

FAYETTEVILLE STATE UNIVERSITY  
College of Arts and Sciences  
Department of Sociology

**SOCI 685 - Seminar on Teaching Sociology  
Spring 2012**

**1. LOCATOR INFORMATION:**

Semester:	Spring 2012
Instructor's Name:	<b>Dr. Ella T. Keller</b>
Course Number and Name:	<b>SOCI 685-D1- Seminar on Teaching Sociology</b>
Semester Hours Credit:	Three (3)
Time Class Meets:	<b>6:00 pm – 8:50 pm, Wednesday,</b>
Office Location:	Taylor Social Science, Room 210-B
Office Telephone:	(910) 672-1245
E-mail:	<a href="mailto:ekeller@uncfsu.edu">ekeller@uncfsu.edu</a>
Office Hours:	Monday: 10:00 – 12:00 pm Tuesday 4:00 – 5:30 pm Wednesday: 2:00 – 5:30 pm Thursday: 10:00 – 11:00 am Available Other Times by Appointment

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

***SOCI 685 Expectations: Since all emails are official communications, please use standard business language, grammar, and capitalization.***

**II. COURSE DESCRIPTION:**

**SOCI 685 – Seminar on Teaching Sociology** is designed to prepare sociology majors for teaching sociology at the college level and to serve as teaching assistants. This course involves syllabus preparation, selection of instructional materials, testing and evaluation, and demonstrational lectures. A major objective of the course is the development of a “sociology toolbox” for the future. Special attention will be paid to issues on curriculum and course development in sociology.

### III. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

### IV. TEXTBOOKS

#### Required:

Nilson, Linda B. 2010. *Teaching at its Best: A Research Based Resource for College Instructors*. 3<sup>rd</sup> Edition. San Francisco, CA: Aker Publishing Company. ISBN: 978-0-470-40104-0.  
**Available in FSU Bookstore.**

Svinicki, Marilla and Wilbert J. McKeachie, 2011. *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers*. 13<sup>th</sup> Edition. Belmont, CA: Wadsworth, Cengage Publishing. ISBN10: 0-495-80929-2, ISBN-13 978-0-495-809296).  
**Available in FSU Bookstore.**

McKinney, Kathleen, Carla B. Howery, Kerry J. Strand, Edward L. Kain, and Catherine White Berheide. 2005. *Liberal Learning and the Sociology Major Updated: Meeting the Challenge of Teaching Sociology in the Twenty-First Century*. Washington, DC: American Sociological Association. **(I will provide this text.)**

#### Recommended References:

Davis, Barbara Gross. 2009. *Tools for Teaching*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-7879-6567-9.

Pescosolido, Bernice A. and Ronald Alinzade. 1999. *The Social Worlds of Higher Education: Handbook for Teaching in a New Century*. Thousand Oaks, CA: Pine Forge Press. ISBN: 0-8039-9045-6.

#### Recommended Journals and Websites:

**Teaching Sociology**

**Journal of Higher Education**

<http://www.asanet.org/Quick%20Style%20Guide.pdf>

<http://www.asanet.org/index.cfm>

<http://www.asanet.org/teaching/resources.cfm>

### V. COURSE GOALS AND OBJECTIVES

By the End of the Course, each person will:

1. Understand the professional role of college and university faculty, including the relationship between teaching and research.
2. Understand some of the complex structural, economic, and political factors that affect college and university faculty, including diversity, student cultures, and learning styles and their influence on teaching.
3. Organize and develop essential materials for an undergraduate sociology course,

including a syllabus, teaching unit, and an examination.

4. Plan and deliver a presentation to classmates and an undergraduate class.
5. Develop strategies to deal with the variety of social phenomena that appear in college classrooms with regularity.
6. Prepare a “sociology toolbox” for future use.

## VI. COURSE REQUIREMENTS

### 1. Active class participation in activities and discussions, including the Discussion Board (100 points)

You are expected to attend class regularly, to arrive on time and leave only when the class is dismissed. You are expected to have read all assigned materials by the specified due dates and come to class prepared to participate in the class discussions and activities. **Depending upon your availability, some of these activities will involve interaction with undergraduate students in several of the roles you will be expected to play as a professor. You will lose points for missing classes.** You begin with 100 points for class participation. You will not be penalized for your first absence. Five (5) points will be deducted for your second absence; ten (10) points will be deducted for your third and fourth absences. For each additional absence, twenty (20) points will be deducted. Points may also be deducted for repeatedly arriving late/leaving early or for lack of quality in your participation in class.

