

The Learner-Centered Syllabus



以學習者為中心的教學大綱

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Preparing or Revising a Course

[From the hard copy book *Tools for Teaching* by Barbara Gross Davis; [Jossey-Bass](#) Publishers: San Francisco, 1993. Linking to this book chapter from other websites is permissible. However, the contents of this chapter may not be copied, printed, or distributed in hard copy form without permission.]

In designing or revising a course, faculty are faced with at least three crucial decisions: what to teach, how to teach it, and how to ensure that students are learning what is being taught. Often, the most difficult step in preparing or revising a course is deciding which topics must be *excluded* if the whole is to be manageable. Many teachers, hoping to impart to students everything they know about a subject, attempt to include too much material by half. The following suggestions below are designed to help you limit the content of your course, structure and sequence the activities and assignments, set policies, and handle administrative tasks.



設計或調整課程時，教師通常會遇到三個問題：要教什麼、怎麼教、怎麼確定學生學到的是老師想教的。通常最困難的是決定哪些不應列入課程中，很多老師希望教學生所有知識，因此造成教材太多。以下的建議能幫助教師安排課程內容、課程架構及課堂活動、作業流程順序，並設下規則方便管理。



1. General Strategies 通則

If the course is new to you but has been offered before, talk with faculty who have taught it previously. Ask your colleagues for their syllabus, list of assignments and papers, and old exams. Find out about the typical problems students have with the material and the difficulties the instructor encountered. If appropriate, look at past student evaluations of the course to help you identify its strengths and weaknesses.



針對不熟悉，但曾有其他教師開過的課程，可向曾開設該課程的教師請益。跟那些教過的老師拿授課大綱、作業內容、題庫等，找出該課學生常有的問題，及授課教師曾遇到的困難，或參閱過去學生的評鑑內容，都能有效評估該課程的優劣。

If the course is new to you and has never been offered before, review textbooks on the topic of the course. Reviewing textbooks will give you a sense of the main themes and issues that your course might address, which is especially useful if you are preparing a course outside your areas of specialization. (Source: Brown, 1978)



針對不熟悉，且從未有教師開過的課程，可研讀相關書籍上的各個主題。參閱相關書籍有助於掌握課程主題及教授重點，對於不熟悉的領域也特別有幫助。

If you have previously taught the course, begin by assembling everything associated with the course. Gather a copy of the syllabus, textbooks and readings, handouts, exams, your notes for each class session, and the past evaluations by students. Read the evaluations to get a sense of the course's strengths and weaknesses. Then take a look at the various course materials in light of students' comments, changes in the field, and your own changing interests. (Source: "Course Materials Review," 1987)



若曾教過某課程，則蒐集所有和課程相關資料。蒐集授課大綱、教科書、文章、講義、考題、課堂筆記等，以及學生回饋。先讀回饋來評估過去課程設計的優劣，再根據學生回饋、該領域的新知、個人興趣來調整教材。

Identify the constraints in teaching the course. As you begin to design the course, ask yourself, How many hours are available for instruction? How many students will be enrolled? Are the students primarily majors or nonmajors? At what level? What material can I safely assume that students will know? What courses have they already completed? What courses might they be taking while enrolled in mine? Will readers or graduate student instructors be available? What sorts of technological resources will be in the classroom? (Sources: Brown, 1978; Ory, 1990)



找出教學限制。設計課程前，要考慮授課時數多長？學生人數？學生學習背景（為主修或非主修、學生學習程度、先備知識等）？何種教材最適合這群學生？有沒有助教？需要什麼教學設備？.....等。

Think about how your course relates to other courses in your department's curriculum. Does your course serve as the introduction for more advanced classes? Is it a general education course that may provide the only exposure nonmajors will have to the content area? Is it an advanced course for majors?



設想自己授課的課程和系規劃的課程之間的關聯。該課為基礎還是進階課程？授課對象為主修學生還是一般學生？



2. Deciding What You Want to Accomplish 決定目標

Establish goals. What do you expect your students to do or to produce as a result of taking the course? Writing down goals is important for at least four reasons (Erickson, n.d.): (1) the process forces you to clarify what you want your students to accomplish; (2) your list of goals will help you select appropriate teaching methods, materials, and assignments; (3) you can use your list of goals to communicate your expectations to students, to let them know what they are expected to accomplish; (4) your list of goals will be useful to colleagues who teach courses that rely on yours as a prerequisite. McKeachie (1986), however, warns faculty against becoming obsessed with writing detailed behavioral objectives. The chief purpose of writing goals is to help you plan your course and specify what you want to do.



