

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2020</b>
SO 240	Sociology of Education	<b>Prerequisite: SO 121</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Tuesday/Thursday	<b>Instructor:</b>	Joel Thiessen, PhD	<b>First day of classes:</b>	Tue, Jan 7
<b>Time:</b>	1:00-2:15pm	<b>Email:</b>	jathiessen@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan 19
<b>Room:</b>	A2133	<b>Phone:</b>	403-410-2000 ext.2979	<b>Last day to request revised exam:</b>	Mon, Mar 9
<b>Lab/ Tutorial:</b>	N/A	<b>Office:</b>	L2105	<b>Last day to withdraw from course:</b>	Fri, Mar 20
		<b>Office Hours:</b>	Tuesday 2:30-4:00pm Thursday 9:30-11:00am	<b>Last day to apply for coursework extension:</b>	Mon, Mar 30
<b>Final Exam:</b>	Final Exam Schedule will be available January 30 through the Office of the Registrar.			<b>Last day of classes:</b>	Thurs, Apr 9

### Course Description

An examination of structures and processes of education and teaching, and the relationship of education to other social institutions. The course also examines issues in education from the sociological perspective.

### Expected Learning Outcomes

1. Grasp how and why education has changed over the last century, and where the future of education is possibly heading
2. Identify, understand, and apply classical and contemporary theories used by sociologists to examine education
3. Grapple with the complexities, strengths, and weaknesses of the Canadian university system
4. Analyze the relationship between education, inequality, and opportunity
5. Describe the conditions necessary for learning and educational achievement
6. Understand the link between education and socialization
7. Discuss the pros and cons of a "schooled society"
8. Think reflexively and practically about pedagogy
9. Apply critical thinking skills, and where applicable Christian thought, when examining education

## Textbooks

Cote, James, and Anton Allahar. 2007. *Ivory Tower Blues: A University System in Crisis*. Toronto, ON: University of Toronto Press.

Davies, Scott and Neil Guppy. 2018. *The Schooled Society: An Introduction to the Sociology of Education*. 4<sup>th</sup> Edition. Don Mills, ON: Oxford University Press.

## Course Schedule

Date	Topic & Assigned Reading
January 7	Course Introduction
January 9	Syllabus Creation & Discussion
January 14	The Context for the Schooled Society (Chapter 1)
January 16	Classical Sociological Approaches to Schooling (Chapter 2)
January 21	Contemporary Sociological Approaches to Schooling (Chapter 3)
January 23	Education Revolutionized: The Growth of Modern Schooling (Chapter 4)
January 28	The Structural Transformation of Schooling: Accommodation, Competition, and Stratification (Chapter 5)
January 30	NO CLASS (Program Day)
February 4	Examination #1
February 6	The Changing Organization of Schooling (Chapter 8)
February 11	Oral Presentations #1
February 13	Curriculum: The Content of Schooling (Chapter 9) – Sherry Martens
February 18	NO CLASS (Reading Week)
February 20	NO CLASS (Reading Week)
February 25	Ivory Tower Blues (Introduction & Chapter 1)
February 27	Ivory Tower Blues (Chapter 2 & 3)
March 3	Ivory Tower Blues (Chapter 4 & 5)
March 5	Oral Presentations #2
March 10	NO CLASS - Documentary "Nursery University" (on Moodle)
March 12	Examination #2
March 17	Unequal Student Attainments: Class and Socio-economic Status (Chapter 6)
March 19	Education and Indigenous Canadians – Donna Ross Lecture
March 24	Attainments by Gender, Race, Sexuality, and Other Equity Categories (Chapter 7)
March 26	The Sociology of Teaching (Chapter 10)
March 31	Oral Presentations #3
April 2	Socialization: The Changing Influence of Schools on Students (Chapter 11)
April 7	The Limits of School Socialization: Competing Influences on Students (Chapter 12)
April 9	Future Directions for Canadian Education (Chapter 13)

## Requirements

\*Failure to submit required assignments will result in an automatic failing final grade. Late assignments will receive a 10% per day deduction.

The requirements in this course are premised on student choice and flexibility. Students are required to fulfill the assignment in Part A, and may choose one or more assignments from Part B. Moreover, students will individually determine how they wish to weight each assignment toward their final grade, within the following parameters: No assignment can be worth less than 25% or more than 60% of your final grade. For example, you could complete the oral presentation (40%) and three exams (total of 60%); or the oral presentation (25%), reflection and application assignments (32%), and research project (43%). These decisions are due to the professor by Tuesday, January 14 at 1pm (complete sheet provided).

