SYA 6660: Teaching at the College Level in Sociology
Summer “B” Session, 2016
MW 12:30 p.m. – 4:00 p.m.
519 Bellamy

Professor: Dr. Kathryn Harker Tillman
Office: 614 Bellamy
Office Hours: MW 11:00 a.m. – 12:00 p.m., and by appointment

Contact Information: Email: ktillman@fsu.edu
Office Phone: 850-644-1669
Office Fax: 644-8818
Course Website on BlackBoard

Description: This course deals with pedagogical issues and practical problems in teaching sociology at the college level. It is intended for graduate students who anticipate teaching their own courses in the future. The course will be run as a workshop where we examine a range of teaching-related principles and challenges and practice various methods and techniques for handling them. The course will deal with many questions you may have about teaching, and it will allow you to address issues that may concern you as a new teacher. Finally, it will give you an opportunity to get positive and constructive peer feedback on your teaching practices and to gain expertise, confidence, and pleasure in your own teaching.

I want to acknowledge my retired colleague, Dr. Ike Eberstein. Ike taught this course for years because he so strongly believed in the importance of providing excellent teacher training to our graduate students. I have most respectfully borrowed liberally from his course outline and materials.

Course Objectives: I have three main objectives for this class. First, I want you to become aware of the range of issues that must be considered in teaching sociology at the college level. Second, I want you to learn some of the ways effective teachers deal with these concerns, both generally and in the specific context of sociology courses. Third, I want you to demonstrate your teaching skills based on these lessons and give positive and constructive feedback to others in the class as they do the same.

Contacting Me: The quickest way to contact me is through email at: ktillman@fsu.edu. Email is an efficient way to ask simple questions and to arrange meetings outside of office hours. Feel free to come to my office hours on Monday and Wednesday at 11:00 a.m. – 12:00 p.m. If these times conflict with your schedule, I am more than willing to arrange another time during which to meet.
**Required Course Materials:**


*All other required materials found on BB.*

**Important General Resources:**
Program for Instructional Excellence (PIE), [pie.fsu.edu](http://pie.fsu.edu). This website includes materials for the annual PIE Conference, online resources, and PFF. You should bookmark this link!

**Suggested Supplemental Course Materials:**


**Grading/Evaluation:**
This course is designed as a workshop and the ultimate goal is for students to master the material with which we will struggle. There will be a range of assignments that all students will be expected to complete to professional standards. I will give feedback that reflects my best professional judgment, and I will require unsatisfactory work to be reworked and resubmitted.

Students who regularly attend class and who demonstrate at least satisfactory performance on all of the assignments will receive a minimum grade of an “A-.” More than two unexcused absences will adversely affect a student’s final course grade.

The individual assignments will be graded on a ”ck”, ”ck+”, ”ck-” scale. A ”ck” grade indicates a solid, well-done assignment, a “ck-” indicates inadequate preparation, focus or development of the assignment, and a ”ck+” indicates that the assignment is particularly well-executed, thoughtful, insightful, and/or articulate.

*I reserve the right to lower the grades of students who do not actively promote productive class discussion and/or who behave in an unprofessional or disruptive manner (See Course Policies below).*
**Course Policies, Student Responsibilities and Decorum:**

Students are expected to be on time and attend all classes, having completed the week’s reading and formulated thoughtful questions and/or comments. To do well in any graduate seminar, preparation for and attendance of class is absolutely necessary. I consider missing more than two classes during the semester to be poor attendance. **Missing more than two classes without legitimate, excusable reasons will adversely affect a student’s final course grade.** Because lateness is both unprofessional and disruptive, please do not come to class late. **Persistent lateness to class may also result in a lower final course grade.** If you know that you will miss or be late to a class, please let me know ahead of time.

**FSU Attendance Policy:** Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Assignments are due by the date shown on the syllabus.** If due dates for course assignments coincide either with the observation of religious holidays or the representation of FSU at official functions you must contact your instructor in advance of the date for the assignment for which alternative arrangements will be made.

I expect all students to regularly participate in discussions and to act professionally throughout the semester. This includes respectfully listening and responding to your colleagues in a scholarly and constructive manner. **Unprofessional behavior will be penalized** and may include being downgraded or dismissal from class.

