

Course Information

Date Submitted: 3/25/2015

Current Prefix and Number: SOC - Sociology , SOC 603 SEM IN TEACHING SOC

Other Course:

Proposed Prefix and Number: SOC 603

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

RECEIVED

APR 27 2015

OFFICE OF THE
SENATE COUNCIL

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Sociology

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Shaunna Scott

Email: shaunna.scott@uky.edu

Phone: 7-6882

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: SEMINAR IN TEACHING SOCIOLOGY

Proposed Title: SEMINAR IN TEACHING SOCIOLOGY

c. Current Transcript Title: SEM IN TEACHING SOC

Proposed Transcript Title: SEM IN TEACHING SOC

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

SEMINAR: 1-3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 1-3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? Yes

2i. Current Course Description for Bulletin: The purpose of this course is to aid the development of students' teaching styles and strategies. Topics for class readings and discussions include philosophies and theories of teaching as well as specific teaching strategies and techniques. Seminar members each design a course they someday hope to teach, constructing a course syllabus, choosing readings and designing assignments, exercises, and examinations. In addition, seminar members prepare and deliver presentations to the seminar as well as to ongoing undergraduate classes.

Proposed Course Description for Bulletin: A pedagogical and professional development seminar to prepare skillful, effective sociology instructors

2j. Current Prerequisites, if any: Graduate standing in sociology or consent of instructor

Proposed Prerequisites, if any: Graduate standing in sociology or consent of instructor

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale: The general learning outcomes will be the same (e.g, to train effective sociology instructors). However, the content of each variable credit seminar will be more tightly focused than the former 3-credit seminar was.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|CRE227|Claire M Renzetti|SOC 603 CHANGE Dept Review|20150116

SIGNATURE|ACSI222|Anna C Harmon|SOC 603 CHANGE College Review|20150203

SIGNATURE|ZNNIKO0|Roshan Nikou|SOC 603 CHANGE Graduate Council Review|20150427

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

Attachments:

	ID	Attachment
Delete	4695	Syllabus_603_Course_Change_2015.doc

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:	SOC - Sociology SOC 603 SEM IN TEACHING SOC	Proposed Prefix & Number. (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	SOC 603
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exce 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a chan course content or emphasis, or which is made necessary by the el or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a.	Submitted by the College of: ARTS & SCIENCES	Submission Date: 3/25/2015	
b.	Department/Division:	Sociology	
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...		
e.*	* Contact Person Name:	Shaunna Scott	Email: shaunna.scott@uky.edu Phone: 7-6862
	* Responsible Faculty ID (if different from Contact):		Email: Phone:
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term: 2
2. Designation and Description of Proposed Course.			
a.	Current Distance Learning(DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed chan affect DL delivery.			
b.	Full Title:	SEMINAR IN TEACHING SOCIOLOGY	Proposed Title: * SEMINAR IN TEACHING SOCIOLO
c.	Current Transcript Title (if full title is more than 40 characters):	SEM IN TEACHING SOC	
c.	Proposed Transcript Title (if full title is more than 40 characters):	SEM IN TEACHING SOC	
d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR <input type="checkbox"/> Currently ³ Cross-listed with (Prefix & Number): none

Proposed – ADD ² Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern					
Current:	Lecture	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar 1-3	Studio	Other	Please explain:	
f. Current Grading System:		Graduate School Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:		3	Proposed number of credit hours:*		1-3
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES:	Maximum number of credit hours:			6	
If YES:	Will this course allow multiple registrations during the same semester?				<input checked="" type="radio"/> Yes <input type="radio"/> No
i. Current Course Description for Bulletin:					
The purpose of this course is to aid the development of students' teaching styles and strategies. Topics for class readings and discussions include philosophies and theories of teaching as well as specific teaching strategies and techniques. Seminar members each design a course they someday hope to teach, constructing a course syllabus, choosing readings and designing assignments, exercises, and examinations. In addition, seminar members prepare and deliver presentations to the seminar as well as to ongoing undergraduate classes.					
* Proposed Course Description for Bulletin:					
A pedagogical and professional development seminar to prepare skillful, effective sociology instructors					
j. Current Prerequisites, if any:					
Graduate standing in sociology or consent of instructor					
* Proposed Prerequisites, if any:					
Graduate standing in sociology or consent of instructor					
* Proposed Prerequisites, if any:					
Graduate standing in sociology or consent of instructor					
k. Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both		

Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
The general learning outcomes will be the same (e.g., to train effective sociology instructors). However, the content of each variable credit seminar will be more tightly focused than the former 3-credit seminar was.	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different gra in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

SOC 603: Seminar in Teaching
Term Year

Instructor Name
Office
Office Hours

Phone #
Email

Course Overview

Welcome to SOC 603: Seminar in Teaching. The goal of this course is help you develop an effective approach to teaching. You will develop a pedagogical philosophy and framework as well as learn about and practice strategies and skills that can be applied in teaching. If you have not taught before, the course will help you prepare for your first teaching experience. If you have taught before, the course will help you strengthen existing skills, try new ones, and provide you with opportunities to reflect and grow, as a teacher.

We will expect to have different views about education as well as different teaching styles and preferences. However, we will be united in our goal to engaging in purposeful and effective pedagogy. That means that we will think through as many aspects of teaching as we can and we will critically reflect on our assumptions about teaching as well as our teaching approaches and techniques.

Learning Outcomes

By the end of this course, you will be able to:

- Explain how Sociology contributes to the UK General Education curriculum
- Outline various pedagogical approaches to teaching sociology
- Identify how social contextual factors have impacted higher education
- Articulate your primary, secondary and tertiary teaching goals for the course that you have designed
- Design a syllabus and selected readings for a course that you are prepared to teach
- Design various learning and grading exercises for the course that you are prepared to teach
- Deliver an effective lecture
- Create effective grading rubrics
- Use Blackboard to create a distance learning course module
- Access teaching support resources at the University of Kentucky
- Draw on strategies to respond to problematic student behaviors, including institutional disciplinary mechanisms
- Create a teaching portfolio

Readings

Electronic course readings (.pdfs, .docs, and websites) are linked to each module in our course Blackboard shell.

Course Grading

Your course grade will be comprised of the following components:

• Attendance and participation	90 pts
• Seminar facilitation	90 pts
• Mini-lecture	100 pts
• Guest lecture reflection paper	50 pts
• Journal entries (incl. syllabus, exercises, modules)	260 pts
• Journal comments	60 pts
• Teaching Portfolio	150 pts
	<hr/>
	800 pts

Effort, preparation, collaboration, clarity, logic and depth of thought will be considered as key components in determining your course grade. I expect for you to refer to the readings and to one another's comments in class discussion and in journals. I will provide feedback throughout the semester on these dimensions of your performance.

Course Requirements

Assignments

Come to each class meeting prepared to discuss the readings for that week and to engage actively in any course activities designed by the instructor or your peer facilitators. As you know, the success of a seminar depends upon everyone's participation. This is a weekly seminar. I expect you to attend all class meetings unless you are ill or presenting a paper at a professional conference.

Turn all assignments in by the due date and time. This course is collaborative and requires interaction, support and cooperation from your class mates and others in the department. If you do not complete your work on time, you not only inconvenience me, you deprive your class mates of an opportunity to learn from and comment upon your work. Therefore, consider all deadlines to be "hard" deadlines. Extensions must be requested in advance, and are granted at my discretion.

I will consider granting up to a one-week extension on a case by case basis with a 10% deduction for each day overdue (total, maximum 70% grade deduction). After a week's extension or if no extension is granted, all late assignments will receive 0.

Design a course. This should be a course that you have not taught before. It may be a Sociology course or an interdisciplinary course that draws upon Sociology.

As you consider a course to develop for future teaching, you may wish to examine copies of recent departmental course syllabi. Ask the departmental administrative assistant for access to those. (The department keeps electronic versions of all course syllabi.)