設定目標。教師希望學生能學到什麼或修課後可呈現何種學習結果？以下四個原因說明寫下教學目標的重要性：第一，有助於釐清教師到底想讓學生學到什麼；第二，有助於選定適合的教法、教材及作業；第三，有助於學生了解教師對他們及課程的期待；第四，可讓教授相關課程的教師作為參考。但不必寫太過詳細的行為目標，畢竟寫下教學目標只是為了釐清教師的想法、幫助課程設計。

Identify both content and noncontent goals. Fuhrmann and Grasha (1983) recommend identifying both content goals (for example, "understand the key forces affecting the rise of Japan as an economic power") and noncontent goals (for example, "become a good team member and work collaboratively with other students" or "learn to tolerate opposing points of view"). They advise faculty to start with a general list and then refine the goals to make them more specific. What do you expect from students? How will students demonstrate that they have mastered the goal? What will constitute acceptable performance? For example, if the general content goal is for students to understand the rise of Japan as an economic factor, a specific content goal might be that students will analyze in depth how technology has affected Japan's economic dominance. A specific noncontent goal might be that students will work in groups of three on an out-of-class project and prepare a joint report.



確認課程內容目標及非課程內容目標。列出課程內容目標（例如「日本作為一個經濟崛起體的原因」）和非課程內容目標（例如「成為負責的組員並和其他學生互助合作」或「學習接受相反意見」）有助於確立教學目標，並建立更精確的課程內容目標。對學生的期望？如何評估學生學習成效？何種表現為合格的學習表現？例如一般的課程目標是學生能了解日本成為經濟強國的主要因素，而更精確的課程目標是學生能深入分析科技如何影響日本經濟，而非課程目標則是學生能藉由小組或三人合作交出作業。

To get started in writing course goals, think about "the big picture." For example, imagine yourself overhearing a group of graduating seniors who have taken your course and are discussing why it was among the most valuable courses they have ever taken. What would they be saying about the course? Or imagine that several of your students will become local or national power brokers, or that half of them will have to drop out of school and work full-time. Would you change the way you are teaching your course? Why? Is there anything different you would like these students to learn? (Source: Bergquist and Phillips, 1977)



以「想像願景」的方式開始撰寫課程目標。想像自己知道有一群教過的學生正在討論一門你曾經為他們上過的課，以及這堂課為何是他們認為自己所修過課程中最有價值的課程之一。當想像這個問題時，你認為他們會說些什麼？也可以想像學生之中或許有人會成為當地或是社會上有權勢的人，或者有一半的人會因全時工作而被退學，教師如何改變教學內容？為什麼？教師對學生的期待會不會不同？

Scale down your goals to a realistic list. Adjust your ideal goals by taking into consideration the different abilities, interests, and expectations of your students and the amount of time available for class instruction. How many goals can your students accomplish in the time available? (Source: Lowman, 1984)



設下實際可行的目標。考慮學生的能力、興趣、期待及授課時間等來調整教師的教學目標，想想學生有多少時間完成教師的理想目標？



3. Defining and Limiting Course Content 定義及限制課程內容

After you have "packed" all your topics into a preliminary list, toss out the excess baggage. Designing a course is somewhat like planning a transcontinental trip. First, list everything that you feel might be important for students to know, just as you might stuff several large suitcases with everything that you think you might need on a trip. Then severely pare down the topics you have listed, just as you might limit yourself to one or two pieces of luggage. Research shows that too much detail and too many topics work against students' learning the material (Beard and Hartley, 1984).



「打包」整理出一張主題清單後，刪去過重的部分。設計課程就像規畫旅遊路線，要先決定學生應該知道的重要知識，就像決定旅行時行李箱內要帶什麼；接著逐項刪去不要的，就像拿出不必要的行李。研究顯示細節或主題過多會阻礙學生學習。

Distinguish between essential and optional material. Divide the concepts or topics you want to cover into three groups: basic material should be mastered by every student, *recommended* material should be mastered by every student seeking a good knowledge of the subject, and *optional* material should be mastered by those students with special interests and aptitudes. Lectures and exams should focus on the basic elements of the course. Recommended and optional topics, labeled as such for students, can be included in lectures, supplementary materials, and readings.



