

# Teaching Sociology Sociology 560 Syllabus Fall 2009

## Contact Information

Instructor	Office, Phone & Email
Dr. Mary E. Virnoche Associate Professor and Chair Department of Sociology	Office Hours: Tuesdays, 10-Noon Other meetings by appointment BSS 520C Phone Number 826-4569 Email Mary.Virnoche@humboldt.edu

## Course Description

Teaching is a vocation. Teaching is also an extensively studied and theorized field of research. Thousands of books and articles reflect teaching philosophies, theories of learning, tested methodologies, organizational changes and challenges facing educational institutions, as well as “how to” tips and best practices.

Teaching Sociology offers its own set of challenges and rewards. Our field has a long history of articulating patterns of social change and inequalities. Students are drawn to our field because they see themselves in our teachings and want to make a difference in the world. With our common attention to race, social class and gender, Sociology classrooms are primed to generate excitement, as well as conflict.

In this Teaching Sociology seminar, you’ll be asked to explore your identity and that of a “teacher self.” Your identity and teaching philosophy are central to how you will engage with diverse groups of students in Sociology classrooms. Together with core knowledge in the field of Sociology, your teaching identity and philosophy will become central factors in determining the learning outcomes of your classrooms.

This course is also designed to support students currently serving as teaching assistants, as well as those preparing to become TAs. As part of this professional development, we may find ourselves shuffling our agenda to make time for discussing pressing classroom issues. At the same time, we will anticipate your future professional goals as you develop teaching portfolios and prepare for applying for teaching positions outside the department.

If you have not yet secured a teaching assistantship for this semester, and you would like one, please let me know and I will try to help you arrange one. Official Catalog Description (proposed for 2010-11): Explore pedagogy, theories of learning, teaching techniques and issues in Sociology classrooms. Develop teaching philosophy and portfolio in relation to own teacher identity.

## Learning Outcomes

After completing this course, you should be able to demonstrate the following course learning outcomes, as well as progress toward final department and university-related learning outcomes:

### Course Learning Outcomes

1. Discuss your identity as a teacher
2. Demonstrate knowledge of teaching philosophies including critical pedagogy
3. Demonstrate familiarity with addressing diversity in the classroom, particularly as it relates to teaching Sociology topics
4. Describe and use multiple methods for teaching key sociological ideas
5. Locate and use a variety of resources for teaching sociology
6. Present materials necessary for applying for a teaching Sociology position.

## Department Learning Outcomes

1. Professional socialization, including an understanding of ethical issues.
2. Hands-on experience in their appropriate field (teaching/practicing).

## University Learning Outcomes

While this course in many ways contributes to all the university learning outcomes, it most centrally contributes to your ability to demonstrate:

1. Effective communication through written and oral modes.
2. Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues.
3. Competence in a major area of study.
4. Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities, and viewpoints.
5. Succeed in (your) chosen careers.
6. Take responsibility for identifying personal goals and practicing lifelong learning.

## Course Readings and Resources

### Required Books

Freire, Paulo. (1970) 2000. *Pedagogy of the Oppressed*. Harrisburg, PA: Continuum International Publishing Group.

McKeachie, Wilbert J. 2006. *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Boston: Houghton Mifflin.

### Other Required Readings

Aronson, Elliot. 2000-2008. Jigsaw Classroom. Retrieved May 16, 2008, <http://jigsaw.org/>.