Large lecture observation. You must observe a large lecture at UK *before or during* our module on Lecturing. I would prefer that you observe the large lecture section of SOC 101. However, if that does not suit your schedule, you can choose another lecture; social science lectures would be most relevant to the course. Please notify the lecturer in advance in order to secure her/his permission to observe the class.

Mini-lecture exercise. Prepare and deliver a 15-minute lecture on a selected sociological concept or subfield of sociology. Presentations will be recorded and reviewed by you and others in the class in order to help you strengthen your presentation style.

Team-based learning observation. You must observe one class meeting of one of Dr. Stamatel's Crime/Law/Deviance courses between _____.

Distance learning exercise. Design a distance learning module in your folder in our shared Blackboard "test design" shell. The module should include a list of learning objectives for the module, a list of reading assignments, a 3-question quiz, and a writing assignment using the "Assignment" tool.

Guest presentation. You will be expected to make arrangements to deliver a full-length (50 to 75 minute) presentation to a Sociology class on the U.K. campus. You can use any format you and the instructor mutually agree upon, including lecture, discussion, and / or group work. You should make arrangements for your guest presentation as early in the semester as possible. You must complete your guest presentation by April 12.

Guest presentation feedback. Ask a class mate to attend your presentation and provide feedback to you. Following your presentation, you should meet with your observers to discuss your performance. It is most effective to do this immediately following the presentation.

Reflective statement on guest presentation. You should write a 2-3 page, typed, double spaced, reflection on your presentation and turn it in *no later than one week after your presentation*. This statement should include: 1) what went well, and why?; 2) what didn't work as well you hoped?; 3) what you might do differently next time, and why?; and 4) on what dimensions, if any, did you disagree with your observers? Consider your teaching approach, presentation style, class dynamics, topic and goals.

Write in a journal / comment on group mates' journal entries. Each week you will be expected to write a journal entry based upon the week's reading assignments in a shared journal on Blackboard. Each journal entry will be 500-750 words in length and will respond to a structured prompt (see below). Be sure to address all of the questions or components in the prompt.

Each journal entry will be read and commented upon by the instructor and by your group mates. You also will be expected to read your group mates' journal entries and comment upon them in Blackboard.

Comments should be 125-200 words in length and are worth 5 points each. They should relate the entry to the course readings and provide constructive criticism that notes strengths and suggestions for improvement. Try to identify what is especially effective in the entry as well as areas that could be clarified, revised or developed more fully.

When the "journal" assignment involves the design of a course syllabus, module or assignment, consider the kinds of questions and concerns that undergraduate students might ask, as well as questions that come to your mind as a colleague.

Seminar discussion facilitation. Plan to lead seminar discussion *at least* one time during the semester. This will give you practice in leading discussion and will also keep our discussions more lively and participatory. Seminars tend to be better when everyone shares responsibility for their direction.

We may choose to have either single or co-facilitators. We will circulate a sign-in sheet early in the semester to assign facilitation topics and dates.

When it is your turn to facilitate:

- Discuss with me in person, via phone / skype or email your plans for ensuring a productive seminar for our class.
- Prepare for our meeting by brainstorming possible discussion questions and / or seminar activities.
- It is generally a good idea to implement and model some aspect of the week's readings / topic in the seminar meeting. Think of the seminar as a "lab" for trying out new teaching strategies.
- Depending upon our seminar enrollment, we may co-facilitate class discussion in pairs.

Create a teaching portfolio. As the end of the semester nears, you will be asked to create a teaching portfolio that will consist of original work that you created throughout the semester, including the following:

- Statement of your teaching philosophy and goals
- Course syllabus, including course focus or theme, readings and requirements
- Evaluation instruments, including exercises, assignments and exam questions

This will form the basis for a portfolio that can be used when you apply for jobs, for consideration for teaching awards, and as a possible basis for future merit evaluation and tenure and promotion consideration in your career after U.K.

Responding to the ideas and work of others. This seminar is a team effort. One of the most valuable aspects of this experience will be the opportunity to share ideas and learn from your classmates. To that end:

- Seminar members will observe and provide feedback on one another's class presentations, observing at least one of the guest lectures outside of our class and provide feedback on the in-class mini-lectures to your journal team mates.
- Seminar members will provide written feedback on one another's work during the semester. This will provide practice in responding to the work of others (similar to grading student papers). In addition, providing and receiving comments will assist you in becoming a reflexive teacher.

