SOCI 995A: Teaching Seminar Dr. Brandon Bosch

Monday 11:30-12:20 Office: Oldfather 722

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Office Hours: Monday: 2:30-4:30, Tuesday, 10:00-11:00, 2:00-4:30, and by Appointment

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| Welcome to SOCI 995A: Teaching Seminar! This class will help you think about teaching and learning in new ways, provide you with different techniques for engaging your students and designing your courses, give you practical advice and best practices on how to deal with common teaching issues, and help introduce you to the profession of teaching in higher education.  I cannot promise that this class will make you a good teacher. But I will promise that this class will give you the tools, perspectives, and support to help you become a better teacher not only for this semester, but for your entire teaching profession.  My goals for this class are (1) discuss scholarship on teaching and learning and current debates in higher education (2) have a space to workshop ideas about teaching and (3) Reflect on your overall experience teaching this semester with ideas on how to improve in the future.  Please see below for the graded components of class, classroom policies, and our readings (which are available on Canvas). |
| Participation (40%)  You will receive a Participation grade for each day of class. Your ultimate Participation grade will be the average (mean) score of your Participation grades throughout the semester. Below is the rubric I will use to assess Participation.   |  |  | | --- | --- | | **0%** | Absent from class  Attended very late/left very early  Used electronic device in class  Distracting to myself and/or students | | **65% (Max)** | Attended class but did not speak | | **75% (Max)** | Comments not directly related to readings | | **85% (Max)** | Comments directly engage with the reading and are accurate | | **86-100%** | Comments demonstrate critical thinking |  |  | | --- | | Teachable Moment Journals (25%) | | You will be responsible for 4 Journal Entries on Canvas. This is an opportunity for you to reflect on successes, failures, (missed) opportunities, and ongoing concerns. Typically, you should discuss a particular objective you had for a class lecture, discussion, or activity, reflect on how well this objective was met, and areas of improvement. Each entry should be 3-5 paragraphs.  Teaching Reflection (25%)  Becoming a great teacher entails learning from mistakes, recognizing opportunities, understanding when something worked, and being willing to try new things. In this paper, you reflect on what you have learned about teaching, *interweaving your reflections with citations from the class readings* (minimum of 7 different readings from at least 3 different weeks). In writing your paper, be sure to note areas of success, areas in which you would like to improve upon, and what you plan on doing differently the next time you teach. The Teaching Reflection is 4-6 pages.  Teaching Statement (10%)  The Teaching Statement is a document that expresses your approach to teaching. In discussing your approach to teaching, you will reference specific examples from your classroom experience. The Teaching Statement is 1-2 pages long. | |
| **GRADING KEY**  97-100 = A+ 87-89 = B+ 77-79 = C+ 67-69 = D+ 0-59 = F  93-96 = A 84-86 = B 74-76 = C 64-66 = D  90-92 = A- 80-83 = B- 70-73 = C- 60-63 = D- |

**CLASS POLICIES**

ELECTRONIC POLICY

Thanks in advance for doing your part to improve class discussion, attention span, etiquette, and participation grades by not using an electronic device during class. Please note that using an electronic device in class will result in a zero in your participation grade for that day.

APPEALING GRADES

Wait at least 24 hours. Provide a written statement explaining why you think you have been graded unfairly. Do not invoke personal effort or hardship in your grade complaint. Upon reading your request, I reserve the right to keep your grade the same, raise your grade, or lower it. All appeals of grades must be made within 5 working days following the return of an assignment.

ELECTRONIC POLICY

Paper Submitted Cumulative Point Loss

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| --- |
| 12:58 PM No Loss of Points |
| 1:01 PM 5 Points |
| 2:30 PM 10 Points |
| 11:01 PM 55 Points |
| 8:01 AM Next Day 100 Points (Paper = 0) |

**LATE POLICY**

An assignment will be docked 5 Points for each hour that it is handed in late (hours late \* 5). The examples to the right assume that the assignment was due by Noon.

**August 21 (Enjoy the Total Solar Eclipse—No Class)**

**CLASS PARTICIPATION (PART 1)**

**August 28**

Emily Meanwell and Sibyl Kleiner (2014). The Emotional Experiences of First-Time Teaching: Reflections from Graduate Instructors, 1997-2006. *Teaching Sociology*, **42**, 17-27.