Braa, Dean and Callero, Peter. 2006. "Critical Pedagogy and Classroom Praxis." *Teaching Sociology* 34(4):357 – 369. (Located in Library e-databases)

Cannon, Lynn Weber. 1990. "Fostering Positive Race, Class, and Gender Dynamics in the Classroom." *Women's Studies Quarterly* 18:126-134. (Oncores and Hard Copy on Library Shelf)

Eichstedt, Jennifer, 1996 "Heterosexism and Gay/Lesbian/Bisexual Experiences: Teaching Strategies and Exercises." *Teaching Sociology*. 24: 384-388. (Library Database)

EnACT documents linked to moodle site and also found on EnACT web site.

hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom* (Selected Chapters found in Oncores)

Lopez, Gilda, and Nancy Chism. 1993. Classroom Concerns of Gay and Lesbian Students: The Invisible minority. *College Teaching* 41: 97-103 (Library Database)

McIntosh, Peggy. 1988. "White Privilege and Male Privilege" (Moodle .pdf File)

Palmer, Parker J. 1998. *Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Jossey-Bass Publisher. (Chapter 1 Oncores) Entire book located on library shelf.

Tatum, Beverly Daniel. 1992. "Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom. *Harvard Educational Review* 62:1-24. (Oncores)

### **Additional Resources**

Curzan, Anne and Lisa Damour. 2000. *First Day to Final Grade: A Graduate Student's Guide to Teaching*. University of Michigan. (Located at HSU Library Reserve Desk)

Davis, Barbara Gross. 1993. *Tools for Teaching*. Jossey-Bass. (Located in HSU Faculty Development Office)

Kaufman, Peter (ed.) 2006. *Critical Pedagogy in the Classroom*, (2<sup>nd</sup> edition). Washington, DC: American Sociological Association. (Located in the Sociology Teaching Resources Area)

Nenga, Sandi Kawecka and Kain, Edward L. Eds. 2006. *Innovative Techniques for Teaching Sociological Concepts, 4<sup>th</sup> Ed.* American Sociological Association. (Located in the Sociology Teaching Resources Area)

Levin, John, Kater, Susan & Wagoner Richard. 2006. *Community College Faculty: At Work in the New Economy*. NY: Palgrave Macmillan (Interlibrary Loan)

Pryor, J. H., Hurtado, S., Saenz, V. B., Santos, J. L., & Korn, W. S. (2007). *The American Freshman forty year trends, 1966-2006*. Los Angeles: Higher Education Research Institute. (Interlibrary Loan)

Royse. 2001. *Teaching Tips for College and University Instructors*. Allyn and Bacon. (Located at HSU Library Reserve Desk)

*Teaching Sociology*. This journal is held in hard copy on the library's third floor. The call number is HM1.T43. Full electronic texts are also available through the library's databases.

### **Web Resources**

- Chronicle of Higher Education <http://chronicle.com/>
- CV Doctor <http://chronicle.com/jobs/2002/10/2002101101c.htm>
- EnACT (Ensuring Access through Collaboration & Technology) <http://enact.sonoma.edu/home>
- HSU Faculty Development <http://www.humboldt.edu/~fdo/>
- Inside Higher Education (Online News Magazine) <http://www.insidehighered.com/>
- Teaching Sociology Section of the American Sociological Association <http://www.asanet.org/>
- Tomorrow's Professor <http://ctl.stanford.edu/Tomprof/index.shtml>

## **Grade Considerations**

### **Components and Weight**

- Participation (25%)  
Be in class. Participate. Facilitate. As a teacher, you need to create a voice and style of interaction. If active class participation has not been your usual style, this course will provide a safe testing ground to develop skills in this area. If you have been an overly vocal student, use this class as a mechanism to develop your facilitation skills and draw quieter classmates into discussions. We all share responsibility for democratic and interesting class discussions.
- Papers (3) (30%)  
You will write three short papers (3-5 pages). Synthesize key ideas from the readings. Then respond to the ideas and reflect on your own responses. Use your "sociological imagination" as you

contextualize ideas. The strongest papers will illustrate higher level critical thinking/writing skills, along with the base skills of illustrating knowledge comprehension (see McKeachie 2006 p. 320). As these are short papers, your writing should be well crafted, as well as organizationally and grammatically strong. Writing tip: As a general rule, when synthesizing reading ideas, the author or idea is the sentence subject. When responding and reflecting, you are the sentence subject. Example: *Guidelines for class discussion are important in most Sociology classrooms. Weber (1990) suggests.... I had not thought about xyz. In my experience as a working class white woman, classroom discussion time always meant that ....* Be prepared to demonstrate or discuss in class the topic about which you wrote. When appropriate, use ASA style to cite references.