### 2. Feedback to classmates (50 points)

You will be asked to give feedback to your classmates primarily in three ways:

1. In class responses to ideas generated in discussions and from the readings.
2. From time to time you will be asked to post to the Discussion Board and respond to the posts of your classmates.
3. Written evaluations of presentations by classmates. The major evaluations will be of the mini lecture or classroom exercise, the career in sociology lecture, and the first day of class lecture. If we do class presentations, we will rethink the evaluation for that presentation. You will use the attached sheet to evaluate the lecture presentations.

3. Facilitator of the Discussion (50 points) - From time to time throughout the semester in addition to the regular class readings members of the class may be asked to read material and lead the discussion in the class. You may also be asked to find an article relevant to the discussion for each class meeting on your own that might be included in a list of references on teaching sociology.

4. Blogs/Journal: (50 points) Five (5) entries each worth up to ten points. The journal is a convenient way to document your thinking, progress, and challenges as you complete the different portions of the course. Remember you will need to review these for your portfolio.

5. Mini lecture & Active Learning Exercise (50 points) – prepare a mini lecture or non-lecture exercise such as simulation or game.

Active Learning Exercise: Most of the recent works on teaching strategies emphasize the importance of building a variety of active learning activities into the sociology curriculum. Recommendations 4, 11, 12, and 13 from *Liberal Learning* refer to active learning. Active learning exercises may include anything from structured note taking, to case studies, collaborative exercises, case studies, role playing, games, simulations, or puzzles. Students are required to be active participants in their learning. If you choose to do an active learning exercise, you must plan it and members of the class will be your participants for the

exercise.

Mini Lecture: Although many authorities on teaching suggest that you not rely solely on lecturing, there will probably be a need to lecture in each course. If you do not want to do an active learning exercise, you may prepare a mini lecture. The topic can be sociological or you may choose a nonsociological topic. The emphasis here will be on planning the lecture and the delivery. McKeachie and others argue that practice is necessary for developing teaching skills.

6. Careers in Sociology PowerPoint Presentation (50 points) - A frequent question asked of faculty in sociology is “What can I do with a degree in sociology?” In this PowerPoint Presentation you will address some topic related to careers in sociology. For example, you can address the question just mentioned or you can discuss a more specific topic. These may include preparation for graduate school, job interviews, writing a resume, opportunities for sociology majors in various fields including business, law, research, clinical or applied practice, government employment, or teaching. Here both delivery and content are important.

7. Class lecture (100 points) This presentation will constitute your major presentation for the course. It will come near the end of the semester. You will be expected to demonstrate what you have learned about teaching. I would like to have you lecture in an actual class. I am working on options to use to make that possible. The type of class we pick will be related to the topic you want to discuss. As part of your preparation, you should include an assessment tool (quiz, test, writing assignment).

8. Syllabus and accompanying rationale (150 points) Davis (2009: 21) in *Tools for Learning* states “a detailed course syllabus, handed out on the first day of class, gives students an immediate sense of what the course will be about, what they will learn, and how their academic progress will be evaluated.” This exercise asks you to develop a syllabus for a course in sociology that you are interested in teaching. Since most sociologists will teach introduction to sociology, social problems, and marriage and family, you may want to consider one of these. However, if you want to design a course for research methods, statistics, SPSS, sociological theory, or one of the upper level electives, that will be acceptable as well. Although we will use the FSU syllabus format as a starting point, accompanying your syllabus should be a 1-2 page rationale for why you have structured the course in the way which you have.

9. Teaching philosophy (50 points) Plan to develop a written statement (1-2 pages) of your teaching philosophy. The teaching philosophy is often required as part of the application for an academic job (Nilson 2010). Your statement will be evaluated on whether it addresses the issues outlined in the assignment, is internally consistent, and is tightly organized and polished. Each teaching philosophy is a unique document that reflects an awareness of current research knowledge about teaching and learning and is based on an individual teacher’s style and strengths. A teaching philosophy is a personal statement about one’s teaching assumptions, values, and goals, and the efforts to be employed to achieve student learning. More details on developing the teaching philosophy will be posted on Blackboard.

