New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.*

Form Instructions

1. Course request type: □ Undergraduate  ☑ Graduate  □ First Professional (MED, M.D., DVM, D.M.A.)

2. Request submitted by (Department or Program Name): TLAC

3. Course prefix, number and complete title of course: EDCI 711: Theory and Application of Classroom Instructional Strategies

4. Catalog course description (not to exceed 50 words): Exploration of the basic principles of curriculum and instruction as applied to five to twelve year old learners; examination of traditional and innovative teaching strategies; focuses on planning curriculum and instruction through planning and utilizing materials, methods, activities and facilities.

5. Prerequisite(s): Graduate classification or approval of instructor

   Cross-listed with: n/a  Stacked with: n/a

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes  ☑ No  If yes, from ______ to ______

7. Is this a repeatable course? □ Yes  ☑ No  If yes, this course may be taken ______ times.

8. Will this course be repeated within the same semester? □ Yes  ☑ No

9. Will this course be submitted to the Core Curriculum Council? □ Yes  ☑ No

   P/F (CLMD)

10. How will this course be graded: ☑ Grade  □ S/U

11. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   M.Ed., M.S. in EDCI

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. Prefix  Course #  Title (excluding punctuation)
   EDCI  711  THEORY APP CLASS INST STRAT

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Approval recommended by: [Signature]

Department Head or Program Chair (Type Name & Sign) Date

George Cunningham, Chair, College Review Committee
03/13/15

George Cunningham, Dean of College
03/13/15

Mark Zornek, Chair, GC or UGC
4-17-15

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
Texas A&M University
Department of Teaching, Learning, & Culture
EDCI 711
Theory and Application of Classroom Instructional Strategies
Fall 20XX

Professor Name: Robin Rackley
Title: Clinical Associate Professor
Office: 342 Harrington Tower
Office Hours: by appointment
Telephone: 845-8384
E-mail address: rrackley@tamu.edu

Class Meeting: EDTC 301 9am -12 pm

Face to face: Sept. 4; Sept. 11; Oct. 2; Nov. 6 scheduled interview with Dr. Rackley the week of Nov. 16 and Nov. 30; the rest will be on-line


Additional Readings as assigned by the professor.

OVERVIEW: This course explores the basic principles of curriculum and instruction as applied to five to twelve year old learners. The course will examine traditional and innovative teaching strategies. The course focuses on planning curriculum and instruction through selecting, planning and utilizing materials, methods, activities and facilities. As a teacher you will be responsible for many content areas as well as working with students in other contexts during a school day. This course will help you think about and develop ways to make thoughtful decisions as you plan and teach in a classroom and to begin to understand some of the many contexts surrounding these decisions. This course is based on the assumption that teaching and learning are social activities in which the construction of knowledge is a developmental, shared process that occurs within context over time. An integrated, interdisciplinary approach to developing curricula will be taken, recognizing that to be an effective teacher one must be: reflective, flexible, and knowledgeable of the learners within family, school, and community contexts; have a firm grasp of the knowledge base of teaching and learning; and have a solid understanding of the content and structure of what is to be taught.
Prerequisite Courses: Graduate Classification or approval of instructor

Course Objectives:

In this course students will:

- Examine various theories and practice of school curriculum and instruction including cooperative learning strategies;
- Review research on various instructional strategies and relate them to successful teaching practices;
- Explore and practice concepts of assessment and evaluation as they relate to the classroom;
- Outline the lesson planning and classroom environment concepts relevant to effective classroom instruction;
- Plan, teach, and assess developmentally appropriate lessons;
- Review the concepts of diversity and multiculturalism as related to classroom instruction;
- Highlight the use of relevant educational research as a viable teaching tool;

STUDENT RESPONSIBILITIES: In addition to attending all face to face to class meetings, turning in tests, projects, and assignments by the date specified, students enrolled in EDCI 711 are expected to:

(1) read all specified chapters by the date indicated on the syllabus

(2) participate in class discussions and activities (Make-up tests/quizzes/assignments only given for university-excused absences. See your Student Handbook.)\[http://student-rules.tamu.edu/rule07.\]

This course will be offered in an on-line format. To access e-campus you will go to ecampus.tamu.edu and select TAMU NETID. Enter your neo user name and password.

All assignments will be graded and points awarded for work completed. All assignments are due on date indicated.

COURSE EVALUATION: Your grade in this course will be determined by the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Instructional Design Plan</td>
<td>60</td>
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<tr>
<td>Theory to Practice</td>
<td>25</td>
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<tr>
<td>Case Study</td>
<td>15</td>
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<tr>
<td>Attendance, Participation &amp; Attitude</td>
<td>25</td>
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<tr>
<td>TOTAL</td>
<td>125</td>
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Grading: Letter grades will be assigned on the following basis:
A “C” reflects work that is “average”. In most cases, this represents work that is complete, but not supported by links or connections to research, theory, critical thinking, or evidence of creativity and independent thought. A “B” reflects work that is “above average”. This is good, strong work that is complete and supported by one or two references (if applicable) and some attempt has been made to connect ideas to critical thinking, creativity, and independent thought and theory. An “A” will only be given for work that is “excellent”. This work is represented by appropriate references, evidence of a strong attempt at creativity, evidence of critical thinking and relevant links of independent thought and theory. This work is well synthesized and not a regurgitation of another’s findings or a repetition of the problem at hand.

Course syllabus is subject to change at the discretion of the professor

Tentative Calendar

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topics</th>
<th>Resources</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>sek 1</td>
<td>On-line class meeting 9/4</td>
<td>Class syllabus downloaded from ecampus</td>
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<td>Introductions &amp; Course Overview</td>
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<td>Introduce Case Study</td>
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<td>Students will complete two case studies of students in which they will assess learning styles, readiness levels, strengths, and interests. The analysis will document specific strengths talents and interests of these students. The plan will also include specific accommodations and opportunities afforded these students purposefully designed to nurture their talents</td>
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<td></td>
<td>Read Chapter 1 – Creating the Environment for Learning</td>
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<tr>
<td>sek 2</td>
<td>On campus meeting 9/11</td>
<td>Theory to Practice: After reviewing the assigned readings, conduct your own search and find two more resources on implementing 21st century skills in the classroom. Utilizing the resources provided and</td>
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</table>
**Additional 21st Century Skills Resources:**

- [http://www.thinkfinity.org/21st-century-skills](http://www.thinkfinity.org/21st-century-skills)

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**Section 3**

**Cooperative Learning**

2. **Read:** Textbook Chapter 3: Cooperative Learning
3. **Download and Read:** Chapter on Cooperative Grouping C. Everston posted on e-campus

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**Section 4**

**Questioning Strategies**

1. **Read:** Chapter 4 – Cues, Questions and Advance Organizers, the chapter focuses on two specific instructional strategies – activating prior knowledge and developing questions for acquiring deeper content understanding and new knowledge.
2. **Watch** “Questioning Styles and Strategies” on ecampus
3. **Read:** Wolf, Dennis Palmer. "The Art of Questioning" posted on ecampus