**Scholarly comments are:**
- A) Respectful of diverse opinions, analysis, and methodologies;
- B) Open to follow-up questions and/or discussion about the assumptions upon which comments are grounded;
- C) Related to the class and course material (rather than simply reflective of personal beliefs);
- D) Delivered in normal tones and in a non-aggressive manner (rather than yelling and interrupting).

**Academic Honor Code:**

The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. [http://registrar.fsu.edu/bulletin/undergrad/info/acad_regs.htm]

All work must be in accordance with the University Honor Code. Please read the Honor Code and make sure that you understand it. If you have any questions regarding the Code and how it specifically pertains to your work, please ask me.

**Plagiarism caution:** The Provost and legal counsel of Florida State University warn us that any uses of others’ copyrighted materials without proper acknowledgement is unlawful and may lead to criminal prosecution. To this end, please be scrupulous in using the work of others by giving full and appropriate credit to the sources and materials that you use. Please use care when taking words and phrases from others. As a general rule, if you use a string of three or more exact words from another
source, you should place the words in quotes and cite the author, year and page number. Be a stickler about citing: cite more rather than less; cite early rather than late. Do NOT appropriate the concepts, phrases, or ideas of other people without giving them credit. If you do so, you risk losing your good name and getting into legal trouble. Any confirmed instance of plagiarism will result in an “F” grade for this course and will also be reported to the University Judicial Office for official adjudication.

**Americans with Disabilities Act:**
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the 1st week of class.

For more information about services available to FSU students with disabilities, contact:
Student Disability Resource Center, Dean of Students, 08 Kellum Hall Florida State University, Tallahassee, FL 32306-4400, (850) 644-9566 (voice), (850) 644-8504 (TDD), SDRC@admin.fsu.edu, [http://www.disabilitycenter.fsu.edu](http://www.disabilitycenter.fsu.edu)

**On-Campus Resources:**
Please be aware that the following resources are available to you on campus to help you improve your learning and writing skills.
1. The Reading and Writing Center.
   [http://wr.english.fsu.edu/Reading-Writing-Center](http://wr.english.fsu.edu/Reading-Writing-Center)
   [https://www.lib.fsu.edu/tutoring/reading-writing-center](https://www.lib.fsu.edu/tutoring/reading-writing-center)

2. Tutoring options available at FSU.
   [https://www.lib.fsu.edu/tutoring-information](https://www.lib.fsu.edu/tutoring-information)

**Incomplete Grades:**
Missing work or uncompleted assignments are insufficient reasons for a grade of Incomplete. An Incomplete grade will not be given except under extenuating circumstances at the instructor’s discretion. Note that College of Social Science and Public Policy guidelines require that students seeking an “I” must be currently passing the course.

**Syllabus Change Policy:**
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
Major Presentations:

1. Guest Teaching: Begin making arrangements to teach one class meeting (1 hr – 1 hr, 15 minutes) in a regular undergraduate course, sometime during weeks 3-6, May 23 – June 15. Identify/approach an instructor, agree on a topic and your broad objectives, and begin planning what you want the students to learn and how you will teach them. If possible, you should try to attend the class sometime before your presentation just to get a feel for the class culture. Confirm/document all arrangements with me ASAP, but no later than Wednesday, May 18th (electronic submission through “Assignments” folder on BB).

Within two days after your class is over, send me a copy of your “lesson plan” (1-2 page write up of your objectives, teaching methods/materials, and assessments) and a short (no more than 1 page) “reflection” on your experience (submit through the “Assignments” folder on BB).

Two classmates will attend your class to give you written feedback on its strengths and offer constructive suggestions (up to 1 page). This will be agreed to and scheduled in class. These comments should be sent to you via email AND turned in to me via BB within one day of the class session.

