

LAURENTIAN UNIVERSITY – FALL 2016
DEPARTMENT OF SOCIOLOGY
DR. REUBEN ROTH
SOCI-2296EL-01 - SOCIOLOGY - EDUCATIONAL ISSUES

Lecture/Tutorial: Wednesdays, 7:00 - 9:50 p.m.
Classroom: SE-207
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Office Hours: As posted on my office door. Appointments preferred.

COURSE DESCRIPTION (CALENDAR)

This course is aimed at students who plan to consider a degree in education. It will provide venue for exploration of a range of social issues that relate to education. PREREQ: SOCI 1015 or enrolment in the B.Ed. program or permission of the instructor. (lec 3) cr 3.

*"Girl number twenty unable to define a horse!" said Mr. Gradgrind, for the general behoof of all the little pitchers. 'Girl number twenty possessed of no facts, in reference to one of the commonest of animals! Some boy's definition of a horse. Bitzer, yours."
-- From "Hard Times" by Charles Dickens (1812-1870)*

COURSE OVERVIEW

The quote above, from a Charles Dickens' novel, is intended to depict both the 'fact-driven' character of 19th century schools (which has reemerged in the early 21st century) as well as its highly-gendered qualities. Using texts, videos, media, and our collective experiences, we will examine *social forces and social structures* in our education system, and how these impact the people who participate within it (i.e. students, teachers, administrators, parents).

This course will be of interest to students who are generally interested in an analysis of education, as well as those planning to become educational workers. One aim of this course is to assist you in developing a *critical* (i.e. analytical) view of the education system, while another is to examine educational issues as *social problems that are encountered within schools*, from a variety of *sociological* vantage points. Above we have an example of both *empiricism* and *male chauvinism*. The impact of social forces and social stratification (i.e. the intersections of class, race, gender, ethnicity, sexuality, and ability) is examined as *interlocking systems of oppression* within and beyond the education system. We will take a largely historical-materialist approach to the subject matter, as it will be useful in helping us to understand the underlying features of social stratification within schools. In order to avoid the 'trap' of pessimism, we will investigate some strategies of resisting these inequalities, primarily within the confines of teaching and learning within the Ontario public school system. **Note that among our examination of social forces and structures, we will use personal experiences. Therefore student participation is a key component in the organization of this course and its success depends largely on you.**

MANDATORY TEXTS

Ayers, William and Ryan Alexander-Tanner. 2010. *To Teach: The Journey, In Comics*. NY and London: Teachers' College Press.

Wotherspoon, Terry. 2012. *The Sociology of Education in Canada, Fourth Edition*. Don Mills: Oxford.

Roth, Reuben Ph.D. (ed.). 2016. *Course Reader for SOCI 2296 Sociology – Educational Issues*
**** NOTE: I have made arrangements for this photocopied and bound reader to be made available at Kwik Kopy Design and Print Centre, 75 Elm Street (corner Elm and Elgin in Sudbury) at a cost of approximately \$30. Tel. (705) 671-0070. Note: this is produced at cost and there are no refunds.**

**** NOTE: Additional readings, articles and web-based materials may be made available online, on reserve at the library, or distributed in class.**

COURSE REQUIREMENTS AND GRADING

Your grade is based on several elements: (a) attendance, (b) class participation, (c) group presentations, (d) reading journals, and (e) two writing assignments.

The first writing assignment is a brief review of one of our course readings or a related article or book. This may form a component of your final essay that focuses on an aspect of the education system that interests you. The second writing assignment will be discussed in class. Group presentations are a key component of the course. In a group you will present one of that week's assigned readings and you will then lead the class in an *informed* discussion and/or group exercise. Sign-up sheets will be available within the first few classes.

GRADING

Participation	15% (ongoing)
Oral Presentation	15% (dates to be assigned)
Reading Journals (4 x 5%)	20% (due: weeks 4, 8, 10, 13)
Literature Review	20% (due on week 9)
Final Essay/Paper	30% (due on week 13)

NOTE: I am willing to consider alternative assignments *if* there is a group consensus.

