

## SOCIOLOGY 518: Teaching Sociology Fall 2010

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Class time:	Monday; 2:00 p.m. – 4:30 p.m.
Class location:	Faner 3410
Professor:	Dr. Derek Christopher Martin
Office:	Faner 3424
Telephone:	(618) 453-7627
Email:	<a href="mailto:dmartin@siu.edu">dmartin@siu.edu</a>
Web:	<a href="http://sociology.siu.edu/faculty/fac_martin.html">http://sociology.siu.edu/faculty/fac_martin.html</a>
Office Hours:	Monday/Wednesday: 10:00 a.m. – 12:00 p.m. Tuesday/Thursday: 10:45 a.m. – 11:45 a.m., and by appointment

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### Course Description:

In the interest of honesty in advertising:

*Wanted: PhDs willing to teach 6 (or more) courses per year on a variety of topics to dozens of students and do exceptional, published research with little or no grant support and serve on as many committees as we tell them to while making a substantial contribution to each. Salary (below your peers), benefits (limited by managed care) and soon-to-be outdated computers come with the position. Summers off (except for research, service, and teaching responsibilities not completed during the academic year). Tenure might be possible in 5-7 years if you meet our as yet unspecified expectations, publish profusely in the correct journals and receive at least respectable teaching evaluations from students who only care about getting an easy “A.” Individuals with a personal life, or aspirations for one, need not apply.*

The above “position announcement” was written, mostly in jest, by the previous instructor (and designer) of this course, Dr. Michelle Miller. Her purpose in writing the job description was to make you aware that academe is not a profession for the unmotivated or the unrealistic. Graduate school is meant to be grueling, as a means of preparing you for a career that can be incredibly demanding. Although spending the rest of your life on a college campus may sound appealing, it is not without its challenges. Primary among those challenges is the ability to juggle numerous difficult tasks, while simultaneously wearing many vague and contradictory hats, all the while walking a narrow tight rope over a flaming . . . Okay, you get the idea.

One aspect of academic life, the one that most “outsiders” are familiar with, is teaching. Strangely enough, this is also the area in which most graduate students receive the least amount of training and preparation. While we spend, in this department, 1½ semesters teaching you how to do research before we expect you to conduct your own, in the past we made no similar demands for your intellectual training in pedagogy. It is a truism that in the past, many professors received virtually no training in education. Fifteen years ago, when I started teaching, I had a 2-day crash course that was intended to fully prepare me for the responsibilities of being a teaching assistant. I have known several colleagues who received even less training.

This class, then, is designed to help fill the gap in teacher training in our department. As an academic, you will almost certainly be required to teach, although you may find your teaching responsibilities (and skills) devalued compared to your research duties. You probably will find yourself spending countless hours working with and talking to students, grading papers, designing courses, and presenting lectures. It is my hope in this class that you can learn how to do those things in a more efficient, effective, and personally satisfying manner.

This class is also designed to support you in the type of teaching you will most likely do in our department, namely, instruction in the Core Curriculum. In the Core classrooms (Soc 108, 215 and 223) you will be expected to teach students from across the campus who are often new to higher education, ill-prepared for our classrooms, uninformed about Sociology and unmotivated to embrace the subject matter of the courses. Teaching in the Core is such an important challenge for our department so during the semester, we will have workshops on teaching in each of the Core classes. Additionally, many of your assignments will be specifically targeted toward Core instruction.

Teaching is often described as both an art and a skill, but regardless of how you classify it, it is important that you recognize that it is not just one thing. The best teachers combine the skills (or arts) of public speakers, politicians, entertainers, counselors, engineers, designers, parents, corrections officers, and more. And the best of them make it seem effortless. Do not be fooled! While some people may seem to have more natural talent than others, or appear to rise along a more gently sloping learning curve, even the best teachers had to work at it. And all teachers, no matter how gifted, can improve their talents. I invite you to work with me this semester on this pedagogical challenge.

