

## SOCIOLOGY 113: SOCIOLOGY OF EDUCATION—FALL 2014 SECTION SYLLABUS\*

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Section bSpace site: SOC113 S101&102 Fa14

Discussion Sections

102: Tuesdays 11:10AM -12:00 PM, 122 Latimer (may move)

101: Tuesdays 1:10-2:00 PM, 237 Cory Hall

Office hours sign up (Weds): [www.wejoinin.com/sheets/tbbut](http://www.wejoinin.com/sheets/tbbut)

**Overview.** Welcome to SOC 113: Sociology of Education! I will be your GSI, which means I answer questions, teach stuff, and basically do whatever I can to facilitate your learning in this class. I'm an "expert" in training, which means I don't know everything, but at least I know something (about sociology). I hope I can be useful!

We will use the readings as a starting point for a discussion that is collaborative, active, and fun! I trust you to come to class having read the assigned readings and taken time to reflect on them and gain clear understanding. This will pay off in class, providing essential background so that we can focus on higher-level learning tasks. Our focus in discussion is on *critical reflection*, *integration*, and *application* of textual materials, because this deepens your learning, makes it more relevant to your lives, and ultimately lets you take away more from this course. Thus, rather than read together or do lots of lecture, I've designed sections to encourage you to arm yourselves with knowledge and deploy it in creative ways. Your section experience is in your hands. Let's have fun and learn lots!

**Goals.** The goal of section is that you learn to (a) critically read and write, (b) develop clear and well-rounded perspective on your place in the social and educational worlds, (c) understand and intervene in complex arguments, and (d) make focused contributions in a collaborative environment.

**Office Hours.** Please come see me! Office hours are an opportunity to build dialogue around sociology and to get support for your education—especially writing. Times are Wednesdays 10 AM-12 PM on the sunny benches outside Dwinelle Hall (but if there's rain/mist, you can find me in 483 Barrows; either way, please sign up online using the website above), Thursdays 11:00 AM-12:30 PM in 483 Barrows (drop-ins welcome, no appointment needed), and by appointment (please email me at least 24 hours in advance). Groups are welcome.

**Group Work.** You will be randomly assigned to a group of 2-4 students to work together throughout the semester. Each group selects two section dates on the schedule handout to lead discussion for that day. Your group has two kinds of tasks: writing and making presentations (**see handout "How to lead discussion"**). For fun and identification, **please choose a group name**, and write this and member names on the group info sheet. I encourage you and your group to not only prepare for section together, but also to study together and give written feedback on each other's reading responses\*\* (see bSpace for peer review template).

**Section Structure.** Here's a breakdown of your average section: first, the GSI does attendance; then, we do a warm-up to get you thinking. Then, we talk briefly about administrative things, like assignment due dates and when you get grades back. Next, I will often do a mini-lecture (5-10 mins) to help you grasp what the texts say, because basic understanding is important—in addition to creativity and collaboration (where section shines). Next, the lead group of the day does their thing: the Presenter(s) does a 5-minute or so presentation on the readings, then the Moderator(s) leads discussion around questions that bring the material to life (see "How to lead discussion"). If there's no lead group for the day, we'll do some brilliant activity like a worksheet or skits or something. Lastly, the GSI may wrap things up with concluding comments; or, if time runs out (this often happens), I'll let you know you're free to go.

**Section Grading.** Section counts for 15% of your total course grade and has two graded parts. The first is *effective participation* (50% of your section grade), which depends on your active participation (see below). The second is *strong discussion leadership* (50% of your section grade), which involves well-prepared performance of roles; clear presentations on the readings; interesting, open-ended engaging discussion questions; and well-written critical reading outlines. The GSI will grade each group presentation using the presentation grading form (see bSpace), with feedback to help the lead group improve their performance.