Technology

In order to participate in this course, you will need access to a computer with the minimum hardware, software and internet configuration described at this site:

<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>

Note: the use of Internet Explorer is NOT recommended for use with Blackboard. Firefox is the recommended Internet browser for the course. You can download Mozilla Firefox (free) at this site:

<http://www.mozilla.com/en-US/firefox/upgrade.html>

You will need to install a number of plugins on your computer. The links to the specific plug-ins required for this course can be also be found your course. If using a UK computer these plugins should be already installed.

To check if your browser has Flash, Adobe Acrobat Reader and QuickTime movie player, click this link: <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx>. If you do not have these, you can download them from this site.

To download Windows Media Player, click this link:

<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

Students and faculty can download Microsoft Office Suite (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

If you experience technical difficulties with accessing course materials, the Customer Service Center may be able to assist you. You may reach them at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

Blackboard: a web-based format for submitting and commenting upon our work.

We will be using Blackboard to submit our written work; also we will use it to provide feedback to one another and communicate outside of the classroom. In addition to assisting us in communicating

outside of the classroom, this will provide us with an opportunity to learn about and evaluate this form of teaching and learning technology.

You can access Blackboard through MyUK. You must have an Active Directory (AD) account to access Blackboard. It is best to use Firefox as your browser when you work in Blackboard (rather than Explorer).

I will introduce us to Blackboard at the beginning of the semester and you will have additional opportunities to work with Blackboard as part of our Distance Learning module.

It would be useful for you to complete the online Blackboard training at <http://www.uky.edu/TASC/IT/bb101online.php>

General reminders:

- Complete the **readings** before you begin the written assignment for each week.
- **Journal entries** are due by 12 noon on Mon. This will allow everyone a chance to read and think about everyone's response to the readings prior to our Wed class meeting.
- **Comments** on your group mates' journal entries must be posted on Blackboard by noon on Tuesday.
- **Facilitators** must discuss their ideas for seminar facilitation with the instructor (either in person or via phone, skype or email) no later than 5 PM on Tues prior to the seminar, which they will facilitate.

Attendance Policy:

This is a graduate level seminar so you will be expected to attend all class meetings and come prepared to discuss and participate in class activities. I expect all absences from the seminar to fall under the category of "excused absences" as described below.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Under Senate Rule 5.2.4.2, I will request "appropriate verification" when students claim an excused absence because of illness or death in the family to be submitted within two weeks of the absence. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability :

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Journal Entry Prompts

Goals Journal (20 pts): Write a statement on your goals for undergraduate teaching, based upon your reflections and the results of the online teaching goals inventory. What course will you prepare this semester; and what are its goals? How does your course contribute to the Sociology major and / or to UK's new General Education curriculum?

Finally, evaluate Love's arguments about the context in which you will teach. How will your course and your teaching address at least one of Love's concerns?

Syllabus Journal (30 pts): Attach your syllabus draft and comment upon others' syllabi.

Critical Journal (15 pts): Design an exercise to help promote undergraduate students' critical thinking skills. This might be a Journal entry completed individually or may involve small group or other types of activities. (This should be a relatively brief exercise, rather than a major assignment for your course.)

Lecture Journal (15 pts): Without identifying the course instructor, write a paragraph describing the lecture you observed. What principles from the readings, if any, did the instructor employ in her/his lecture? What worked well? What could be improved? What did you learn from observing this lecture?

Mini-Lecture Journal (15 pts): Write a paragraph reflecting upon what you learned from designing and delivering this mini-lecture and from observing and commenting upon others' mini-lectures. What principles or steps from the readings did you employ? What worked well, and what would you like to improve for your guest lecture?

Engagement Journal (15 pts): Outline a plan for a classroom discussion, based on the excerpt from C. Wright Mills' *The Sociological Imagination* ("The Promise") which is linked to the course Bboard shell. Then, outline a plan to use the "The Promise" as a basis for a team-based or collaborative learning project.

