

**Sociology 300:
Teaching Development Workshop**
Fridays 9:30-11:20am
Building 110, Room 114

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Lauren's Office Hours: By appointment and before and after class, 120-131
Emily's Office Hours: Thursdays, 11:30-12:30 and by appointment, 120-053

Course Goals and Description

This introductory course provides teaching skills to first-year sociology graduate students. The primary goal of this course is to give you the techniques, experience, and confidence to be an outstanding teacher. Emphasis is placed on simulating the teaching experience in the classroom, be it leading a lecture, a discussion, or a classroom activity. Because different approaches and pedagogies work well for different learning situations, you will gain experience with a variety of these techniques. Teaching experience is one of the biggest factors affecting teacher quality. Thus, this class will emphasize learning by doing.

In order to meet the goal of giving you the resources you need to become an outstanding teacher, this course will prepare you to design and instruct your own courses in graduate school and beyond. As a result, the tangible take-away from this course will be the syllabus project. Throughout the quarter there will be various check-in assignments culminating in the creation of a syllabus for your own course as the final course project. Concretely, you can use this as a sample syllabus in applying to teach a course as a graduate student and/or include it in a teaching portfolio submitted with job applications.

Additional goals for this course include giving you the tools and resources to successfully fulfill the role of Teaching Assistant. To this end, you will be directed to various handouts and other short readings to learn about important policies (e.g., Honor Code) and practices for TAs at Stanford (e.g., grading and commenting on student assignments, course organization and syllabus development, interacting with professors).

Processes of the Course

Class:

Class meets once a week for an hour and 50 minutes and will be a mixture of teaching styles including lectures, discussions, and activities. This variety is by design as we want you all to gain experience from both the teacher and student perspectives on each of these teaching strategies. Each class we will cover the short readings assigned on the topic and handouts with additional information and resources will be distributed. We expect these classes to be very interactive and you to freely ask for clarification. We are all learning and all questions help advance our collective understanding.

Readings:

All required articles and chapters assigned for this course will be made available on the class Coursework website (<https://coursework.stanford.edu>). We are aware of how busy you are, and have picked the course readings and assignments with a time-benefit analysis in mind.

Submitting Assignments:

In order to submit all assignments for this course, you will use your Drop Box in the Coursework website (<https://coursework.stanford.edu>). You will create three folders in your Drop Box where you will upload your assignments. The three folders should be titled:

1. Syllabus Project Check-Ins
2. Example Exam Grading
3. Teaching Lesson Plans

Assessments and Evaluations

Grade Composition:

Teaching Experiences:	50% (5 lessons x 10%)
Syllabus Project:	20%
Attendance/Participation:	15%
TA Shadowing and Reaction	10%
Grading Assignment:	5%

Teaching Experiences (50%):

You will have five opportunities to gain valuable teaching experience: once videotaped by CTL in Week 4, three times using different teaching strategies in Weeks 5-7, and one final experience where you can choose any teaching strategy in our final meeting in Week 9. Each of these five teaching experiences is worth 10% of your grade.

There are three main teaching strategies you will gain experience with: lecturing, leading discussions, and group activities. There are two reasons you will practice each of these teaching styles: (1) different strategies may be more or less useful in different contexts and (2) as TAs we do not always have control over how we must run sections – if the instructor asks us to specifically perform one style of teaching, I want you to at least be exposed to it beforehand.

Because we want you to focus on teaching rather than simultaneously learning new content, the material you will be teaching will come directly from either your self-developed syllabus project described below or an area of Sociology with which you feel comfortable and would like to teach or TA. You will essentially be teaching content you already know and have a chance to test out ways of teaching that content.

Logistically, you will upload your teaching notes (even if you just have your name, title of lesson, and a bullet point or two if that is all you need) so we can provide feedback via Coursework. Each of you will also give and receive feedback from your peers and reflect on how you felt as both an instructor and student.

Syllabus Project (20%):

The syllabus project is the tangible product you will have at the end of the course. Any topic of sociological interest is acceptable, as the purpose of this assignment is to provide

structure and content for your teaching and to serve as polished application material for jobs and graduate teaching proposals. The content is what you are interested in!

You can start with a syllabus from a course that particularly impressed you, modifying it in light of what you have learned during the course and reshaped to meet your learning objectives. (If you modify a syllabus, be sure to include the original syllabus.) Or you can start from scratch and search for syllabi online for courses with similar themes as one you propose.