辨別必要及補充的教材。將教師想教的內容分成三類：每位學生一定要會的基礎教材、每位學生可以進一步探索的進階教材、資優或有興趣的學生的非必須的選擇性教材。講課及考試應以基礎教材為主，進階及選擇教材可當做額外的練習。

Emphasize the core concepts. For example, in engineering, as one professor points out, there are thousands of formulas, but all of these are variations on a very limited number of basic ideas or theories. In a single course, students might encounter a thousand equations. Rote memorization is futile because no one can remember that many equations. Instead, the instructor repeatedly emphasizes the fundamentals by showing students how the thousand equations are embedded in a dozen basic ones.



強調核心概念。以工程學來說，有上千種方程式，但一定有最核心的重點理論，一堂課中學生或許會學到一千種方程式，但全背起來的學習效率很差，若老師能再三強調核心理論，學生便能舉一反三，從理論來延伸相關的方程式。

Stress the classic issues, or the most enduring values or truths. Often the most interesting issues and themes for undergraduates turn out to be those that originally attracted you to the discipline.



著重基要問題及具恆久性的價值與真理。通常能引起大學生注意力的有趣議題，也是最初吸引教師本身投入這個領域的那些問題。

Cut to the chase. Go for the most critical skills or ideas and drop the rest. For example, in solving mathematical problems, the most important task is setting up the problem - the rest is the mechanics. Not every problem needs to be worked through to completion. (Source: Svinicki, 1990-1991)



切中要點。說明最重要的技能或概念。例如解數學題時最重要的是分析，其餘的都是技術上問題。不必每個問題都從頭解到尾。

Give students a conceptual framework on which to hang major ideas and factual information. To the uninitiated, your field may look like an unruly mass of facts devoid of logic or unifying principles. To understand the relationship among concepts rather than simply memorize dozens of discrete points, students need a framework - a basic theory, a theme, a typology, or a controversial issue. Make this framework apparent to the students through repeated references to it.



建立一個包含主要重點的概念架構。教課時避免用大量無規則的事實或不具邏輯和統一性的原則，尤其對那些從未學過的學生，應先幫學生建立概念框架，如一個基礎理論、主題、象徵、議題等等，反覆重述這個概念，以利往後接續講述相關的其他概念。

Prepare a detailed syllabus. Share the conceptual framework, logic, and organization of your course with students by distributing a syllabus. See "The Course Syllabus."



準備詳細的授課大綱。透過授課大綱可以讓學生了解課程的概念框架、邏輯性及組織性。詳見「課程大綱」。



4. Structuring the Course 組織課程

Devise a logical arrangement for the course content. Material can be arranged chronologically, by topic or category, from concrete to abstract or vice versa, from theory to application or vice versa, by increasing level of skill or complexity, or by other schemes. Some courses - in history or literature - almost demand a chronological sequence. Here are some other strategies for organizing material (Bergquist and Phillips, 1977, pp. 146-149):



Translation

邏輯性的課程安排。教材可依時間、主題、類別來分類，從抽象到具象、從理論到應用等課程內容大多從簡單到複雜，以下是組織課程內容的策略：

Micro/macro: Begin by describing a large complex phenomenon (macro perspective) or offer a detailed analysis of one aspect of the phenomenon (micro perspective). Establish a broad general base of knowledge and information (macro) or focus on a specific event or concern (micro).



Translation

微觀/巨觀：決定先描述大而複雜的現象（巨觀）還是分析小而單一現象（微觀）；建立知識和資訊的普遍通則（巨觀）還是專注在特定的事件（微觀）。

Distal/proximal: Begin by presenting an immediate and pressing problem related to the field of study (proximal perspective) or by describing the origins, heritage or context (distal perspective). Begin with the relevance of the subject matter (proximal) or with historical or theoretical perspectives (distal).



