

Teaching Portfolio Submission

Metropolitan State College of Denver

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Department of Sociology  
University of Colorado at Boulder  
Spring 2010

## Preface

Thank you for reading my teaching portfolio. I began saving and organizing information for this collection in my second year of graduate school and have worked throughout my career as an instructor, tutor, and graduate student to maintain this portfolio. I believe referring back to this collection over the years has helped me develop my pedagogical skills and my ability to teach students to think critically about the social world. In this collection, I work to emphasize the skills I have developed by illustrating the specific values, beliefs, and learning activities that I use in my courses. Should this portfolio convey my preference for a well-thought-out, well-organized, comprehensive and caring approach to serving undergraduate students, my goal of demonstrating efficacy and excellence in teaching will be achieved.

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## Statement of Teaching Philosophy

In my view, teaching represents a **living art** that demands commitment, creativity, patience, and an attitude of service. The role of instructor is both challenging and empowering, and I experience a great deal of joy in the daily tasks required in my job. Throughout my graduate training at the University of Colorado, I have spent time thinking critically about how to best approach my role so as to serve my students with passion, respect, and integrity.

### **Encouraging Learning and Intellectual Development**

Whether inside of the classroom or in office hours, I view my role primarily as one of **service** to my students. Teaching involves helping students achieve to the best of their abilities within the range of their individual capabilities: some students will need help with fundamental concepts, while others may learn best through critical questioning or discussion, but regardless of their individual needs, I always try to **respect** my students. Above all, I seek to design teaching and learning exercises that meet students at their level of ability to foster productive, critical thinking about sociological concepts.

### **Developing Sociological Imaginations through Critical Thinking**

Taking into account the diversity of backgrounds, personal experiences, and disciplinary interests of my students, I actively work to **foster intellectual growth** by using a variety of pedagogical techniques in my courses. In addition to designing learning activities that engage students in critical thinking and conceptual application, I use small group work, film clip analysis, peer review of writing assignments and in-class presentations to help my students develop a sense of themselves as **critical consumers of information**. I believe strongly in helping young adults understand their place in society as one of active citizenship, rather than passive consumption. In class, I work to help students think beyond themselves and their personal experiences to see how social structures and culture affect their daily lives. Fostering critical thinking about their social roles trains students to think outside of themselves in a manner necessary for the development of a democratic society. By drawing attention to the ways in which they consume products and are affected by contemporary forms of media, I hope to help my students become informed citizens, responsible consumers, and future agents of social change.

### **Fostering a Safe and Productive Learning Community**

Students bring into the classroom a multiplicity of beliefs, past experiences, moral values, and personal opinions. As a teacher, I feel it is my duty to **encourage verbal discussion** of the diversity of views in the classroom in a manner that critically examines these views while maintaining a respectful, productive learning community. Each semester, I design my syllabus with this goal in mind, setting specific **community learning goals** and using an assignment (see the learning goals evaluation) to allow students to provide feedback on “how well we are doing” as a community in achieving our goals. This pedagogical approach values student input in the learning process by allowing for changes to course structure during the semester, when they can be most effective.

## **Being Flexible, in Attitude and Course Assignments**

I believe one of the best ways to foster critical thinking is **to encourage student interest** in course topics. I strive to help students integrate sociological learning into their practical consciousness by giving them some control over the learning process. I often design writing assignments to allow flexibility so that students may choose which writing topic most appeals to them (see the Legal Drug Research Paper). I am also open to modifying existing assignments in response to student feedback. For example, the initial format of the learning goals evaluation (page 32) required students to write two personal goals to work toward in addition to our community goals. While this assignment builds specific academic skills, such as striving to complete reading assignments on time, over the years it became clear that there were always a few who did not like setting personal goals. In response to this feedback, I revised the assignment to make the personal goal-setting component optional. This change benefited all students, creating an extra credit opportunity for those who chose to write personal goals while accommodating those less inclined to learning activities such as these.

## **Serving with an Attitude that Fosters Trust and Fulfillment of Student Needs**

Overall, I strive to build a democratic learning community characterized by **equitable participation and involvement** in the learning process. I work to incorporate the voices of my students into the classroom: by reading aloud anonymous descriptions of student experiences on course topics, requesting feedback about how to improve the learning environment, holding democratic votes to determine preferences for reading assignments, and so forth. While I seek to promote agency in the learning process, I also believe it is critical that I maintain an authoritative voice in the classroom. An instructor must set and enforce the structure of her classes impartially if she hopes to treat all students fairly, and I am firmly committed to upholding this value. On Faculty Course Evaluations, my students often describe me as a friendly, caring teacher. This is due to my work ethic – I work to learn their names, to treat them as individuals, and to listen carefully to their needs – but I expect this is also due to my commitment to **facilitating fair but challenging courses**. I uphold specific standards for excellence in my classroom, and I expect every student to strive to the best of their ability to meet these reasonable standards. As a result of my efforts to consistently, clearly communicate to my students what is expected of them, I believe they often achieve more than what they originally might have accomplished as they strive to meet these standards of excellence.