POLICIES: CITATION, PLAGIARISM, LATE ASSIGNMENTS, ATTENDANCE:

Academic Citation and Plagiarism

Students are expected to consult a standard social science style guide to ensure the correct citation style (either ASA or APA formats are acceptable and readily available online). I will recommend a variety of style guides during in-class discussions. Plagiarism has always been with us but easy Internet access makes this act more tempting than ever. Plagiarism and other forms of academic dishonesty are extremely serious academic offences. Penalties range from failure in an assignment or exam to expulsion from the University. Definitions, penalties and procedures for dealing with plagiarism are set out on Laurentian University's website.

ADDITIONAL NOTICE ON PLAGIARISM:

Be aware that insufficient or 'deceptive' citation constitutes grounds for plagiarism. You should be familiar with proper citation at this stage in your academic career and are assumed responsible for uncited work taken from another source. **In short, when in doubt it is always preferable to overcite, rather than undercite.** Learning and using citation is one of the skills taught at university, and it should be practiced with great care and *punctiliousness*. Again, this is an extremely serious academic offence that carries penalties varying from failure in an assignment or course, to suspension or expulsion from the University.

Policy on Missed or Late Assignments

Assignments are due on the dates specified in this outline. No extensions will be granted without medical documentation. Late assignments will be subject to a 5% penalty for each day after the due date. After one week has elapsed without an assignment, you will receive an automatic grade of 'F' unless you provide sufficient medical documentation.

ATTENDANCE

You are required to attend all lectures and sign an attendance sheet that will be distributed after each week's break.

IMPORTANT NOTE: Please do not phone or email me to report an absence. This is not the general practice in universities, where personal responsibility and independence are both assumed.

SOCI-2296 – WEEKLY SCHEDULE – FALL 2016

WEEK 1:	SEPTEMBER 7
Introduction and overview of the course themes. Discussion of pedagogy, evaluation, grading, assignments, expectations and course texts. Brief situating lecture.	
WEEK 2:	SEPTEMBER 14
THEME:	Thinking Sociologically about Schooling: How Sociology Views Education
READING 1:	Wotherspoon, Chapter 1.
READING 2:	Gracey, 131-136.
WEEK 3:	SEPTEMBER 21
THEME:	Sociological Theories of Education – Part I
READING 1:	Wotherspoon, Chapter 2.
READING 2:	Ballantine and Spade, 5-19.
WEEK 4:	SEPTEMBER 28
THEME:	Sociological Theories of Education – Part II
READING 1:	Livingstone, 55-81.
READING 2:	Collins, 34-40.
→ Reading Journal #1 Due Today	
WEEK 5:	OCTOBER 5
THEME:	The Growth of a Schooled Society
READING 1:	Wotherspoon, Chapter 3.
READING 2:	Shor, 1-10.
READING 3:	Block, 121-146.
WEEK 6:	OCTOBER 10- 14, 2015 – FALL STUDY WEEK
WEEK 7:	OCTOBER 19
THEME:	How Schools Work: The Structure of the Canadian Education Systems
READING 1:	Wotherspoon, Chapter 4.
READING 2:	Cote and Allahar, 3-14.

WEEK 8:	OCTOBER 26
THEME:	Democratic Practice and Hope in Past Educational Regimes
READING 1:	Wotherspoon, Chapter 5.
READING 2:	Osborne, 29-61.
READING 3:	Dickens, 12-18.
READING 4:	Friere, 52-67.
→ Reading Journal #2 Due Today	

WEEK 9:	NOVEMBER 2
THEME:	The Role of Teachers and Teaching
READING 1:	Wotherspoon, Chapter 6.
READING 2:	Ayers and Alexander-Tanner, XI-12.
READING 3:	Block, 17-35.
OPTIONAL:	Johnson, 106-147. (Try to read at least the first 10 pp.).
→ Literature Review Due Today	