### **Required Texts:**

While there is some overlap in the first two books required for the course, their strength is really in their differences. McKeachie and Svinicki focus on the nitpicky necessities of teaching, filling their text with tons of examples and “What ifs?” Filene, meanwhile, reminds us to enjoy the process. He puts us, the teachers, squarely into any discussion about how to teach or what to teach by challenging us first and foremost to “know ourselves.” The third book addresses many of the problems (and rewards) that arise when teaching in a racially diverse classroom. I believe that an improved understanding of the powerful influence that race plays in the contemporary U.S. is one of the more important lessons we can teach our students. Not surprisingly, this is also a highly emotional, controversial, and contested terrain. Hopefully, Fox will help ease some of your fears you may have. Finally, there are many additional readings that will help broaden your perspective and guide our discussions. These articles, book chapters, and reports represent some of the latest research regarding effective teaching. These readings are all important for making this class useful and successful, and I hope you enjoy them.

1) McKeachie, Wilbert J. and Marilla Svinicki. 2006. *McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers, 12<sup>th</sup> Edition*. Boston, MA: Houghton Mifflin Co.

2) Filene, Peter. 2005. *The Joy of Teaching: A Practical Guide for New College Instructors*. Chapel Hill, NC: University of North Carolina Press.

3) Fox, Helen. 2001. *“When Race Breaks Out”: Conversations about Race and Racism in College Classrooms*. New York: Peter Lang.

4) *Additional electronic readings*. See list of required and optional readings at the end of the Course Schedule.

### **Recommended/Optional Reading:**

At the end of the Filene book is a section titled, “If You Want to Learn More.” This is an excellent resource; it is a selected, annotated bibliography of additional teaching-related resources. I also recommend that you browse the journal, *Teaching Sociology*. In addition, the American Sociological Society (ASA) has just launched an on-line repository, [Teaching Resources and Innovations Library for Sociology \(TRAILS\)](#), that has a variety of resources (i.e., assessments, assignments, activities, bibliographies, lectures, and syllabi).

## **Course Objectives:**

My objectives for this class are twofold:

1. *I want you to improve your teaching.* This implies that no matter how successful you already are as a teacher, there is always room for improvement. It also implies that if you have never taught before, I believe you have some residual teaching skills you have not yet utilized. Within this objective, I specifically want you to develop or enhance skills that will improve your ability to teach in the Core classrooms.
2. *I want you to appreciate teaching as a valued and valuable part of your academic career.*

You will meet these objectives by:

- a) Practicing and receiving feedback on new or existing skills.
- b) Trying new strategies to improve student learning and therefore instructor effectiveness.
- c) Learning how to better organize your teaching responsibilities.
- d) Learning how to thoughtfully plan your courses.
- e) Discussing the role of teaching in our lives as academics and in the lives of our students.

## **Course Requirements:**

The emphasis in this course is on the development of teaching skills. To make the process of learning and enhancing your teaching skills helpful to you, I want you to consider each of the following assignments as related to one over-arching goal— helping you to develop an undergraduate course that you hope to teach in the near future. You will be asked to select one of the Core courses (Soc 108, 215 or 223) that you wish to develop and to use your existing knowledge in that area to drive your creation of assignments, syllabi, etc. Toward this end, much of the course grade is dedicated to exercises related to the development of materials and practicing of skills for your prospective class.

### *1. Class exercises:*

Several exercises are required in this class. A draft of each exercise is due during class time on the date in the syllabus. These drafts will not be graded; instead, you will have the opportunity to revise them to include in your teaching portfolio (described below). We will discuss your drafts during class, so let me encourage you to complete them all on time and to take the process seriously. Your final grade on the teaching portfolio will be affected by any late or missing drafts (5% reduction each).

### *2. Guest Lecture (15%):*

You will be assigned to guest lecture in a Sociology Core class. You will work with the instructor to identify the topic and present the material. You will need to develop a detailed lecture/discussion outline to share with the course instructor and me prior to your presentation. This outline must be approved by the course instructor. You will be responsible for the entire class period on the day of your presentation. A classmate will observe your guest teaching (see below). You will also distribute a course assessment to the students in your class and include the results in your Teaching Portfolio. This guest lecture will be videotaped. We will watch the videotape together and discuss your strengths and challenges.