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**Section 4**

1. **Theory to Practice:**
   - Answer Numbers 3 and 5 at the end of the electronic reading and complete the "ACTION PLAN"
2. Students will conduct a lesson using
<table>
<thead>
<tr>
<th>Week</th>
<th>Goals and Objectives</th>
<th>Theory to Practice</th>
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</thead>
</table>
| Week 5 | On campus meeting – 10/2  
1. **Read**: Text Chapter “Setting Objectives and Providing Feedback”  
2. **Present Case Studies**  
   Explain: IDP-Student Background, Knowledge, and Experience  
   Work on Learning Goals and Objectives | Bring resources for Learning Goals and Objectives – text, electronic resources, curriculum guides.  
Develop measure/tool for assessing student background knowledge. |
| Week 6 | 1. **Watch** Responsive Classroom video  
2. **Read**: The Responsive Classroom Efficacy Study from the University of Virginia  
   [http://curry.virginia.edu/research/centers/castl/project/responsive-classroom-efficacy-study](http://curry.virginia.edu/research/centers/castl/project/responsive-classroom-efficacy-study)  
3. **Watch**: Culture and Classroom Video: Differentiated Instructional Strategies  
4. **Read**: Weinstein, Tomlinson-Clarke, and Curran, “Toward a Conception of Culturally Responsive Classroom” – Rutgers University | **Theory to Practice**  
1. Reflect on case 5.1 and 5.2 (pick the one you are most interested in). Does the teacher achieve each of the goals discussed? If yes, give examples of how the goals are reached. If no, give examples of how she might do this.  
2. Reflect on your own procedures  
How are your own culture (assumptions/norms) reflected? How could a miscommunication between student and teacher result in classroom issues? |
| Week 7 | 1. Read: "Which Instructional Strategies Count Most" posted on ecampus  
2. Review: Instructional Strategies online:  
http://olc.spsd.sk.ca/DE/PD/instr/index.html  
3. Read article: A Task-Centered Instructional Strategy M. David Merrill Florida State University, Brigham Young University-Hawaii, and Utah State University  
IDP TEKS and Objectives-DUE |
|---|---|---|
| Theory to Practice  
1. What instructional strategies are most effective for you as a learner? Which strategies are most comfortable for you as a teacher? Is there a connection between these two? Why/why not? What are the implications for teachers and learners? |---|---|
| Week 8 | On campus Class meeting 11/6  
Discuss implementing effective classroom strategies to increase student self-regulation and create a community of learners.  
Creation of 2 focus group sessions with class on establishing a community of learning including understanding differentiation and student responsibility in regulating learning. Group work: Development of learner characteristics and needs planning chart. Focus on what changes needed in content, process, product, environment | 1. Theory to Practice: Complete number 4 on page 143.  
2. Theory to Practice: Complete #4 on page 160 (Choose two of the four cases to analyze). Analyze cases first (use the questions a-d as a guide) then write a paragraph about ideas for your own classroom. |
### Week 9

1. **Read** article: “Instructional Strategies That Facilitate Learning Across Content Areas” posted on ecampus.
2. **Read:** "Instructional Strategies: How Teachers Teach Matters”
3. **Read:** Chapter 11 “Teaching Specific Types of Knowledge”

- Describe the different instructional strategies you will use in the unit. Include three lesson plans which demonstrate how you will use the strategies in your lessons. The three lessons must address at least two content areas.

### Week 10

1. **Review** powerpoint posted on ecampus “Formative Assessment and Assessment For Learning”
2. **Read** article posted on ecampus “The Impact of Assessment on Student Learning”
3. **Read** article posted on ecampus “Informal assessment and Evaluation Strategies”

- The purpose of this assignment is to recognize the specific learning needs of diverse students. You will design an assessment plan to be used at the start of the school year. As a group, create a hypothetical student profile based on characteristics of real children you know. Use this child to help build your data and recommendations.
**EXPLANATION OF ASSIGNMENTS**

1. **Instructional Design Plan (60 points):** In cooperation with your mentor teacher, you will develop and teach a lesson plan that is interdisciplinary and that integrates student-centered, inquiry-based instructional strategies. You will incorporate the TEKS (Texas Essential Knowledge and Skills) in addition to technology competencies. In your assessment plan you will address both formative and summative strategies for assessing the TEKS you have chosen. In addition, you will carefully examine student performance based on an appropriately selected pre/post evaluation strategy that you develop in alignment with your learning objective. The unit of instruction will include:
   1. Cover Sheet/Unit Topic, Grade Level
   2. TEKS and Objectives (5 pts)
3. Student Background, Knowledge and Experience (5 pts)  
4. Essential Content Knowledge (10 pts)  
5. Unit Assessment Plan (5 pts)  
6. Five Lesson Plans (15 pts)  
7. Resource List  
8. Results and Analysis of Student Learning (10 pts)  
9. Reflection on Teaching and Learning (10 pts)  

Your entire Instructional Design Plan (in one PDF file) is Due by Dec. 10

**Theory to Practice (25 points):** Observations, reflections, and connections between the readings/lectures in class and your field placement experiences can contribute greatly to your success as a classroom teacher. You will complete and discuss these assignments based on topics studied in class. Each assignment is worth 5 points. More details will be discussed in class.

**Case Study (15 points):** Students will complete two case studies of students in which they will assess learning styles, readiness levels, strengths, and interests. The analysis will document specific strengths talents and interests of these students. The plan will also include specific accommodations and opportunities afforded these students purposefully designed to nurture their talents.

**Professional Conduct: Attendance, Participation and Preparedness (25 points):** You are expected to be in class on time every class meeting and to participate fully in class activities and discussion. It is imperative that you come to class with all readings and assignments completed. Participation in class involves engaging in class discussions. This class will consist of demonstrations, class discussions, group work, and application activities that cannot be experienced through class notes alone. Non-participation in class activities and/or evidence of lack of preparation may adversely affect your grade. Your attitude towards the instructor, the course activities, and to each other is very important as we maintain a positive experience for each other. You can do this by being mindful of your attitude and by creating a community of support for each other.

**Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.
Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc. which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. In addition, the handouts (all materials) generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I expressly grant permission. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

Academic Integrity Statement

Aggie Honor Code "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

Diversity Statement for the Department of Teaching, Learning, and Culture

The Department of Teaching, Learning, and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff and students.