WEEK 10:	NOVEMBER 9
THEME:	The Political Economy of Education
READING 1:	Wotherspoon, Chapter 7.
READING 2:	Bowles and Gintis, 41-44.
READING 3:	Ayers and Alexander-Tanner, 13-46.
OPTIONAL:	Bowles and Gintis, 3-17.
→ Reading Journal #3 Due Today	
→ Group Presentations	

WEEK 11:	NOVEMBER 16
THEME:	Social Stratification and Education - Part I
READING 1:	Wotherspoon, Chapter 8.
READING 2:	Lareau and Horvat, 306-315.
READING 3:	Ayers and Alexander-Tanner, 47-80.
→ Group Presentations	

WEEK 12:	NOVEMBER 23
THEME:	Social Stratification and Education - Part I
READING 1:	Ayers and Alexander-Tanner, 81-128.
READING 2:	Willis, 1-7; 185-193.
READING 3:	Morris, 316-327.
→ Group Presentations	

WEEK 13:	NOVEMBER 30 (LAST CLASS)
THEME:	Social Stratification and Education Pt. II: Reforming Ontario's Education System
READING 1:	Dehli, 323-337.
READING 2:	Rezai-Rashti, 307-321.
READING 3:	Wotherspoon, Chapter 9.
	<i>→ Group Presentations</i>
	<i>→ Reading Journal #4 Due Today</i>

DECEMBER 7
<i>→ Final Essay Due</i>
OPTIONAL READING: Giroux, 1-10.

SOCI-2296: A DETAILED OVERVIEW OF REQUIREMENTS AND ASSIGNMENTS

WEEKLY SEMINAR ATTENDANCE & PARTICIPATION (15%)

You will be expected to participate in seminar discussions, after having prepared for each class' readings *beforehand*. Your reading journal (see below) will play a key role in helping you to form and express your most informed viewpoints during our seminar discussions, so it is crucial that you keep up with both your readings and journals – **be sure to bring your journals and textbooks to every class.**

GROUP PRESENTATION (15%)

This assignment involves providing leadership during a part of our weekly tutorials. This may be done in one of two ways. Students in a group will present one of our assigned readings (free choice but no overlaps, so **coordinate with your fellow presenters if there is more than one per tutorial**) and provide guidance and leadership during a classroom discussion. Students should aim to demonstrate in-depth knowledge of the appropriate material and to lead and engage the members of the class in a substantive discussion and debate. This is also an excellent opportunity to connect your own views of education with those presented in the course. **A schedule of presentations will be prepared and distributed by the third week of class.** If necessary, I will reluctantly distribute a set of working guidelines to regulate group behaviour.

READING JOURNALS (20%)

Every student in the course will be required to keep one weekly reading journal, based on ONLY one of the assigned weekly readings. These will be approximately 500 words each, or one single spaced page in length. At scheduled intervals (weeks 4, 8, 10, 13) **you will hand these in to me as a (stapled) 'set' of journals, and labelled as such (e.g. "Journal Set #1" "Journal Set #2" etc.).** The reading journal is less formal than an essay, which is intentional, because I hope it will be a space where you will feel free to express your thoughts without fear of 'mistakes'. I'll correct egregious errors, but will grade mainly based on content and quality, using 'Bloom's Taxonomy' as a scale for what I hope will be your incremental improvement. We'll discuss "Bloom's" in class.

Your reading journal should be brought to every class and you should be prepared to share your journal entries during our seminars and presentations. Whether it is 'your turn' to present or not, your journals will help you to organize and share your thoughts with the class. Your journal will be graded on the extent to which it shows that you are learning, understanding and synthesizing the course material, and are capable of *applying* readings and theories to actual events (see Bloom's Taxonomy).

Here are some of the things I hope to see in your journals: (a) Note your observations, comments, questions and reflections on the readings – in short, what was good, what was bad, and what was interesting about our assigned reading for that class? (b) From what theoretical sociological tradition(s) do the readings emerge? (c) How does a reading relate to your own paradigm or worldview? This is also a space where you share your critical comments or questions; and (d) introduce and link our assigned readings to examples from other texts you've read, your own experiences, observations, media reports, etc. In other words, link the readings to daily experience (including media/news events, global issues, relevant personal experiences, etc.) and analyze these using the course material.