In order to ensure consistent progress (and avoid getting overwhelmed during the last week), you will submit draft versions of various components of the Syllabus during check-in points periodically throughout the quarter. Also listed throughout the Weekly Outline starting on page 4, the check-in points are listed below:

- Identify class topic for Syllabus Project
Due: April 7
- Identify course goals for Syllabus Project & Grading assignment
Due: April 14
- Outline for Week 1 for Syllabus Project
Due: April 21
- Outline for Weeks 2-4 for Syllabus Project
Due: April 28
- Outline for Weeks 5-7 for Syllabus Project
Due: May 5
- Outline for Weeks 8-10 for Syllabus Project
Due: May 12
- TA Shadowing Response
Due: May 19
- Final Syllabus Project
Due: May 26

NOTE: All assignments are due to Dropbox by 5pm on Thursday evenings unless otherwise indicated.

Attendance/Participation (15%):

Attendance

This is the easy part: show up! Most learning will occur in class, as you will be unable to practice teaching strategies, participate in activities, interact with the panels, and partake in class discussions without being in class.

Participation

Class sessions will be used to explore teaching and learning. The success of the sessions will depend on each of us being prepared and engaged. In order for us to collectively meet the course learning objectives, it is our job to teach to the best of our ability and it is your job to put in an equally strong effort. We hold high expectations for this class and we hope you will as well. We have confidence you can meet or exceed our expectations.

TA Shadowing and Reaction (10%):

Find a current TA and attend one of their sessions and write a 1-page reaction, focusing on things you learned and questions that the observation raised about teaching pedagogy and practice. To get full credit, have the TA you observed send me an email afterwards confirming your attendance. You can do this any time during the term before Week 8 when the reaction is due.

Grading Assignment (5%):

To help you prepare for grading, you will be given actual exams to grade. You will be asked to make a grading rubric and to grade three student exams. Since you may be asked to grade hardcopy or electronic essays in your role as TA, you will grade one exam electronically and two by hand. Your grade will be based on the thoroughness of your rubric, the comments you make, and the thought that you put into the grades you give the exams.

Distributed: April 8

Due: April 14

Class Schedule Overview

The first few weeks will be focused on the foundational aspects of teaching: Week 1 will start with the nuts and bolts (policies and logistics) of TAing at Stanford and on helping you to develop your personal teaching philosophy, Week 2 will address grading and commenting on student assignments, and Week 3 turns to research on course design and teaching for improved student learning. You will also identify the topic of your syllabus project during the beginning of the course and come up with a preliminary statement of teaching philosophy.

After this foundation, you will get the opportunity in Weeks 4-7 to put what you have learned to practice. All of this teaching will be on lessons you have planned in your syllabus project. Week 4 will be videotaped by CTL and they will provide you with excellent feedback. Weeks 5, 6, and 7 are when you learn the rationale for lectures, discussions, and group activities as teaching strategies, respectively. You will give and receive feedback from your peers and reflect on how you felt as both an instructor and student.

Then, in Week 8, we will ask questions and hear from TAs with a variety of teaching experiences as well as faculty on the TA-faculty relationship. Finally, Week 9 is our final week and we conclude with one final teaching opportunity using your choice of style.

Weekly Outline

Week 1 Introduction, Logistics, and Policies

April 1 Introduction to course, overview of syllabus and course requirements
 Official Stanford policies, logistics of TAing
 Developing a teaching philosophy

Readings Due: + None

Assignment Due: + Bring to class 3(ish) sentences on what you want students to get out of classes with you.

In class: + Think about why teaching is important to you and what you want students to get out of classes with you. Discuss with neighbor.

Week 2
April 8

Grading and Commenting

How to grade and comment effectively and efficiently as a TA.

Readings Due: + Schinske and Tanner (2014): Teaching More by Grading Less (or Differently)

Assignment Due: + Identify course topic for Syllabus Project
+ Turn in 1-2 paragraphs about your teaching philosophy by 5pm Thursday, April 7 to Dropbox.

In Class: + Discuss grading and commenting
+ Discuss teaching philosophy

Week 3
April 15

Teaching and Course Design for Student Learning

Introduction to teaching and course design for improved student learning.