Course Evaluation

The course evaluation information will be e-mailed to your neo account during the last month of classes. The address for submitting evaluation is https://pica.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: [ ] Undergraduate [X] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Health and Kinesiology Department
3. Course prefix, number and complete title of course: KINE 609 Professional and Career Development in Health and Kinesiology
4. Catalog course description (not to exceed 50 words): Development of skills and knowledge on developing an academic and research career; structure of academies; strategies for securing an academic position; tenure and promotion process. Prerequisites: Graduate Classification
5. Prerequisite(s): Graduate Classification
   Cross-listed with: none Stacked with: none
   Cross-listed courses require the signature of both department heads.
6. Is this a variable credit course? [ ] Yes [X] No If yes, from ________ to ________
7. Is this a repeatable course? [ ] Yes [X] No If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? [ ] Yes [X] No
8. Will this course be submitted to the Core Curriculum Council? [ ] Yes [X] No
9. How will this course be graded? [X] Grade [ ] S/U [ ] P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      PhD in Exercise Physiology and PhD in Health Education. Students in other PhD programs will be enrolled with permission of instructor.
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. [X] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/exports-controls-basics-for-distance-education).
13. Prefix Course # Title (excluding punctuation)

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Approval recommended by:
Dr. R. Kredler
Department Head or Program Chair (Type Name & Sign) Date

Dr. George Cunningham
Chair, College Review Committee Date

Dr. George Cunningham
Dean of College Date

Dr. Mark Zoran
Chair, GC or UCC 4/17/15

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu,
Curricular Services – 07/14
Course title and number
Professional and Career Development in Health and Kinesiology – KINE 609
Term (e.g., Fall 200X)
Spring XXXX
Meeting times and location
M 2-5 pm, Location: Blocker XXX

Course Description and Prerequisites
Development of skills and knowledge on developing an academic and research career; structure of academies; strategies for securing an academic position; tenure and promotion process. Prerequisites: Graduate Classification

Learning Outcomes or Course Objectives
1. At the end of this course, the student will describe job search, interview, and negotiation strategies.
2. At the end of this course, the student will identify strategies in setting up a research agenda (and if necessary, a laboratory), hiring personnel, and fulfilling their teaching, service, and research commitments as a faculty member.
3. At the end of this course, the student will discuss communication strategies required in being a good faculty member as well as the leader of a lab (or a collaborator).
4. At the end of this course, the student will explain the structure of the University and the governance of that structure.
5. At the end of this course, the student will summarize the tenure and promotion process and strategies for navigating this process.

Instructor Information
Name
Dr. J. Timothy Lightfoot
Telephone number
979-845-8744
Email address
TLightfoot@hkln.tamu.edu
Office hours
9:30-11 am M-Thurs.
Office location
356 Blocker Building

Textbook and/or Resource Material
There is no required textbook for this class. There will be various articles used during this class that will be supplied to the student electronically.

Grading Policies
The grade in this course will be based on five items: 1) a job talk and mock-interview session; 2) the development of a research start-up plan; 3) the development of a job portfolio containing a mock cover letter, curriculum vita, a teaching statement, and a research statement; 4) participation in the course; and 5) a final exam.

1) Job Talk and Mock-Interview session: You will be asked to give a sample ‘job talk’ similar to what you might give as you interview for a faculty/post-doc position. Additionally, you will complete a mock-interview session similar to what you may encounter as you interview with a search committee. This job-talk and mock-interview will comprise 25% of your grade.
2) The development of a research start-up plan: During the course, you will submit a plan to start-up your research agenda given a certain amount of start-up money. This plan will fully detail what equipment/supplies you will buy, what personnel you will hire, a brief description of the experiments you will conduct, and will detail your anticipated external funding attempts for the first two years of your position. You will be required to plan a detailed budget for this research start-up. This plan will comprise 25% of your grade.

3) Job Portfolio: During the course, you will develop a job portfolio that will contain mock-components of a typical Assistant Professor job application packet. These components will include a cover letter, a current curriculum vita, a one-page teaching philosophy statement, and a one-page research statement. This portfolio will comprise 25% of your grade.

4) Participation: At the end of the course, you will receive a grade indicative of your participation in the course. This score has three possible values: 10 points for participation, 5 points for only some participation, and 0 points if you don’t participate. BE AWARE that participation also includes timeliness with your assignments including your grant sections and your reviews. Your participation comprises 10% of your grade.

5) Final Exam: This will be a comprehensive exam covering the course given in a short answer/essay style. This exam will equal 15% of your grade.

Your final grade will be determined using a 10% scale based on the total possible points of 100. Thus, "A" = 90-100 points, "B" = 80-89 points, "C" = 70-79 points, "D" = 60-69 points, and "F" = 59 points or less.

There is no attendance policy in this class and assignments are expected to be submitted on the dates indicated on the syllabus (again – that is part of the Participation grade).

**Attendance and Make-up Policies**

Attendance in this course is governed by Student Rule 7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). As such, attendance is the personal responsibility of the student. It is expected that if the student is absent from the course, the student will notify the instructor and will make all efforts to attend class during the evaluation sessions where each student will conduct a mock job interview. Assignments missed as a result of non-attendance will be made-up after consultation with instructor.

**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Other Items</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course: What are you really getting into this career?</td>
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<tr>
<td>2</td>
<td>Where are you going? How to clarify the future</td>
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<td>3</td>
<td>Post-doc or not? That is indeed the question</td>
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<tr>
<td>4</td>
<td>Finding the jobs: The Gold in Academia</td>
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<tr>
<td>5</td>
<td>Applying for Jobs: Beware of Black Holes</td>
<td>Turn in your mock cover letter</td>
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<tr>
<td>6</td>
<td>Interviewing: The Real Key</td>
<td>Turn in your CV</td>
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<td>7</td>
<td>Negotiating for the Job: Nervous yet?</td>
<td>Turn in your Teaching Philosophy statement</td>
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<tr>
<td>8</td>
<td>Starting Your New Job: Some Assembly Required</td>
<td>Turn in your Research statement</td>
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<tr>
<td>9</td>
<td>Who is Going to Help You Succeed? How to swim in the deep end.</td>
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<tr>
<td>10</td>
<td>Communicating as a New Faculty Member</td>
<td>Submit Research Start-up</td>
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<td>11</td>
<td>Mentors, Collaborators, and Colleagues: Sorting,</td>
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<tr>
<td>12</td>
<td>Funding Your Research: The necessary evil that will set you apart</td>
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<td>13</td>
<td>Publishing and Performing as a Faculty Member: Citizenship has its privileges</td>
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<td>14</td>
<td>Building toward promotion and tenure and your future career trajectory</td>
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<tr>
<td>15</td>
<td>Final exam</td>
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**Plan**
- Mock job talks and interviews
- Mock job talks and interviews
- Mock job talks and interviews
- Final Mock job talks and interviews / Submit final Job portfolio, Research Start-up Plan

**Americans with Disabilities Act (ADA)**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity**
*For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)*

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate ✓ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Sociology
3. Course prefix, number and complete title of course: SOCI 680 Teaching Undergraduate Sociology: Overview of Principles and Practices
4. Catalog course description (not to exceed 50 words):
   This course provides a basic understanding of the principles and practices of effective under-graduate teaching and learning, skills enhanced by experience and collaboration, which will prepare you to begin (or improve) teaching, and documentation of your teaching philosophy, skills and experience in the form of a teaching portfolio.