遠景/近景：先提供一個與課程相關的即時、迫切的問題（近景）還是先描述起源、傳統或來龍去脈（遠景）；先解說某事件的關連（近景）還是先解說歷史上或理論上的觀點（遠景）。

Phenomenon/structure: Emphasize description and analysis of unique and significant events, people, or ideas (phenomenon) or emphasize description and analysis of theories, themes, and universal applications (structure). Focus on specific works, events, or people in their unique setting or focus on general patterns and concepts that are commonly shared by or expressed through different works, events, and people.



現象/架構：強調描述和分析人事物的獨特性及重要性（現象）還是強調描述和分析理論、主題和通則（架構）；著重特殊的作品、事件或人物（現象）還是著重普遍法則、概念下的作品、事件或人物（架構）。

Stark and others (1990) offer additional sequencing patterns, suggesting that topics may be ordered according to the following:

- How relationships occur in the real world
- How students will use the information in social, personal, or career settings
- How major concepts and relationships are organized in the discipline
- How students learn
- How knowledge has been created in the field



可考慮其它策略來建立學習目標：

- 各樣的關連性在真實世界中以何種方式或型態出現
- 學生在社會、個人或工作場合中如何應用課程內容
- 在該學科中，主要的概念和概念間的關連性如何組織
- 學生如何學習
- 知識如何在該領域發展

List all class meetings. On your preliminary schedule mark university holidays, major religious holidays, breaks, and, if appropriate, college events that may preempt classes. Fill in this schedule with tentative topics and dates for exams. Keep in mind the rhythm of the term, including "down" times. Leave open at least part of the class before each exam to allow for catch-up or review. Leave extra time for complex or difficult topics. Schedule time during the middle of the semester for getting feedback from students on how well the course is going (see "Fast Feedback"). Also give special consideration to the first day of class (see "The First Day of Class"), the meetings right before exams, and the last two or three classes, which can be used to integrate and pull together the themes of the course (see "The Last Days of Class").



列出所有上課時間。空下校慶、傳統假期或校園活動等，填入預計的考試範圍和日期，以及考試複習或趕課的彈性時間，也可預留幾堂課給較困難的主題。期中可讓學生分享上課心得（詳見「即時回饋」），第一堂課也應有不同考量（詳見「第一堂課」），考前和期末倒數第二、三堂則可規劃整合性的課程設計。

Select appropriate instructional methods for each class meeting. Instead of asking, What am I going to do in each class session? focus on What are *students* going to do? (Bligh, 1971). Identify which topics lend themselves to which types of classroom activities, and select one or more activities for each class session: lectures; small group discussions; independent work; simulations, debates, case studies, and role playing; demonstrations; experiential learning activities; instructional technologies; collaborative learning work, and so on. (See other tools for descriptions of these methods.) For each topic, decide how you will prepare the class for instruction (through reviews or previews), present the new concepts (through lectures, demonstrations, discussion), have students apply what they have learned (through discussion, in-class writing activities, collaborative work), and assess whether students can put into practice what they have learned (through testing, discussion, problem solving, and so on).



針對每堂課設計適當的內容及流程。重點在於學生在這堂課中要做什麼？而不是每次上課都問自己要給學生什麼。選定每堂課主題及適用活動，例如講課、小組討論、獨立作業、模仿、辯論、個案分析、角色扮演、演示、實驗性活動、技術指導、合作學習等。決定每種主題教學方向（預習和複習）、教授新知（講課、演示或討論）讓學生能應用所學（討論、教室寫作、合作學習）並評估學生有能力可以學以致用（考試、討論、問題解決等）。

Design in-class and homework assignments. See "Designing Effective Writing Assignments," "Homework: Problem Sets," "Collaborative Learning: Group Work and Study Teams," and "Supplements and Alternatives to Lecturing: Encouraging Student Participation."



