

SOCIOLOGY 518: Teaching Sociology Fall 2011

Class time:	Monday; 2:00 p.m. – 4:30 p.m.
Class location:	Faner 3410
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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 Salary (below your peers), benefits (limited by managed care) and soon-to-be outdated computers come with the positions. 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 want an easy "A." Individuals with a personal life or aspirations for one need not apply.

All cynicism aside, academe is not a profession for the unmotivated or the unrealistic. This is why, in part, Ph.D. programs are designed to challenge students to the point of frustration and, occasionally, failure. First, we train you in research by requiring difficult classes in methodology and data analysis followed by comprehensive examinations and a dissertation. Simultaneously, we train you for your future committee responsibilities by forcing you to work with others to successfully pass these culminating experiences and by encouraging collaboration on research. Finally, we train you in teaching by throwing you, as we were thrown, into the undergraduate classroom.

What is wrong with this picture? Obviously, the lack of training in teaching. While we spend, in this department, 1.5 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 professors, in the past, received virtually no training in education. 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.

I don't believe (and research supports this belief) that teaching is a "natural" skill that only some of us have. I do believe that all teachers, no matter how gifted, can improve their talents. My personal experience is that often the best teachers are the ones who seek new ways to improve their instruction. I invite you to work with me this semester on this pedagogical challenge.

Required Texts

- 1) McKeachie, Wilbert J. and Marilla Svinicki. 2011. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers, 13th Edition*. Belmont, CA: Wadsworth.
- 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 readings at the end of the Course Schedule. These readings will be made available as .pdf files.

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 journals, *Teaching Sociology*, *College Teaching*, *Innovative Higher Education*, and *The Journal of Higher Education*. 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 on Monday 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. 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!

Our three textbooks are symbolized like this:

M&S = McKeachie and Svinicki

F = Filene

Fox = Fox

Additional Readings will be available on Blackboard (as well as your resource disc).

SECTION 1: TEACHING AS PLANNING

**August 22: What makes a good teacher?
 Liberal Arts Education
 The Relative Values of Teaching and Research
 Overview of the Course**

Grade Book Management [Special Guest: Justin Martin]

Assignment 1: Answer the questions at the top of p. 11 in Filene.

Assignment 2: Read the “Welcome” and “Program Goals” of SIUC’s Core Curriculum contained at: <http://corecurriculum.siuc.edu/>

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

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

Required Readings:

M&S: Ch. 1 (pp. 2-9)

F: Intro (pp. 1-3) & Ch. 1 (pp. 7-12)

Additional Readings 1-4

August 29: 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 (pp. 212-213).

Assignment 4: Read reflective essays from ????, and ???.

Required Readings:

M&S: Ch. 2 (pp. 10 – 20) & Ch. 4 (30-35)

F: Ch. 3 (pp. 23-31) & Ch. 4 (pp. 35-46)

Additional Readings 5-8

September 5 (Labor Day, reschedule T.B.A.) 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/ILSpag.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 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> (2nd website is a better description of categories)*

Assignment 4: Read reflective essays from ???? ???? , ???? ???? , and ??? ???? .

Required Readings:

M&S: Ch. 3 (pp. 21-28), Ch. 11 (pp. 140-150), & Ch. 12 (pp. 151-170)

F: Ch. 2 (pp. 13-22)

Additional Readings 9-13

SECTION 2: TEACHING AS PRACTICE: THE BASICS

September 12: 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 ???? ???? , ???? ???? , and ??? ???? .

Required Readings:

M&S: Ch. 6 (pp. 55-71) & Ch. 17 (pp. 235-266)

F: Ch. 5 (pp. 47-55)

Additional Readings 14-18

**September 19: 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 ????, and ??? ????.

Required Readings:

M&S: Ch. 18 (pp. 268-279)

Additional Readings 19-22

**September 26: 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 ????, and ??? ????.

Required Readings:

M&S: Ch. 5 (pp. 36-54)

F: Ch. 6 (pp. 56-74)

Additional Readings 23-26

October 3: Teaching and Learning Diversity

Mini-Workshop II: 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 ????, and ??? ????.

