Course ID:	Course Title:	Winter 2024
SO 240	**Sociology of Education**	**Prerequisite: SO 121**
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	**Instructor:**	Joel Thiessen, PhD	**First Day of Class:**	January 9, 2024
Days:	Tuesday/Thursday	**Email:**	jathiessen@ambrose.edu	**Last Day to Add/Drop:**	January 21, 2024
Time:	1:00-2:15pm	**Phone:**	403-407-9442	**Last Day to Withdraw:**	March 28, 2024
Room:	A1085-1	**Office:**	L2105	**Last Day to Apply for Coursework Extension:**	April 2, 2024
Lab/Tutorial:	N/A	**Office Hours:**	Mondays, 3:00-4:00pm Thursdays, 2:30-4:00pm	**Last Day of Class:**	April 11, 2024
Final Exam:	Tuesday, Apr.16 at 1-4pm (A1085-1)				

Important Dates and Information
For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar.

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
Understanding: Students will articulate the foundational concepts, theories, methods, ethics, and data used in the sociology of education (Presentation, Exams, Reflection and Application Assignments, Research Project)

Research: Students will read, interpret, summarize, and evaluate primary sociological data and research in the sociology of education (Presentation, Reflection and Application Assignments, Research Project).

Analysis: Students will synthesize concepts, theories, and data in the sociology of education to then inform critical thinking on several perceptions and experiences associated with educational institutions (Presentation, Reflection and Application Assignments, Research Project).

Communication: Students will showcase written and verbal communication skills, grounded in clear argument and grammatical structure, logical and persuasive thesis formation and development, supportive evidence, and relevant ASA formatting (Presentation, Exams, Reflection and Application Assignments, Research Project).

Character: Students will demonstrate familiarity with and appreciation of the links between education, inequality, and opportunity, plus the place of moral development in Christian higher education. In the process, students will grapple with one's own social location (e.g., religion, gender, race, social class) and social interactions amidst others' diverse perceptions and experiences (Presentation, Reflection and Application Assignments).

Professional Competence: Students will develop abilities in areas such as pedagogical design, self-regulation, communication, teamwork, critical thinking, data interpretation and presentation, and intercultural understanding, while considering possible vocational and occupational trajectories connected to the education profession (e.g., as teachers or administrators) (Presentation, Reflection and Application Assignments, Research Project).

Textbooks

Cote, James, and Anton Allahar. 2011. *Lowering Higher Education: The Rise of Corporate Universities and the Fall of Liberal Education*. Toronto, ON: University of Toronto Press.

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

Course Schedule

Date	Topic	Class Preparation
Jan. 9	Course Introduction & What's Wrong with Schooling (if anything)?	Syllabus (on Moodle)
Jan. 11	The Context for the Schooled Society	Davies & Guppy, Ch.1
Jan. 15	Assignment Structure Due (12pm)	
Jan. 16	Classical Sociological Approaches to Schooling	Davies & Guppy, Ch.2
Jan. 18	Contemporary Sociological Approaches to Schooling	Davies & Guppy, Ch.3
Jan. 23	Education Revolutionized: The Growth of Modern Schooling	Davies & Guppy, Ch.4
Jan. 25	NO CLASS (Program Day)	
Jan. 30	The Structural Transformation of Schooling: Accommodation, Competition, and Stratification	Davies & Guppy, Ch.5
Feb. 1	Unequal Student Attainments: Class and Socio-economic Status	Davies & Guppy, Ch.6
Feb. 5	Reflection and Application Assignment #1 Due (12pm)	
Feb. 6	Examination #1 **(no class, if not selected)**	
Feb. 8	Education and Indigenous Experiences and Approaches in Canada – Guest Lecturer, Donna Ross **(*Recorded Lecture – no in-person class)**	Watch recorded lecture & read "Weaving Ways: Indigenous Ways of Knowing in Classrooms and Schools" (Alberta Regional Professional Development Consortium 2018) & Truth and Reconciliation Commission of Canada Calls to Action #6-12 and #62-65 – on Moodle
Feb. 13	Attainments by Gender, Race, Sexuality, and Other Equity Categories	Davies & Guppy, Ch.7
Feb. 14	Reflection and Application Assignment #2 Due (12pm)	
Feb. 15	Receive Approval for Research Project Alternative Creative Medium	