TBL Journal (15 pts): What are your initial thoughts about using team-based learning as the organizing principle of your course? What would be the benefits and costs to that strategy? Formulate two questions to ask Dr. Stamatel about TBL when she visits class.

Writing Journal (15 pts): Design a writing assignment for your undergraduate class as a hand-out to students. This should be a major component for your course grade, but it does not have to be a traditional research paper.

Exam Journal (15 pts): Using the excerpt from Mills' *The Sociological Imagination* ("the Promise") linked to our course Bboard shell, devise 3 multiple choice questions and one essay question. Create a grading rubric for the essay question.

Problem Journal (15 pts): Write a paragraph outlining your fears about potential problem student behavior. What would be the worst or most upsetting thing that a student could do in your course, and why is that upsetting to you? Now outline a plan for forestalling that behavior and for responding to that behavior, should it occur. (Include procedures to report the student to UK authorities for academic discipline.)

Distance Learning Exercise & Journal Commentary (30 pts): In our shared Blackboard "design" shell, lay out a module for an online version of your course. You are *required* to include the learning objectives for that module, as well as a reading assignment list, a quiz or exam consisting of at least 3 questions, and a writing

assignment through the "assignment" tool. (You may use the ones you designed in earlier modules of this course.)

In addition, you should include another feature of your choice designed to keep your students engaged. (Ideas for that are in our readings).

This module will count as your journal entry. Review your group mates' modules and provide feedback on their designs as the journal entry in our course Blackboard shell.

Service Learning Journal (25 pts): Outline a service learning component for the course you are designing. How could service learning add to your course and help you attain your learning objectives? What barriers do you perceive to using service learning in your course? What are your concerns?

Teaching Philosophy Journal (35 pts): Write a 1.5- to 3-page statement of your teaching philosophy. Be sure to include your general teaching goals, your preferred teaching methods, and a plan by which you will monitor your outcomes, reflect upon your performance, and evolve as an instructor.

<p>Week 0: Introduction</p> <p>Facilitator: Instructor</p>	<p>Familiarize yourself w/ SOC 603 course shell and syllabus</p> <p>Identify the course you wish to design</p> <p>Identify a UK large lecture to observe later (try to observe SOC 101 or another social science class)</p> <p>Complete the online Bboard tutorial</p>	<p>ASAP, by first class meeting</p>
<p>Week 1: Setting Course Goals 1/15 – 1/22</p> <p>Facilitator: Student</p>	<p>Readings</p> <p>Love (2008), Higher Education, Pedagogy and ‘Customerisation’ of Teaching and Learning</p> <p>UK Provost’s White Paper on General Education (2006)</p> <p>UK Sociology Major and Minor Requirements at http://www.uky.edu/Registrar/bulletinCurrent/toc2.htm (pp. 151-153)</p> <p>Recommended</p> <p>Johnson et al. (2004) A Decade of Change in General Education</p> <p>Persell (2010) How Sociological Leaders Rank the Learning Goals of Introductory Sociology</p> <p>Assignments</p> <p>Complete the online goals inventory (linked to Bboard)</p> <p>Goals Journal: entry & comment</p>	<p>1/20, noon</p> <p>1/20, noon & 1/21, noon</p>
<p>Week 2: Syllabus 1/23 – 1/29</p> <p>Facilitator: Gabbie</p>	<p>Readings</p> <p>Teaching Prep List (Bboard link)</p> <p>Syllabus template (Bboard link)</p> <p>Grauerholz & Gibson (2006) Articulation of Goals & Means in Sociology Courses</p> <p>Assignments</p> <p>Choose your course and course readings</p> <p>Design your syllabus (complete first draft)</p> <p>Syllabus Journal: attach & comment</p>	<p>1/27, noon & 1/28, noon</p>
<p>Week 3: Critical Thinking / Critical Pedagogy 1/30 – 2/5</p> <p>Facilitator: Student</p>	<p>Readings</p> <p>Fobes & Kaufman (2008) Critical Pedagogy in the Sociology Classroom</p> <p>Grauerholz & Bouma-Holtrop (2003) Exploring Critical</p>	<p>9</p>

