

# When Students Don't Do the Reading

## 當學生們不做課前預習



The article below from *The Teaching Professor* states that instructors who review the readings in class make students' close readings of the material before class unnecessary.

<http://www.teachingprofessor.com/articles/teaching-and-learning/when-students-don%E2%80%99t-do-the-reading>

One possible solution is to adopt a strategy used by professors at American University who have taught their courses online for the last five summers. Their strategy seems to have several parts.

- They require written responses to the readings in weekly discussion forums. (In a face-to-face class, these responses could be due before a face-to-face class meets in order for credit to be received.)
- Faculty also participate in the online forums occasionally to model what a reflective response to a reading looks like.
- Faculty offer a variety of prompts about the readings so that all students do not have to respond to the same question. This gives all of your students something interesting to write about, not just the early arrivals to your questions.

Examples of prompts used in an online course in the History Department, College of Arts and Sciences: (Professor April Shelford)



下面這篇出自「教學教授」網站(The Teaching Professor)的文章指出：會在課堂上複習文章的大學講師們使學生所做的課前閱讀變的毫無必要。

<http://www.teachingprofessor.com/articles/teaching-and-learning/when-students-don%E2%80%99t-do-the-reading>

關於這個問題，其中一個可能的解決方案是採用美國大學(American University)教授實施了五個暑假的線上課程，他們的策略有下列幾個部份：

- 在每個星期(面對面)的討論會裡，教授們會要求關於閱讀材料的書面回覆（回覆的繳交期限可以訂在面談會之前，以利學分的取得）
- 全體教授也同時參與不定期的線上討論會，形塑出對於閱讀材料具有代表性的回覆。
- 全體教授提供對於閱讀材料多樣性的關鍵字，所以學生們不用回覆相同的問題。這讓所有的學生都可以對他們感興趣的題材寫作，而不只是那些較早回應的學生。

**Discussion Board 5: Religion and social roles and functions in Reformation Nuremberg**  
How did religion and social roles and functions relate to each other in Reformation Nuremberg? How are Martin Luther's Treatise on Good Works and Hans Sachs' poetry and play different from and / or alike as primary sources? (If necessary, refresh your memory by taking another look at "How to Read a Primary Source" from our first week.) Then write about the relationship between religion and social roles and functions in Reformation Nuremberg. You might consider the following questions: Do the two authors express similar or different views on what it means to be a human being in the world? Do they reinforce each other's views of how people should function in relation to society? Do they reinforce social and / or gender hierarchy? Do you see any disagreements between the two about the appropriate relationship between serving God and serving society through activities such as work? Would you characterize either or both as revolutionary, that is, challenging the social norms of a German city? Do they encourage people to strike out on their own and develop their own values and social roles? Remember: You can't answer all of these questions! And you can't discuss all of Sachs' works!

Examples of prompts from an online Justice, Law and Society course in the School of Public Affairs.(Professor Meg Weekes)



討論版5：紐倫堡(Nuremberg)改革中宗教和社會的角色和功用。在紐倫堡改革中宗教和社會的角色和功用如何互相關聯？馬丁·路德(Martin Luther)的《論善功》(Treatise on Good Works)與漢斯薩克斯(Hans Sachs)的詩歌和戲劇跟第一手資料是如何的相同或不同？（如果必要的話，試著用另外一個觀點去思考我們在第一週教的”如何閱讀第一手資料”）然後寫下紐倫堡改革中宗教和社會的角色及功用之間的關連性。你可能會考慮到下列問題：兩位作家對於身為人類在這個世界上的意義是否有相似或不同的見解？他們是否鞏固了彼此對於人在社會中應該如何作用的觀點？他們加強了社會或／和性別階級的概念嗎？對於經由像工作之類的活動服侍神和服務社會之間合適的關係，他們的觀點是否不一致？你會把他們之中任一個或兩者的行為視為挑戰一個德國城市社會常態的革命嗎？他們是否鼓勵人們獨立自主並且建立他們自身的價值和社會角色？注意：你不能回答所有的問題，也不能討論所有薩克斯的作品！

## Week Four

Q1. Discuss the possibility that war is a just response to terror. In your discussion, provide examples from our readings, from your knowledge of wars in history, and from any other sources with which you are familiar. Give citations to all sources.