Feb. 15	Presentations #1 (*presenters to meet with professor no later than one week prior)	
Feb. 20 & 22	**NO CLASS (Reading Week)**	
Feb. 27	Lowering Higher Education	Cote & Allahar, Intro & Ch.1-2
Feb. 29	Lowering Higher Education	Cote & Allahar, Ch.3-5
Mar. 5	Lowering Higher Education	Cote & Allahar, Ch.6-7
Mar. 7	Nursery University & Christian Higher Education	Watch *Nursery University* Documentary & Read "Competition for Character Education" (Hiemstra 2020) – on Moodle
Mar. 12	Christian Higher Education	"Moving Beyond Value- or Virtue-Added" (Glanzer 2010) & "A Major Threat to Christ-Animated Learning" (Glanzer 2023) – on Moodle
Mar. 14	Examination #2 (**no class, if not selected**)	
Mar. 18	Reflection and Application Assignment #3 Due (12pm)	
Mar. 19	The Changing Organization of Schooling	Davies & Guppy, Ch.8
Mar. 21	Curriculum: The Content of Schooling – Guest Lecturer, Dr. Christy Thomas	Davies & Guppy, Ch.9
Mar. 26	**NO CLASS (Ambrose Research Conference)**	
Mar. 28	The Sociology of Teaching	Davies & Guppy, Ch.10
Apr. 2	Presentations #2 (*presenters to meet with professor no later than one week prior)	
Apr. 3	Reflection and Application Assignment #4 Due (12pm)	
Apr. 4	Socialization: The Changing Influence of Schools on Students	Davies & Guppy, Ch.11
Apr. 9	The Limits of School Socialization: Competing Influences on Students	Davies & Guppy, Ch.12
Apr. 11	Future Directions for Canadian Education	Davies & Guppy, Ch.13
Apr. 12	Research Project Due (12pm)	
Apr. 16, 1-4pm	Examination #3 (**no class, if not selected**)	

Requirements

- All assignments must be submitted to pass the course. Late assignments will lose 10%/day up to a maximum of 50%.
- All written assignments should include ASA formatting, a title page and Reference list, and be double spaced with 1" margins on all sides and 12-point font.
- Submit all written assignments electronically as a Word document on Moodle, which may go through a plagiarism software – Turnitin – that compares assignments against other books, articles, online sources (including AI-generated sources), and papers submitted to other universities and Ambrose. It is students' responsibility to be aware of what constitutes plagiarism (see "Policies" section of the syllabus).

Student choice and flexibility undergird the requirements in this course. Students will complete Part A, plus choose one or more assignments from Part B. Students will also determine the weight of each assignment toward the final grade. No assignment can be worth less than 25% or more than 50% of the final grade. For example, oral presentation (50%) and three exams (total of 50%); or oral presentation (25%), reflection and application assignments (32%), and research project (43%). Submit the "SO 240 Assignment Structure" on Moodle by January 15 at 12pm.

Presentation
In groups of 5 (depending on class size), students will prepare a 30-minute presentation and defend one of the following claims (sign up on professor's door). (a) In addition to course textbooks, students must consult at least seven peer-reviewed academic journal articles, three peer-reviewed academic books, and two news stories. Students are expected to explicitly draw on sociological theory, method, and empirical data. (b) Students must submit a written outline of key ideas and meet with the professor to discuss and receive feedback, no later than one week prior to the presentation. (c) It is up to each group to determine what learning aids (e.g., powerpoint, prezi, videos, handouts, etc.), if any, will be used. All learning aids (if applicable) along with a complete Reference list must be emailed to the professor by 12pm the day before the presentation.

- Oral Presentations #1 (February 15) – Students should participate in a unified public school system or Students should have choice to participate in different school systems (e.g., homeschool, private school, religious school, etc.)

- Oral Presentations #2 (April 2) – Teachers require more authority and autonomy over their profession and less accountability from others (e.g., government, students, administrators) or Teachers require less authority and autonomy over their 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
Students will complete three non-cumulative exams, choosing between a multiple choice (50 questions) or essay-based (answer two of four essay questions, about 2 double-spaced pages per response, worth 25 marks each) format. The total sum of all three exams cannot exceed 50% of the total final grade.

Reflection and Application Assignments
The following writing assignments are designed to help students reflect personally about personal experiences with education. Drawing on textbook readings plus three peer-reviewed sources, answer the following questions in 1.5-2 pages. Assignments should deal explicitly with sociological theory, concepts, method, and data to arise from student research (e.g., when summarizing research, clearly articulate methodological details along with key empirical findings and sociological interpretations of those findings). Assignments are due on Moodle at 12pm. The total sum of all four assignments cannot exceed 50% of the total final grade.

