on instructor’s ways of teaching rather than the content of the class. Students appear to be active and willing to raise their hands when [redacted name] encourages the discussion of overall classroom by having students debating with each other and try to understand students’ answers instead of telling them if the answer is right or wrong. As for impact, now I understand that an active classroom is more than just having group discussions but also about the right approach to students with incorrect answers, and having objectives that you want students to get out of after this class. Furthermore, I will take these factors into consideration when I develop an active learning classroom, specifically, develop classes focus on what students should learn and get out of at the end of the class.

Research Topic

[redacted name]’s research innovation is about “Concept and Competency”. A formulated learning goals for students in science disciplines developed based on qualities needed for future career after graduation. Her goal is to have instructors apply these learning goals on courses/syllabus developing stages to prepare students suitable for post-graduation instead of traditional exam taking. As for how it is played out in the actual classroom, she gave me an example of how one of the learning goal is “knowing targeted audience” and based on that she will develop assignments that require students to explain knowledge to different target audiences with different levels of biology knowledge. I believe students will respond by taking the knowledge of their audience into consideration when doing the assignment.

BioTeach Assignment – Capstone

OBJECTIVE: To explore an area related to teaching and learning that suits your particular aspirations and to “give” back to the teaching/learning community.

Previous students wished to have class validation for efforts they were putting into teaching and learning already or be inspired to serve in a way helpful to teaching and learning through the course. There are an unlimited number of ways you might create your capstone experience. Make this something YOU care about and it will happen without much fuss!

Please view the capstone link on the first module for an updated list of ideas and contact information.

Mini-list (to inspire you to find your own ideas):

- Tutoring in a school or the UW Instructional Center
- Create lessons or programs for disadvantaged youth
- Be a science fair mentor and judge
- Work with detained populations (King County Correctional or Juvenile Detention)
- Advocate for a marginalized group in schools
- Do outreach through an organized program that is supplementing public school programming
- Become a reading partner
- Volunteer at a museum or zoo or aquarium

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Revised September 10, 2018
Capstone RUBRIC:

<table>
<thead>
<tr>
<th>Reflection</th>
<th>20</th>
<th>Wrote a paragraph (maximum of 250 words) that describes how the experience impacted you.</th>
<th>Paragraph was unpolished and rambling or did not give impact of work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>40</td>
<td>You should engage in work that is WORTHY of your efforts, and your efforts must be 15-18 hours worth of time.</td>
<td>Your efforts were minor in impact/quality or unsubstantial in terms of time.</td>
</tr>
<tr>
<td>Staging and Record keeping:</td>
<td>20</td>
<td>Detailed log of activities, time spent, dates, and tasks accomplished</td>
<td>Records appear constructed after the fact from memory.</td>
</tr>
</tbody>
</table>

Capstone EXAMPLE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In/Out</th>
<th>Log</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/14</td>
<td>1pm – 6pm</td>
<td>5 hrs.</td>
<td>Orientation/Training</td>
</tr>
<tr>
<td>4/22</td>
<td>8:30am – 11:30am</td>
<td>3 hrs.</td>
<td>Classroom Tutor: Math Class</td>
</tr>
<tr>
<td>4/29</td>
<td>8:15am – 12:15pm</td>
<td>4 hrs.</td>
<td>Classroom Biology Teaching: Systems</td>
</tr>
<tr>
<td>5/3</td>
<td>12:00pm – 2:00pm</td>
<td>2 hrs.</td>
<td>Meeting with Principal</td>
</tr>
<tr>
<td>5/6</td>
<td>8:15am – 1:15pm</td>
<td>5 hrs.</td>
<td>Classroom Biology Teaching: The Scientific Method</td>
</tr>
<tr>
<td>5/13</td>
<td>8:15am – 12:15pm</td>
<td>4 hrs.</td>
<td>Classroom Biology Teaching: Cell Organelles</td>
</tr>
<tr>
<td>5/20</td>
<td>8:15am – 2:15pm</td>
<td>6 hrs.</td>
<td>Classroom Biology Teaching: DNA/Central Dogma</td>
</tr>
<tr>
<td>5/27</td>
<td>8:15am – 12:15pm</td>
<td>4 hrs.</td>
<td>Classroom Biology Teaching: Mitosis/Mutation</td>
</tr>
<tr>
<td>6/3</td>
<td>8:15am – 2:15pm</td>
<td>6 hrs.</td>
<td>Classroom Biology Teaching: Meiosis/Fertilization</td>
</tr>
</tbody>
</table>

Total Hours Spent in the Jail: 39 hours

NOTE: The hours above only include the hours spend in the jail itself. I spent at least 25 hours in the beginning of the quarter researching the WA state EOC format, requirements, topics covered, student expectations, and grading techniques. Generally, I spent about 15 hours a week planning my lessons, making student worksheets, creating additional study material, guides, and meeting with my colleague.
I became tired of constantly complaining about the broken Criminal Justice System in the United States and decided to do something about it. Pioneering the first ever biology workshop at the King County Juvenile Detention Center has impacted every aspect of my life. Academically, I learned how to teach to a racially, intellectually, and socially diverse audience of all ages. I discovered how to take complex concepts and break them down into simpler and more relevant ideas. Ethically, I learned that despite one’s background, every person deserves respect, dignity, and a valuable education. Politically, I learned that the juvenile justice system in WA still has a lot of work to do, but academic rehabilitation is a step in the right direction for reintegration into society. And socially, I witnessed the disproportionate school to prison pipeline targeting individuals of color and lower socioeconomic status first hand. This experience allowed me to take my passion and act upon it. It has allowed me to take my elite education that I have been fortunate enough to obtain, and expand it to those who don’t share the same privilege. It has truly been an honor to volunteer my time at the King County Jail and will continue to be involved with the program for as long as possible.
On the Use of Documentation of Absences

Instructors are strongly discouraged from requesting medical or legal documentation from a student for any absences. In the case of absences that result in a student missing a course requirement (class activity, assignment submission, exam, e.g.), or of extended absences, accommodations—which should neither penalize the student nor overburden the instructor—are left to the discretion of the instructor.
FCAS Review: X-designation limitations:

From Jan 20th 2017 minutes:

X designation term limits A former UW student from the 1980s returned to the university with several X grades on their transcript. An “X” is given by an instructor for a student if for whatever reason the student’s grade is not available when the grades for the class are submitted. The student does not receive credit for the course until a numerical grade is turned in. If an instructor has not turned in any grade by the time grade reports are printed, an “X” will be recorded until the grade is submitted. If the instructor never turns in a grade, the X remains on the transcript. The GPA is not affected and no credit is granted (UW Undergraduate Advising Website). Stroup noted currently, there are no term limits on the X designation and questioned if this should be built into a policy. Kramer noted if a limit is placed on X grades, a notification should be sent to UW faculty members. Tina Miller (Senior Associate Registrar and Chief Residency Officer, Office of the University Registrar) noted they do track these records in the Office of the Registrar. The council was interested in developing a policy. The policy is located in Scholastic Regulations Chapter 110. A member noted the incomplete designation (I) presents a potential parallel term limit (one year) that could be applied to X grades. Helen Garrett (University Registrar, Office of the Registrar) noted the registrar’s office would be happy to help with developing language for scholastic regulations (Class B legislation).