2. Mini-Lecture on Teaching Sociology Article: Browse the journal Teaching Sociology and find an article that you believe to be both interesting and useful as a source of “real world” guidance you can apply in teaching your sociology class. The article can cover how to teach a particularly thorny concept – e.g. privilege, social construction, structure, or inequality – or it can describe one or more approaches for dealing with problematic situations – e.g., student misbehavior, classroom controversies, making your class relevant, or stimulating discussion. Your assignment will be to give a 15 minute presentation/demonstration that will clearly illustrate the what, why, and how of the technique or approach, as well as give some insight into its effectiveness. Note: you will not do a conventional article presentation (e.g., theory, methods, data, findings, and discussion questions). My goal is to have you bring in specific, practical information that will be helpful to sociology teachers. As a side benefit, I want to introduce you to the scholarship on teaching and learning in our field. I will video record your lecture, and I will meet privately with you afterward to review your video and comments received from your classmates. Please choose your article and upload a PDF version of it to Blackboard by Friday, May 13th at 5:00 p.m. We will coordinate articles and come up with a presentation schedule for weeks 3-5 on the following days: May 23rd, May 25th, June 1st and June 6th.

After you have completed your mini-lecture and we have reviewed the video, write a short “reflection” describing how you put the lecture together, including your goals and background assumptions, and how you would assess its effectiveness. Limit 2 pages. Due: Two days after meeting with me (submit through the “Assignments” folder on BB).

3. Group Project: Either A or B.

A. Teaching Difficult Concepts. Divide into teams and pick an important sociological concept that may be challenging to teach to US college students. Examples include social structure, inequality, privilege, etc. but there are many others. We will coordinate to avoid duplication, and concepts should be different from individual Teaching Sociology article presentations. Each team should review the relevant resources in our field, including Teaching Sociology, teaching related blogs, TRAILS (if you have a
subscription), syllabus sets, and so forth to identify potential issues that surround teaching these concepts and different ways these challenges can be met. Present/demonstrate what you find to the class (20 minutes). We will develop a schedule for weeks 5-6, **June 8-13th**.

**B. Teaching with Technology**. Divide into teams and pick a new technology that has a potential application to teaching. We will come up with a list collectively and coordinate to avoid duplication. Your goals is to investigate the new technology, learn how to do it, evaluate its potential usefulness for teaching, and demonstrate/report to the class (20 minutes). Presentations will be scheduled for weeks 5-6, **June 8-13th**.

**Creation of a Syllabus Assignment:**
Over the course of the semester, you will create a complete syllabus for one undergraduate course that you would like to teach while at FSU. It should include all of the required components per FSU policy, including course requirements, number and nature of exams and quizzes, written assignments, course policies, a grading system, etc. Due: Friday, June 17th at 5:00 p.m. via electronic submission through BB (submit through the “Assignments” folder).

Link to FSU policies: [http://liberalstudies.fsu.edu/Faculty_Syllabi.html](http://liberalstudies.fsu.edu/Faculty_Syllabi.html)
See the course library for a list of Sociology Liberal Studies courses. These have additional required syllabus statements that are listed on the Liberal Studies website.

**Course Topics:**

**Week 1 (May 9 – 11)**
- **Monday**  Introduction and Overview
- **Wednesday**  Personal Goals and Learning Objectives

**Week 2 (May 16-18)**
- **Monday**  Organizing a Course & the First Meeting
- **Wednesday**  Curriculum Development & Crafting a Lecture

**Week 3 (May 23-25)**
- **Monday**  Student Centered Teaching: Discussion and Active Learning
- **Wednesday**  Student Centered Teaching: Experiential and Problem Based Learning

**Week 4 (May 30-June 1)**
- **Monday**  NO CLASS – MEMORIAL DAY
- **Wednesday**  Exams, Grading, Cheating

**Week 5 (June 6-8)**
- **Monday**  Sensitive Topics and Problem Students
- **Wednesday**  Technology: Impact on Teaching and Learning