10. Toolbox: (300 points) 30 acceptable items at 10 points each

- There are several reasons for developing a toolbox but the primary one is to help you develop a set of materials that can serve as a starting point in teaching your first sociology class.
- The toolbox will consist of the various kinds of materials an instructor will use over the course of a semester, lecture notes, videos, exercises, assessment tools that cover the major topics in the survey level sociology courses (introduction to sociology, social problems, and marriage and family).
- Each item in the toolbox must be complete. For example if you want to list a video as one of your items, you must find and submit the video, describe how you will use it and the expected

learning outcomes. For an assessment item, you should submit an actual assessment instrument.

- **At least ten of your items must be submitted before spring break. An additional 10 items submitted by April 3. The final 10 items must be submitted by April 25.**
- No more than one item can be from the same category (See toolbox chart on Blackboard for categories.)
- You must have items for at least 10 different topics (checked boxes in at least 10 rows.)

11. Teaching Portfolio (60 points)

The teaching Portfolio should include the following (please use 1 inch margins, 12 point fonts, and double space in your work):

1. Current Vita

[http://www.quintcareers.com/curriculum\\_vitae.html](http://www.quintcareers.com/curriculum_vitae.html)

2. Statement of Teaching Philosophy

<http://www.celt.iastate.edu/teaching/philosophy.html>

<http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html>

<http://www.crlt.umich.edu/tstrategies/tstpts.php>

3. Syllabus and a 1-2 page rationale for why you have structured the course in the way which you have.

4. Three examples of toolbox items with short discussions of how/why you think these things will help you achieve your objectives for the course.

5. Look back over journal entries you have made during the course of the semester, based on that review write a 1-2 page discussion of how your thoughts about teaching have evolved over the course of the semester.

**VII. EVALUATION CRITERIA**

Letter grades will be assigned to your semester score on the following scale:

A	B	C	F
920 or more points	825-919 points	730-824 Points	Less than 730 points

**VIII. COURSE OUTLINE (with Assignment Schedule)**

Date	Topic	Readings & Assignment
<b>Week One January 11</b>	Course Introduction and Overview; Getting to Know you	Discussion Forum 1: Best and worst courses.
<b>Week Two January 18</b>	The nature and culture of college and university teaching	Read: Braxton, "Norms and the Work of Colleges and Universities" Calhoun, "Is the University in Crisis?"  Svinicki & McKeachie, Chapter 1

		Pew Research Center, “Minorities and the Recession-Era College Enrollment Boom”
<b>Week Three January 25</b>	Challenge of teaching sociology in the twenty-first century: <ul style="list-style-type: none"> <li>• High schools</li> <li>• Community colleges</li> <li>• Colleges &amp; Universities</li> </ul>	Read: DeCesare, “The High School Sociology Teacher”  Kain, “Sociology in Two Year Institutions”  Persell, “What Should Students understand After Taking Introduction to Sociology” (All on Blackboard)
<b>Week Four February 1</b>	Challenge of teaching sociology in the twenty-first century : Identifying & Assessing: <ul style="list-style-type: none"> <li>• Goals</li> <li>• Objectives</li> <li>• Learning outcomes.</li> </ul>	<i>Read:</i> McKinney, et. al, <i>Liberal Learning and the Sociology Major (all)</i>  FSU Department of Sociology Website: <a href="http://www.uncfsu.edu/sociology/index.htm">http://www.uncfsu.edu/sociology/index.htm</a>  Nilson, Chapter 2  Review of FSU Sociology Curriculum
<b>Weeks Five - Six February 8 &amp; 15</b>	The nature of teaching/preparing to teach (In order listed) <ul style="list-style-type: none"> <li>• Qualities of great teachers</li> <li>• Developing your philosophy</li> <li>• Academic advising</li> <li>• Understanding your audience</li> <li>• Teaching culturally diverse students</li> <li>• Motivating your students</li> <li>• Course design</li> <li>• The Course Syllabus</li> <li>• The first day of class</li> </ul>	Nilson, Chapters 1, 4 &5  Svinicki & McKeachie, Chapters 2-3;11-12  Pew Research Center, “The Millennials”  Assignment: Find a first day of class ice-breaker or exercise. Share it with the class (demonstrate with help of class) and describe how you would use it in your class on the first day. (February 15)
<b>Week Seven – Eight February 22 &amp; February 29</b>	Methods for delivering material; learning and teaching strategies <ul style="list-style-type: none"> <li>• lectures,</li> <li>• discussions</li> <li>• getting students to read</li> <li>• active learning approaches</li> <li>• learning in groups</li> <li>• experiential learning</li> </ul>	Read: Nilson, Chapters 11-17 Svinicki & McKeachie, Chapters 4,5 & 6;16-17  <b>In class demonstration: Mini Lecture &amp; Active Learning Activity (February 29, 2011)</b>  <b>First ten items in “Toolbox” Due by end of week</b>