Nancy Greenwood and Jay Howard (2011). Getting Students To Talk (99-113).

Cliff Davidson, Susan Ambrose, and Herbert Simon (1994) Conducting Discussions. 35-51. (*The New Professor’s Handbook*).

Maxine Atknison and Kathleen Lowney (2016). Inquiry-Guided Learning (75-82) *In the Trenches.*

Cather Savini, Why So Quiet?: Strategies for Engaging Your Students.

<http://www.westfield.ma.edu/uploads/writing-liaison-committee/why_so_quiet_handouts.pdf>

**September 4 (LABOR DAY)**

**CLASS PARTICIPATION (PART 2)**

**September 11**

David Yamane (2006). Course Preparation Assignments: A Strategy for Creating Discussion-Based Courses. *Teaching Sociology*, **34**, 236-248.

Sarah Rusche and Kendra Jason (2011). “You Have to Absorb Yourself In It”: Using Inquiry and Reflection to Promote Student Learning and Self-knowledge. *Teaching Sociology*, **39**, 338-353.

Kristen Lee Hourigan (2013). Increasing Student Engagement in Large Classes: The ARC Model of Application, Response, and Collaboration. *Teaching Sociology*, **41**, 353-359.

Wilbert McKeachie (1986). Organizing Effective Discussions (27-43). *Teaching Tips*. 8th Edition.

**September 17** \*\*\*Journal #1 Due by Noon\*\*\*

**GETTING STUDENTS TO READ**

**September 18**

Robert Trudeau (2005). Get Them To Read, Get Them to Speak. *Journal of Political Science Education*, **1**, 289-322.

Sarah Hatteberg and Kody Steffy (2013). Increasing Reading Compliance of Undergraduates: An Evaluation of Compliance Methods. *Teaching Sociology*, **41**, 346-352.

Linda Nilson (2010). Getting Students to Do The Readings. 211-222 (*Teaching At Its Best*).

Michelle Schwartz. Getting Students to do the Assigned Readings.

<http://www.ryerson.ca/content/dam/lt/resources/handouts/student_reading.pdf>

**CIVILITY, CONTROVERSIAL ISSUES, AND TRIGGER WARNINGS**

**September 25**

Linda Nilson. Preventing and Responding to Classroom Incivility. 71-82 (*Teaching At Its Best*)*.*

Robin Wilson. Students’ Requests for Trigger Warnings Grow More Varied. *The Chronicles of*

*Higher Education*.

<http://chronicle.com/article/Students-Requests-for/233043>

Greg Lukianoff and Jonathan Haidt (2015). The Coddling of the American Mind. *The Atlantic*. <http://chronicle.com/article/Students-Requests-for/233043/>

Melencia Johnson and Philip Mason (2017). “Just Talking About Life”: Using Oral Histories of the Civil Rights Movement to Encourage Classroom Dialogue on Race. *Teaching Sociology*, **45**, 279-299.

**PERSONAL VIEWS AND BALANCE**

**October 1** \*\*\*Journal #2 Due by Noon\*\*\*

**October 2**

Jeffrey Dixon and Janice McCabe (2006). Competing Perspectives in the Classroom: The Effect of Sociology Students’ Perceptions of “Balance” on Evaluations. *Teaching Sociology*, **34**, 111-125.

April Kelly-Woessner, Matthew Woessner (2006). My Professor is a Partisan Hack: How Perceptions of a Professor’s Political Views Affect Student Course Evaluations. *PS: Political Science & Politics*.

Terry Hartle (July 19, 2017). Why Most Republicans Don’t Like Higher Education. *The Chronicle of Higher Education*.

Robert Mackey (2014). Professor’s Angry Tweets on Gaza Cost Him a Job. *The New York Times*.

<http://www.nytimes.com/2014/09/13/world/middleeast/professors-angry-tweets-on-gaza-cost-him-a-job.html>

Jessica Bies (June, 23, 2017). Professor: Otto Warmbier got ‘what he deserved.’ *USA Today*.

