SOCIOLOGY 794: The Teaching of Undergraduate Sociology

Spring 2018
Bolton 757
T: 3:30-4:20
kredding@uwm.edu

Kent Redding
Bolton 714
Office Hours: M 1-3, Th 12:30-2
and by appt.

COURSE DESCRIPTION

The basic goal of this course is to help you become a good undergraduate instructor. More specifically, the course aims to help you: prepare to teach your own course for the first time; develop and improve your skill at various teaching activities (including leading discussions, lecturing, evaluating, managing a classroom, and motivating students); be sensitive to a number of sociological phenomena that appear in college classrooms; formulate a teaching style and philosophy that you can expand and refine with experience. For sociology doctoral students who will soon be teaching their own courses, we aim to provide you (as a new instructor) with a forum for sharing your experiences with, and obtaining support from, your peers. Course periods will be organized around mini-lectures, student presentations, and discussions of readings and experiences relevant to topic of the day.

REQUIREMENTS

1. Active participation in the seminar. Because, for the most part, each seminar will be organized around discussion, the quality of the course will depend in part on the quality of your participation. I expect you to attend all classes, but accept that something may require you to miss one class. Any absence beyond one will result in a failing grade for the course (except in some extraordinary circumstance).

2. Completion of the reading assignments before class. Most class periods will require that you do some relatively short reading (a chapter or two) from Buskist and Benassi, *Effective College and University Teaching*, and/or an occasional handout or two. These readings will be geared toward the practical concerns of teaching and will facilitate discussion for the day.

3. One presentation for part of a class meeting. Early in the semester students will choose a topic from the schedule and meet with me to discuss how to present the topic in class. Each presentation can be relatively informal and should take up 20-30 minutes of class time.

4. Construction of a syllabus for the course you expect to teach in the fall or would like to teach some day. By the end of the course, you will be expected to have planned a semester long course, which will be reflected in a complete syllabus for the course.

5. A draft of a teaching statement/philosophy will be due May 11, 2018.

6. Arrange an observation of a class (and related teaching materials) of a class currently taught by a graduate student with a write-up of what you saw in that class and those materials. Details on this will be provided later in class.
The following are additional requirements for those who will be teaching their own courses in the fall of 2018.

7. 2-3 workshop meetings over the summer to review final drafts of syllabi and plans for teaching; attendance is required but dates for this are flexible.

8. Arrangement of observation and evaluation of your class by me sometime in early October 2018.

9. Completion of a final course paper describing the highlights and difficulties in your first teaching experience. To write this paper, I would like you to maintain an informal, ongoing written commentary or journal on your teaching during the current semester (which you will not turn in). The paper you turn in should be a reflective, self-critical analysis of your experience and cover at least all of the following points: 1) what went wrong and why? 2) what went right and why? 3) what would/will you do differently next time, and how and why? The paper should be on the order of 3-5 pages, typed, double-spaced, and is due no later than January 15, 2019. NOTE: These papers will be made available to future 794 students as an aid for preparation for their own teaching.

NOTE: Because requirements 6-8 (above) involve assignments that can only be completed after the spring 2018 semester has ended, doctoral students taking this course will receive an initial grade of incomplete for the course; once all of the requirements of the course are complete, students will receive a final grade in the course (by early February 2018).

GRADING: For non-doctoral students: Participation 15%; Teaching Statement 25%; Observation 20%; Syllabus 60. For doctoral students: Participation 15%; Teaching Statement 25%; Observation 20%; Syllabus 30%; Self-evaluation 10%.

READINGS

Readings for the course will be relatively brief, practically oriented, and come from either Buskist and Benassi, *Effective College and University Teaching: Strategies and Tactics for the New Professoriate* or from handouts (TBA) distributed in class or via the course D2L site.