<p>7-9:30 in OT 108</p>	<p>Sociological Thinking</p> <p><i>Recommended Readings</i></p> <p>Giroux (2010) on Freire's critical pedagogy at http://www.truth-out.org/lessons-be-learned-from-paulo-freire-education-is-being-taken-over-mega-rich65363</p> <p>Freeman & Vasconcelos (2010) Critical Social Theory</p> <p><i>Assignments</i></p> <p>Critical Journal: entry & comment</p>	<p>2/3, noon & 2/4, noon</p>
<p>Week 4: Lecture 2/6 – 2/12</p> <p>Facilitator: Student</p>	<p><i>Readings</i></p> <p>Doyle (2010) 8 Steps to Effective Lecturing</p> <p>Sullivan & McIntosh (1996) Delivering Effective Lectures</p> <p>Mollborn & Hoekstra (2010) Using Clickers in Large Sociology Classes</p> <p><i>Recommended</i></p> <p>Tips for Preparing an Effective Lecture, U of Minnesota Center for Teaching & Learning</p> <p>Davis (1993) Delivering a Lecture</p> <p><i>Assignments</i></p> <p>Observe a large lecture (preferably SOC 101)</p> <p>Lecture Journal: entry & comment</p>	<p>2/10, noon & 2/11, noon</p>
<p>Week 5: Mini-Lectures 2/13 – 2/19</p> <p>Facilitator: Instructor</p>	<p>No readings this week (start on next week's readings)</p> <p>Deliver a 15-minute presentation on a sociological concept or topic.</p> <p>Mini-Lecture Journal entry & comment</p>	<p>In class on 2/19</p> <p>2/21, noon & 2/22, noon</p>
<p>Week 6: Class Engagement 2/20 – 2/26</p> <p>Facilitator: Student</p>	<p><i>Readings</i></p> <p>2012 NPR story on physics study</p> <p>Johnston et al. (2011) Talking in Class</p> <p>Woodbury & Aldrich (2000) Planning and Running Effective Classroom-Based Exercises</p> <p>Hollander (2002) Learning to Discuss</p> <p>At www.jigsaw.org: overview of the technique; jigsaw in 10 easy steps; and tips to implementation</p> <p>Pederson (2010) Active and Collaborative Learning</p>	

	<p>Assignments</p> <p>Engagement Journal: entry & comment</p>	<p>2/24, noon & 2/25, noon</p>
<p>Week 7: Team-Based Learning (TBL) 2/27 - 3/5</p> <p>Facilitator: Instructor 7-9:30 in OT 108</p> <p>Guest:</p>	<p>Readings</p> <p>Michaelson & Sweet (2008) Essential Elements of Team-Based Learning</p> <p>Bushwell, Stamatel & Roberson (2011) Our Radical Shift in Teaching Strategy</p> <p>Recommended: http://tblc.camp9.org/ (linked to Bboard)</p> <p>Assignments</p> <p>Observe Stamatel on Thurs, 3/6 OR Tues, 3/11 at 11 – 12:15 in CB 333</p> <p>TBL Journal: entry & comment</p>	<p>3/3, noon & 3/4, noon</p>
<p>Week 8: Writing 3/6 – 3/12 Start at 1:15 PM</p> <p>Facilitator: Student</p>	<p>Readings</p> <p>Stewart (2010) Writing to Learn</p> <p>Wingate (2010) Impact of Formative Feedback on Academic Writing</p> <p>Rawson (2011) Guidelines for Peer Review of Writing</p> <p>Assignment</p> <p>Writing Journal: entry & comment</p>	<p>3/10, noon & 3/6/11 noon</p>
<p>Week 9: Exams 3/13 – 3/26</p> <p>Faciliator: Student</p>	<p>Readings</p> <p>Zimmaro (2004) Writing Good Multiple Choice Exams</p> <p>Roosevelt (2/17/09) Student Expectations Seen as Causing Grade Disputes (NY Times, linked to Bboard)</p> <p>Kohn (2008) The Dangerous Myth of Grade Inflation</p> <p>Recommended Readings</p> <p>Karpicke et al. (2009) Metacognitive Strategies in Student Learning</p> <p>Assignment</p> <p>Exam Journal: entry & comment</p>	<p>3/24, noon & 3/25, noon</p>
<p>Week 10: Coping with Problems 3/27 – 4/2</p> <p>Facilitator: Student</p>	<p>Readings</p> <p>Engler et al. (2008) Keeping up with the Joneses: Students' Perceptions of Academically Dishonest Behavior</p>	