5. Prerequisite(s): NONE
   Cross-listed with: NA Stacked with: NA
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes ✓ No If yes, from _______ to _______
7. Is this a repeatable course? □ Yes ✓ No If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester? □ Yes ✓ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes ✓ No
9. How will this course be graded? ✓ Grade □ S/U □ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      M.S. and Ph.D. in Sociology
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      NA

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ✓ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>SOCI 680</th>
<th>Teaching Undergraduate Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
</tr>
<tr>
<td>3.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Approval recommended by:

Jane Sell □ Date 3/9/2015
Department Head or Program Chair (Type Name & Sign)

NA
Department Head or Program Chair (Type Name & Sign)
(if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 07/14

[Signatures and dates]
**Course Rationale**

This course provides: 1) a basic understanding of the principles and practices of effective undergraduate teaching and learning, 2) skills enhanced by experience and collaboration, which will prepare you to begin (or improve) teaching, and 3) documentation of your teaching philosophy, skills and experience in the form of a teaching portfolio for review by search committees.

In effect, this is an introductory course. Although some students will likely bring teaching experience of some type into our classroom (which will enrich our discussions), many will not. While portions of the course will focus specifically on teaching the discipline of sociology, much of it will address undergraduate teaching effectiveness, regardless of discipline. This course is not about what to teach, but about how to teach (and how to decide what to teach). A key goal is to prepare students to teach at Texas A&M University, requiring some attention to its unique institutional culture and Texas A&M teaching policies and procedures. For those whose careers will take them to classrooms at other institutions, most information specific to Texas A&M University still has relevance, since many institutions of higher education also have unique cultures, face similar issues, and (for those in the U.S.), are regulated by the same or similar federal and state laws.

What can be covered in this course is limited. Many aspects of teaching will not be addressed. Examples include teaching at the graduate level, distance and online courses, independent study courses, honor or writing intensive courses, team teaching, advanced teaching technologies, managing unusual situations that arise occasionally, and the finer points of many learning theories, course design models, and teaching or student assessment techniques. While you will gain valuable experience teaching to an audience, this experience will be limited.

**Course Goals**

The goals or general aims of this course include, but are not limited to:

- serving the discipline by building a repertoire of college teaching skills among its newest teachers so they can effectively impart knowledge and passion about sociology to students
• encouraging future sociology teachers to view teaching as a scholarly activity, which should be evidence-based, collaborative, and subject to peer review
• preparing graduate students for the types of employment many will enter
• enhancing graduate student employability through the development of teaching portfolios
• serving Texas A&M and its students by improving the quality and consistency of instruction within the Sociology Department

Learning Outcomes

After successful completion of this course, students should have a basic understanding of:
• various teaching and learning styles
• common models for course design
• activities associated with developing a course syllabus and other course materials
• effective teaching strategies in the university classroom
• how teaching sociology may differ from teaching in other disciplines
• institutional and departmental requirements for teaching at Texas A&M University and how these might vary among institutions
• issues that arise in teaching at the university level, and the implications of various strategies for addressing them
• how documenting teaching philosophy, skill and experience enhances employability

After successful completion of this course, students should be able to:

• build a strong course syllabus
• write clear course goals and objectives
• create well-designed lesson plans
• design valid and reliable student assessment tools such as exams and assignments
• create solid grading rubrics
• devise a sound and fair grading schema
• construct valid evaluation tools to assess teaching effectiveness and identify problems
• develop and present an effective lecture/class presentation
• identify and implement classroom activities and discussion strategies to promote learning
• manage many issues arising when interacting with students inside or outside the classroom
• build a teaching portfolio to document and highlight their philosophy on teaching and learning, teaching materials they have developed, their teaching skills and experience

After successful completion of this course, students will have:
• a teaching (or pre-teaching) portfolio including:
  o a reflective statement on their philosophy of teaching and learning
  o a fully developed syllabus for a course they would like to teach (hereafter referred to as My Ideal Course or MIC)
  o materials to supplement that course syllabus, such as
    ▪ lesson plans
    ▪ assessment tools such as test questions, with grading rubrics
    ▪ a classroom activity
    ▪ an assignment or paper
    ▪ a classroom assessment tool
    ▪ an early or midterm teaching evaluation instrument
    ▪ examples of PowerPoint slides
- a graphic handout
- two video recordings of their own teaching for personal review
- formal feedback on their teaching from at least three persons

**Course Materials**

The following books will be used in this course.


You will be required to read other materials. Most will be distributed in class, posted for this class by Evans Library Course Reserves, or posted on eCampus, either on the Sociology Teaching InSite page (STIS) or the page for this course.

**Course Requirements and Grading**

All grades will be posted on eCampus. Keep a complete file copy of each assignment submitted for this class, and keep all graded assignments until final course grades have been posted. Work submitted late without written documentation of an emergency will be subject to a point penalty of 20% for each weekday (or part thereof) that it is submitted past the deadline. This means that work submitted a week late no longer has any point value.

If there are any factors that you believe might negatively impact your ability to perform well in this course (such as family issues, health problems, learning disability, personal problems, etc.), please meet with me early in the semester to discuss how such issues can be managed in the context of this course. Do not wait until it is too late in the semester for the issue to be addressed effectively.

**Note:** All references to page lengths below assume single sided printing, double spacing, one-inch margins, and a **14-point Arial font**, the formatting which is required for all coursework submissions.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Experience: <em>Teaching (or Pre-Teaching) Portfolio</em> to include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(400 points total, 66.8%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reflective Statement on Philosophy of Teaching and Learning (3-4 pages)</td>
<td></td>
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<tr>
<td>First draft = 40 points</td>
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</tbody>
</table>

Revised final version incorporating feedback from a sociology faculty member whose teaching you admire, a fellow sociology graduate student, and me. Include an extra ¾ to 1 page including names of faculty member and peer reviewer, a summary of their and my feedback, and how you incorporated it into the final version.
Final version = 60 points

- **Complete Course Syllabus for My Ideal Course (MIC)**

  First draft = 40 points

  Revised final version incorporating feedback from a sociology faculty member who teaches the same or a related course, a fellow sociology graduate student (in the specialty area appropriate for the course, if applicable), and me. Include an extra ¼ to 1 page including names of faculty member and peer reviewer, a summary of their and my feedback, and how it was incorporated into the final version.

  **Final version = 60 points**

  *IMPORTANT! You cannot seek feedback from the same faculty member or same fellow graduate student on both the Statement of Philosophy on Teaching and Learning and your syllabus.*

- **To be included in your portfolio to supplement your syllabus:**

  *(200 points total, 33.4%)*

  - Two Complete Lesson Plans, each to cover a class of approximately 45 minutes
  - *Sample Test* featuring instructions, five multiple choice questions, five fill-in-the-blank questions and five essay questions covering both lesson plans, with grading rubric
  - One Assignment or Paper directions, with grading rubric
  - Five PowerPoint Slides for one of the lesson plans above
  - One Early or Mid-term Teaching Evaluation Assessment tool
  - One Graphic Handout for one of the lesson plans above
  - One Discussion or Group Activity description for one of the lesson plans above. (Discussion plans should include at least 3 major and several related follow-up questions or probes.)
  - One Classroom Assessment tool or activity for one of the lesson plans above
  - Portfolio assembly/binding, including organization, cover age and Table of Contents

  **Micro-Teaching Experiences**

  *(100 points total, 16.7%)*

  - Video and reflection paper on *Micro-Teaching Experience One*. Present a lesson (portion of a lesson plan in the syllabus for MIC) to two classmates (video-taped), and get collaborative feedback from them as you review the video together (1 page paper, including names of collaborators, your initial feeling about how well the presentation went, your reaction to the video, and a summary of the feedback)
  - Participation as an audience member in *Micro-Teaching Experience One* and Collaborative Reviews for the two classmates who reviewed yours.
  - Video-taped in-class *Micro-Teaching Experience Two*. The same presentation is given to entire class, but incorporating improvements suggested
in Micro-Teaching Experience One collaborative review session described above. Submit ½ page reflection paper on what went well, what did not go well, and how this presentation differed from the first.

