

**SOC 491 Syllabus**  
**Freshman Seminar**  
**for Discussion Group Leaders**  
Fall 2017 (6 Credits)  
Mondays 1:30 – 4 PM  
Saunders 226

**Professor/Mentor:** Dr. Krysia Mossakowski  
Office Hours: after class or by appointment  
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**Course Description:**

Students lead their own freshman seminar section of SOC 100 Introduction to Sociology and meet weekly with Dr. Krysia Mossakowski for mentoring about teaching sociology. For this course, there will be weekly readings that will be discussed in class, student presentations, and group activities. DS (DS = Diversification Social Sciences) OC (OC = Oral Communication)

*\*Students must adequately complete all oral communication assignments to pass the course with a D grade or better. Students who do not complete all oral communication assignments will not earn OC Focus credit.*

**Student Learning Objectives:**

- Demonstrate clear and effective oral and written communication related to topics of sociology and academic progress at university.
- Demonstrate public speaking, leadership, teaching techniques, and discussion of sociology / pedagogy / leadership topics.
- Demonstrate understanding of the challenges of the freshman university experience.

**Teaching & Learning Methods**

You will experience small group discussions dealing with sociology, pedagogy, and leadership. You will learn about the skills involved in teaching, lecturing, small group discussions, question and answer sessions, activities, videos, and other methods, which are deemed beneficial to learning. You will apply some of these skills in leading the SOC 100 freshman students toward an understanding of sociological concepts, enjoyment of sociological practice, and successful undergraduate integration. For SOC 491, you will also do student learning activity presentations, a sample lecture, and a final essay that will discuss your teaching philosophy and experiences leading SOC 100.

## Readings Available on Laulima

### Course / University Policies

**Attendance Policy:** Regular class attendance is expected, and unexcused absences will be penalized. Please notify me by e-mail if you expect to miss the class because of illness, or some other issue. Depending on the issue, I will either excuse you from class, or apply a penalty. Unexplained absences will incur a penalty. The class is small, and I would like to develop a class culture in which you learn from your peers, as well as from me, and your course materials.

**Punctuality:** Students' presence in the room for the full class time-period is expected. Classes will begin and end on time.

**Class Environment:** Enrollment in this course indicates that you agree to conduct all discussions and interactions with thought, maturity, and respect for others' rights to differ. Discussion of personal beliefs is encouraged, and will be conducted in a manner that maintains a climate conducive to the learning of all class members. Students at the University of Hawaii - Manoa are encouraged to exercise personal responsibility and self-discipline, and to engage in the rigors of discovery and scholarship.

**Academic Honesty / Plagiarism:** Compliance with strict standards of academic honesty is expected. Please refer to the *UHM Student Conduct Code*, including the revisions in *E7.208*, paying special attention to the sections on academic honesty. Note that "plagiarism" is the failure to correctly cite / reference *any words or ideas* which are not your own. You should *always* reference the sources of your information. Plagiarism also includes using (or sharing) others' essays, quizzes, etc., *re-using* your own work, *and* the use of pre-written, purchased, or downloaded materials. If there is ever a question on this issue, please ask me in advance of submitting the work since once it is submitted I will act strongly to enforce academic standards. All documented cases will be reported to the [Office of Judicial Affairs](#), either noting no further action needed or requesting further action by the Office of Judicial Affairs.

**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](mailto: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.

## **Course Assignments & Grading**

### SOC 100 Final Syllabus (10%)

#### ***\*Oral communication assignment 1***

Attendance/Participation/Leading SOC 100 seminars (20%)

A score out of 20 will be posted on Lulima at the end of the semester as attendance and participation in SOC 491 and leading your SOC 100 seminar will be monitored regularly. Full points are possible with perfect attendance and excellent participation. Successful completion of this assignment involves no unexcused absences.