<https://www.usatoday.com/story/news/nation-now/2017/06/24/professor-otto-warmbier-got-what-he-deserved/425661001/>

**October 8** \*\*\*Journal #3 Due by Noon\*\*\*

**DEBATES, JOURNALS, AND CRITICAL THINKING**

**October 9**

Andrew Oros. 2007. Let’s Debate: Active Learning Encourages Student Participation and Critical Thinking. *Journal of Political Science Education*, **3**, 293-311.

Leslie Picca, Brian Starks, and Justine Gundreson. 2016. “It Opened My Eyes”: Using Student Journal Writing to make Visible Race, Class, and Gender in Everyday Life. *Teaching Sociology*, **41**, 82-93.

Michael Rickles, Rachel Schneider, Suzanne Slusser, Dana Williams, and John Zipp (2013). Assessing Change in Student Critical Thinking for Introduction to Sociology Classes. *Teaching Sociology*, **41**, 271-281.

Daniel Mulcare and Allan Schwedel (2017). Transforming Bloom’s Taxonomy Into Classroom Practice. *Journal of Political Science Education*, **13**, 121-137.

**October 16 (FALL SEMESTER BREAK)**

**ONLINE, BLENDING, FLIPING, AND TECHNOLOGY**

**October 23**

Michael Touchton (2015). Flipping the Classroom and Student Performance in Advanced Statistics: Evidence from a Quasi-Experiment. *Journal of Political Science Education*, **11**, 28-44.

Yvonne Luna and Stephanie Winters (2017). “Why Did You Blend My Learning?” *Teaching*

*Sociology*, **45**, 116-130.

A. Fiona Pearson (2010). Real Problems, Virtual Solutions: Engaging Students Online. *Teaching Sociology*, **38**, 207-214

Adam Driscoll, Karl Jicha, Andrea Hunt, Lisa Tichavsky, and Gretchen Thompson (2012). *Teaching Sociology*, **40**, 312-331.

**October 29** \*\*\*Journal #4 Due by Noon\*\*\*

**LECTURING**

**October 30**

Wilbert McKeachie (1986). Lecturing (69-85). *Teaching Tips*. 8th Edition.

Maxine Atkinson and Kathleen Lowney (2016). Constructing a Lecture (55-63). *In the Trenches*.

Mark Schrad (2010). In Defense of the Populist Lecture. *PS: Political Science and Politics*, **43**, 759-765.

Christopher Huggins and Janet Stamatel (2015). An Exploratory Study Comparing the

Effectiveness of Lecturing versus Team-based Learning. *Teaching Sociology*, **43**, 227-235.

**RACE, GENDER, AND TEACHING**

**November 6**

Chavella Pittman (2010). Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students. *Teaching Sociology*, **38**, 183-196.

Anna Sampaio (2006). Women of Color Teaching Political Science: Examining the Intersections of Race, Gender, and Course Material in the Classroom. *PS: Political Science and Politics*, **39**, 917-922.

Landon Reid (2010). The Role of Perceived Race and Gender in the Evaluation of College Teaching on RateMyProfessors.com *Journal of Diversity in Higher Education*, **3**, 137-152.

**TEACHING PANEL**

**November 13**

Dr. Eve Brank (Psychology)   
Dr. Courtney Hillebrecht (Political Science)

Dr. Regina Werum (Sociology)

**November 20**

**GRADING, APPEALS, AND EVALUATIONS**

Mark Rom (2011). Grading More Accurately. *Journal of Political Science Education*, **7**, 208-223.

Maria Rublee (2014). Rubrics in the Political Science Classroom: Packing a Serious Analytical Punch. *PS: Political Science and Politics*, 199-203.

Dennis Clayson (2009). Student Evaluations of Teaching: Are they Related to What Students Learn? *Journal of Marketing Education*, **31**, 16-30.

Laura Langbein (1994). The Validity of Student Evaluations of Teaching. *PS: Political Science & Politics*, **27**, 545-553.

Jay Howard (2004). Just Teaching in Sociology or how I Convinced My Students To Actually Read the Assignment. *Teaching Sociology*, **32**, 385-390.

**November 18 \*\*\***Teaching Reflection and Teaching Statement DUE BY NOON**\*\*\***

**REFLECTIONS ON CLASS AND FINAL ASSIGNMENT**

**November 27** \*\*\*Come to Class Prepared to Talk About Your Paper\*\*\*