### *3. Peer review of fellow student's teaching (10%):*

Each of you will be asked to attend the guest lecture of a fellow classmate. Following your observation you will provide detailed, written feedback to the presenter and me emphasizing the strengths of the presentation and areas for improvement.

### *4. Reflective Essays (10%):*

You will write a series of reflective essays (about 500 words each) on the key topics of the semester. Each essay should be your personal and informed response to course readings, class discussions, mini-workshops and other issues related to the class. While your essays are due electronically, 10:00 a.m., on

Monday morning of every week (no paper copies, please, to save paper!), on certain pre-selected dates your essay will be forwarded to your peers so as to spark conversation in class later that day. Those essays that are not shared will remain confidential. Only those essays submitted to the full class (5 essays per student) will be evaluated by the instructor; however, failure to turn in a reflective essay will have consequences on your final course grade.

#### 5. *Teaching portfolio* (40%):

At some point in your academic career you will need to demonstrate to others the quality of your teaching. To do this, you need to begin now pulling together teaching-related materials. Therefore, your final project for the class will be a 3-5 page paper where you summarize your teaching goals and philosophies and relate them to the specific course that you intend to teach. Attached to this narrative should be the components of a course that you have developed throughout the semester, although you must revise them prior to incorporation into this packet. At a minimum, your final project will include:

- a) a 3-5 page narrative where you relate your teaching philosophy and goals to the specific course you developed;
- b) all of the exercises from the course, revised;
- c) your five graded reflective essays;
- d) the peer teaching assessment you received from your classmate;
- e) a table summarizing the student assessment of your guest lecture; and
- f) your written reflection regarding our discussion of your guest lecture.

#### 6. *Class Participation* (25%):

In addition to the exercises in the class that are focused on preparing you to teach, a portion of your final grade will be based upon your participation in the seminar. Participation, in my perspective, involves being prepared for class discussion, timely completion of assignments and exercises, and willingness to contribute to class activities. Respectful, professional responses to fellow seminar participants will be expected at all times. Attendance, of course, is expected. There will be 3 mini-workshops during the semester on teaching in the Core classes. These meetings will be held during class time and your participation in these sessions is required.

## **COURSE SCHEDULE, EXERCISES, ASSIGNMENTS AND REQUIRED READINGS**

*Note: On the syllabus I differentiate between Exercises and Assignments. Exercises are part of the Teaching Portfolio; hence they are graded at the end of the semester as part of your Teaching Portfolio and drafts are due on the date listed. Assignments are merely to prepare you for class discussion that day and, as such, are ungraded EXCEPT as a component of class participation. They often don't require anything written for class, but be prepared to talk about your assignments during the seminar!*

Assigned readings from the three textbooks are symbolized like this: **M&S = McKeachie and Svinicki; Filene = Filene; and Fox = Fox**. The additional readings are simply called “**additional readings**.” They are numbered and listed in order at the end of the syllabus. Many of them are on electronic reserve and can be found by searching under my name or the course number on the Course Reserves page for Morris Library. They can also be found on Blackboard under the heading, “**Pdf articles**.”

## **SECTION 1: TEACHING AS PLANNING**

**August 23:**     *What makes a good teacher?*  
                  *Liberal Arts Education*

***The Relative Values of Teaching and Research  
Overview of the Course***

*Assignment 1: Answer the questions on p. 11 in Filene.*

*Assignment 2: Read the introduction and program goals of SIUC's Core Curriculum contained at: <http://corecurriculum.siu.edu/>*

*(Do in class) Assignment 3: Turn in your preferred choice for a class to design during this semester. You must choose either Soc 108, Soc 215, or Soc 223.*

*(Do in class) Assignment 4: Turn in your preferred dates to share a reflective essay.*

**Required Readings:**

M&S: A Special Preface for Teaching Assistants and Graduate Student Instructors and Ch. 1  
Filene: Intro and Ch 1  
Additional Readings 1-4

**August 30:     *Teaching Philosophies  
Course Design***

**Exercise 1 due: Teaching Philosophy.** Bring one copy of your draft to class ready to share!

*Assignment 1: Get on the web and look at sample syllabi from SIUC Sociology classes; bring a critique of a syllabus for the class you are designing.*