Readings Due: + Nilson (2010): Outcomes Centered Course Design
+ Wiggins (1999): Backwards Design Worksheet

Assignment Due: + Identify course goals for Syllabus Project, include 1 paragraph on how your course reflects your teaching philosophy
+ Grading assignment due by 5pm, Thursday April 14 to Dropbox.

Week 4
April 22

VPTL Teaching Videotape and Feedback

Teaching experience – videotaped with feedback from a teaching consultant with the VPTL

Readings Due: + None

Assignment Due: + Outline for Week 1 for Syllabus Project
+ Prepare 5-minute VPTL micro-teaching lesson on a Sociology-relevant topic that you'd like to teach or TA

Week 5
April 29

Practice Teaching - Lecturing

Introduction to and teaching experience with lectures as a teaching strategy. When and how do we lecture?

Readings Due: + Nilson (2010): Making the Lecture a Learning Experience

+ Cashin (2010): Effective Lecturing
Assignment Due: + Outline for Weeks 2-4 for Syllabus Project
+ Prepare a 10-minute lecture on a Sociology-relevant topic that you'd like to teach or TA

Week 6 **Practice Teaching - Discussions**
May 6 Introduction to and teaching experience with discussions as a teaching strategy.
 Why and how do we lead discussions?

Readings Due: + Brookfield (2006): Getting Students to Participate in Discussion
 + Cashin (2011): Effective Classroom Discussions
Assignment Due: + Outline for Weeks 5-7 for Syllabus Project
 + Prepare 10-minute discussion on a Sociology-relevant topic that you'd like to teach or TA

Week 7 **Practice Teaching - Activities**
May 13 Introduction to and teaching experience with group activities as a teaching Strategy. Why and how do we organize student activities?

Readings Due: + Millis (2012): Active Learning Strategies in Face-to-Face Courses
 + Student Engagement Techniques 1-5
Assignment Due: + Outline for Weeks 8-10 for Syllabus Project
 + Prepare 10-minute activity on a Sociology-relevant topic that you'd like to teach or TA

Week 8 **Grad Student and Faculty Panel**
May 20 Opportunity to hear from faculty instructors and graduate student TAs in Sociology about their experiences and ask lingering questions about teaching.

Readings Due: + CTL (2007): Faculty/TA Teaching Teams
Assignment Due: + 1-page reaction and questions from teaching observation

Week 9 **Bringing it all Together**
May 27 Final teaching experience for the course – opportunity to teach using any teaching strategy

Readings Due: + Meanwell and Kleiner (2014): The Emotional Experience of First-time Teaching: Reflections from Graduate Instructors, 1997-2006
Assignment Due: + Final Syllabus Project
 Prepare 10-minute teaching (any style) on a Sociology-relevant topic that you'd like to teach or TA

Course and University Policies

Course Policies

Office Hours

Office hours are listed above and by request. We strongly encourage students to come see us for office hours. Please feel free to contact us even if you don't have a specific question and you

would just like to generally chat about teaching. If you need to reach us quickly, email is fastest. We are also happy to answer any questions immediately prior to or following class sessions.

Laptops

According to the latest research, laptops are detrimental to the classroom environment—not just because people check their email obsessively, but also because bright, pixilated screens distract the people around you. Accordingly we won't be using laptops during class. If you have a documented disability and need to use a laptop in class, please come talk to us about it.

Late Work

Students are expected to turn in all work by the deadline listed in the course schedule. We recognize that emergencies do happen and extensions are sometimes necessary. If you expect that you will not be able to turn in an assignment by the due date, please email us as soon as possible to make arrangements. Otherwise, late work will receive a 1/3 of a grade reduction (e.g., an A- to a B+).

University Policies

The Honor Code

The Honor Code is Stanford's statement on academic integrity first written by Stanford students in 1921. It articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work. It is agreed to by every student who enrolls and by every instructor who accepts appointment at Stanford. The Honor Code states:

The Honor Code is an undertaking of the students, individually and collectively:

That they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading; that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.

The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.

While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

Penalties for violation of the Honor Code can be serious (e.g., suspension, and even expulsion).

URL: <http://studentaffairs.stanford.edu/judicialaffairs/policy/honor-code>

Office of Accessible Education (OAE)

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed

to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066; website: <http://studentaffairs.stanford.edu/oea>).

Counseling and Psychological Services (CAPS)

CAPS is available to help students who experience a wide variety of personal, academic and relationship concerns. Contact (650) 723-3785 (24 hours a day).