**Flexercise One: CHOOSE A or B Below.**

<table>
<thead>
<tr>
<th>(50 Points)</th>
<th>50</th>
<th>8.2%</th>
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</table>

- **Option A:**
  Give a 15 minute *Tech Talk* presentation (30 points) AND a 10 minute *Teaching Resource Web-Site Tour* (20 points) to the class. Choose a teaching technology and a teaching-related website that you feel are particularly helpful. Use classroom computers to demonstrate the technology and take the class on a tour of useful features of the website.

  Both the technology and the web-site should be useful in various concentration areas within sociology and require prior instructor approval to avoid duplication.

- **Option B:**
  *State of the Teaching Craft* paper (4-5 pages) (50 points).
  Choose a college-level teaching-related topic from a list I will provide (first come, first served - no duplication). Summarize the most cited research on the topic in past 5-7 years.

**Notes on Observation/Interview of Master Teacher**
Observe a minimum of 100 minutes of class time in an undergraduate class taught by a faculty member known to be an exceptional teacher. He or she does not need to be in the Sociology Department. Ask permission from the teacher before attending the class and offer to share your results. Interviewing the teacher is optional. Based on your classroom observation, describe what you believe makes this master teacher so proficient. Be specific. What does she/he do differently than most teachers? Is there room for improvement? Include course name and section number, teacher name, date(s), location, and time. The notes you took while you were observing should be attached to the paper, but are not counted in its length. (1-2 pages)

**Flexercise Two: CHOOSE A or B Below.**

<table>
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<tr>
<th>(15 Points)</th>
<th>15</th>
<th>2.5%</th>
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</thead>
</table>

- **Option A:**
  Complete an *ITS (Instructional Technology Services)* training course (online or in-class). Submit proof of completion and ½ page description of the technology and how you could implement it in *MIC*. See *LINK* for training schedule.

- **Option B:**
  Attend a *Center for Teaching Excellence or Graduate Student Academy Workshop*. Submit proof of completion and ½ page description of workshop content and how you could incorporate it in *MIC*. See *LINK* for workshop schedule.
IMPORTANT! Either option must be completed during this semester. Act early – fewer training opportunities are available late in the semester.

Discussion questions for graduate instructor guest panel (submit 3 questions minimum) 10 1.7%

Completion Grade Only
All inventories, surveys and classroom exercises are “completion grade only.” You may miss two with no penalty. Each missed in excess of two results in a five point deduction from points earned through other activities.

Assignment of Course Grades

Final course grades will be assigned based on the following schema.

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent Range</th>
<th>Course Grade</th>
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</thead>
<tbody>
<tr>
<td>537-600</td>
<td>89.5% or More</td>
<td>A</td>
</tr>
<tr>
<td>477-536</td>
<td>79.5% to 89.4%</td>
<td>B</td>
</tr>
<tr>
<td>417-476</td>
<td>69.5% to 79.4%</td>
<td>C</td>
</tr>
<tr>
<td>357-416</td>
<td>59.5% to 69.4%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 357</td>
<td>59.4% or Less</td>
<td>F</td>
</tr>
</tbody>
</table>

Course Policies

Because you are graduate students and prospective members of the professoriate, I expect professionalism in every aspect of this course. For some of you, this course might be among the most useful you ever take in terms of direct applicability to major responsibilities associated with your job in the future. In fact, the teaching portfolio you create as a requirement of this course could help you secure a job. Tips for success in this course include regular, punctual attendance, good time management, careful reading of resource materials and instructions, and coming to me with your questions or to seek advice. You do not need to be a good public speaker to do well in this course, but taking this course should improve those skills. Equity demands that I be consistent in the application of course rules and policies. Enrollment in this course means that you accept and agree to abide by the rules set forth in this syllabus.

Attendance

Attendance will be taken daily. You are allowed two unexcused absences with no penalty. Use them wisely. A third or fourth absence requires written documentation indicating that your absence
was caused by an emergency, was unavoidable and beyond your control, such as your severe illness or a death in your immediate family. Save your free absences for more common events such as sick children, unspecified “family situations,” doctor or dentist appointments that cannot be re-scheduled, transportation problems, minor illness not requiring medical treatment, and personal or professional travel. Any undocumented third or fourth absence(s), and any absence(s) in excess of four (even if documented) will result in make-up work assignments or a 10 point deduction from points earned through completion of assignments and activities. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at http://student-rules.tamu.edu/rule07.

Lateness

As a professional and a prospective teacher, you should arrive on time, every time. Not only does arriving late cause you to miss important material, but it is often perceived as rude and distracts everyone, particularly a presenter. Because the door to our classroom is behind the presenter, and in the front of the room, your late arrival is hard to ignore. If you have a conflict that might cause you to be tardy, please meet with me about it as soon as possible. Late or missed buses and parking problems are not reasonable excuses for lateness. These events are not uncommon. Factor them into your daily schedule. An attendance sheet will be circulated at the beginning of each class and collected soon thereafter. If you arrive after it has been collected, you need to convince me after class that your tardiness could not have been prevented by better planning on your part. If I am unconvinced, I reserve the right not to allow you to sign the attendance sheet for that day.

Discussion and Class Participation

The format of this course combines lecture and seminar. Some classes will involve lecture with discussion, while others will be more discussion oriented. You are expected to participate in class discussions although no points will be awarded or deducted based on participation. Each student should come to class armed with several discussion questions related to the assigned reading for that day. This will help you learn to lead class discussions one day. It is common for a few students to dominate class discussions, which is an issue you are likely to face in your teaching activities. Our goal should be a more or less democratic discussion environment, with all or most students contributing to discussion, and no individuals using more than their fair share of “air time.”

Communication

Check your Texas A&M email daily for important information about this course.

Academic Integrity

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their
commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You will be expected to abide by the Aggie Honor Code (right) in this course. See the Honor Council Rules and Procedures at www.tamu.edu/aggiehonor for more information. At this point in your preparation for your professional career, it is expected that you have already grasped the importance of integrity. You are expected to behave with integrity because you have internalized its importance in our discipline and in the academic enterprise as a whole, rather than because you fear the negative consequences of being caught behaving dishonestly. For more information about consequences for violations of rules on academic honesty, see http://student-rules.tamu.edu.