*Assignment 2: Begin reviewing textbooks for your preferred course. Bring to class a possible text choice.*

*Assignment 3: In your reflective essay, consider how you would respond to Critical Incident #9, in Fox's Appendix (p. 191).*

*Assignment 4: Read reflective essays from Marija & Kevin.*

**Required Readings:**

M&S: Ch 2, 4  
Filene: Ch 3, 4  
Additional Readings 5-8

**September 10**

***Entering the Field: Your Syllabus and 1st Impressions  
Who are your students? Who are you?  
Teaching and Learning Styles***

**Exercise 2 due: Syllabus Construction**

*Assignment 1: Get online and compare the diversity of the faculty at SIUC with the diversity of the students at SIUC. See: <http://www.irs.siu.edu/quickfacts/>.*

Assignment 2: Get on-line and identify your own learning style by taking the ILS Questionnaire at: <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpage.html>  
Take the quiz and then read the learning styles descriptions and “Understanding Student Differences” (Felder & Brent, 2005) on the website.

Assignment 3: AFTER you do Assignment #2, go to [http://fcrcweb.ftr.indstate.edu/tstyles3\\_instructions.html](http://fcrcweb.ftr.indstate.edu/tstyles3_instructions.html) and take the Teaching Styles Inventory by Grasha. A simplistic description of Grasha’s teaching styles can be found at <http://members.shaw.ca/mdde615/tchstycats.htm#formal> or you can read his book, **Teaching With Style** (1996). Bring your results to class. <http://www.ntlf.com/html/lib/faq/ts-indiana.htm> (2<sup>nd</sup> website is a better description of categories)

Assignment 4: Read reflective essays from Justin & Eric.

**Required Readings:**

M&S: Ch 3, 12, 13

Filene: Ch 2

Additional Readings 9-14

## **SECTION 2: TEACHING AS PRAXIS: THE BASICS**

### **September 13: *Lecturing—the Art of Presentation* *Concept Mini-Lectures***

#### **Exercise 3 due: Lecture Outline**

Assignment 1: Prepare a 3-minute mini-lecture (without technology) on an assigned sociological concept. Discuss your preparation for this assignment in your reflective essay.

Assignment 2: Bring ONE power point slide (in paper form) to class to demonstrate how you will use technology during the lecture you designed for today.

Assignment 3: Read reflective essays from Marija & Kevin.

**Required Readings:**

M&S: Ch 6, 18

Filene: Ch 5

Additional Readings 15-19

### **September 20: *What’s Unique about Teaching Sociology?* *The World is Our Classroom***

#### **Mini-Workshop I, Dr. Derek Martin: Teaching Soc 108, 2-3 pm**

Assignment 1: Bring a question related to teaching Soc 108.

Assignment 2: Using the film reviews in “Teaching Sociology” or elsewhere, find a video/DVD you might be interested in showing in your class (you do not have to watch it at this point). In your reflective essay, summarize the film and discuss why you think it might be relevant to your class (your pedagogical justifications for showing it). What would you hope to accomplish with

*this film?*

*Assignment 3: Read reflective essays from Justin & Eric.*

**Required Readings:**

M&S: Ch 19

Additional Readings 19-24

**September 27: Class Discussion**

*What's so popular about pop culture?*

**Exercise 4 due: Two Ways to Discuss a Concept**

*Assignment 1: Find and bring a SHORT clip (under 3 minutes) from a popular culture source (movie, tv show, news clip) that illustrates a sociological concept you would discuss in your class. (Load the clip onto the computer in the seminar room **BEFORE** class begins.) Be prepared to discuss (and/or illustrate) how you would use this clip to generate class discussion. In your reflective essay, consider the advantages and disadvantages of using popular culture in a Core class.*

*Assignment 2: Read reflective essays from Marija & Kevin.*

**Required Readings:**

M&S: Ch 5

Filene: Ch 6

Additional Readings 25-26

**October 4: Teaching and Learning Diversity**

**Mini-Workshop II, Dr. To-be-Announced: Teaching Soc 215**

*Assignment 1: Bring a question related to teaching Soc 215.*

*Assignment 2: Read the Tips for Teachers at*

<http://isites.harvard.edu/fs/html/icb.topic58474/TFTrace.html>

*In your reflective essay, consider your responses to "Questions a teacher might ask to examine his or her own racial or cultural biases in preparation for teaching."*

