

GSI TRAINING IN LINGUISTICS

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This seminar is designed for graduate students who will serve as Graduate Student Instructors in undergraduate linguistics courses or introductory composition. The central objective of the seminar is to prepare students for their first teaching experience at UM. As a GSI for linguistics courses, you will be responsible for collaborating in designing homework assignments and exams; collaborating in determining the content of discussion sections which you will also lead; collaborating in preparing handouts for section; and meeting with students during office hours. The seminar will provide you with experience in all these areas. In addition, you will become familiar with the goals, methods and content of Linguistics 210 (Introduction to Linguistic Analysis), 211 (Introduction to Language), and 370 (Language and Discrimination; also there will be a brief discussion of teaching in introductory composition.

Readings: *A Guidebook for University of Michigan Graduate Student Instructors*
(UM Center for Research on Learning and Teaching)

Other resources are available on-line at the CRLT web site.

Course structure

We will meet as a group for 4 sessions at times to be decided (probably Friday morning). Four sessions will be roughly 3 hours each. The first two may go a bit over; the second two a bit under. In addition, you will observe 9 hours of 210, 211 and 370 lectures and discussion sections. Observe at least one lecture in each course and 2 sections in 211, at least 1 section in 210 and 370 with the remaining time allocated as you see fit to either lecture or discussion.

Assignments

You will be preparing 10 minute discussion practice sessions twice; you will also keep detailed observations of lectures and discussions you visit. This will constitute the portfolio for the course and you will submit at the end of the semester.

Tentative schedule

1st meeting

Discussion of readings from CRLT booklet; discussion of other CRLT electronic resources; using CRLT for feedback on your teaching.

Relationships with students; sexual harassment

210 and 211 syllabi

Grading practice using previous 210 and 211 assignments

Organizing yourself: managing time when grading; keeping track of grades;

keeping samples of high, mid and low quality assignment responses
Plagiarism and cheating; code of academic conduct

Prior to 2nd meeting, you should have visited 211 lectures and sections, including taking detailed notes on your observations. You should prepare a 10 minute presentation appropriate for a 211 discussion section.

2nd meeting

Detailed discussion of 211 lectures and sections you attended (your observations should lead you to think about such issues as how to organize a section; what makes explanations successful; how to handle student questions; how to guide a discussion, etc.)

211 presentations and discussion role-playing

Handling office hours including practice handling difficult questions and problems

Prior to our third meeting, you should attend 210 lectures and sections, again taking detailed notes on your observations. Prepare a 10 minute presentation appropriate for a 210 discussion section.

3rd meeting

Detailed discussion of 210 lectures and discussion sections you attended

10 minute discussion section presentations

Assignment design: critiquing others and developing you own

Handling grade concerns

Summer teaching: 210 and 211 on your own

Prior to our fourth meeting, you should attend one 370 lecture and one discussion, taking detailed notes on your observations.

4th meeting

Discussion of 370 lecture and discussion

Discussing sensitive topics

Giving feedback on discursive assignments

Introductory composition: An opportunity to teach about your area of interest in

Linguistics. The LS&A writing requirements; the Sweetland Writing Center