#### ***\*Oral communication assignment 2***

Student Learning Activity Presentations (30%)

SOC 491 leaders will practice student learning activities during SOC 491 class time as a role-playing exercise: the other SOC 491 students and instructor will play the role of freshman students. A score out of 10 will be given for each presentation of a sociological theory or concept that successfully engages students to actively participate, discuss and learn by relating a social issue to a current event in the media, the personal lives of students, and using a video clip to not simply entertain, but to teach. Feedback will be given to improve the activity by the instructor and fellow students during SOC 491 to stimulate creativity, critique it, and prepare it for use in SOC 100.

#### ***\*Oral communication assignment 3***

Power Point Lecture (15%) (15 minute presentation on a SOC 100 topic)

The Power Point lecture will be a short sample lecture to show mastery of teaching, public speaking, and stimulating discussion. A letter grade will be given by the instructor after completion based on organization, clarity, and whether it was thought-provoking. Feedback will be given on how to improve lecture style by the instructor to the student leader.

Teaching Philosophy Essay (25%) and class teaching evaluations by your students:

(First draft of teaching philosophy is 10% and Final draft is 15%)

This is a concise 3 page (double spaced) description of what you value as a leader/instructor for SOC 100, what you expected from your students, and how you wanted students to learn and interact in your classroom environment. What teaching strategies and activities did you use to get the students interested in sociology? What did you learn (about yourself and society) during your teaching experience this semester? Are you interested in teaching as a career?

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

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

## Course Schedule & Readings Fall 2017

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

### **Monday August 21: Introduction to course, each other, syllabus building, and REVEL**

Required Readings: UH Student Conduct Code and UH Sexual Harassment Policy

### **August 28: Building a Syllabus, Laulima, and Lecturing**

Required Readings: Chapter 7 “Presenting Material in Class” from *the Longman Teaching Assistant’s Handbook*

### **September 4: Labor Day (No Class)**

### **September 11: Lectures and Making Student Learning Fun**

Required Readings: Chapter 3 “The Theory and Practice of Lectures” from *The Art and Craft of Teaching*

### **September 18: Laulima, Grading, and Ethics**

Required Readings: New York Times, “A Quest to Explain What Grades Really Mean.”

Eble, “Tests.”

### **September 25: Coping with Stress: The Mental Health of Your Students**

Required Readings: McKeachie, “Counseling and Advising”

**October 2: Leadership, Conflict & Facilitation**

Required Readings: Chapter 9 “Troubleshooting in the Classroom” from *the Longman Teaching Assistant’s Handbook*

McKeachie “Problem Students (There’s Almost Always at Least One!).”

**October 9: Encouraging Discussion and Debate**

Required Reading: Eble, “The Lecture as Discourse.”

**October 16: Student Learning Activity Presentations (10%) / Encouraging Discussion and Student Inclusion**

Required Readings: Chapter 4 “Questioning” from *The Art and Craft of Teaching*

**October 23: Student Learning Activity Presentations (10%) /Applying Sociology to the Students’ Lives and Current Events in the Media**

Required Readings: Newman, “Three Faces of Relevance: Connecting Disciplinary Knowledge to the ‘Real World.’”

**October 30: Student Learning Activity Presentations (10%) / Can you Entertain and Teach Students? Show a sample video**

Required Readings: McKeachie, “Teaching Thinking.”

**November 6: Grading Papers and Responding to Students’ Writing**

Required Readings: Chapter 5 “Responding to Student Writing” from *the Longman Teaching Assistant’s Handbook*

**November 13: Teaching Philosophy and Possible Teaching Careers**

Required Readings: to be assigned

**November 20 : Finding new ways to teach freshman by using the campus or community First Draft of Teaching Philosophy Essay Due Today (10%)**

**November 27: To be announced**

Required Readings: to be assigned

**December 4: Presentation to Class of sample lecture and potluck**

**PowerPoint Presentation (15%) Final Draft of Teaching Philosophy Essay due Today (15%)**

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