**Week 6 (June 13-15)**
- **Monday**  Technology – WEB 2.0
- **Wednesday**  Wrap Up: Teaching Evaluations and Continual Improvement
### Course Schedule:
*All reading assignments are due for the day assigned on the syllabus. BB indicates that a reading is found on BB in the Course Library.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| **Week 1:** May 9 | Course Introduction & Plans for the Semester | McKeachie, Ch. 1-2  
I@FSU, Ch. 1 & 15  
*To discuss in class:*  
Why is teacher training important?  
What are the characteristics of good teaching (undergraduate vs. graduate)?  
What are our biggest fears about teaching? Our biggest excitements?  
What resources are available to help become an effective teacher?  
What course(s) do you see yourself teaching in the future? Why? | None yet! |
| May 11 | Personal Goals and Learning Objectives | McKeachie, Ch. 20-21  
I@FSU, Ch. 2, 4, 6  
BB: Nilson (Course Design by Objectives)  
*To discuss in class:*  
What are our general purposes and goals, and what’s our approach?  
What is my role relationship to my students?  
What does it mean to “teach by objective,” and why should I do this?  
How can I translate “sociological ways of looking at the world” into specifics? | Assignment 1: Complete the Teaching Goals Inventory at the University of Iowa’s Center for Teaching. Generate a report and bring the results to class TODAY.  
http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data&-lay=Layout01-&view  
**Teaching Sociology** presentation topic (and PDF copy of article) due by Friday, May 13th at 5:00 p.m (submit via BB).  
Optional PIE Workshop: Classroom Management *(difficult classroom situations and managing classroom time)*  
FRIDAY MAY 13, 3:30-5:00 p.m.  
Great Hall, 4th floor Honors, Scholars & Fellows House |
<table>
<thead>
<tr>
<th>Week 2: May 16</th>
<th>Organizing a Course and the First Meeting</th>
<th>McKeachie, Ch. 3, 11 I@FSU, Ch. 3, 5 BB, Nilson (Your First Day of Class)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>To discuss in class:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who are our students?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are my goals for the course I’m planning?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What kinds of activities and readings will I require, and how do they connect to my goals?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do I put together a syllabus?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What should I do during the first class meeting? How do I present myself?</td>
<td></td>
</tr>
<tr>
<td>Assignment 2:</td>
<td>Identify which course you intend to create a syllabus for during this semester. Briefly explain why you wish to teach this course and what you think the 2 biggest challenges in doing so will be. Limit length to one page. Submit via BB before class AND bring a hard copy to class TODAY.</td>
<td>In class: we will coordinate the Teaching Sociology presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>To discuss in class:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is the purpose of a lecture?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do we decide what goes into the lecture?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are different patterns of lecture organization?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are the ingredients of effective lecturing?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do we hold student interest and communicate effectively?</td>
<td></td>
</tr>
<tr>
<td>Assignment 3:</td>
<td>Indicate your general goals and desired learning outcomes for the course that you are developing. How would you present these in your syllabus and verbally? Make them as interesting and valuable to students as possible. Limit length to one page. Submit via BB before class AND bring a hard copy to class TODAY.</td>
<td>Confirm/document all Guest Teaching arrangements by class TODAY (electronic submission through “Assignments” folder on BB).</td>
</tr>
</tbody>
</table>

**Bring with you to class at least one of the readings assigned for the day that you will be guest teaching. Make sure that you have read it (at least a good skimming!).**
<table>
<thead>
<tr>
<th>Week 3:  May 23</th>
<th>Student Centered Teaching: Discussion and Active Learning</th>
<th>McKeachie, Ch. 4,5,14,16 I@FSU, Ch. 8</th>
</tr>
</thead>
</table>
|               | To discuss in class:  
What are the barriers to effective discussion?  
How can we facilitate productive and inclusive discussions?  
How do we teach students to learn through discussion?  
How do we promote active learning and critical thinking?  
What types of activities and assignments will I use?  |
|               | Assignment 4: What kind of undergraduate student were you? Write a brief reflection on your own learning style when you were an undergraduate student. What kinds of classes and teachers motivated you? What were your goals in terms of learning, grades, etc.? What types of learning did you benefit from most (lectures, discussions, hands-on learning experiences, group work, etc.). Limit length to one page. Submit via BB before class AND bring a hard copy to class TODAY. |
|               | In class: TS mini-lectures (15 min. max.) |