	<p>Williams et al. (2010) Identifying and Profiling Scholastic Cheaters</p> <p>UK Policy and Procedures on Plagiarism & Cheating; Sociology Department common text to convey to all courses</p> <p>UK student alert system</p> <p>UK policy on sexual harassment</p> <p>Sorcinelli (2003-04) Encouraging Civil Behavior in Large Classes</p> <p>Feldmann (n.d.) Classroom Civility is Another of our Instructor Responsibilities</p> <p>Bjorklund & Rehling (2009) Student Perceptions of Classroom Incivility</p> <p>Assignment</p> <p>Problem Journal: entry & comment</p>	<p>3/31, noon & 4/1, noon</p>
<p>Week 11: Distance Learning 4/3 – 4/9 7-9:30 in SOCLair</p> <p>Faciliator: Instructor</p> <p>Guest:</p>	<p>Readings</p> <p>Clark-Ibanez & Scott (2008) Learning to Teach Online</p> <p>Fish & Wickersham (2009) Best Practices for Online Instructors</p> <p>Steinbroth & Meredith (2008) Perceived Utility of Methods and Instructional Strategies Used in Online and Face-to-Face Teaching Environments</p> <p>Assignment</p> <p>Distance Learning Journal: “entry” & comment</p>	<p>4/9: in class workshop in SOCLair</p> <p>4/12, noon & 4/13, noon</p>
<p>Week 12: Service Learning 4/10 – 4/16</p> <p>Facilitator: Instructor 7-9:30 in OT 108</p> <p>Guest:</p>	<p>Readings</p> <p>Bringle & Steinberg (2010) Educating for Informed Community Involvement</p> <p>Blouin & Perry (2009) Whom Does Service Learning Really Serve?</p> <p>Recommended Readings</p> <p>Materials from Scott and Tanaka & Mooney’s service learning courses</p> <p>Assignment</p> <p>Service Learning Journal: entry & comment</p>	<p>4/14, noon & 4/15, noon</p>

<p>Week 13: Student Evaluations & Teaching Portfolios 4/17 – 4/23</p> <p>Facilitator: Instructor</p>	<p>Readings</p> <p>Berk (2005) Survey of 12 Strategies to Measure Teaching Effectiveness</p> <p>Beyers (2008) The Hermeneutics of Student Teacher Evaluations</p> <p>Knapper & Wright (2002) Using Portfolios to Document Good Teaching</p> <p>Recommended Readings</p> <p>UK faculty portfolios linked to Bboard</p> <p>Assignment</p> <p>Take the online teaching inventory again (compare this time to the first time's results)</p> <p>Teaching philosophy journal: entry & comment</p>	<p>4/21, noon & 4/22, noon</p>
<p>Week 14: Scholarship of Teaching & Learning 4/24 – 4/30</p> <p>Facilitator: Instructor</p>	<p>Readings</p> <p>Brew & Ginns (2008) The Relationship between the SoFTL and Students' Course Experiences</p> <p>Graurholz & Zipp (2008) How to do the Scholarship of Teaching and Learning</p> <p>Atkinson et al. (2009) Sociology of the College Classroom</p> <p>In-Class</p> <p>Course Evaluations</p> <p>Instructor will share classroom-based research</p> <p>Brainstorm classroom research ideas / proposals</p> <p>Optional: adjourn to Pazzo's to celebrate</p>	<p>4/30</p>
<p>Final Assignment</p>	<p>Teaching Portfolio</p>	<p>5/7, 11:00 AM</p>