



SOC 517.001
Teaching Sociology
M 4:30-7:10 p.m., SS 310
Fall 2015

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Office Hours: M, 3:00-4:15 p.m.; W, 9:30 a.m.-noon; T,R 8:30-9:15 a.m.; other times by appointment

COURSE INFORMATION

CATALOG DESCRIPTION: This course will assist students in developing and formulating ideas, gaining practice and critically assessing information concerning community college and university teaching. In addition to the coverage of teaching literature within the field of sociology and criminal justice, the course will emphasize the development of teaching pedagogy, syllabus and test construction, teaching philosophy, and allow the student to obtain "hands-on" experience in the college classroom.

STUDENT LEARNING OUTCOMES: This graduate course has the following major objectives:

1. Develop a course syllabus for Introduction to Sociology.
2. Prepare lecture outlines, discussion questions, PowerPoint presentations.
3. Design and prepare assignments, quizzes, and examinations.
4. Identify online, video, and other resource materials for classroom use.
5. Develop, prepare, and teach a unit for Introduction to Sociology.

REQUIRED BOOKS: *On Course: Week-by-Week Guide to Your First Semester of College Teaching* by James M. Lang. Cambridge MA: Harvard University Press, 2008, ISBN: 978-0-674-04741-9 and *Society in Focus: An Introduction to Sociology* (7th ed.) by William E. Thompson and Joseph V. Hickey. Boston: Allyn & Bacon, 2011, ISBN: 0-205-66574-8. Or updated census data version, 2012 ISBN: 0-205-25230-3. These books are available in the university bookstore.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

CLASS FORMAT: This is a graduate seminar. The purpose is *not* for the professor to dispense information and the students to try to absorb it. Rather, we all will be reading the same materials and working together in class to better prepare each other to teach sociology courses.

The environment will be totally open. Your participation in class discussion is not encouraged, it is *demande*d! All ideas, comments, opinions, etc., will be heard. Likewise, all of them will be questioned, analyzed, and critically scrutinized. Do not be timid and do not "wear your feelings on

your shirtsleeves." On the other hand, be cognizant of other's feelings and do nothing to interfere with another person's learning opportunities.

STATEMENT OF STUDENT BEHAVIOR

As stated in the student handbook: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student Guide Handbook, Policies and Procedures, Conduct, for more information.)

ATTENDANCE/PARTICIPATION: It should go without saying that attendance at all class sessions is extremely important. The class meets only once a week and there is no possible way to gain the information lost by missing class discussions. It is inevitable that one or two of you will have to miss a session for some very good reason. If this is the case, please check with others in the class to see what you missed. If you anticipate missing more than two class sessions, you probably should drop the course. At the end of the semester your attendance and participation will count for up to 50 pts.

ASSIGNMENTS: As part of the portfolio building process (see below) students will bring to class 5 out of class assignments worth 20 pts. each. A Syllabus (the syllabus you will use), a sample assignment, a sample exam, a sample outside source for class, and a sample classroom problem.

TEACHING PORTFOLIO: Each student will develop a teaching portfolio for an introductory sociology course. At a *minimum*, the portfolio should include: a detailed course syllabus; lecture/presentation outlines; sample quizzes/tests; list of class resources (i.e., videos, websites, reading materials, etc.); assignments and/or projects, PowerPoint slides or other teaching materials. Students should include any other materials that they believe would be useful in preparing to teach an introductory sociology course. The teaching portfolio will be worth 500 points and will be graded using the following rubric:

Syllabus = 1-100 pts.
Lecture/Presentation Outlines = 1-100 pts.
Sample Quizzes/Tests = 1-100 pts.
Class Resources = 1-50 pts.
Assignments and/or projects = 1-50 pts.
Power Point slides = 1-100 pts.
Total possible points = 500 pts.

NOTE: Although I will be grading these portfolios, they are not for me. They are for you. You should not think of this merely as an assignment to be completed and graded. This should be considered the beginning of a teaching portfolio that you can use and build upon in the future for teaching sociology.