*Assignment 3: Write a teaching scenario (related to teaching Soc 215) that we can discuss in class. This can be based on a real or fictional experience.*

*Assignment 4: Read reflective essays from Justin & Eric.*

**Required Readings:**

Fox (2001): Ch 4-8

Additional Readings 27-29

**October 11:**    *Writing Assignments*  
                  *Using Technology Effectively*

**Exercise 5 due: Develop a Writing Assignment**

*Assignment 1: Review the website for SIUC's Writing Center. <http://www.siu.edu/~write>. Pay particular attention to the Writing Resources for students.*

*Assignment 2: Write your reflective essay about your own writing and/or grading concerns and bring one hard copy to class. Be prepared to have your essay shared in class anonymously (so remove identifiers) to allow us to practice commenting on low stakes writing.*

*Assignment 3: Read reflective essays from Marija & Kevin.*

**Required Readings:**

M&S: Ch 15

Additional Readings 30-35

**October 18:**    *Teaching Gender*  
                  *Critical Thinking and Active Learning*

**Mini-Workshop III, Dr. To-be-Announced: Teaching Soc 223, 2-3 pm**

**Exercise 6: Critical Thinking due**

*Assignment 1: Bring a question related to teaching Soc 223.*

*Assignment 2: Prepare one of your critical thinking exercises for discussion in class by making two additional copies of it.*

*Assignment 3: Write your reflective essay about identity issues in the classroom.*

*Assignment 4: Read reflective essays from Justin & Eric.*

**Required Readings:**

M&S: Ch 16-17, 24

Filene: Ch 7

Additional Readings 36-43

**October 25:**    *Testing and Grading*

**Exercise 7: Sample Exam questions and Grading Rubric due**

*Assignment 1: Do Appendices 10.1 and 10.2 from Lyons et al. (2003). (Distributed in class)*

*Assignment 2: Read reflective essays from Marija & Kevin.*



**Required Readings:**

M&S: Ch 7-9, 11

Filene: Ch 8

Additional Readings 44-45

**SECTION 3: TEACHING AS ART AND PHILOSOPHY**

**November 1: *Teaching as a Graduate Student***

*Assignment 1: Come to class prepared to discuss your reflective essay about being a graduate student instructor.*

*Assignment 2: Go observe a GSI teach a section of the class you are designing. Bring comments to class.*

*Assignment 3: Read reflective essays from Justin & Eric.*

**Required Readings:**

M&S: Ch 21

Additional Readings 46-48

**November 8 “Problem” Students**

**Peer Reviews Due**

*Assignment 1: Go to turnitin.com’s website (<http://turnitin.com>) and read the information about originality checking, listening to the video testimonial from “What an Assistant Professor of Psychology has to say about Turnitin”. In your reflective essay consider if you will use this technology in your own classes, and the implications of doing so.*

*Assignment 2: Familiarize yourself with the SIUC Student Conduct Code, at <http://www.siuc.edu/~policies/policies/conduct.html>*

*Assignment 3: Scavenger Hunt [distributed in class]*

*Assignment 4: Read reflective essays from Marija & Kevin.*

**Required Readings:**

M&S: Ch 10, 14

Filene: Ch 9

Additional Readings 49-53

**November 15 *Transformative and Critical Pedagogy***

**Exercise 8: Alternative Pedagogy due**

*Assignment 1: Read reflective essays from Justin & Eric.*

**Required Readings:**

Additional Readings 49-53

**November 22 Fall Break. Enjoy!**

**November 29** *From the Other Side of the Podium*  
*The Ethics of Teaching*

**Student Panel**

*Assignment 1: Bring questions for the student panelists.*

*Assignment 2: Read reflective essays from Marija & Kevin.*

**Required Readings:**

M&S: Ch 7 (revisited), 23

ASA Code of Ethics

Additional Readings 54-58

**December 6** *Assessment and Self-Assessment*  
*All Good Things Must Come to an End*

**Portfolios Due**

*Assignment 1: Prepare a 2 minute description of how YOU would teach a class on...(fill in the blank with the class you developed this semester). This description should be one you could do on a job interview.*