Each journal **set** (4 in total) is worth 5%, for a total of 20% of your final grade.

Here are some of the questions you may consider and raise in our readings, your reading journals, group presentations and/or essays:

- Who is the author, what is their background and/or their approach?
- How does the author's background inform the reading?
- What ideology, paradigm, or worldview governs the author's viewpoint?
 - o What are the major organizing ideas? (the thesis)
 - o What are the subordinate ideas? (controlling statements)
 - o What did the author(s) conclude?
 - o Is the conclusion relevant today? Does it help our practice as teachers?
- What serious questions does the reading raise regarding the nature and purpose of education / schooling?
- What serious omissions are left out of the reading? How do these distort or undermine the author's position?
- In what ways does this article reinforce, extend, challenge, or oppose your own views on education? Be specific.

An important summary note about your reading journals:

The reading journals are an informal vehicle (think 'reading blog') where you share your 'inner voice' with me. They should include correct spelling and grammar, and are, like a blog, written in the first person, but are still relatively **casual**. Reading journals are how I track your reactions to our readings, and your progress throughout the course. I'm looking for honesty in your reactions to the readings. That's why they are best when written while, or immediately after, doing a reading.

1. There is no need for citation within the reading journals -- unless you're using material from outside the class. You're better off just dealing with the one article at hand (it's only 500 words).
2. There is no need for a title page, abstract, or formal citations when writing a reading journal. But be sure to **label each journal set number**.
3. Remember: **It is one journal (500 words) on one assigned reading, per week. Then group them into a set of journals** – i.e. take the single, weekly journals that you've collected over 3-4 weeks, date them and label them (Journal set #1, set #2, etc.).

LITERATURE (BOOK OR ARTICLE) REVIEW (20%)

You will select a manageable (3-4) number of journal articles, books, book chapters, or research papers based on one of the major sub-themes related to this course in educational issues. You will then write a 10 page paper (not including cover page and bibliography, etc.) which reviews these in a disciplined (and sociological) manner. Your literature review must demonstrate that you have acquired an understanding of the literature in your subject-area, by discussing: (a) the main concepts, (b) controversies and (c) the state of research related to the topic in your selected subject-area. You should also show how these articles are all related. Note the review must be an integrated, narrative essay and NOT simply a series of summaries of books and journal articles. Briefly summarize articles by stating the author's (i) goal, (ii) thesis, (iii) controlling statement/s (the 'big ideas' that support a thesis), and (iv) conclusion, but do not focus on the summary alone. Refer to Bloom's Taxonomy and reach as high as you can. Be daring; you can treat this assignment as an exploratory exercise where you discover an interesting area of sociology or education-related issues that is new to you. If you like, your literature review can ultimately work as a building block for the final research essay, where you can integrate key elements of your literature review (although you are not 'married' to the sub-topic you've chosen if you don't like it). A carefully prepared literature review can lead to a stronger final paper. Due date: Week 9.

FINAL ESSAY (30%)

Your final essay should examine a theme or sub-theme related to a sociological treatment of issues in education as these have been discussed in class lectures and course readings. The final paper is the major assignment for the course and ideally builds on your literature review, reading journals, presentations, class discussions and lectures. Typically, this is an argumentative essay in which you take a position, and is not a traditional research essay. Simply put, your task in this exercise is NOT to 'educate' me about a particular issue related to education, in fact, the specific topic that you choose is almost irrelevant. The topic itself is simply a *device* that helps to illustrate one of the concepts discussed in our course. This means that your final essay is really about putting into 'action' one of the sociological theories or concepts that we've been talking about through (by use of) the 'educational issues' issue that you've selected. If your selected issue doesn't adequately illustrate the concept you plan to examine and illustrate, then change it and select an issue that *does* illustrate the concept; either that, or take a deep breath and switch the concept that you're trying to illustrate. To repeat, your final paper is NOT about "informing" me about, for example, racism in Ontario's schools, but is REALLY a discussion about a concept or theory that you learned about in the course – and then seeing whether it works by, for example, illustrating the concept of racism in schools using an Marxist analysis of the Ontario curriculum over the past 50 years. In short, it is best to select a concept or theory and then apply it to a relevant issue or topic. The final essay should be approximately 15-20 pages in length (excluding cover page and bibliography).