設計課堂上和回家作業。詳見「設計有效率的寫作作業」、「回家作業：問題題組」、「合作學習：小組作業和讀書團隊」、「增加和改變講課方式：鼓勵學生參與」。



5. Selecting Textbooks and Readings 選用教科書及閱讀材料

Choose textbooks and reading assignments that reflect your goals. The textbook exerts a greater influence on what students learn than the teaching method (McKeachie, 1986). Explain to your students how the readings relate to the course goals and classroom activities. Some faculty assign texts that repeat material covered in class-or vice versa -in order to reinforce the content. Some readings may be assigned to elaborate on the lectures by providing applications and examples. Some readings may be intended to convey additional material or to give contrasting points of view. (Source: "Selecting a Textbook," 1987)



慎擇能達到教學目的的教科書或閱讀材料。相較之下，教科書對學生在學習上之影響大過於教師在教學方法上之影響。應先向學生解釋教材和課程目標、教學活動的關連，有些老師會選擇閱讀內容重複的教材以加深學生印象。有些閱讀可當作課程內容的應用實例，或是作為補充資料、提供反例等用途。

Consider a range of criteria in selecting readings. If several textbooks, reports, or articles are appropriate to your course goals, select among them by judging the following (adapted from Lowman, 1984; "Selecting a Textbook," 1987; Wright, 1987):

- Accuracy and currency of content
- Coherence and clarity of content
- Level of difficulty and interest for students (challenging but not inappropriately difficult)
- Cost

- Choose the less expensive work if it is of comparable quality.
- Choose paperbacks rather than hardbacks
- Limit the total cost of books for your course by placing some works on reserve in the library
- Size (heavy large texts are hard to carry)
- Format and layout (ease of reading)

McKeachie (1986) recommends selecting textbooks that match your own point of view because students may be annoyed or confused if you express disagreement with the text. To complement the principal textbook, however, and expose students to a range of perspectives, you could select articles and shorter texts that espouse points of view different from your own.



Translation

考慮閱讀材料的標準。如果同時有多種教科書、報導或文章皆符合教學目標，以下可作為選擇依據：

- 內容兼具正確性及合時性
- 內容兼具連貫性及明確性
- 困難度和趣味性（有點挑戰性但又不難）
- 費用
 - 品質若相去不遠則選用較便宜的版本
 - 選擇平裝本而非精裝本
 - 在圖書館放置指定參考書及其他相關閱讀材料，減少學生購書
- 大小（厚重的書難攜帶）

建議教師盡可能選擇與自己觀點相同或相似之教科書，因為如教師在上課之時不斷傳講與所選擇之教科書不一致的意見時，易使學生困惑。然而，在配合主要教科書，和提供學生多樣觀點之間，教師可以利用短篇文章及篇幅較小的教科書來，讓學生接觸與教師不同之觀點。

Assign a mix of texts and articles, including some current pieces. Advanced courses typically include journal articles, essays, research reports, or photocopied course readers. But even in lower-division courses, students should have an opportunity to read at least a few recent publications or journal articles. One faculty member in economics assigns the Tuesday editorial page of the *Wall Street Journal* each week. She uses these editorials as a basis for discussions and for exam questions that ask students to compare the editorials with textbook presentations on related topics.



Translation

提供體裁不同的文章，含時事更佳。進階的課程常有新聞、論文、研究報告等內容，但程度基礎的學生也該提供機會閱讀時事。例如有位經濟學教授會採用華爾街日報的新聞作為討論或考試問題，藉此和教科書知識作連結。

Foster a habit of reading throughout college. Encourage students to explore beyond the reading material you assign. Eble (1988) recommends setting up in your office a shelf of books and articles selected for brevity, relevance, and interest. Invite students to browse through the materials and borrow items.



培養大學中的閱讀習慣與風氣。鼓勵學生閱讀、研討指定教材以外之書籍或文章。教師可在辦公室內設置書架，選擇一些簡鍊、中肯且有趣的書籍或文章，鼓勵學生踴躍借閱。

Follow the copyright laws. If you are compiling a photocopied reader, be sure to observe the copyright laws, available from your library or from photocopying vendors. Services have sprung up to handle faculty requests for permission to reproduce copyrighted material. For example, the Anthology Permissions Service in Salem, Massachusetts, authorizes copying of copyrighted material through blanket agreements with publishers. PUBNET Permissions, a project of the trade association Association of American Publishers, processes permissions requests by electronic mail to help faculty members reproduce copyrighted materials quickly and easily. (Source: Blum, 1991)



尊重著作權。如教師有編輯自編教科書之計畫，請務必遵守著作權的相關規定，盡可能從書商或是學校圖書館中蒐集材料。現已有相關服務可協助學校教師重製具著作權的書籍或文章，如麻州 Salem 的文選許可服務，透過與出版之綜合協議，取得版權資料或文獻的重製許可。另外一個由美國出版商協會主持的計畫 PUBNET Permissions，亦可協助學校教職員簡潔快速的處理版權資料重製問題。