Required Readings:

Fox (2001): Ch. 4-8 (pp. 55-143)

Additional Readings 27-31

October 10: FALL BREAK HOLIDAY: NO CLASS

**Using Technology Effectively
Writing Assignments**

Exercise 5 due: Develop a Writing Assignment

Assignment 1: Review the website for SIUC’s Writing Center. <http://write.siuc.edu/>. 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 4: Read reflective essays from ????, and ??? ????.

Required Readings:

M&S: Ch. 16 (pp. 213-234)

Additional Readings 32-37

**October 17: Teaching Gender
Critical Thinking and Active Learning**

Mini-Workshop III, Gregory Maddox: 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 ????, and ??? ????.

Required Readings:

M&S: Ch. 14 (pp. 190-201), Ch. 15 (pp. 202-212) & Ch. 21 (pp. 308-314)

F: Ch. 7 (pp. 75-91)

Additional Readings 38-44

October 24: 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 4: Read reflective essays from ????, and ??? ????.

Required Readings:

M&S: Ch. 7 (pp. 72-82), Ch. 8 (pp. 83-107), & Ch. 10 (pp. 125-138)

F: Ch. 8 (pp. 92-112)

Additional Readings 45-47

SECTION 3: TEACHING AS ART AND PHILOSOPHY

October 30: 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 4: Read reflective essays from ????, and ??? ????.

Required Readings:

Additional Readings 48-50

November 7: “Problem” Students

Peer Reviews Due

Assignment 1: Go to turnitin.com’s website (<http://turnitin.com>) and browse the site. 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://policies.siuc.edu/documents/StudentConductCodeFINALMay32011.pdf>

Assignment 3: Scavenger Hunt [distributed in class]

Assignment 4: Read reflective essays from ????, ????, and ???.

Required Readings:

M&S: Ch. 13 (pp. 171-188)

F: Ch. 9 (pp. 115-121)

Additional Readings 51-55

November 14: Transformative and Critical Pedagogy

Exercise 8: Alternative Pedagogy due

Assignment 1: Read reflective essays from ????, ????, and ???.

Required Readings:

Additional Readings 56-62

November 21:

November 28: 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 ????, ????, and ???.

Required Readings:

M&S: Ch. 7 (pp. 72-82) [revisited] & Ch. 20 (pp. 291-307)

ASA Code of Ethics

Additional Readings 63-66

December 5: 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: Review the "Best Practices in Teaching" report from CASA (2008). Bring your comments on their document to class.

Assignment 4: Complete Appendix 13.1 from Lyons et al. (2003). Distributed in class.

Assignment 5: Read reflective essays from ???? ???? , ???? ???? , and ??? ???? .

Required Readings:

M&S: Ch. 22 (pp. 315-330) & Ch. 23 (pp. 332-343)

F: Ch. 10 (pp. 122-131) & "Conclusion" (pp. 132-133)

Additional Readings 67-68

Week of Dec 12: Celebration of Teaching

Additional Readings

1. Howard, Jay R. "Where Are We and How Did We Get Here? A Brief Examination of the Past, Present, and Future of the Teaching and Learning Movement in Sociology." *Teaching Sociology*, 38(2):81-92.
2. Boyer, Ernest L. 1990. "Enlarging the Perspective." Pp. 15-25 in *Scholarship Reconsidered: Priorities of the Professorate*. Princeton, NJ: Carnegie Foundation.
3. Green, Charles S., III and 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.
4. Howard, Jay and Aimee Zoeller. 2007. "The Role of the Introductory Sociology Course on Students' Perceptions of Achievement of General Education Goals." *Teaching Sociology*, 35(3):209-222.
5. Kain, Edward L. 2006. "Bridging the Gap between Cultures of Teaching and Cultures of Research." *Teaching Sociology*, 34(4):325-340.

