

TEACHING SEMINAR

SOC 660

Kryisia Mossakowski, Ph.D.

Spring 2017: Wednesday 3:00-5:30 PM

Classroom: BUSAD E203

Office: Saunders 215

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Office Hours: before class or by appointment

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COURSE DESCRIPTION

This course is designed to help you discover your teaching philosophy for your future career. Not only will you learn practical skills, you will also be introduced to the research literature on teaching, learning, and ethics.

STUDENT LEARNING OBJECTIVES

The main objective of this course is for you to gain valuable knowledge that can help you to develop your teaching approach as well as demonstrate clear and effective verbal communication skills by doing the following: (1) making class presentations that are lecture style; (2) making a syllabus for SOC 100 or a specialty course of your choosing that you plan to teach; (3) writing your teaching philosophy statement which is necessary for the job market and tenure; (4) acquiring and demonstrating applied skills and teaching techniques; and (5) finding and using methods to encourage students to learn and enjoy your class.

For this course, there will be weekly readings that will be discussed in class, student presentations, and guest speakers. For your apprenticeship, you will be required to shadow a professor or lecturer for a week by visiting class lectures and discussing grading strategies. If possible and if you choose, you will prepare and deliver a class lecture in that course. Finally, you will create a teaching portfolio that can be used on the academic job market. By the end of this course, you will be ready to teach at the university level!

COURSE MATERIALS:

Required Book: Filene, Peter. 2005. *The Joy of Teaching*. Chapel Hill: University of North Carolina Press.

Required Readings: Chapters and journal articles will be provided on Lailima.

COURSE REQUIREMENTS:

Class Attendance and Participation

Class attendance and participation are required. You should come to class prepared to discuss the assigned readings. If you cannot attend a class due to illness or a family emergency, please notify me in advance via email. (20% of grade)

- During discussions and presentations, civility and respect for others are guiding principles in this class. We will be discussing controversial issues regarding teaching. Also, cheating and any other form of academic dishonesty will not be tolerated.

In-Class Assignments

In-class assignments are done in class only and cannot be made up for a missed class. They are a diagnostic tool for your understanding of the readings, course topics, and lectures by guest speakers. Each assignment will be assigned and handed in during a class. Not all classes will have assignments. Some of the in-class assignments will be practicing student-learning activities. (20% of grade)

Teaching Apprenticeship

You will work with a professor or lecturer who teaches a UH Manoa undergraduate class for a minimum of three hours. Some of the time should be spent in the classroom observing, taking notes, grading or assisting with a classroom assignment. If possible and if you choose, you will plan and deliver a classroom presentation on a topic (mutually agreed upon by you and the faculty member you selected) in the class. (10% of grade)

Teaching Portfolio

You are required to prepare a teaching portfolio which includes: a detailed syllabus for an undergraduate course, examples of class handouts, writing assignments, class exercises, the faculty evaluation of your class presentation, and a statement of your teaching philosophy. First draft of Teaching Portfolio is due in advance for feedback. Final draft of Teaching Portfolio due: last class. (30% of grade)

Presentation

On the last day of class, you will make a presentation to the class on a topic you have selected and test out a teaching technique or assignment. (20% of grade)

Grading:

20%	Class Attendance and Participation
20%	In-class Assignments

10%	Teaching Apprenticeship
30%	Teaching Portfolio
20%	Presentation of Topic and Teaching Technique/Assignment

Grades for the course will be assigned according to the following percentage scale:

A:	93 – 100 %	C:	73 – 76 %
A-:	90 – 92 %	C-:	70 – 72 %
B+:	87 – 89 %	D+:	67 – 69 %
B:	83 – 86 %	D:	60 – 66 %
B-:	80 – 82 %	F:	less than 60 %
C+:	77 – 79 %		

Course Schedule and Required Readings

*The readings should be done for the class date assigned. This schedule may be subject to change depending on the progress of this class.

- Week 1 **Aloha: Who am I and who are you? What is a teaching philosophy?**
 Greg DeMars, “Upperclassman decides first day of classes needs to be its own holiday.”
- Week 2 **Beginning the Teaching Journey: What do you want to teach?**
 Filene, Introduction, Chapters 1, 2
- Kolb et al., “Assessing the Writing Process: Do Writing-Intensive First-Year Seminars Change How Students Write?” *Teaching Sociology*.
- Hill et al., “I’m Ambivalent About it: The Dilemmas of PowerPoint,” *Teaching Sociology*.
- Week 3 **Being an Instructor: What is it like to teach as a graduate student?**
 Hare et al., “Entering the Classroom from the Other Side: A Conversation on the Life and Times of Graduate Associate Instructors.”
- Moore, “Inappropriate Challenges to Professional Authority” *Teaching Sociology*.
- Week 4 **Class Discussions: How do you make sociology relevant to students’ lives?**
 Filene Chapter 6 and 7
- Newman, “Three Faces of Relevance: Connecting Disciplinary Knowledge to the ‘Real World.’”