TEACHING UNIT: Each student will prepare and teach a unit (chapter/topic) out of the *Society in Focus* textbook. The teaching unit will be worth 100 points and will be graded using the following rubric:

Preparation = 1-20 pts.
Organization = 1-20 pts.
Presentation = 1-50 pts.
Student evaluations = 1-10 pts.
Total possible points = 100

GRADES: Final course grades will be based on the teaching portfolio (500 pts.), the teaching unit (100 pts.), out of class assignments (100 pts.) and attendance/participation (100 pts.) The following final grading scale will be used:

A = 90-100% (720-800 total pts.)
B = 80 - 89% (640-719 total pts.)
C = 70 - 79% (560-639 total pts.)

D = 60 - 69% (480-559 total pts.)
F = < 60 % (< 480 total pts.)

POLICIES ON ENROLLMENT, "Xs", AND WITHDRAWAL: All policies regarding last day for enrollment, dropping without a grade, withdrawal from class, and the use of "X" will be rigidly adhered to in this course. Students should check the student handbook, current semester schedule, and the appropriate bulletin boards for specific deadlines. Seeing that all university procedures are properly followed is the student's responsibility.

CHEATING AND PAGIARISM: Cheating or plagiarism of any kind will **not** be tolerated. Anyone who participates in either activity will fail the course and the professor will initiate steps for the university to take further disciplinary action.

TECHNOLOGY REQUIREMENTS

There are no technology requirements for this course per se. Students should have access to a computer, however, to develop Power Point slides, use word processing, and access online materials as well as to check their MyLeo accounts for e-mails from the professor.

ACCESS AND NAVIGATION

This course is taught face-to-face. The publisher of the introductory textbook provides an online site to accompany the textbook. The web address is on the back cover of the textbook.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The most effective way to communicate with the professor will be to come to class. The professor will be in his office during posted office hours and by appointment. The best way to make an appointment is to communicate directly with the professor immediately prior to or after class. Appointments can also be made via e-mail.

E-MAIL COMMUNICATION: I will communicate with the class through MyLeo e-mail. I will send out reminders about assignments, changes in syllabus, etc., to the entire class through e-mail using your official "My Leo" university e-mail address. Consequently, it is YOUR RESPONSIBILITY to check your e-mail regularly for messages from me.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

TENTATIVE COURSE SCHEDULE

<u>Date:</u>	<u>Topic and Reading Assignment:</u>
M, 31 Aug.	Lang, Preface, The Syllabus & Week 1: First Days of Class; T&H Ch. 1,2
M, 7 Sept.	Labor Day, University Closed; do readings and work on syllabus
M, 14 Sept.	Lang, Week 2: Teaching with Technology; T&H 3,4
M, 21 Sept.	Lang, Week 3: In the Classroom: Lectures; T&H 5,6 Assignment 1: Bring Syllabus to class
M, 28 Sept.	Lang, Week 4: In the Classroom: Discussions, T&H 7,8 Choose chapter/unit to teach
M, 5 Oct.	Lang, Week 5: In the Classroom: Small Groups Teaching Controversial Issues/Conflict Resolution
M, 12 Oct.	Lang, Week 6: Assignments and Grading; T&H 9,10 Assignment 2: Bring Sample Assignment to class
M, 19 Oct.	Lang, Week 7: Students as Learners, T&H 11,12 Lang, Week 8: Students as People
M, 26 Oct.	Lang, Week 9: Academic Honesty, T&H 13,14 Assignment 3: Bring exam to class
M, 2 Nov.	Lang, Week 10: Finding a Balance Outside the Classroom, T&H 15,16
M, 9 Nov.	Lang, Week 11: Re-Energizing the Classroom, T&H 17, 18 Assignment 4: Bring an outside source to class (website, article, etc.)
M, 16 Nov.	Lang Week 12: Common Problems, T&H 19,20 Assignment 5: Bring example of a potential classroom problem
M, 23 Nov.	Lang, Week 13: Student Ratings & Evaluations Lang, Week 14: Last Days of Class
M, 30 Nov.	Lang, Week 15: Teachers as People Lang, After the End: Top Ten Resources
M, 7 Dec	Teaching units/Teaching Portfolio Due

M, 14 Dec.

Teaching units/Teaching Portfolio Due

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**Teaching Sociology
Bibliography**

Dr. Thompson

Badger, Robert L. (ed.). 2008. *Ideas That Work in College Teaching*. Albany, NY: SUNY press.