- Quick Writes and Peer Evaluations for Jigsaw & Teaching Demos (10%)  
You will often be asked to write a short reflection or critique of assigned readings, as well as thoughtful evaluations of peer performance.
- Teaching Demonstration (15%)  
With the help of the class you will develop concepts/ideas/content that will be the focus of a micro-teaching demonstration. You will prepare a 10-15 minute teaching demonstration. The rest of the class will serve as students. Your teaching topic should be linked to your syllabus discussed below.
- Teaching Portfolio (20%)  
When you apply for a teaching position, you will likely be asked for your CV, sample syllabi and a statement of your teaching philosophy. Together, these documents and additional support materials including sample exercises, assignments and teaching evaluation summaries constitute the "teaching portfolio." Teaching workshop and training certificates may also be included in your portfolio. I encourage you to compile these types of documents as you gain teaching experience and keep them in your growing and regularly updated portfolio: You never know when a teaching opportunity will present itself and application materials may be needed quickly. If you are teaching assistant, work with your instructor to gather evaluations from your students. For this course, you will establish your portfolio by creating the following documents:
  - *Teaching Philosophy Statement* (5%)
  - *A Course Syllabus and Schedule*. Include all section headers covered in this course syllabus and follow ATI guidelines for preparing accessible documents. You should include a sample of reading selections, but not all readings need to have been selected (5%)
  - *CV* (5%) Curriculum Vitae
  - *ATI Certificate of Completion*. Attend ATI workshop and include the certificate of completion in your portfolio (5%)

#### Grading Scale

A = 93-100 %	A- = 90-92	B+ = 87-89	B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69	D = 63-66	D- 60-62	F = 0-59

#### Minimum Grade

Sociology graduate students must earn a grade of B or above to meet degree requirements. The grade of "B-" is a failing grade for graduate students and triggers academic probation or possibly suspension.

#### Estimated Outside Class Time

Students hoping to earn an "A" in this class can anticipate spending an average of 6-8 hours each week on outside class activities: reading, writing and editing, researching, attending outside trainings and

thinking about material in preparation for our two-hour class meetings. I encourage you to schedule and use this preparation time starting in the first week so that you can make the most of this seminar.

### **Late Work and Extra Credit**

As a general rule, late work will not be accepted and I do not assign extra credit assignments. *However, it is always best to communicate with me about a life crisis or medical issues.*

### **Students with Disabilities**

This syllabus was designed using recommended practices for creating accessible word documents. If you have suggestions regarding improving the accessibility of this document or other content for this class, please contact me. Persons who wish to request disability-related accommodations should contact the Student Disability Resource Center in House 71, 826-4678 (voice) or 826-5392 (TDD). Some accommodations may take up to several weeks to arrange. <http://www.humboldt.edu/~sdrcl/>

### **Add Drop Policy**

Students are responsible for knowing the University policy, procedures, and schedule for dropping or adding classes. <http://www.humboldt.edu/~reg/regulations/schedadjust.html>

### **Emergency Evacuation**

Please review the evacuation plan for the classroom posted on the orange signs and review [http://studentaffairs.humboldt.edu/emergencyops/campus\\_emergency\\_preparedness.php](http://studentaffairs.humboldt.edu/emergencyops/campus_emergency_preparedness.php) for information on campus Emergency Procedures. During an emergency, information can be found campus conditions at: **826-INFO** or [www.humboldt.edu/emergency](http://www.humboldt.edu/emergency)

### **Academic Honesty**

Students are responsible for knowing policy regarding academic honesty: [http://studentaffairs.humboldt.edu/judicial/academic\\_honesty.php](http://studentaffairs.humboldt.edu/judicial/academic_honesty.php) or <http://www.humboldt.edu/~humboldt/catalogpdfs/catalog2007-08.pdf>