Take advantage of the new technologies in publishing. At least one national publisher lets professors order customized versions of its publications. The publisher will produce bound copies of chapters in its textbooks and supplementary articles, in any order the instructor requests. In some cases, if a professor orders only selected chapters of a textbook, the price is less than the cost of the entire text. Some publishers have gone a step farther and developed data bases of individual

chapters from different texts, journal articles, case studies, and other material from which a faculty member can create a custom textbook. The materials are compiled, indexed, paginated, and bound within forty-eight hours. Other publishers offer low-cost versions of textbooks stripped of such frills as study questions and multicolor art and graphics. It may also be possible to make the content of scholarly print journals available electronically so that students need only have access to a computer and the campus network to complete the assigned reading. (Sources: Miller, 1990; "Stalled Economy Leads to 'No-Frills' Textbooks," 1992; Watkins, 1991)



善用出版新科技。全美至少有一家出版商提供大學教授訂作出版的服務。出版商可依教師的需求，將教科書中的特定章節及補充文章裝訂成冊，若只選用部分章節，價格還會比整本印製便宜。有些出版商提供更進一步的服務，將不同教科書的個別章節輸入電子資料庫中，同時收錄期刊文章、案例研究、及其他相關的文獻資料等，以提供教授選擇。這些文獻資料經過編輯、索引、標頁數等程序，在 48 小時內即可完成裝訂作業。一些出版商也提供較便宜的版本，這些版本將一些彩色圖片和不重要的內容，如問題研究等單元刪去。學生只要有一台能上網的電腦，就可以完成電子期刊或電子書籍的閱讀作業。

Be conscious of workload. At most colleges, students are expected to spend two to three hours on outside work for each hour in class. For simple texts, you might estimate that students can read about twenty pages an hour - though, obviously, the rate will depend on your students' abilities and the nature of the reading material.



考量學生的課業負擔。多數大學的教授們期待學生花二至三小時的時間準備一門一學分的課外作業。若內容簡單，學生或許可以在一小時內閱讀二十頁，但仍端視學生的能力及閱讀材料的難易度而定。



6. Setting Course Policies 訂定課程規定

"Extra credit" assignments. If you are offering extra credit assignments, announce them in class so that all students will be aware of the option. Some faculty allow only students who are doing satisfactory (C or higher) work on the regular assignments to undertake extra credit tasks. Here are some examples of extra credit options ("Extra Credit -Taking Sides and Offering Advice," 1991, pp. 5-6):

- One or two weeks before an exam, give students worksheets on the topics being studied in that unit. To receive extra credit, a student must complete the worksheet *and* bring it to the instructor's office for discussion and scoring.
- Offer a fixed number of extra credit points for a specified activity: attendance at a professional conference, submission of a book review in the topic area, and so on.
- Offer extra credit for completing problems in the textbook that were not assigned as homework.
- Offer students extra credit for keeping a journal account of all the relevant newspaper or magazine articles, books, or monographs they read in addition to the assigned readings. journal entries should include the title, author, date, and source as well as some personal commentary. journals are checked weekly on the spot and turned in at the end of the term.
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額外的加分作業。教師應在課堂中宣布這類加分作業，因某些教師只讓成績好的學生知道。以下為加分作業的例子：

- 學習單：考前的一至二週發下學習單，學生完成後，交至教師辦公室和老師共同討論、登記後即可加分。
- 特殊項目：如參加專業研討會、發表研討會論文等，教師須事先為每種項目訂定加分分數。
- 完成非教科書上所指定的作業。
- 在指定閱讀文章之外，主動持續閱讀與學習主題相關的期刊、報章雜誌、書籍或論文等，這類作業包含標題、作者、日期、來源及一些個人評論及心得，應每週檢查，並於期末一併繳交。

Attendance. Let students know in the syllabus and on the first day of class that you expect them to come to class regularly. Do your best to make class time worthwhile - a time when real work takes place. Students are also more likely to attend if they know that exams will include items that have been discussed in class only. In most cases, however, attendance should not be mandatory or a factor in your grading Policy. Grades should be based on students' mastery of the course content and not on such nonacademic factors as attendance. See "Grading Practices." If you must require attendance, let students know how you will determine whether they come to class. Give bonus points for perfect or near perfect attendance rather than subtracting points for absences (Professional and Organizational Development Network in Higher Education, 1989). The numerical result is the same but students will feel better having their attendance rewarded rather than their absences penalized. In addition to students' attendance, you should pay attention to your own patterns. Some observers recommend that instructors come early to class (to let students know you are interested and available), start on time (to reward the prompt), end on time (to enable students to leave for their next class), and stay late (to answer questions from students) (Heine and others, 1981).