<table>
<thead>
<tr>
<th>May 25</th>
<th>Student Centered Teaching: Experiential &amp; Problem-based Learning</th>
<th>McKeachie, Ch. 15 Sample decision case (Class BB Library): Service Learning at FSU: <a href="http://thecenter.fsu.edu/">http://thecenter.fsu.edu/</a></th>
</tr>
</thead>
</table>
|       | To discuss in class:  
What approaches are covered by these techniques?  
How are these approaches useful?  
When can these approaches be applied, and what constraints are there?  |
<p>|       | Assignment 5: Syllabus Review. Find 3-6 syllabi for courses similar to the one that you want to teach. Find these through peers/faculty or through web searches. Compare the syllabi on the criteria that I provide for you on a handout (posted on BB) and create a one page report. Submit via BB before class AND bring a hard copy to class TODAY. |
|       | In class: TS mini-lecture (15 min. max.) |</p>
<table>
<thead>
<tr>
<th>Week 4: May 30</th>
<th>MEMORIAL DAY -NO CLASS!!</th>
<th>Start examining textbooks/readings for your course. Look for handout on BB that contains pointers for how to assess textbooks.</th>
</tr>
</thead>
</table>
| **June 1** | **Exams, Grading and Cheating** | **McKeachie Chs. 7-10 @FSU, Chs. 12-13 BB, Nilson (The Complete Syllabus)**
Quickly examine: [https://dos.fsu.edu/sdrc/](https://dos.fsu.edu/sdrc/)

**To discuss in class:**
*What will be the requirements and the nature of my assessments?*

*What grading scheme will I use, and why?*

*How do I put together a grading rubric?*

*What do I do when I think students are cheating?*

*When do I need to make special accommodations?*

In class: *TS mini-lecture (15 min. max.)* |
| **Week 5: June 6** | **Sensitive Topics and Problem Students** | **McKeachie, Ch. 12, 13, 22 BB, Nilson (Preventing & Responding to Classroom Incivility)**

ASA Code of Ethics (especially #18): [http://www.asanet.org/about/ethics.cfm](http://www.asanet.org/about/ethics.cfm)

FSU “Academic Freedom” [http://fda.fsu.edu/Academic-Freedom](http://fda.fsu.edu/Academic-Freedom)

**Assignment 6:** Choose a textbook and/or set of readings for your syllabus. Turn in a rough draft of the readings schedule for your syllabus. Submit via BB before class AND bring a hard copy to class **TODAY.**

**ALSO:** Make sure you’ve turned in your reflection paper from your TS mini-lecture!

In class: *TS mini-lecture (15 min. max.)* |
<table>
<thead>
<tr>
<th>June 8</th>
<th>Technology: Impact on Teaching and Learning</th>
<th>McKeachie, Ch. 17 I@FSU, Ch. 10 BB, Nilson (Making the Most of Instructional Aids &amp; Technology)</th>
</tr>
</thead>
</table>
|        | Quickley examine: https://distance.fsu.edu/ | **To discuss in class:**
How has teaching been affected by internet and other technology?
What are the strengths and weaknesses of online and distance technology?
How can face-to-face teaching be improved through technology?
What are the benefits of a “hybrid” format?
MOOCs – current controversy |
|        | In class: Group Presentations (20 min. max.) |                                                                                                                                 |

|-----------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                 | **To discuss in class:**
How is “social learning” different from the traditional model of learning?
How can we apply new technologies and to what ends? |                                                                                                                                 |
|                 | In class: Group Presentations (20 min. max.) |                                                                                                                                 |
| June 15 | LAST DAY OF CLASS! | McKeachie, Ch. 23  
I@FSU, Ch. 14 |
|---------|-------------------|-------------------|
|         | Course Wrap-Up:  
Teaching Evaluations and Continual Improvement | To discuss in class: 
Is the “student as consumer” model appropriate and useful?  
Student Ratings of Teaching  
How can we use Blackboard surveys to improve our classes?  
What did we learn, how do we feel, where do we go from here? |

| June 17 | ALL ASSIGNMENTS DUE by 5:00 p.m. | Turn in final copy of syllabus electronically via BB.  
Make sure that your Guest Teaching Assignments are turned in via BB. |