## **Concluding Comments**

I strongly value my position as a college instructor and I am committed to serving students with integrity. I often request that students turn in written work anonymously, in order to promote fair grading that conforms to institutional guidelines for appropriate course averages; and while there will always be a few who behave immaturely or disrespectfully, I firmly believe that instructors must not give in to the temptation to “take personally” any form of disrespectful student behavior. A good teacher is, above all, a professional: he or she must be willing to enforce rules and class requirements fairly, to have patience with those who need help, and to be considerate when working with others.

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Self in Modern Society  
SOCY 3151 - 002

Spring Term 2009  
University of Colorado at Boulder  
HUMN 1B90, Tuesdays & Thursdays, 3:30 - 4:45pm

Instructor: Angel Hoekstra  
Angel.Hoekstra@colorado.edu  
Office Hours: Tuesdays & Thursdays  
2 - 3 pm, Ketchum 8

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**Course Description:** This course explores how modern social institutions (e.g. media, economy, family structure) and prominent themes in American culture shape us as unique human beings. We will examine theories of the self written by prominent sociologists in the modern and postmodern eras and discuss the dynamic tension between the individual and society. In the process, students will be encouraged to search for ways to become more effective participants (as selves and consumers) in their communities. As you study diverse theoretical positions on the self, you will be asked to think critically about your role/position in society and how your sense of self may affect the nature of your experiences with contemporary institutions and culture. Further, in addition to studying various approaches to understanding – or “theorizing” – the self, we will work together as a group to achieve a few supplementary goals, such as to form a productive and enjoyable learning community.

**Expectations:** You are responsible for all material presented in class, in the readings from assigned course texts, and in supplemental readings posted on course reserve. We will sometimes refer to specific pages from the readings during class, so I suggest that you bring the assigned reading materials with you whenever you are able to do so. This will allow you to take notes (or write “self-related comments”) directly onto your reading materials, which should make the process of exploring theories a little easier.

**Head’s Up!** Learning theory is challenging – it takes a fair amount of time, effort, and mental energy to understand theoretical positions. Like the learning of any new subject, learning to understand and use theories, to analyze and critique them, does not come easily to all students. If you want to do well in this class, you will need to read the material regularly before you come to class. If you come to class unprepared, you will not know the details behind the theory we are discussing in class that day. In the long run, this will make the process of learning theory more difficult for you. I also strongly suggest taking notes as you read the material for this class. You should be summarizing main themes, writing down your own examples of course concepts, and so on.

**Classroom behavior:** Please be respectful of your fellow classmates and do not disrupt their ability to learn in this class: **please do not arrive late, leave early without prior permission from me, talk “off topic” during class, or engage in any other behavior that is distracting or disrespectful to others.**

Also, please remember to turn off your cell phone! ☺

In class, we will actively work to form a comfortable learning community where all participants can feel connected to the larger social group. Because this is an upper division course, the **class format** will more closely resemble that of a **seminar**, rather a “lecture-driven” format. In a seminar format, students participate more in what goes on during class than is usually the case with a typical lecture format. Students are expected to come to class having already read the assigned material, and time in class is used to explore themes from the readings in greater depth. The learning process becomes more productive because in addition to identifying main themes from the readings, class time is devoted to helping students further explore theoretical positions, through student presentations, critical analysis, in-class activities and discussion.

**In this class you will be expected to do the assigned reading before class on a regular basis.** If you have trouble keeping up with assigned readings in general (i.e. you know yourself to be the type of student who simply does not read before class, or does not do so very often), I suggest that you come talk to me about how to set up weekly time slots in your schedule to read regularly for this course.

**Attendance:** As this class meets just twice a week, we will have a lot to do each day. I believe the best way to earn a good grade in any course is to come to class regularly. To reward students who demonstrate commitment to the course by reading ahead, attending regularly, and verbally participating in class, I include attendance and participation as a component of the course grade. Attendance will be taken in this course through the use of a daily attendance sheet that students will sign each day.

**Excused absence policy:** You are permitted one excused absence from this class. An excused absence is arranged *by email, prior to missing class*, with me. To use your excused absence, you must email me **in advance of missing class**. If you are sick and cannot make it to your email, you may bring a doctor’s note when you return to class and you will be allowed to make up any work due on the day you missed. Absences for any other reason will be considered unexcused, and you will not be allowed to make-up the work for that day.

*Note:* The excused absence policy applies strictly to in-class assignments such as learning goal evaluations, and may not be used for the paired presentation day.