出席率。上課第一天就宣布對出席率的要求，並說明該課出席的價值性；讓學生知道考試內容就是上課討論的內容可以提高學生出席意願。學生不應被強迫出席，而出席率也不應作為學期成績的項目之一，學生的成績應當由學生對這門課程的掌握程度而定，而非出席率這種非學術性的因素。若成績包含出席率，須使學生明白教師對出席率的定義。另外，出席率高可加分，避免對出席率低的學生扣分。這兩種方式在數字上所呈現的結果一樣，但學生感受卻是不同，前者將使學生更樂意出席以獲得加分的獎賞，而後者卻會使學生認為其所得的分數是對其缺席的一種懲罰。除出席率外，教師更應以身作則，若能提早到教室準備，能讓學生感覺到教師對這堂課的重視及對學生的興趣；或在教室多待一段時間讓有問題的學生有機會發問。

Makeup exams. For advice on offering makeup tests -and ways to avoid having to do so-see "Quizzes, Tests, and Exams."



補考。讓學生有補考的機會；避免教師須提供學生補考機會的方法詳見「小考、測驗、大考」。

Late work. Be clear on whether you will accept late work and the penalties for missing deadlines. Some faculty members deduct an increasing number of points for each day an assignment is late. Others give a sufficient number of assignments so that a student is allowed to drop one or two without penalty (due to low grades or missing work). Still other faculty members give students two days of grace that they can apply to missed deadlines: a single assignment can be two days late or two assignments can each be a day late (Marincovich and Rusk, 1987).



遲交的問題。清楚說明是否接受作業遲交，以及關於遲交的懲罰等。有些教師採用遲交一天扣幾分的方式，有些則指派其他多種學生能力可勝任的作業，學生可以從中選擇（特別針對低成就的學生），另外也可給學生兩天的寬限期。

Grading. See "Grading Practices."

評分。詳見「評分準則」。



7. Handling Administrative Tasks 處理班務

Order books early and anticipate foul-ups. Double-check on the progress of your order with the bookstore a month or so before the term begins. Once the books have arrived, check back with the bookstore to see how many copies there are. No matter what precautions you take, there is always a chance that the books won't arrive before classes begin. You can make it easier on yourself

and your class by not relying on books being available during the first two weeks of class. Instead, assign readings that you distribute, that are readily available on reserve in the library, or that students purchase from a photocopy vendor.



提早訂書以防混亂。在開學前一個月即向書商確認訂書狀況，一旦書送達，立即與書商確認收到的數量是否正確。為防送書的突發狀況，可在開學前兩週預備一些其他上課教材，以備不時之需，如：指派閱讀圖書館的指定參考書，或購買複印本，以利課程進行。

Place materials on reserve before the term begins or package reserve materials for students to purchase. Consult with campus librarians about the procedures for putting materials on reserve. Let your students know in which library the readings are located, the length of time they are available for use, and the number of copies on reserve. Because as many as 85 percent of the students check out reserve material to make their own photocopies rather than read it in the library ("Two Groups Tackle Reserve Book Problems," 1992), consider offering students the chance to purchase the reserve readings. (Sources: Janes and Hauer, 1988; "Two Groups Tackle Reserve Book Problems, 1992)



學期初在圖書館預留指定參考書。了解教授圖書館指定參考書的處理流程，知會學生藏書處及相關借閱規定，另外也可提供學生購買文章或書籍的資訊。

Make logistical arrangements in advance. Before the term begins, order audiovisual equipment, videos, or films, contact guest speakers, and arrange for field trips.



提前做安排。在學期開始之前，預訂視聽的設備，影片或者電影，聯繫演講講員，和安排田野調查等。