- Week 5 **Opinions in the Classroom: What is too political?**
Max Weber, “The Case for Value-Free Sociology.”
- Moore, “Student Resistance to Course Content: Reactions to the Gender of the Messenger” *Teaching Sociology*.
- Lusk and Weinberg, “Discussing Controversial Topics in the Classroom: Creating a Context for Learning” *Teaching Sociology*.
- AAUP, “Report: Freedom in the Classroom.”
- Week 6 **Constructing a Syllabus: How do you plan your first course?**
Filene Chapters 3, 4
- Grauerholz and Gibson, “Articulation of Goals and Means in Sociology Courses: What we can Learn from Syllabi” *Teaching Sociology*.
- Week 7 **Grading: How do you evaluate student exams and writing?**
Filene Chapter 8
- Eble, “Tests.”
- Freese et al., “Now I Know My ABC’s: Demythologizing Grade Inflation”
- New York Times, “A Quest to Explain What Grades Really Mean.”
- Week 8 **Lecturing and Discussion: What are the keys to success?**
Filene Chapter 5
- Eble, “The Lecture as Discourse.”
- McKeachie, “Teaching Thinking.”
- Yamane, “Course Preparation Assignments: A Strategy for Creating Discussion-Based Courses” *Teaching Sociology*.
- Week 9 **The Psychology of Teaching: What are your students thinking and feeling?**
Filene Chapter 9
- McKeachie “Problem Students (There’s Almost Always at Least One!).”
- Halpern, “The War of the Worlds: Why Psychology Helps Bridge the Gap Between Students’ and Professors’ Conceptual Understanding.”

- Week 10 **Stress: How can you and your students cope?**
 Filene Chapter 10 and Conclusion
- McKeachie “Counseling and Advising.”
- “Following A Crisis.”
- Week 11 **Ethics: What breaks the rules?**
 Svinicki, “Ethics in College Teaching,”
- “Family Educational Rights and Privacy Act (FERPA)”
- “UH Policy on Sexual Harassment.”
- Gallop, “Consensual Amorous Relations.”
- Dilger, “Putting an End to Risky Romance.”
- Week 12 **Social Diversity: What is discrimination?**
 Vasquez and Wainstein, “Instructional Responsibilities of College Faculty to Minority Students.”
- Van Note, “Taking Student Social Diversity into Account.”
- Week 13 **Videos and Movies: Can you entertain *and* teach students?**
- Week 14 **Teaching Evaluations: Do your students like you?**
 Sorcinelli, “The Evaluation of Teaching: The 40-Year Debate about Student, Colleague, and Self-Evaluations.”
- Week 15 **Presentations**
- Week 16 **Presentations**

Safe Environment (Title IX): The University of Hawai‘i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know is experiencing any of these, we have staff and resources on campus to support and assist you and can also direct you to resources in the community.

As a faculty member, I am *required to immediately report* any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of

the range of options available to you and have access to the resources and support you need.

To remain anonymous and speak with someone confidentially, [Mānoa Confidential Resources](#) include: [University Health Services](#) (808) 956-8965, East-West Road; [Counseling](#) (808) 956-7927, QLC 312; [Office of Gender Equity](#) (808) 956-9977, QLC 210; [LGBT Student Services](#) (808) 956-9250, QLC 211; PAU Violence Program (808) 956-8059, QLC 211; [Student Parents at Mānoa](#) (808) 956-8059, QLC 211; and the [Women's Center](#) (808) 956-8059, QLC 211.

To report an incident, contact a [Title IX Coordinator](#) (808) 956-2299, t9uhm@hawaii.edu, Hawai'i Hall 124; [Public Safety](#) (Campus Security) (808) 956-6911; or in an emergency, call 911.

ADA Statement: If you have a disability for which you will need accommodations in this class, please let me know as soon as possible. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services. If you do not have an ADA-documented disability, but there is something, which I can do to assist you in the classroom, please speak to me, and I will try to work with you to ease the difficulty.