Baiocco, Sharon A. and Jamie N. DeWaters. 1998. *Successful College Teaching: Problem-Solving Strategies of Distinguished Professors*. Boston: Allyn & Bacon.

Feldman, Kenneth A. and Michael B. Paulsen (eds.). 1998. *Teaching and Learning in the College Classroom* (2nd ed.). Boston: Pearson.

Lang, James M. 2008. *On Course: A Week-by-Week Guide to Your First Semester of College Teaching*. Cambridge, MA: Harvard University Press.

Thompson, William E. and Joseph V. Hickey. 2011. *Society in Focus: Introduction to Sociology* (7th ed.). Boston: Allyn & Bacon.

Wankat, Phillip, C. 2002. *The Effective, Efficient Professor: Teaching, Scholarship and Service*. Boston: Allyn & Bacon.

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RECOMMENDED READING LIST***

(*Students also should consult with the Graduate Advisor for a reading list for comprehensive exams)

Berger, Peter

Invitation to Sociology
The Social Construction of Reality (with Luckmann)
The Sacred Canopy
Pyramids of Sacrifice

Blumer, Herbert

Symbolic Interactionism

Carr, Nicholas

The Shallows: What the Internet is Doing to our Brains

Cockerham, William C.

Society of Risk-Takers: Living Life on the Edge

Collins, Randall

Four Traditions in Sociology

Comte, Auguste

- The Positive Philosophy*
- Cooley, Charles H.
Human Nature and the Social Order
Social Organization
Social Process
- Durkheim, Emile
The Division of Labor in Society
Elementary Forms of the Religious Life
The Rules of the Sociological Method
Suicide
- Friedan, Betty
The Feminine Mystique
The Fountain of Age
- Faludi, Susan
Backlash: The Undeclared War against American Women
- Gans, Herbert
Popular Culture and High Culture: An Analysis and Evaluation of Taste
- Garfinkle, Harold
Studies in Ethnomethodology
- Goffman, Erving
The Presentation of Self in Everyday Life
Asylums
Stigma
Interaction Ritual
- Hall, Edward T.
The Silent Language
- Hochschild, Arlie
The Second Shift: Inside the Two-Job Marriage (with Anne Machung)
The Time Bind: When Work Becomes Home and Home Becomes Work.
- Homans, George
The Human Group
- Jacobs, Jane
The Death and Life of Great American Cities
- Johnson, Allan G.
The Forest and the Trees: Sociology as Life, Practice, & Promise
- Lemert, Charles
Social Things: An Introduction to the Sociological Life
Thinking the Unthinkable: The Riddle of Classical Social Theories

Liebow, Elliot (anthropologist)
Tally's Corner

Marx, Karl
Capital
The German Ideology
The Communist Manifesto (with Engels)

McLeod, Jay
Ain't No Makin It

Mead, George H.
Mind, Self and Society

Merton, Robert
Social Theory and Social Structure

Mills, C. Wright
The Power Elite
The Sociological Imagination
White Collar

Parsons, Talcott
The Social System

Putnum, Robert
Bowling Alone: The collapse and Revival of American Community

Ritzer, George
Enchanting a Disenchanted World
Expressing America
Sociology: A Multi-Paradigm Science
The McDonaldization of Society
The Globalization of Nothing

Smith, Dorothy
The Everyday World as Problematic: A Feminist Sociology
The Conceptual Practices of Power: A Feminist Sociology of Knowledge

Sorokin, Pitirim
Fads and Foibles in Modern Sociology
Contemporary Sociological Theories

Spencer, Herbert
Social Statics
Principles of Sociology

Sumner, William Graham
Folkways

Tannen, Deborah
You Just Don't Understand: Women and Men in Conversation

Terkel, Studs

Working: People Talk About What They Do All Day and How They Feel About What They Do

Thomas, William I.

The Polish Peasant in Europe and America (with Znaniecki)

The Unadjusted Girl

Toennies, Ferdinand

Community and Society

Twenge, Janet

Generation Me

Veblen, Thorsten

Theory of the Leisure Class

Ward, Lester Frank

Applied Sociology

Dynamic Sociology

Outlines of Sociology

Pure Sociology

Weber, Max

The Protestant Ethic and the Spirit of Capitalism

The Sociology of Religion

Whyte, William F.

Street Corner Society