Due date: December 7, 2016.

FINAL RESEARCH PAPER – SAMPLE OF A FORMAL STRUCTURE (NOT MANDATORY)

The following structure is not a template that applies to all research essays, but merely one example of how a research essay might be organized. Typically, academic essays with data from field research are composed of a number of subsections. You might follow the same basic structure with some modifications. These will be discussed in-class, where you'll receive a handout on disciplined reporting and essay writing styles.

- 1. INTRODUCTION.** This section identifies the major problem or question to be examined in the essay. Although this section is short you need to use it to show the reader the value of what is to follow.
- 2. LITERATURE REVIEW.** This section of the essay is a summary of the work by other researchers on the topic you have selected. A literature review is a synthesis of the most important theories and findings, rather than a mere summary of each work. In this section you need to show the reader that you have a strong understanding of the major issues and controversies related to your topic.
- 3. RESEARCH METHODS.** In this section you outline the research methods you employed in your research, including the reasons for selecting a particular method, and any potential pitfalls or problems associated with it. An important objective of this section is to show to the reader that the research method will gather data in a *systematic* manner to answer the research question.
NOTE: Research for this course will be based on secondary methods only, so this section will likely be brief. But be sure to include your method(s) nevertheless.
- 4. FINDINGS/RESULTS.** In this section you present the most important findings from your field research. Careful consideration should be given as to how to best present the data (tables, charts, photos, etc.). In some cases it may be best to combine this section with the next one to allow for an integration of findings and discussion.
- 5. ANALYSIS/DISCUSSION.** The purpose of this section is to explain and analyze the findings from your field research. A critical aspect of this section is to relate your findings to past research and existing theories (as outlined in your literature review section). In this section you will also want give an indication as to how convincing your findings are.
- 6. CONCLUSION.** Like the introduction, the conclusion is relatively brief. Its purpose is summarize what you have done and should not raise new questions. The best conclusions are those that follow logically from the introduction; that is, the reader need read only the introduction and conclusion to gain an overview of your essay. Try it before you hand in your essay.

FINAL RESEARCH PAPER - ADDITIONAL INSTRUCTIONS

Below are additional instructions and guidelines for the research essay. Please also refer to the guidelines for the essay included in the course outline, and to class and tutorial discussions.

1. Your final paper will be due on December 9th (we'll discuss how you're to hand it in). This does not leave you much time, so you are advised to start planning early.
2. Essays submitted via e-mail or fax without permission will not be accepted. Late assignments will not be accepted without a medical note signed and dated by a physician on institutional letterhead.
3. Please use **only** ASA or APA citation style at all times. This is a social sciences course and MLA will not be accepted. Learning another citation style is a useful adaptive skill.
4. The final paper must include references to our assigned textbooks, as well as to other recognized sources including journal articles. Although electronic sources may be used, they must be authoritative. Many academic journals are now available online and these are quite acceptable, but strictly avoid using 'amateur' (i.e. non-academic, non-authoritative) websites. Because of the timely nature of the subject matter (labour markets) you will find much recent material online in newspapers and newsmagazines, as well as professional association journals. However, *you must limit non-academic (i.e. newspapers, etc.) electronic resources to not more than 50 percent of your total referenced material.*
5. On the cover page include your name, student number, telephone number, email address, course title and number. **The font should be Times New Roman, 12-point.** Other considerations are as follows: double-space, use one-inch margins, page numbers, cover page, single staple. ***Please do not use report covers.***
6. Grammar, spelling and sentence structure, as well the organization of the essay, are important elements. You may find it helpful to make an appointment with the Laurentian University Writing Skills Centre (at Desmarais Library) to have a draft of the essay reviewed by a writing instructor. I'll be available for specific questions on essay content and form and will discuss the detailed assignment parameters in class.
7. Regardless of your particular subject it is strongly advised that you carefully describe the topic under analysis. You may do this by using both internal and external documentation, including details on organizational structure, stated mandate, size, composition, etc.
8. Please do not pad your essay with needless verbiage. I appreciate and grade proper academic essay writing and *needless wordiness will be penalized.* If required, I can distribute writing guidelines (applicable throughout the social sciences) in class.
9. The smartest university students are those who use the language correctly and express complex sociological ideas using the simplest of terms; so keep the language simple. Nobody, least of all me, wants to read your misguided attempt to sound 'smart' by using MS-Word's Thesaurus, or any thesaurus for that matter. Ignore what your high school English teacher taught you about the rules of academic essay writing. University essay-writing is a somewhat different animal.
10. I strongly advise using a writing guide such as Trent University's Academic Skills Centre's *Thinking it Through: A Practical Guide to Academic Essay Writing*. Chapters VI-VIII are especially useful with regard to this assignment. I'll provide handouts of these chapters during the semester.