6. Chonko, Lawrence B. 2007. "A Philosophy of Teaching . . . and More." *Journal of Marketing Education*, 29(2):111-121.
7. 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.
8. Merwin, Michelle Marks. 2005. "On Being Respected or Liked: Principle-Centered Teaching." *College Student Journal*, 39(4):798-805.
9. 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.
10. Abowitz, Deborah A. 2005. "Social Mobility and the American Dream: What Do College Students Believe?" *College Student Journal*, 39(4):716-28.
11. Brueggemann, Brenda J. and Debra A. Modellmog. 2002. "Coming Out Pedagogy: Risking Identity in Language and Literature Classrooms." *Pedagogy*, 2(3):311-335.
- 12. *Chronicle of Higher Education* (Jan 22, 2009): "This Year's Freshmen at 4-year colleges"**
13. Suarez-Balcazar, Yolanda, Lucia Orellana-Damacela, Nelson Portillo, Jean M. Rowan, and Chelsea Andrews-Guillen. 2003. "Experiences of Differential Treatment among College Students of Color." *The Journal of Higher Education*, 74(4):428-444.
14. Brown, Sally and Phil Race. 2002. "What Can You Do in Your Lectures?" Pp. 62-79 in *Lecturing: A Practical Guide*. Sterling, VA: Stylus Publishing, Inc.
15. Brown, Sally and Phil Race. 2002. "What Can Students Do in Your Lectures?" Pp. 106-124 in *Lecturing: A Practical Guide*. Sterling, VA: Stylus Publishing, Inc.
16. Burgan, Mary. 2006. "In Defense of Lecturing." *Change*, 38(6):30-34.
17. Gray, Tara and Laura Madson. 2007. "Ten Easy Ways to Engage Your Students." *College Teaching*, 55(2):83-87.
18. Hansen, Edmund J. 1998. "Creating Teachable Moments . . . and Making Them Last." *Innovative Higher Education*, 23(1):7-26.
19. Halasz, Judith R. and Peter Kaufman. 2008. "Sociology as Pedagogy: A New Paradigm of Teaching and Learning?" *Teaching Sociology*, 36(4):301-317.
20. Goldsmid, Charles A. and Everett K. Wilson. 1985. "Common Problems of Sociology Instruction." Pp. 142-170 in *Passing on Sociology: The Teaching of a Discipline*. New York, NY: American Sociological Association.
21. Hedley, Mark and Linda Markowitz. 2001. "Avoiding Moral Dichotomies." *Teaching Sociology*, 29(2):195-208.
22. Bingham, Shawn Chandler and Alexander A. Hernandez. 2009. "'Laughing Matters': The Comedian as Social Observer, Teacher, and Conduit of the Sociological Perspective." *Teaching Sociology*, 37(4):335-352.
23. Brookfield, Stephen D. and Stephen Preskil. 1999. "Keeping Discussion going through Questioning, Listening and Responding." Pp. 85-102 in *Discussion as a Way of Teaching*. San Francisco, CA: Jossey-Bass.
24. Yamane, David. 2006. "Course Preparation Assignments: A Strategy for Creating Discussion-Based Courses." *Teaching Sociology*, 34(3):236-248.
25. Hoover, D. Sandy. 2006. "Popular Culture in the Classroom: Using Audio and Video Clips to Enhance Survey Classes." *The History Teacher*, 39(4):467-478.