Q2. How could international law and judicial tribunals function to resolve the problems being fought over in war and terror situations and the problems caused in the aftermath of war and terror? Give examples to support your discussion.

Q3. Analyze just war theory and apply the theory to a conflict in contemporary world or national events.

Q4. What does Walzer mean by "the war convention?" How does this convention affect how soldiers fight or whether they fight justly? Explain Sidgwick's utilitarian statement of the convention and Walzer's criticism of it. Analyze their differing conceptions of the convention, and then apply the convention to at least one example.

Q5. How does the intertwining of civilians with guerillas in civil strife or war affect the war convention? How did the United States address this problem during the Vietnam War? How is this problem being addressed in the war in Iraq, in Afghanistan, in Pakistan, or in another conflict which you have studied?



### 第四週

問題一：討論戰爭只是一種對於恐懼的回應的可能性。在討論中，請從閱讀材料、自己對於歷史上戰爭的知識和其他任何你熟悉的資料提供範例，記得對於這些資料要使用引文。

問題二：國際法條和司法審判該如何作用來解決這些產生戰爭和恐怖情勢的問題以及隨之而來的後果？提出可以支持你論述的例證。

問題三：分析正義戰爭理論(just war theory)並且將該理論套用在現代衝突或國際事件上。

問題四：華爾哲(Walzer)提出的戰爭公約(the war convention)是什麼意思？這個公約又是怎樣地影響士兵如何作戰或是他們是否正義的作戰？試解釋錫德偉克(Sidgwick)對此公約提出的功利性陳述以及華爾哲對此評論的批判。分析他們對此公約不同的觀點，然後將公約應用在至少一個例子上面。

問題五：訪談這些在內戰中存有游擊隊員的平民百姓對戰爭公約有什麼影響？美國在越戰中如何設法解決這個問題？在伊拉克、阿富汗、巴基斯坦戰爭，或是其他你曾經讀過的衝突中，他們如何解決這個問題？

### Additional Resources for the Start of the Semester:

附加資料：

Course activation instructions are at

[http://www1.american.edu/cte/blackboard/bb\\_activate.htm](http://www1.american.edu/cte/blackboard/bb_activate.htm)]

If you need to copy content between semesters, please see instructions here:

[http://www1.american.edu/cte/blackboard/bb\\_08\\_coursecopy.html](http://www1.american.edu/cte/blackboard/bb_08_coursecopy.html)

If you would like to merge sections of your course before you add your discussion boards, see this site: [http://www1.american.edu/cte/training/Merge\\_Sections.pdf](http://www1.american.edu/cte/training/Merge_Sections.pdf)

Learn How to use LinkMaker—the single most powerful feature in Blackboard:  
[http://www1.american.edu/cte/blackboard/bb\\_08\\_linkmaker.html](http://www1.american.edu/cte/blackboard/bb_08_linkmaker.html)

Clean up your Blackboard site to make your new Fall 2009 courses easier to see.  
[http://www1.american.edu/cte/blackboard/bb\\_faculty\\_cleanup.htm](http://www1.american.edu/cte/blackboard/bb_faculty_cleanup.htm)

**Please call the Blackboard Support Team with your questions at 202-885-3904.**



課程活動資訊：

[http://www1.american.edu/cte/blackboard/bb\\_activate.htm](http://www1.american.edu/cte/blackboard/bb_activate.htm)

如果你在學期之間需要複製內容，請看下列說明：

[http://www1.american.edu/cte/blackboard/bb\\_08\\_coursecopy.html](http://www1.american.edu/cte/blackboard/bb_08_coursecopy.html)

如果你在參加討論版之前想要先合併部分課程，請參照這個網站：

[http://www1.american.edu/cte/training/Merge\\_Sections.pdf](http://www1.american.edu/cte/training/Merge_Sections.pdf)

學習如何使用LinkMaker—Blackboard中最有效力的功能：

[http://www1.american.edu/cte/blackboard/bb\\_08\\_linkmaker.html](http://www1.american.edu/cte/blackboard/bb_08_linkmaker.html)

整理你的Blackboard網站以便更容易看到你在2009秋季的課程

[http://www1.american.edu/cte/blackboard/bb\\_faculty\\_cleanup.htm](http://www1.american.edu/cte/blackboard/bb_faculty_cleanup.htm)

如果你有任何問題，請打以下電話給Blackboard支援小組： 202-885-3904.