Bibliography

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Kohl, Herbert. 1991. "The Politics of Children's Literature: The Story of Rosa Parks and the Montgomery Bus Boycott." In *Our Schools/Our Selves*. Vol. 2, No. 4, February, 1991. Toronto: Our Schools/Our Selves. 83-102.

Lareau, Annette and Erin McNamara Horvat. 1999. "Moments of Social Inclusion and Exclusion: Race, Class, and Cultural Capital in Family-School Relationships." In *Sociology of Education*. 306-315.

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Rezai-Rashti, Goli. 2009. "The Neo-Liberal Assault on Ontario's Secondary Schools." In *Canadian Perspectives on the Sociology of Education*. Cynthia Levine-Rasky (Ed.). Don Mills: Oxford. 307-321.

Shor, Ira. "The Working-Class Goes to College." From *Critical Teaching and Everyday Life*. " 1-10.

Willis, Paul. 1977. "Introduction" and "Monday Morning and the Millennium." *Learning to Labour: How Working Class Kids Get Working Class Jobs*. NY: Columbia UP. 1-7; 185-193.

Wotherspoon, Terry. 2012. *The Sociology of Education in Canada*, Fourth Edition. Don Mills: Oxford.

Version: September 5, 2016.

FINAL ESSAY ASSESSMENT SHEET—VALUE: 30%

ASSIGNED PARAMETERS:

- Thesis statement/goal: a clearly identified research question under examination; outlined precise nature of research, including methods, theory(ies), variable(s). [5]
- Sufficiently detailed description of the topic under analysis, etc. [2]
- Brief literature review synthesized previous research, important theories and findings; Correctly presented, analyzed, discussed research findings; findings are convincing [4]
- Conclusion summarized work/findings and followed logically from introduction, thesis. [2]
- Examined aspects of an issue related to relevant issues in education, correctly employing sociological theories and/or concepts. [5]

/18 subtotal

CONCEPTION/MECHANICS:

- University-level grammar, spelling, sentence structure, et cetera. [7]
- Paper was well-conceived (i.e. used rational argument and lacked logical lapses). [4]
- Paper was properly cited, (i.e. included proper academic in-text citation and bibliography). [1]

/12 subtotal

BONUS (Rare):

- Bonus points** for original ideas presented with clarity and depth. [1]
- Bonus points** for presentation enacted with skill of writing and clear presentation. [1]

/30 total

PARTICIPATION SELF-ASSESSMENT FORM - VALUE: 15%

Your Name:

Today's Date:

Your goal is to HONESTLY assess your own in-class weekly **participation** over the duration of the term. "Participation" is here defined as classroom-based discussions or questions related to the readings, videos, oral presentations, journals, references to course material, sharing of your own experiences in the workplace, university, etc.

Keep in mind that I reserve the right to modify these grades as I see fit.