### Part A

#### Oral Presentation

There are several debates among academics and the general public about education. In groups of 4-5 (to be decided by students), students will prepare a 30 minute presentation on one of the topics listed below. (a) In addition to the course textbooks, students must consult at least eight peer-reviewed academic journal articles, four peer-reviewed academic books, and two news stories. Students are expected to explicitly draw on sociological theory and empirical data throughout the research process and presentation. (b) Students must submit a written outline of their key ideas and argument, and meet in person with the professor to discuss and receive feedback, no later than one week prior to the presentation. (c) It is entirely up to each group to determine what learning aids (e.g., powerpoint, prezi, videos, handouts, etc.), if any, they will use. All learning aids (if applicable) along with a complete Reference list (ASA formatting, see links provided on Moodle and Johnson book on reserve) must be emailed to the professor by 9am on the day of the presentation.

- Oral Presentations #1 (February 11) - University education should be reserved for students of the highest academic ability and University education should be available for students of all academic abilities
- Oral Presentations #2 (March 5) – Students should participate in a unified public school system and Students should have choice to participate in different school systems (e.g. homeschool, private school, religious school, etc.)
- Oral Presentations #3 (March 31) – Teachers require more authority and autonomy over their own profession and less accountability from others (e.g., government, students, administrators) and Teachers require less authority and autonomy over their own profession and more accountability from others (e.g., government, students, administrators)

Evaluation is based on the following: (a) breadth, depth, and accuracy of sociological content, analysis, and formatting (45 marks); (b) strength of argument (15 marks); (c) logical, coherent, and effective organization and communication of ideas (20 marks); and (d) effective teaching tactics that both engage and teach the learner (20 marks).

## Part B

### Exams

Complete three exams (third exam during Final Exam week, scheduled by the Registrar's Office). Students must identify in advance what format of exam they wish to complete – multiple choice, short and long answer, or take-home (provided one week in advance). The exam format selected will remain for all three exams throughout the course. While students can identify the weight of each exam, the total sum of all three exams cannot exceed 60% of the total final grade.

### Reflection and Application Assignments

The following writing assignments are designed to help you reflect personally – against the backdrop of sociological theory, concepts, and data – about your own experiences with education. Drawing on textbook readings plus three additional peer-reviewed sources (if not conducting a research project), answer the following questions in 1.5-2 pages (double spaced, 12-size font, 1" margins), plus title page and Reference list (ASA formatting, see links provided on Moodle and Johnson book on reserve). Assignments are due on Moodle at 12:30pm. Note that your paper submission goes through a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose. It is your responsibility to be aware of what constitutes plagiarism (see "Policies" section of the syllabus). While students can identify the weight of each individual assignment, the total sum of all assignments cannot exceed 60% of the total final grade.

Due Date	Question/Topic	Primary Course Readings to Draw Upon
January 28	Thinking about your schooling experiences to date, what three things would you change, and why?	<i>The Schooled Society</i> , Chapter's 1-5
March 5	Provide three recommendations to Ambrose University, with rationale, to enhance the student learning experience.	<i>Ivory Tower Blues</i>
March 26	Offer three insights on how your social location (e.g., gender, race, ethnicity, social class, sexuality, etc.) has intersected with your schooling experiences, for better or worse.	<i>The Schooled Society</i> , Chapter's 6-7
April 2	Discuss three pedagogical methods and practices used in this course that specifically aided your learning.	<i>The Schooled Society</i> , Chapter's 8-10

Evaluation is based on the following: (a) breadth, depth, and accuracy of sociological content and analysis (25 marks); (b) analysis and application between personal reflections and sociological content (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks).

### Research Project – April 7 at 12:30pm

Students will either submit a 5-6 page paper (double spaced, 12-size font, 1" margins) or propose and submit an alternate creative medium (e.g., video, poster/bulletin board, board/card game). If students choose an alternative creative medium, they must discuss the proposed idea and receive approval and specific parameters moving forward from the professor prior to Monday, February 10. Students can work on this project on their own or in groups of up to four (the same grade is given to all students).

Create an answerable research question regarding one of the topics examined in the course, which must be approved by the professor via a face-to-face meeting prior to Monday, February 10. In addition to assigned course readings, a minimum of ten peer-reviewed sources (i.e. academic books and articles) are expected. A title page and Reference list (in addition to the 5-6 pages) are expected, correctly formatted to ASA guidelines (see links provided on Moodle and Johnson book on reserve).

There are two components to this assignment. Exchange your completed project with one other classmate of your choosing, no later than March 30. In turn, students will review your project and provide typed feedback no later than April 3. Feedback should focus on areas in the grading rubric at the end of the syllabus, in the context of the assignment description above. What did your peer do well? Where is more attention needed? What suggestions would you recommend to strengthen the project? A “peer feedback” document is provided for you on Moodle, to fill out when offering feedback to your peers. Students are then encouraged to take this feedback into account in the revision process before a final submission to the professor. Assignment submissions should include the written feedback from your peer at the end, following the Reference list.

Submit an electronic copy of your assignment on Moodle. Note that your paper submission goes through a plagiarism software – Turnitin – that compares your paper against other books, articles, online sources, and papers submitted to other universities and Ambrose. It is your responsibility to be aware of what constitutes plagiarism (see “Policies” section of the syllabus).