According to Texas A&M University Student Rule 20, Plagiarism is "The appropriation of another person's ideas, processes, results, or words without giving appropriate credit." (http://student-rules.tamu.edu). You should credit your use of anyone else's words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have improperly used material written by someone else, I will assign a course grade of "unsatisfactory" to you. The Aggie Honor System Office processes for adjudication and appeals can be found at www.tamu.edu/aggie honor

**ADA Policy Statement and Instructor Disability**

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, Rm. B118, or call 845-1637.

I have a severe visual impairment. Exposing students to a variety of perspectives and types of people is key to the mission of a major public university. Having a legally blind professor will develop your awareness of and sensitivity toward the disabled. The simple things you need to do to accommodate the disability-related needs of your instructor are part of your education about diversity and should be viewed as any other course requirements.

I might have difficulty matching names with faces, because I cannot see entire faces clearly. Please do not take this personally or assume that I do not care about you as an individual. You need to carefully follow all directions regarding fonts and font sizes and use black/white contrast in any materials I will need to read, such as documents and PowerPoint slides. Do not shade or highlight written material or text on slides. Your handwriting needs to be black ink in block letters that are widely spaced and are about one quarter to one half inch in height (no larger). Never open the blinds in our classroom. Keep your backpack under your desk, not against the wall. Keep your feet away from areas where I might walk. Keep the desks out of the front and side aisles of the classroom. Never place drinks on any surface in our classroom except on your desk. If you wish to shake my hand, you will have to tell me. I will not see your extended hand. I might not recognize or respond to you outside of the classroom unless you introduce yourself and address me by name. When in doubt, assume that I cannot see you. Following are some examples of types of print and handwriting that I can and cannot read.