*Assignment 2: Review the departmental Teaching Assessment Forms.*

*Assignment 3: Join the Teachsoc listserv by following the directions at <http://groups.google.com/group/teachsoc?hl=en>.*

*Assignment 4: Review the "Best Practices in Teaching" report from CASA (2005). Bring your comments on their document to class.*

*Assignment 5: Complete Appendix 13.1 from Lyons et al. (2003). Distributed in class.*

*Assignment 6: Read reflective essays from Justin & Eric.*

**Required Readings:**

M&S: Ch 25, 26

Filene: Ch 10

Additional Readings 59-61

**Week of Dec 12:           *Celebration of Teaching***

**Additional Readings**

1. Boyer, Ernest L. 1990. "Enlarging the Perspective." Pp. 15-25 in *Scholarship Reconsidered: Priorities of the Professorate*. Princeton, NJ: Carnegie Foundation.
2. Green, Charles S., III & Dean S. Dorn. 1999. "The Changing Classroom: The Meaning of Shifts in Higher Education for Teaching and Learning." Pp. 59-79 in *The Social Worlds of Higher Education: Handbook for a New Century*, edited by Bernice Pescosolido & Ronald Aminzade. Thousand Oaks, CA: Pine Forge Press.
3. Howard, Jay & Aimee Zoeller. 2007. "The Role of the Introductory Sociology Course on Students' Perceptions of Achievement of General Education Goals." *Teaching Sociology*, 35(July): 209-222.
4. Kain, Edward L. 2006. "Bridging the Gap between Cultures of Teaching and Cultures of Research." *Teaching Sociology*, 34(October): 325-340.
5. Chonko, Lawrence B. 2007. "A Philosophy of Teaching... and More." *Journal of Marketing Education*, 29(2): 111-121.
6. Clark, Roger and Alex Nunes. 2008. "The Face of Society: Gender and Race in Introductory Sociology Books Revisited." *Teaching Sociology*, 36(July): 227-239.
7. Fink, L. Dee. 2003. "A Taxonomy of Significant Learning." Pp. 27-59 in *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, CA: Jossey Bass.
8. Palmer, Peter J. 1998. "The Heart of a Teacher: Identity and Integrity in Teaching." Pp. 9-12 in *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey Bass.
9. Abowitz, Deborah A. 2005. "Social Mobility and the American Dream: What Do College Students Believe?" *College Student Journal*, 39(4):716-28.
10. Brueggemann, Brenda J. & Debra A. Moddelmog (2003): "Coming Out Pedagogy: Risking Identity in Language and Literature Classrooms."
11. *Chronicle of Higher Education* (Jan 22, 2009): "This Year's Freshmen at 4-year colleges"  
<http://beta.chronicle.com/article/OpinionsCharacteristics/30441/>
12. Suarez-Balcazar, Yolanda, Lucia Orellana-Damacela, Nelson Portillo, Jean M. Rowan, & Chelsea Andrews-Guillen. 2003. "Experiences of Differential Treatment among College Students of Color," *The Journal of Higher Education*, 74(4):428-444.
13. Winston, Fletcher. 2007. "First Day Sociology: Using Student Introductions to Illustrate the Concept of Norms," *Teaching Sociology* 35(April): 161-165.
14. Zusman, Marty, David Knox, & Michelle Lieberman. 2005. "Gender Differences in Reaction to College Course Requirements or 'Why Females are Better Students'," *College Student Journal* 39(4):621-626.
15. Brown & Race (2002), Ch 5: "What can you do in your lectures?"
16. Brown & Race (2002), Ch 7: "What can students do in lectures?"
17. Burgan (2006): "In Defense of Lecturing"
18. Gray & Madson (2007): "Ten Easy Ways to Engage Your Students"
19. Hansen (1998): "Creating Teachable Moments...and Making Them Last"
20. Goldsmid & Wilson (1985), Ch 8: "Common Problems of Sociology Instruction"
21. Hedley & Markowitz (2001): "Avoiding Moral Dichotomies"
22. Hoover (2006): "Popular Culture in the Classroom"
23. Albers & Bach (2003): Rockin' Soc: Using Popular Music to Introduce Sociological Concepts
24. Persell et al. (2007): "What Should Students Understand After Taking Introduction to Sociology?"
25. Brookfield & Preskill (1999): "Keeping Discussion going through Questioning, Listening and Responding"