**Participation.** Good participation involves attendance (checked when class starts—late arrival will affect your grade!) as well as *verbal* contributions to discussion. To grade your participation for each section, I will mark your participation as **0 (absent/ sleeping/ texting)**, **1 (silent/ mumbling/ incoherent)**, or **2 (active listening &**

\* This document may be subject to revision.

\*\* While I encourage peer feedback, don't cheat! Academically honest work can only be completely original.

**sharing/ clear speaking).** To help build our discussion, *please bring the readings to class*. Posting comments, and links to the bSpace chatroom can boost your grade, but it is not a substitute for speaking in discussion!

Help with Writing. Strong, clear writing develops with practice, and revising paper drafts is a great opportunity! I am happy to help revise your papers in office hours (but not over email). I also encourage peer feedback (see forms on bSpace) and use of the excellent writing tutors at the Student Learning Center (SLC) in Cesar Chavez.

Discussion. I encourage you to practice listening by putting into your own words what the previous speaker said before you speak your bit, and to build dialogue by concluding your contributions with a question. Tangential or distracting remarks are less valuable than insightful, on-topic ones—please stay with the topic until it finishes naturally. Please try to listen as well as share your thoughts, even if you're still working it out: "I don't understand X because..." is a perfectly valuable contribution. If speaking in groups is very uncomfortable for you, you may earn participation points by collaborating with another lead group (see handout on "How to lead discussion").

Dates with NO section/office hours: Weds-Thurs 09/24-5 (after paper 1; my QE), Tues 11/11 (Veterans' Day), Weds-Thurs 11/26-7 (Thanksgiving)

Before & After Section. Our 50 mins will pass quicker than you expect. I strongly recommend warming up first: take at least 10 mins right before section to review lecture and reading notes. To help your memory, it's also a good idea to "cool down" by spending around 10 minutes right after section to update and clarify your notes.

Absences. You may have *three* unexcused absences for illness, family responsibilities, or outside commitments. Beyond that, I will need a doctor's note or other official documentation to excuse you—or your grade will lower. If you miss section, it is your job to learn what was covered—your classmates can be a great resource for this!

Late Assignments. As per the course syllabus, I won't accept any late papers. The earlier you get in touch with me regarding any deadline issues, the better your situation may be. Don't count on an extension. Be on time!

Use of Electronic Devices during Section. Section is our "low-tech hour" for the day. We have a lot to think about, so we need all the help we can get to be alert and focused. For that reason, as in lecture, use of your laptops, phones, etc. is not allowed. I encourage you to print the readings, annotate them, and bring them to class. For our usual writing exercises and your notes, please bring paper and a pen(cil). Also, please silence your phone.

Email Policies. I usually answer emails within 24 hours. Please keep emails short and restricted to administrative matters (e.g., absences). Rather than send me long or broad questions, come to office hours or bring them to section. Also, please make sure your bSpace email is correct.

Feedback. I really value your feedback on course structure, on what works and what doesn't. I will provide you ways to give me feedback in class, including midterm evaluations. Additionally, feel free to email me or speak to me after class or in office hours. The sooner you say something, the more likely I can change it.

Accommodating Special Needs. Please consult with me if you need anything special to make participation in the class easier for you—whether due to learning disabilities, participation in athletics, parenthood, etc. I can't promise to accommodate you, but I'll do what I can.

On Mental Health. Face it: college can be really stressful. But there's help! If you need support, please contact Counseling and Psychological Services (CPS) at the Tang Center (2222 Bancroft Way, 510-642-9494), and the Career Center (<https://career.berkeley.edu>). If you need someone to talk to immediately, call the 24/7 Suicide Prevention and Crisis Hotline (415-499-1100). (Incidentally, I volunteer at a crisis line, but not this one.)

Professional Boundaries. Sorry, but we're not Facebook friends, beer friends, etc. while you're in this course. Our respective roles require our relationship to be strictly professional—you are a student, I am staff. Let's be courteous and respectful to help class go smoothly. Thanks!