TOPICS, READINGS, AND ASSIGNMENTS SCHEDULE

Jan. 23 Starting out:
- What is exciting and daunting about teaching your own course?
- What makes a good instructor? The best and worst teaching techniques?
- Balancing teaching with other duties

Jan. 30 What do we know about how students learn?
- READ: Buskist and Benassi: ch. 6 and TBA

Feb. 6 Methods of instruction: Active Learning and Discussion
- Buskist and Benassi: chapters 11 and 12

Feb. 13 Methods of instruction: lecture
- Buskist and Benassi, chapter 10

Feb. 20 Methods of Instruction: Evaluating your students
- Bloom’s taxonomy, determining reasonable expectations of student performance,
constructing exams, quizzes, paper assignments, and grading them
-Buskist and Benassi, chapter 13

Feb. 21  Methods of Instruction: Low stakes assessment techniques; Using exercises and technology in the class room
-Buskist and Benassi, chapter 18

March 6  Methods of Instruction: Dealing with a range of different types of students and types of learning; the Perry Scheme
-readings TBA

March 13 Course design and syllabus construction, part 1
-Buskist and Benassi, chapter 7
-**Observation due**

March 20  SPRING BREAK

March 27  Syllabus construction, part 2
-readings TBA

April 3  Consideration of different teaching styles, ethics, and values in the classroom
-Buskist and Benassi, chapters 14 and 17

April 10 Various issues concerning respect and rapport in the classroom
-Order, problem situations and students, advising students.
-Buskist and Benassi, chapters 9 and 15

April 17 Discussion of syllabi drafts
-**Syllabus draft due, distributed to rest of class by noon, April 9; no readings**

April 24 Developing a teaching philosophy
-Buskist and Benassi, chapter 8

May 1  Diversity in the classroom: Race, Class, Gender, International students
-Buskist and Benassi, chapter 16

May 8  First and last days: how to start and end the semester; what to make of student evaluations.
-Buskist and Benassi, chapter 19
-**Final draft of syllabus and teaching philosophy due Friday, May 11**
The Secretary of the University maintains a web page that contains university policies that affect the instructor and the students in this course, as well as essential information specific to conduct of the course. The link to that page is: http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf

1. Students with disabilities. Notice to students with disabilities that special services and accommodations are provided. Information is available from the Accessibility Resource Center at http://uwm.edu/arc/

2. Religious observances. Information concerning accommodations for absences due to religious observance is available at: http://www4.uwm.edu/secu/docs/other/S1.5.htm

3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty is available at http://uwm.edu/active-duty-military/

4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. The policy outlining incomplete grades is available at: https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

5. Discriminatory conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience and well-being of students, faculty and staff. Policy regarding discriminatory conduct can be found at: https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf

6. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. The policy and procedures concerning academic misconduct is available at http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

7. Complaint procedures. Students may direct complaints to the Sociology Department Chair or the Associate Dean for Social Sciences in the College of Letters & Science. If the complaint allegedly violates a specific university policy, it may be directed to the Sociology Department Chair, the Associate Dean for Social Sciences in the College of Letters & Sciences, or to the appropriate university office responsible for enforcing the policy. Policy may be found at: https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf

8. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the College of Letters & Science or in the case of graduate students, the Graduate School. These procedures are available in writing from the sociology department chairperson or the Academic Dean of the College of Letters & Science. Procedures for undergraduate student grade appeal can be found at http://uwm.edu/letters-science/advising/answers-forms/policies/appeal-procedure-for-grades

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Procedures for graduate student grade appeal can be found at http://uwm.edu/graduateschool/academic-appeals-procedure/

9. LGBT+ resources. Resources to support inclusivity of students who identify as LGBT+ in the learning environment are available at http://uwm.edu/lgbtrc/

10. Final examination policy. Policies regarding final examination requirement can be found at: http://www4.uwm.edu/secu/docs/other/S22.htm

11. Publication royalties. Royalties from the sale of faculty-authored publications to students in their classes are donated to the UWM Foundation–Sociology account to support activities and awards for UWM Sociology students.

Update 08/2017