### **Attendance and Classroom Behavior**

Students are responsible for knowing policy regarding attendance and disruptive behavior: [http://studentaffairs.humboldt.edu/judicial/attendance\\_behavior.php](http://studentaffairs.humboldt.edu/judicial/attendance_behavior.php)

## Teaching Sociology Course Schedule

Week	Date	Class Focus & Readings to be Discussed	Assignments Due
1	August 25	Introductions and Course Overview McKeachie (pp. 21-29) 1 <sup>st</sup> Day of Class	
2	September 1	<b>Identity and Teaching</b> Palmer (pp. 9-33) McKeachie (pp. 30–56) Reading, Discussing	
3	September 8	<b>FURLOUGH VIRNOCHE</b>  *Class Meet and Discuss Papers *Brainstorm and then Consensus on Syllabus Changes. Keep Consensus Notes for Next Time  McKeachie (pp. xvii – 8) McKeachie (Holonen) (pp. 318-324) Thinking	Study Syllabus & Bring Notes on Any Change Ideas  Paper I: <i>Developing a Teacher Identity</i> (Turn in at my office door)
4	September 15	<b>Critical Pedagogy Teaching to Transgress</b> hooks “Intro” (1-12), “Engaged Pedagogy” (13-22), “Embracing Change” (35-44), “Confronting Class” (177-189)	Report Consensus on Syllabus Change Requests
5	September 22	Freire (pp. 9-183)	
6	September 29	<b>Diversity &amp; Multiculturalism</b>  Braa & Callero (357-369) Praxis Cannon (pp. 126-134) RCG Dynamics McIntosh on (White/Male) Privilege	Paper II: Critical Pedagogy
7	October 6	Class to go to Practicing Sociology Advisory Board Meeting  Read below for Paper: Eichstedt (pp. 284-288) Heterosexism Tatum (pp. 1-24) Racial Identity Theory Lopez & Chism (pp. 97-103) LG (BTQ?) McKeachie (Suinn) (pp. 151-171) Multicultural	Paper III: Diversity & the Classroom
8	October 13	<b>Portfolio Development</b> Discuss Sample Philosophies (Moodle) & Your Own Drafts  Discuss Oct. 6 Articles	Draft of Philosophy (Peer Review & Turn in)

9	October 20	<b>FURLOUGH VIRNOCHE</b> McKeachie (9-20) Course Preparation EnACT Online Resources (URL above)  <b>Pedagogy – Teaching &amp; Evaluating</b> McKeachie (pp. 57-73) The Lecture McKeachie (pp. 140-150) Motivating McKeachie (pp. 229-253) Technology <a href="http://www.jigsaw.org">www.jigsaw.org</a>  Identify Jigsaw “Expert” Groups (2 groups of 3; 1 group of 4)	Draft of Syllabus for (Peer Review Parts & Grammar)  Identify Jigsaw Article or General Topic Ideas
10	October 27	McKeachie (pp. 172-228) Techniques Bring Questions from Last Time  Chronicle of Higher Education: CV Doctor Sociology Example	Jigsaw Article Decision Pick Demonstration Date  Draft of CV (In Class Review)
11	November 3	McKeachie (pp. 74-139; 254-317) Tests, Grades etc. and More Methods	Draft of CV (Turn In)
12	November 10	Jigsaw Selected Articles 1. 2. 3.	Jigsaw Peer Evaluations
13	November 17	<b>Professional Development</b> McKeachie (pp. 344-259) Growth  Peer Work on Teaching Demo	Demonstration Plan
14	November 24	Thanksgiving Break	
15	December 1	Teaching Demonstrations 1. 2. 3.	Peer Evaluations
16	December 8	Teaching Demonstrations 4. 5. 6.	Peer Evaluations
Final Tues	December 15 3 – 5 p.m.	Teaching Demonstrations 7. 8. 9. 10.	Peer Evaluations Final Portfolio