26. Yamane (2006): "Course Preparation Assignments"
27. Bohmer & Oka (2007): "Teaching Affirmative Action"
28. hooks (2003), Ch 3: "Talking Race and Racism"
29. Wahl et al. (2000): "The Controversial Classroom"
30. DeBlois & Oblinger (2007): "Learning Technologies that Serve Students"
31. Dohrer (1991): "[Do Teachers' Comments on Students' Papers Help?](#)"
32. Jenson (2004): "It's the Information Age so where's the information?"
33. Pfeifer and Ferree (2006): "Tired of 'Reeding' bad papers?"
34. Roberts & Roberts (2008): "Deep Reading, Cost/Benefit, and the Construction of Meaning"
35. Young (2009): "When computers leave classrooms, so does boredom"  
<http://chronicle.com/article/Teach-Naked-Effort-Strips/47398/>
36. Bain (2004), Ch 2 "What do they know about how we learn?"
37. Bain (2004), "How do they conduct class?"
38. Buechler (2008): "What is Critical about Sociology?"
39. Clark et al. (2003): "Teaching About Gender & Sexuality in 2003"
40. Grauerholz & Bouma-Holtrop (2003): "Exploring Critical Sociological Thinking"
41. Halx and Reybold (2005): "A Pedagogy of Force"
42. Lee & Johnson-Bailey (2004): "Challenges to the Classroom Authority of Women of Color"
43. Markowitz (2005): "Unmasking moral dichotomies"
44. Sax (2009): "Her College Experience is Not His"
45. Sabee et al. (2005): "Students' primary goals, attributions and facework in conversations about disappointing grades"
46. Walvoord & Anderson (1998): "Establishing Criteria and Standards for Grading" and "Making Grading more Time Efficient"
47. Adler and Adler (2005): "The Identity Career of the Graduate Student"
48. Hare et al. (1999): "Entering the Classroom from the Other Side"
49. Roach (2003): "Teaching Assistant Anxiety and Coping Strategies in the Classroom"
50. Boice (2000), Ch 8: "Moderate Classroom Incivilities"
51. Hard et al. (2006): "Faculty and College Student Beliefs about the Frequency of Student Academic Misconduct"
52. Rettinger & Kramer (2009): "Situational and Personal Causes of Student Cheating"
53. Scanlon (2003): "Student Online Plagiarism"
54. Sheu and Sedlacek (2004): "An Exploratory Study of Help-Seeking Attitudes and Coping Strategies among College Students by Race and Gender"
55. Blouin & Perry (2009): "Who Does Service Learning Really Serve?"
56. Hattery (2003): "Sleeping in the Box, Thinking Outside the Box"
57. McKinney et al. (2004): "Beyond the Classroom"
58. Fobes & Kaufman (2008): "Critical Pedagogy in the Sociology Classroom"
59. Freire (2000): *Pedagogy of the Oppressed*, Ch 2
60. Hironimus-Wendt & Wallace (2009): "The Sociological Imagination and Social Responsibility"
61. Meisel (2008): "The Ethics of Observing"
62. Sullivan-Catlin (2008): "Service Learning in Sociology"
63. De Welde & Hubbard (2003): "'I'm Glad I'm Not Gay!'"
64. Dixon and McCabe (2006): "Competing Perspectives in the Classroom"
65. Kuther (2003): "A Profile of the Ethical Professor"
66. *LEAP Final Report*
67. McKinney (2008): "The Student Voice"
68. Armstrong et al. (2005): "How would you teach this class?"
69. Pescosolido (2008): "The Converging Landscape of Higher Education"
70. Weiss et al. (2002): "Improving the Assessment of Student Learning"