<b>Week Nine March 7</b>	Spring Break	
<b>Week Ten March 15</b>	Open (COMPS Scheduled for this week)	Work on your own
<b>Week Eleven March 22</b>	Classroom Management <ul style="list-style-type: none"> <li>• Communication</li> <li>• Information management</li> <li>• Preventing and responding to classroom incivility</li> <li>• Ethics</li> <li>• preserving academic honesty</li> </ul>	Read: Nilson, Chapters 6-10  Svinicki & McKeachie, Chapters 13 & 22
<b>Week Twelve March 29</b>	Evaluating Learning: <ul style="list-style-type: none"> <li>• Creating Assessments</li> <li>• Grading</li> <li>• Designing Feedback</li> </ul>	Read:  Nilson, 28-32  Svinicki & McKeachie, Chapters 7-10
<b>Week Thirteen April 5</b>	Technology and teaching	Read: Nilson, Chapters 26-27  Svinicki & McKeachie, Chapter 17  Second set of items (10) for “Toolbox” due by end of week.
<b>Week Fourteen April 12</b>	Careers in Sociology	Explore ASA website for information on careers <a href="http://www.asanet.org">www.asanet.org</a>  Careers in Sociology Power-Point presentations  What Can I do with a Graduate Degree/Certificate in Sociology?
<b>Week Fifteen April 19</b>	Teaching Demonstrations	
<b>Week Sixteen April 25</b>	Teaching Demonstrations/Debriefings/Portfolios	Completed Toolbox is due by end of week  Portfolios Due by end of week
<b>Week Seventeen May 2</b>	Discussion of portfolios	

**13. TEACHING STRATEGIES:** Some portion of the class participation will occur through the Discussion Board. Other strategies such as small group activities, classroom observations, case studies, and PowerPoint presentations will be used as appropriate and available. This course will be conducted in a combination seminar and workshop fashion. The emphasis in the course is creating an environment for cooperative learning.

**15. REFERENCES (Suggested Readings, Internet and or/Multi-media Resources)**

- Andriot, Angie L. 2007. "A Comparative Analysis of existing Standards for High School Sociology Curricula." *Teaching Sociology* 35(1):17-30.
- Bain, Ken. 2004. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.
- Balam, Esenc and David M. Shannon. 2010. "Student Ratings of College Teaching: A Comparison of Faculty and Their Students." *Assessment & Evaluation in Higher Education* 35(2):209-221.
- Bartholome, Lynn. 2006. "Guest Editorial: Is Community College Teaching the Road to Nowhere?" *The Journal of Popular Culture*, 39:5-9.
- Bowers, Susan P. 2005. "The Portfolio Process: Questions for Implementation and Practice." *College Student Journal*. 39 (4), 574-758.
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- Brint, Steven. 2008. *No College Student Left Behind?* Research & Occasional Paper Series: CHSE.9.2008. University of California, Berkeley: Center for Studies in Higher Education.
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- Clark, Jennifer. 2008. "PowerPoint and Pedagogy: Maintaining Student Interest in University Lectures." *College Teaching* 56 (1):30-37.
- Cole, Darneee. 2007. "Do interracial Interactions Matter? An Examination of Student-Faculty Contact and Intellectual Self-Concept." *The Journal of Higher Education* 78, (3), 249-281.
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- Gordan, Michael E. and Charles H. Fay. 2010. "The Effects of Grading and teaching Practices on Students' Perceptions of Grading Fairness." *College Teaching* 58: 93-98.
- Gray, Tara and Laura Madson. 2007. "Ten easy ways to Engage Your Students." *College Teaching* 55(2): 83-88.
- Halx, Mark D. 2010. "Re-conceptualizing College and University Teaching Through the Lens of Adult Education: Regarding Undergraduates as Adults." *Teaching in Higher Education* 15(5):519-530.

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- Lerner, Jennifer E. 2007. "Teaching Students to Learn: Developing Metacognitive Skills with Learning Assessment." *College Teaching* 55, 40.
- McKeachie, Wilbert J. and Marilla Svinicki. 2011. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 13<sup>th</sup> edition. Boston, MA: Houghton Mifflin Company.
- McKinney, Kathleen. 2007. "The Student Voice: Sociology Majors Tell Us about Learning Sociology." *Teaching Sociology*. 35. 112-124.
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