**Make-ups:** Midterms must be taken on the day and time that they are scheduled unless an excused absence has been arranged or some extenuating circumstance arises. Next, the rule for the paired presentation day is as follows: ***You must present with your co-presenter on the day and time you are scheduled to present together. Any student who commits to a presentation date and fails to present with their co-presenter*** (excluding extenuating circumstances) ***will take a zero*** for that component of their course grade.

## **Themes to be explored in Self in Modern Society**

- Unit 1- *Modern Theoretical Approaches to the Self:* Historical background of the concept; Cultural development in theories of self and society
- Unit 2- *Presentation of Self in Everyday Life:* Self in interaction; Self as daily performance; Self as gendered in nature; Self and the physical body
- Unit 3- *Postmodern Views & Self as Consumer:* Postmodern approaches to the self as affected by technology and consumption in a system of capitalism

## **Community Learning Goals for Self in Modern Society**

- 1) Foster a safe and productive learning community.  
*Mechanisms for Assessment:*
  - I. Develop a community where students can feel comfortable, valued, and secure in the learning environment.
  - II. Encourage appreciation for the diversity of opinions that results from having multiple participants in the class community.
  - III. Learn to trust one another in discussion: Work to value the verbal comments and opinions of other students; do away with the notion that what the instructor has to say is automatically more valuable or insightful than what your peers have to say.
  
- 2) Encourage each of you to develop your writing skills in order to prepare you for future courses and/or life experiences.  
*Mechanisms for assessment:*
  - I. Develop the writing skills necessary to clearly and concisely convey ideas, through timed writings (in-class midterms) and response papers.
  - II. Work to “make connections” between various aspects of the self through two-minute, in class writing exercises and submission of a final portfolio of your work at the end of the course.
  
- 3) Facilitate useful, engaging discussions of the self / selfhood.  
*Mechanisms for assessment:*
  - I. Participate in the shaping of an in-class discussion of selfhood by presenting with a co-presenter on the assigned reading, ensuring that you both come prepared with ideas on how to engage your peers during your presentation.
  - II. Encourage other student presentation pairs to work diligently to engage the class in productive discussions by verbally participating in discussion yourself.

## Course Grade Composition

Midterm Exams	60
• Midterm 1: Choose three Qs from six options	60
• Midterm 2: Choose three Qs from five options	60
Student Presentation Grade	100
• Co-present with a peer on assigned reading material	
• Co-presenters will receive the same presentation grade	
Response Papers	
• Paper 1: Letter to a Friend	20
• Paper 2: Self as Gendered	50
• Paper 3: Self and Physical Body	50
• Final Response Paper: Self as Consumer	100
Written assessments of community progress toward learning goals	40
• 2 x 20 points each, completed in class	
Individual Student Attendance & Participation Score	20
	500
Total possible points	500

## Grade Point Breakdown

A	460/500	92% or higher
A-	445/500	89%
B+	430/500	86%
B	410/500	82%
B-	395/500	79%
C+	380/500	76%
C	360/500	72%
C-	345/500	69%
D	over 300	60%
F	under 300	

### Miscellaneous:

1. **The department of Sociology does not permit me to give student grades over email**, so please do not email me about grades (the Internet is not secure enough).
2. **An excused absence is arranged in advance, by email, with me.** If you tell me that you must miss a class, but forget to email me about it, your absence will not be excused.
3. **Class begins promptly at 3:30 and ends at 4:45**, please do not leave early or arrive late without prior permission from me.

## **Required Materials**

Hewitt, John. 2007, 10<sup>th</sup> edition. *Self and Society: A Symbolic Interactionist Social Psychology*. Abbreviation for reading calendar: **S&S**

Goffman, Erving. 1959. *The Presentation of Self in Everyday Life*. **Goffman**

DeGraff, J., Wann, D., Naylor, T. 2005, 2<sup>nd</sup> edition. *Affluenza*. **Affluenza**

## **Additional Supplementary Readings** **Posted on Course Reserve: RDG**

1. Hoekstra, “Exploring SOCI Theories of the Self: Modern Theorists” – pgs. 1-26
  2. Baumeister, Part I, “Medieval and Early Modern History of Identity” – pgs. 29-58
  3. Baumeister, Part II, “Identity in Modern History” – pgs. 59-95
  4. Holstein & Gubrium, “Formulating a Social Self” – pgs. 17-37
  5. Hoekstra, “Exploring SOCI Theories of the Self: PM Theorists” – pgs. 27-48
  6. Gergen, Ch. 1, “The Self Under Siege” from *The Saturated Self* – pgs. 1-17
  7. Gergen, Ch. 3, “Saturation & the Populated Self” from *The Saturated Self* – pgs.48-80
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### **To find articles on course reserve:**