Here is a guide to grades of 15 (all figures rounded):

15/15 = 100%	11/15 = 73%	7/15= 47%
14/15 = 93%	10/15 = 67%	6/15= 40%
13/15 = 87%	9/15 = 60%	5/15= 33%
12/15 = 80%	8/15 = 53%	4/15= 27%

N.B.: You may use increments of .25 or .5 if you wish.

Your Participation Grade:

I have read the above criteria and I believe that my in-class, weekly participation deserves a grade of: **7** out of a total of 15.

Your rationale for your participation grade (mandatory). **PLEASE NOTE THAT ATTENDANCE IS CALCULATED SEPARATELY AND DOES NOT COUNT AS PARTICIPATION**

N.B.: You may use the back of this sheet, if you need more room.

PRESENTATION ASSESSMENT CRITERIA – VALUE 15%

Your name: _____

Today’s Date: _____

RATING KEY: 5 – very high; 4 – high; 3 – good; 2 – fair; 1 – poor

<i>Rating (enter 1-5)</i>	
1. Brief, logical summary of article’s structure	
a. Goal	
b. Thesis statement	
c. Controlling Statement, evidence	
d. Conclusion	
2. Stated own OR author’s theoretical paradigm/outlook/ link to theory	
3. Coherent, clearly stated aims and rationale for presentation	
4. Linking of article to, and integration with an existing literature or body of thought	
5. Significant insights and original thoughts dealing with critical issues introduced by article	
6. Demonstrated understanding of material	
7. Not overly descriptive; analytical presentation	
8. Engaged and led class in discussion; attempted to be inclusive	
9. Command of topic	
10. Overall presentation skills (form)	
11. Overall presentation content	
12. Quality of PPT or written handout, if any	

Comments:

LITERATURE REVIEW EVALUATION SHEET – VALUE 20%

MECHANICS:

- Correct spelling, grammar, sentence structure, academic citations, bibliography [2].
- Clear introduction (rationale for selection; statement of your theoretical standpoint [1].
- Reviewed using disciplined framework (goal, thesis, controlling statement, conclusion) [2].
- Brief description/summary of literature, including the key features uniting these works [2].
- Selective quotes used with precision to support analysis of literature [1].

SUBTOTAL /8

CONTENT:

- Demonstrated understanding of main concepts & controversies related to selected topic [6].
- Expected level of sociological content and sociological analysis [4].
- Demonstrated understanding of the state of the research related to your selected topic [2].

SUBTOTAL /12

- Bonus points** for original ideas presented with exceptional clarity and depth.
- Bonus points** for presentation enacted with outstanding skill of writing and clear presentation.

TOTAL /20

STUDENT INFORMATION SHEET AND AGREEMENT - DR. R. ROTH

Your Name: _____ Your Home City: _____

Your "REAL" E-mail Address: _____

Your Major: _____ Your Year: _____

Why are you taking this course? Check all that apply:

<input type="checkbox"/> It takes place at a convenient time and/or convenient day.	<input type="checkbox"/> Interested in the subject.
<input type="checkbox"/> To satisfy a general requirement.	<input type="checkbox"/> It's a job requirement.
<input type="checkbox"/> It's a requirement for my major.	<input type="checkbox"/> Other - Explain: _____

What do you hope to get out of this course?

On what career path are you planning to embark on after you graduate?

Where do you get your news? (CHECK ALL THAT APPLY)

- I don't really care about the news very much.
- When it's really important I get the news from my friends or family.
- Internet/apps. If so, what apps/website(s): _____
- Radio. If so, what radio station(s): _____
- Newspaper(s). If so, list newspaper(s): _____
- Television. If so, what TV station(s) or network(s): _____
- Magazine(s). If so, list magazine(s): _____
- Other: _____

I have read the course outline. I agree with and understand fully the course requirements and the university and class policies on attendance, punctuality, late papers and plagiarism. I understand that the views expressed by students in this class are confidential, but may anonymously appear in a paper or presentation someday.

Signed: _____ Date: _____