Evaluation of this assignment is based on the Grading Rubric later in the syllabus: (a) theory, method, and data (25 marks); (b) analysis and application (25 marks); (c) logical and coherent argument (20 marks); (d) grammar and spelling (20 marks); (e) formatting (10 marks).

### **Attendance**

I have a high regard for our times together in class – this time is sacred. You are free to attend class or not, but should you decide to do so, I expect the following without exception:

- Read the assigned materials in advance of class
- Arrive on time
- Actively participate in class activities and do not disturb those around you

If you cannot uphold all three of these expectations, you are discouraged from attending class. Should honoring these class boundaries become a problem, the professor reserves the right to ask you to leave class or possibly withdraw from the course.

### **Student Success**

We at Ambrose want students to succeed as whole persons throughout the educational experience. Students have a responsibility to take the lead in their own well-being. Ambrose offers a range of supports to help students, and students are encouraged to make use of these resources if or when helpful to do so.

#### Student Success Workshops

Want to learn more about how to budget your money or your time? Trying to find your way amidst academic jargon, or you want to learn to take better notes or develop helpful study strategies? Not sure where to begin your research

project or how to communicate your research when it is complete? Aiming to take care of your mental health? Check out workshops on these and many other great topics throughout the semester at <https://ambrose.edu/workshops>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](https://ambrose.edu/crisissupport) for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

### **Grade Summary**

The available letter grades and percentages for course grades are as follows. A detailed chart of what constitutes an 'A,' 'B,' or 'C,' etc. is also included below:

A	96% and above	(GPA – 4.0)	C	63 - 67%	(GPA – 2.0)
A	91 - 95%	(GPA – 4.0)	C-	60 - 62%	(GPA – 1.7)
A-	86 - 90%	(GPA – 3.7)	D+	56 - 59%	(GPA – 1.3)
B+	82 - 85%	(GPA – 3.3)	D	50 - 55%	(GPA – 1.0)
B	75 - 81%	(GPA – 3.0)	F	Below 50%	
B-	72 - 74%	(GPA – 2.7)			
C+	68 - 71%	(GPA – 2.3)			

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Grading Rubric

	<b>Theory, Method, Data:</b> Correctly employs paradigms, theories, concepts, and empirical research. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.	<b>Analysis and Application:</b> Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	<b>Logical and Coherent Argument:</b> Logical and coherent argument that flows from beginning to end.	<b>Grammar and Spelling:</b> Writing is clear and effective communicating central ideas	<b>Formatting:</b> Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	<b>Oral Presentations:</b> Material is clearly, confidently, and creatively communicated. Both breadth and depth of resources are relied upon, demonstrating an integrated understanding of the area of study.
<b>A</b> <b>86-100</b>	Consistently achieved – paradigms, theories, concepts, and empirical research are summarized and used accurately and in relevant ways	The majority of assignment demonstrates a balance in summarizing and describing theory/research and analysis and application	Clearly states central thesis and purpose of paper  Each sentence/paragraph logically leads to the next  Carefully selected details which support general statements and central thesis	Few to no spelling, grammar, or other writing errors.  Words, sentences, and paragraphs flow smoothly	Consistently achieved	Communicates effectively main theme, thesis, or primary focus of presentation.  Establishes order to ideas and points out relationships between them.  Number and quality of main points are sufficient  Presentation of ideas develops to a logical conclusion and/or summary

						Strong presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact.
<b>B</b> <b>72-85</b>	Mostly achieved - paradigms, theories, concepts, and empirical research are summarized and used fairly accurately.	Some idea of how chosen topic bears on the development of sociological/psychological thought (i.e., some analysis and application beyond merely summarizing existing theory/research)	Clear central thesis  Appropriate details/synthesis most of the time.  Sentences/paragraph generally flow logically together	Some spelling, grammar, and writing errors  Some awkward transitions between words, sentences, and paragraphs	Mostly achieved	Communicates to some degree the main theme, thesis, or primary focus of presentation.  Ideas follow a general logical flow with presenter providing some synthesis between points  Number and quality of main points are sufficient  Logical conclusion and/or summary provided that develops from the presenters points  Moderate presentation style, demonstrated through non-

						verbal communication, body language, voice, and eye contact
<b>C</b> <b>60-71</b>	Inconsistently achieved - paradigms, theories, concepts, and empirical research are often summarized or used inaccurately, or not at all.	Little to no connection made to the development of paradigmatic thought in terms of analyzing or applying the theory/research	Adequately limited central thesis  Details/synthesis may be repetitious or absent altogether.  Sentences/paragraphs rarely, if ever, flow logically together	Several spelling, grammar, and writing errors  Several awkward transitions between words, sentences, and paragraphs	Inconsistently achieved	Unclear presentation of main theme, thesis or focus of presentation  Little order to ideas and relationships between points not clarified clearly  Number and quality of main points are lacking in sufficiency  Weak conclusion and/or summary  Presentation style lacking as demonstrated through non-verbal communication, body language, voice, and eye contact  <i>And so on....</i>

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class.

Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their records.