Can't Read

Can't Read Can't Read
Complete readings by the date on which they are listed below. Be prepared to discuss them and answer questions about them. *MTT* = McKeachie's Teaching Tips (Svinicki & McKeachie); *ECUT* = Effective College and University Teaching (Buskist & Benassi); *TG* = Teaching Guide (under Teaching Guides) on Sociology Teaching In-Site organization webpage on eCampus.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Scheduled Activities and Due Dates</th>
<th>Reading to be Completed Before Class</th>
</tr>
</thead>
</table>
| 1    | Introductions  
       Course Overview  
       Review Syllabus  
       Discuss Assignments | **Ice Breaker:** Guess Who  
**Activity:** Tell and Show -- Your Happy Face | *MTT, Ch. 1 (Introduction)*  
*ECUT, Ch. 3 (Allaying Graduate Student Fears about Teaching)*  
Outline Summary of Boyer Report Recommendations, *Reinventing Undergraduate Education: A Blueprint for America's Research Universities* by the Carnegie Foundation's Boyer Commission  
[http://www.as.wvu.edu/~lbrady/boyer-report.html](http://www.as.wvu.edu/~lbrady/boyer-report.html)  
What is SoTL? Society for Teaching and Learning in Higher Education  
[http://www.sttle.ca/sotl/what-is-sotl/](http://www.sttle.ca/sotl/what-is-sotl/)  
**Supplemental:** Academically Adrift, Richard Arum and Josipa Roksa, Univ. of Chicago Press, 2011.  
| 2    | State of Teaching in the Academy  
       Teaching v. Research Emphases  
       *Those Who Can...Do “Anyone can teach” —implications—good and bad  
       Fear among First-Time Teachers  
       Scholarship of Teaching and Learning (SoTL)  
       Peer Review of Teaching | **Due:** photo (head shot at least 3 inches in height)  
**Due:** Teaching Experience and Career Goals Inventory  
**Due:** three-person Micro-Teaching Collaborative Teams formed  
**Film Clip:** Ferris Bueller's Day Off  
[http://www.youtube.com/watch?v=uhICF7wE0tA](http://www.youtube.com/watch?v=uhICF7wE0tA)  
**Consider:** ideal course you would like to teach (hereafter referred to as My Ideal Course, MIC) |
<table>
<thead>
<tr>
<th>Week</th>
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<th>Scheduled Activities and Due Dates</th>
<th>Reading to be Completed Before Class</th>
</tr>
</thead>
</table>
| 3 Feb. 4 | Do people have learning styles? Do you?  
*Perry Scheme for Intellectual/Ethical Development*  
Who (and “where”) are your students? What are college undergraduates like in general? TAMU undergraduates? Sociology Majors?  
Are students just consumers in an educational marketplace?  
Do many students have an unreasonable sense of entitlement? | **Due**: Identification of MIC  
**Due**: Completed Index of Learning Style Questionnaire by B Soloman and R. Felder (NC State Univ.). Bring results to class.  
http://www.engr.ncsu.edu/learningstyles/ilsweb.html  
**Discussion**: Your Learning Style  
**Activity**: Complete “Teachers I’d Most and Least Like to Emulate” survey | **MTT**, Ch.2 (Countdown for Course Preparation)  
**ECUT**, Ch. 4 (Preparing for the Transition from Graduate School to the Academy)  
Interpreting your Learning Style Inventory results:  
**Overview**, Perry Scheme for intellectual/Ethical Development, http://perrynetwork.org/?page_id=21  
The American Freshman: National Norms Fall 2013. Higher Education Research Institute, UCLA.  
Students Are ‘Customers,’ but Not in the Classroom, M.O. Thirunarayanan,  
Chronicle of Higher Education, 7/6/2012  
http://chronicle.com/article/Students-Are-Customers-but/130254/  
**Supplemental**:  
Enrollment Profile Report Fall, 2015, Data and Research Services, Texas A&M Univ.  
http://dars.tamu.edu/Data-and-Reports/Student#enrollment (Select most recent available edition.)  
ASA Bachelor’s and Beyond Survey  
http://tso.sagepub.com/content/39/4/314.abstract  
Antidote for Entitled ‘Customers’ Inside Higher Education by Steven J. Bell  
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Scheduled Activities and Due Dates</th>
<th>Reading to be Completed Before Class</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Diversity and inclusion in the classroom</td>
<td><strong>Due:</strong> Completed <em>Teaching Goals Inventory</em> by T. Angelo and K. Cross (Univ. of Iowa). Bring results to class. <a href="http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data-&amp;lay=Layout01&amp;view">http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data-&amp;lay=Layout01&amp;view</a></td>
<td><strong>MTT</strong>, Ch. 12 (Teaching Culturally Diverse Students)</td>
</tr>
<tr>
<td>Feb.</td>
<td>Are great teachers born or made? Nature or nurture? Art or science?</td>
<td><strong>Due:</strong> Flexercise One Plan Approval</td>
<td><strong>ECUT</strong>, Ch. 16 (Diversity and Diversity Issues in Teaching) [Teaching Diversity Content/Courses]</td>
</tr>
<tr>
<td>11</td>
<td>Do you have a teaching style?</td>
<td><strong>Discussion:</strong> Results of &quot;Teachers I'd Most and Least Like to Emulate&quot; survey</td>
<td><strong>ECUT</strong>, Ch. 10 (Learning-Centered Lecturing)</td>
</tr>
<tr>
<td></td>
<td>Teacher-Centered vs. Student (Learner)-centered Classrooms</td>
<td><strong>Discussion:</strong> Results of <em>Teaching Goals Inventory</em></td>
<td>Sylvia Hurtado, <em>et al.</em>, <em>Undergraduate Teaching Faculty: The 2010-2011 HERI Faculty Survey</em>, Higher Education Research Institute, UCLA. (See tables on use of student-centered techniques.) <a href="http://www.heri.ucla.edu/monographs/HERI-FAC2011-Monograph.pdf">http://www.heri.ucla.edu/monographs/HERI-FAC2011-Monograph.pdf</a></td>
</tr>
<tr>
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<td></td>
<td><strong>Activity:</strong> Complete <em>Essence of Sociology</em> inventory.</td>
<td><strong>Watch Video</strong> (48 mins.): <em>Good vs. Great Teaching: Are the best teachers born or made?</em> (Dr. Shannon Kincaid, CUNY). <a href="https://www.youtube.com/watch?v=IOZgkmsyQnc">https://www.youtube.com/watch?v=IOZgkmsyQnc</a></td>
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<tr>
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<td></td>
<td><strong>Supplemental:</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
<td><em>Diversity &amp; Inclusive Teaching</em>, Center for Teaching, Vanderbilt Univ.</td>
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<tr>
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<td><a href="http://cft.vanderbilt.edu/guides-sub-pages/diversity/">http://cft.vanderbilt.edu/guides-sub-pages/diversity/</a></td>
</tr>
<tr>
<td>Week</td>
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</tr>
<tr>
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</tr>
</tbody>
</table>
| 5 Feb. 18 | Reflective Statement on Philosophy of Teaching and Learning  
Teaching Sociology: Core?: Sensitive issues; Politics; Common student misconceptions in Sociology courses; Topics difficult to teach; Can critical thinking be taught?  
**Tutorial Due:** Completed Getting Started Exercise (Generating Ideas) under Getting Started (http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/inindex.html)  
**Due:** Flexercise Two Plan Approval  
**Discuss:** Results of Essence of Sociology Inventory | **ECUT, Ch. 8** (Writing and Developing Your Philosophy of Teaching)  
**Watch Video** (12.5 mins.): Writing a Teaching Philosophy Statement, Susan Yager, Center for Excellence in Learning and Teaching, Iowa State Univ.  
http://www.celt.iastate.edu/teaching-resources/document-your-teaching/teaching-philosophy/teaching-philosophy-video/  
**ECUT, Ch. 17** (Teaching Controversial Issues, Liberally)  
**Supplemental:**  
Articulating Your Philosophy of Teaching, Center for Effective Teaching and Learning, Univ. of Texas El Paso.  
http://cetalweb.utep.edu/sun/cetal/resources/portfolios/writeps.htm  
Teaching Statements, Center for Teaching, Vanderbilt Univ.  
http://cft.vanderbilt.edu/guides-sub-pages/teaching-statements/  
http://web.pdx.edu/~tothm/Manuscripts/why_sociology_is_difficult.htm  
An Overview of How to Design Instruction Using Critical Thinking Concepts, from The Critical Thinking Community.org  
http://www.criticalthinking.org/pages/an-overview-of-how-to-design-instruction/439 |
<table>
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<tr>
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| 7    | Course Rationale (Big Idea?)                                           | **Tutorial Due:** Completed Step Three of the tutorial for creating your statement of philosophy of teaching and learning: Assessing your teaching philosophy statement draft  
**Due:** First Draft of Reflective Statement on Philosophy of Teaching and Learning  
**Activity (Debate): Textbooks—To Use or Not to Use.** Be prepared to argue on either side, using the readings | **ECUT**, Ch. 7 (Course Design)  
Assessment Primer: Course Goals, Objectives & Learning Outcomes, Assessment, Univ. of Connecticut  
http://assessment.uconn.edu/primer/goals1.html  
Strategies for Effective Lesson Planning; Stiliana Milkova; Center for Research on Learning and Teaching, Univ. of Michigan  
http://www.crlt.umich.edu/gsis/p2_5  
Planning a Course: Choosing and Using Instructional Materials, Center for the Integration of Research, Teaching and Learning  
http://www.cirtl.net/node/2515  
**ECUT**, Ch. 18 (Technology in Higher Education) |
| Mar. 3 | Course Goals vs. Objectives and Outcomes  
Topics: Lesson Plans to achieve objectives  
Selecting Books and Other Readings  
Technology in Teaching |                                                                                                        |                                                                                                       |
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| 8 Mar. 10 | Developing Handouts, Assignments and Exams                               | **Activity:** Complete Letter Grade Meanings Inventory | *MTT*, Ch. 7 (Assessing, Testing, and Evaluating...)  
*ECUT*, Ch. 12 (Leading Discussions)  
*Low-Stakes Assignments, Teaching Commons, DePaul Univ.*  
http://teachingcommons.depaul.edu/Feedback_Grading/low-stakes-assignments.html  
*Integrating Writing into Your Teaching, Graduate School of Arts and Sciences Teaching Center, Columbia Univ.*  
*MTT*, Ch. 14 (Active Learning: Group-Based Learning)  
**Supplemental:**  
*Methods of Assessment, Center for Teaching and Learning, Univ. of Texas*  
https://ctl.utexas.edu/teaching/assessment/planning/methods  
A sample writing assignment that requires critical thinking.  
http://www.criticalthinking.org/pages/a-sample-assignment-format/438  
*Extensive packet of writing handouts: Teaching Your Students Good Writing, Graduate Teaching Center, Advanced Teaching Series, Yale Univ.*  
http://www.yale.edu/graduateschool/teaching/forms/papers/writingWorkshopHandout.pdf  
*MTT*, Ch. 16 (Using High-Stakes and Low-Stakes Writing to Enhance Learning)  
*Discussions, Teaching Guide, Center for Teaching, Vanderbilt Univ.*  
http://cft.vanderbilt.edu/guides-sub-pages/discussions/  
*Managing Hot Moments in the Classroom, by Lee Warren, Derek Bok Center for Teaching and Learning, Harvard Univ., posted by Carnegie Mellon Univ.*  
http://www.cmu.edu/teaching/resources/Teaching/CourseDesign/InstructionalStrategies/Hot-MomentsClassroom.pdf  
*Difficult Dialogues, Center for Teaching, Vanderbilt Univ.*  
http://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/  
*Sociology through Active Learning: Student Exercises, by Kathleen McKinney et al. (2001)*  
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<tr>
<td>9</td>
<td>Grade Schemas</td>
<td><strong>Deadline:</strong> Flexercise One Completion Deadline</td>
<td>TG: Syllabus Checklist</td>
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<tr>
<td>Mar. 24</td>
<td>Course Policies: attendance; participation; grading on improvement; attitude, participation, attendance, etc.</td>
<td><strong>Discussion:</strong> Results of Letter Grade Meanings Inventory</td>
<td>TG: Draft Syllabi: Suggestions and Common Omissions</td>
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<td>Academic Dishonesty</td>
<td><strong>Activity:</strong> Graduate Instructor Panel</td>
<td>TG: Syllabus Template</td>
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<td>Putting it all together in a syllabus: Required and recommended syllabus components</td>
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<td>TG: Academic Integrity and the Aggie Code of Honor</td>
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<td>Supplemental:</td>
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<td>Teaching Tips to Prevent Academic Misconduct, Faculty Resources, Aggie Honor System Office, Texas A&amp;M Univ.</td>
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<td><a href="http://aggiehonor.tamu.edu/Faculty/TeachingTips.aspx">http://aggiehonor.tamu.edu/Faculty/TeachingTips.aspx</a></td>
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<td>Preventing Academic Misconduct, Graduate Student Instructor Teaching Resource Center, UC Berkeley</td>
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<td><a href="http://gsi.berkeley.edu/teachingguide/misconduct/index.html">http://gsi.berkeley.edu/teachingguide/misconduct/index.html</a></td>
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<td>Minimum Syllabus Requirements, Curricular Services, Texas A&amp;M Univ.</td>
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<td><a href="http://curricularservices.tamu.edu/minimum-syllabus-requirements/">http://curricularservices.tamu.edu/minimum-syllabus-requirements/</a></td>
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<td>10</td>
<td>Effective Lectures</td>
<td>MTT, Ch. 6 (How to Make Lectures More Effective)</td>
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<td>Mar. 31</td>
<td>Class Size Issues</td>
<td>Seven Principles for Good Practice in Undergraduate Education, Walker Center for Teaching and Learning; Univ. of Tennessee, Chattanooga</td>
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<td>Using PowerPoint Effectively</td>
<td><a href="http://www.utc.edu/walker-center-teaching-learning/teaching-resources/7-principles.php">http://www.utc.edu/walker-center-teaching-learning/teaching-resources/7-principles.php</a></td>
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<td>Using Online Course Management Platforms (e.g., eCampus and Howdy)</td>
<td>MTT, Ch. 18 (Teaching Large Classes...)</td>
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<td>Supplemental:</td>
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<td>Large Classes: A Teaching Guide, Center for Teaching Excellence, Univ. of Maryland</td>
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<td><a href="http://www.cte.umd.edu/library/teachingLargeClass/guide/index.html">http://www.cte.umd.edu/library/teachingLargeClass/guide/index.html</a></td>
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<td>Get Started with eCampus, Instructional Technology Services, Texas A&amp;M Univ.</td>
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<td><a href="http://ecampus.tamu.edu/get-started.php">http://ecampus.tamu.edu/get-started.php</a></td>
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*Dr. Judith A. Linneman*  