Due Date	Question/Topic	Primary Course Readings to Draw Upon
February 5	Thinking about your schooling experiences to date, what three things would you change, and why?	*The Schooled Society,* Chapter's 1-5
February 14	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.	*The Schooled Society,* Chapter's 6-7

March 18	Provide three recommendations to Ambrose University, with rationale, to enhance the student learning experience.	*Lowering Higher Education* and Christian Higher Education readings
April 3	Discuss three pedagogical methods and practices used in this course that aided your learning.	*The Schooled Society,* 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 12 at 12pm
Discuss the pros and cons of the Alberta provincial government's central assumptions and approaches to education for those up to grade 12 (i.e., Ministry of Education) or at the post-secondary level (i.e., Ministry of Advanced Education).
Students will submit a 5-6 page paper or an alternate creative medium (e.g., video, poster/bulletin board, board/card game). If students choose an alternative creative medium, proposed ideas must be presented and approved from the professor prior to February 15. Students can work on this project alone or in groups of up to five (the same grade is given to all students).

In addition to assigned course readings, a minimum of ten peer-reviewed sources (i.e., academic books and articles) are expected. Students should clearly articulate the provincial government assumptions and approaches (approximately 1.5-2 pages), and then deal explicitly with sociological theory, concepts, method, and data when assessing those assumptions and approaches (e.g., when summarizing research, clearly articulate methodological details along with key empirical findings and sociological interpretations of those findings).

When writing, the first paragraph (approximately ¼ page) should clearly state what this paper is about in the context of the larger literature, the overall argument to the paper, and what makes this topic significant. Subsequent paragraphs should generally have the following structure, all the while building a consistent and clear argument from one paragraph to the next: *insight* ("key claim/idea I will develop is…" - 1st sentence of each paragraph), *evidence* ("data that supports my claim…" - middle sentences of each paragraph), and *interpretation* ("what this all means is…" - last sentence or two of each paragraph). The concluding paragraph (approximately ¼ page) should synthesize the interpretations throughout into a larger integrated statement, pointing back to the overall argument and the ways that this paper builds on and extends the literature accounted for in the paper. The final paragraph should also delineate the implications of your argument for our understanding of society.

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).

Communication and Attendance
The professor's sole task in this course is to create an environment for students to maximally learn and succeed. Student-initiated communication with the professor is critical, especially with questions about course content and expectations or if falling behind. Unless students reach out and communicate with the professor, there is no way to know what student needs are or how to best support students through this course. When it comes to assignments, students will be held accountable for communications (or lack thereof) with the professor.

Classes together are central to the course experience. Students are expected to read the assigned materials in advance of class, arrive on time, and actively participate in class activities. If students cannot uphold all three of these expectations, students are discouraged from attending class. Should honoring these class boundaries become a problem, the professor reserves the right to ask students to leave class or possibly withdraw from the course.

Grade Summary

The available letters for course grades are as follows:

Grade	Interpretation	Percentage	Grade Points
A+	Excellent	96% and above	4.00
A		91-95%	4.00
A-		86-90%	3.70
B+	Good	82-85%	3.30
B		75-81%	3.00
B-		72-74%	2.70
C+	Satisfactory	68-71%	2.30
C		63-67%	2.00
C-		60-62%	1.70
D+	Poor	56-59%	1.30
D	Minimal Pass	50-55%	1.0
F	Failure	Below 50%	0.00
P	Pass		No Grade Points

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

	Theory, Method, Data: 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.	Analysis and Application: Student is able to extend past summarizing research/theory, and clearly analyze and apply the research/theory (e.g., implications and consequences)	Logical and Coherent Argument: Logical and coherent argument that flows from beginning to end.	Grammar and Spelling: Writing is clear and effective communicating central ideas	Formatting: Use of appropriate writing style (i.e., ASA) and other formatting particulars (i.e., page length, font size, margins)	Oral Presentations: 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.
A	Consistently achieved – paradigms, theories, concepts, and	The majority of assignment demonstrates a balance in summarizing and describing	Clearly states central thesis and purpose of paper	Few to no spelling, grammar, or	Consistently achieved	Communicates effectively main theme, thesis, or

| 86-100 | empirical research are summarized and used accurately and in relevant ways | theory/research and analysis and application | Each sentence/paragraph logically leads to the next

Carefully selected details which support general statements and central thesis | other writing errors.

Words, sentences, and paragraphs flow smoothly | | 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

72-85 | 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 presenter's points
						Moderate presentation style, demonstrated through non-verbal communication, body language, voice, and eye contact
C **60-71**	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
					And so on….	

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial

manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at https://ambrose.edu/academics/academic-calendar

Privacy

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.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit https://ambrose.edu/sas/learning-services.

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See https://ambrose.edu/student-life/crisissupport for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: https://ambrose.edu/wellness

Off Campus:
- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence

policy and on and off campus supports can be found on our
website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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