26. Albers, Benjamin D. and Rebecca Bach. 2003. "Rockin' Soc: Using Popular Music to Introduce Sociological Concepts." *Teaching Sociology*, 31(2):237-245.
27. Persell, Caroline Hodges, Kathryn M. Pfeiffer, and Ali Syed. 2007. "What Should Students Understand After Taking Introduction to Sociology?" *Teaching Sociology*, 35(4):300-314.
28. Bohmer, Susanne and Kayleen U. Oka. 2007. "Teaching Affirmative Action: An Opportunity to Apply, Integrate, and Reinforce Sociological Concepts." *Teaching Sociology*, 35(4):334-349.
29. hooks, bell. 2003. "Talking Race and Racism." Pp. 25-40 in *Teaching Community: A Pedagogy of Hope*. New York, NY: Routledge.
30. Wahl, Ana-Maria, Eduardo T. Perez, Mary Jo Deegan, Thomas W. Sanchez, and Cheryl Applegate. 2000. "The Controversial Classroom: Institutional Resources and Pedagogical Strategies for a Race Relations Course." *Teaching Sociology*, 28(4):316-332.
31. Khanna, Nikki and Cherise A. Harris. 2009. "Teaching Race as a Social Construction: Two Interactive Class Exercises." *Teaching Sociology*, 37(4):369-378.
32. DeBlois, Peter B. and Diana G. Oblinger. 2007. "Learning Technologies that Serve Students." Pp. 145-170 in *Fostering Student Success in the Campus Community*, Gary L. Kramer [Ed.]. San Francisco, CA: Jossey-Bass.
33. Mollborn, Stephanie and Angel Hoekstra. 2011. "'A Meeting of Minds': Using Clickers for Critical Thinking and Discussion in Large Sociology Classes." *Teaching Sociology*, 38(1):18-27.
34. Jenson, Jill D. 2004. "It's the Information Age so Where's the Information?" *College Teaching*, 52(3):107-112.
35. Dohrer, Gary. 1991. "Do Teachers' Comments on Students' Papers Help?" *College Teaching*, 39(2):48-54.
36. Pfeifer, Heather L. and Caroline W. Ferree. 2006. "Tired of 'Reeding' Bad Papers? Teaching Research and Writing Skills to Criminal Justice Students." *Journal of Criminal Justice Education*, 17(1):121-142.
37. Roberts, Judith C. and Keith A. Roberts. 2008. "Deep Reading, Cost/Benefit, and the Construction of Meaning: Enhancing Reading Comprehension and Deep Learning in Sociology Courses." *Teaching Sociology*, 36(2):125-140.
38. Bain, Ken. 2004. "What Do They Know about How We Learn?" Pp. 22-47 in *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.
39. Bain, Ken. 2004. "How Do They Conduct Class?" Pp. 98-134 in *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press.
40. Buechler, Steven. 2008. "What is Critical about Sociology?" *Teaching Sociology*, 36(4):318-330.
41. Clark, J. Elixabeth, Erica Rand, and Leonard Vogt. 2003. "Climate Control: Teaching about Gender & Sexuality in 2003." *Radical Teacher*, 66:2-4.
42. Grauerholz, Liz and Sharon Bouma-Holtrop. 2003. "Exploring Critical Sociological Thinking." *Teaching Sociology*, 31(4):485-496.
43. Halx, Mark D. and L. Earle Reybold. 2006. "A Pedagogy of Force: Faculty Perspectives of Critical Thinking Capacity in Undergraduate Students." *The Journal of General Education*, 54(4):293-315.

44. Pittman, Chavella T. 2010. "Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students." *Teaching Sociology*, 38(3):183-196.
45. Sabee, Christina M. and Steven R. Wilson. 2005. "Students' Primary Goals, Attributions and Facework in Conversations about Disappointing Grades." *Communication Education*, 54(3):185-204.
46. Walvoord, Barbara and Virginia Johnson Anderson. 1998. "Establishing Criteria and Standards for Grading." Pp. 65-92 in *Effective Grading: A Tool for Learning and Assessment*. San Francisco, CA: Jossey-Bass.
47. Walvoord, Barbara and Virginia Johnson Anderson. 1998. "Making Grading More Time Efficient." Pp. 119-134 in *Effective Grading: A Tool for Learning and Assessment*. San Francisco, CA: Jossey-Bass.
48. Adler, Patricia A. and Peter Adler. 2005. "The Identity Career of the Graduate Student: Professional Socialization to Academic Sociology." *The American Sociologist*, 36(2):11-27.
49. Hare, Sara C., Walter R. Jacobs, and Jean Haraold Shin. 1999. "Entering the Classroom from the other Side: A Conversation on the Life and Times of Graduate Associate Instructors." Pp. 507-516 in *The Social Worlds of Higher Education*, Bernice Pescosolido and Ronals Aminzade (Eds.). Thousand Oaks, CA: Pine Forge Press.
50. Roach, K. David. 2003. "Teaching Assistant Anxiety and Coping Strategies in the Classroom." *Communication Research Reports*, 20(1):81-89.
51. Boice, Robert. 2000. "Moderate Classroom Incivilities." Pp. 81-98 in *Advice for New Faculty Members*. Boston, MA: Allyn & Bacon.
52. Hard, Stephen F., James M. Conway, and Antonia C. Moran. 2006. "Faculty and College Student Beliefs about the Frequency of Student Academic Misconduct." *Journal of Higher Education*, 77(6):1058-1080.
53. Rettinger, David A. and Yair Kramer. 2009. "Situational and Personal Causes of Student Cheating." *Research in Higher Education*, 50(3):293-313.
54. Scanlon, Patrick M. 2003. "Student Online Plagiarism: How Do We Respond?" *College Teaching*, 51(4):161-165.
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