*Page 18*  

*Sociology 6### Syllabus*
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| Apr. 13 | Grading: Rubrics  
Grading on a percentage scale (criterion referenced) or on a curve (norm referenced)  
Grade Inflation  
Formative and Summative Teaching Evaluation  
What do Student Ratings of Teaching Measure?  
Ethics/FERPA/Student Educational Records | **Due:** Final Draft of *Reflective Statement on Philosophy of Teaching and Learning* Due  
**Activity:** Wanna' **BET**?  
(*BET: Be an Ethical Teacher*) | *MTT*, Ch. 10 (Assigning Grades: What Do They Mean?)  
*ECUT*, Ch. 19 (Course and Instructor Evaluation)  
*Improving Your Teaching, Obtaining Feedback, Center for Research on Learning and Teaching, Univ. of Michigan*  
[http://www.crlt.umich.edu/gsis/p9_1](http://www.crlt.umich.edu/gsis/p9_1)  
*Do Student Evaluations Measure Teaching Effectiveness?* Phillip Stark; *The Berkeley Blog,*  
*MTT*, Ch. 22 (The Ethics of Teaching)  
*FERPA for Faculty, Staff and Administrators, Texas A&M University, Office of the Registrar*  
[http://Registrar.tamu.edu/facultystaff/ferpastatement.aspx](http://Registrar.tamu.edu/facultystaff/ferpastatement.aspx)  
**Supplemental:**  
*Grading Student Work; Center for Teaching Guide, Vanderbilt University*  
*Grading Time: I Give Up, You’re All Exceptional,* Rebecca Schuman, The Huffington Post, posted May 7, 2012  
[http://www.huffingtonpost.com/rebecca-schuman/grading-time-i-give-up-yo_b_1489430.html](http://www.huffingtonpost.com/rebecca-schuman/grading-time-i-give-up-yo_b_1489430.html)  
*Gathering Feedback from Students,* Center for Teaching; Vanderbilt University (Includes forms to download and use)  
*The Quick Course Diagnosis (QCD)* (Barbara J. Millis), Center for Teaching Excellence, Lansing Community College  
[http://www.lcc.edu/cte/services_support/faculty_feedback_project/qcd.aspx](http://www.lcc.edu/cte/services_support/faculty_feedback_project/qcd.aspx)  
ASA Code of Ethics (see section 18)  
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| 13   | Classroom Interaction and Management  
Interacting with students outside of class  
When students need help  
Time Management  
Balancing teaching with other responsibilities | **Due:** Notes on Observation of Master Teacher  
**Video Clips:** Scenes from a Classroom (vignettes of student complaints/issues and suggested responses), Center for Teaching and Learning, Univ. of Minnesota  
http://www1.umn.edu/o/hr/teachlearn/tutorials/conflict/ | **ECUT,** Ch. 9 (Developing Student-Teacher Rapport...)  
**MTT,** Ch. 13 (Different Students, Different Challenges)  
**Addressing Students' Needs, Dealing with Disruptive Behavior in the Classroom,** Center for the Integration of Research, Teaching and Learning  
http://www.cirtl.net/node/2553  
**TG:** When Students Need More Help than you Can (or Should) Provide  
**ECUT,** Ch. 5 (Teaching in the Context of Professional Development and Work-Private Life Balance)  
**Time Management for Teaching,** Center for Teaching Excellence, St. Edward's Univ. (View the slide show.)  
http://think.stedwards.edu/cte/blog/post/time-management-teaching  
**Supplemental:**  
For Your Consideration: Reflections on Teaching and Learning: Managing Classroom Conflict, Center for Faculty Excellence; Univ. of North Carolina  
http://cte.unc.edu/pdfs/FYC22  
http://diginole.lib.fsu.edu/cgi/viewcontent.cgi?article=1019&context=faculty_publications  
**Concerning Behavior Response Guide,** Texas A&M Task Force on Campus Emergencies and the Division of Student Affairs.  
https://www.tamu.edu/studentaffairs/pdf/judicial/Concern.pdf  
Sylvia Hurtado, *et al., Undergraduate Teaching Faculty: The 2010-2011 HERI Faculty Survey,* Higher Education Research Institute, UCLA. (See graphs on time spent teaching and on teaching preparation.)  
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<td>14</td>
<td><em>Micro-Teaching Experience Two</em></td>
<td><em>Due: Teaching Portfolio</em></td>
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<td>Apr. 27</td>
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<td><em>Due: Flexercise Two</em></td>
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<td>TBD</td>
<td><em>Micro-Teaching Experience Two spillover (?)</em></td>
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