1. Go to the CU Chinook University Libraries website and click on “Reserves” tab (at bottom of the page in the middle, after the “Find Articles and More” tab)
  2. It automatically sends you to the “By Instructor” tab - enter “Hoekstra” (or click on, “By Course” tab and enter “SOCY 3151” and then enter Hoekstra)
  3. The site will then allow you to view the seven readings posted online
  4. In order to access any single reading assignment, you will be asked to enter your CU login name and password (the same one you use for CU Link/email)
  5. I suggest that you print out the articles so that you may write notes on them while you read, but you can read them on the computer screen if you want
  6. Be sure to try and find the articles early... doing so at the library on campus will ensure that the website is up and working when you need to access the readings.
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## **Important Dates**

**Midterm 1: Tuesday, 2/24**

**Midterm 2: Tuesday, 4/14**

**Response Paper 1 (Letter): Tuesday, 1/20**

**Response Paper 2 (Gender): Tuesday, 3/31**

**Response Paper 3 (Physical): Tuesday, 4/21**

**Final Response Paper (Consumer): due in portfolio folder on day of final exam**

*Although I do not expect to have to do so, this syllabus is subject to change should modifications be necessary during the semester.*

## **Course Components in Detail...**

### **Midterms**

The midterms consist of timed writing in the form of short essay responses. You will choose three essay questions to respond to (up to one page per question response length) out of several options (there will be six options for the first midterm, five for the second). Responses will be graded for depth of understanding of the theoretical concepts being addressed in the essay question. Students should work to include course concepts, topics and themes in their responses. Feel free to come to office hours to review material with me at any time during the semester (you can just come in and chat, you don't have to come with a specific question).

### **Paper Assignments – Be sure to PROOF-READ!**

#### ***Paper #1 - “Letter to a Friend,” Introduction to the Instructor***

In order to gain some initial understanding of who you are as an individual, each of you will write a brief “letter” that provides me with some background information about your interests and what you hope to gain from this class. This is the “space” for you to share with me any information I need to know regarding your personal learning needs (e.g. you are working as well as taking a full course load, you have a learning disability, AD/HD, or another condition that requires extended time on exams). Your letter must be typed and is due in class on **Tuesday, January 20**. The instructions for this first response paper are at the end of the syllabus. Length: 1 - 2 pages

#### ***Response Paper #2: Self as Gendered***

In this paper, you will be asked to respond to a film that we will watch in class depicting the gendered nature of the self. You will choose a response topic and incorporate terms, theories, and concepts from the course into your response. Length: 1 - 2 pages

#### ***Response Paper #3: Self and the Physical Body***

In this paper, you will take a day off from class to focus upon the nature of your physical body and its relationship to your sense of self. Be sure to incorporate terms, theories, and concepts from the course into your response. Length: 1 - 2 pages

#### ***Response Paper #4: Self as Consumer***

In this final paper, which comprises 1/5 of your grade, you will respond to reading the book, *Affluenza*, by assessing the current state of your self as a consumer in American culture. The paper will encourage you to evaluate the relationship between self, society, and the environment as you experience it in your own life. The final response paper is due in your final portfolio at the end of class. Length: 4 - 5 pages.

## Self in Society – Course Calendar – January / February

**Note:** The dates given for the required readings indicate *the date by which the readings should be completed*, NOT the date on which the reading should be read.

<b>M</b>	<b>Tuesday</b>	<b>Wed</b>	<b>Thursday</b>	<b>Fri</b>
<b>JAN</b>	1/13 <b>First day of class:</b> - Introductions, Syllabus - Learning goals	1/14	1/15  S&S (Hewitt, course textbook): 1 <sup>st</sup> ½ Ch. 1 (pgs. 1-18)	1/16
	1/20  S&S: 2 <sup>nd</sup> ½ Ch. 1 (pgs. 19-31)  <b><u>Letter to a Friend Due</u></b>		1/22  <b><u>RDG:</u></b> “Exploring SOCI Theories of Self” (1 <sup>st</sup> ½, pgs. 1-26)	
	1/27 <b>ST DISC GRPS 1 &amp; 2</b>  <b><u>RDG:</u></b> Baumeister, Part I (pgs. 29-58)		1/29 <b>ST DISC GRPS 3 &amp; 4</b>  <b><u>RDG:</u></b> Baumeister, Part II (pgs. 59-95)	
	2/3 <b>ST DISC GRPS 5 &amp; 6</b>  <b><u>RDG:</u></b> Holstein & Gubrium, (pgs. 17-37)		2/5 <b>ST DISC GRPS 7 &amp; 8</b>  S&S: 1 <sup>st</sup> ½ Ch. 2 (pgs. 35-54)	
	2/10 <b>ST DISC GRP 9</b>  S&S: 2 <sup>nd</sup> ½ Ch. 2 (pgs. 54-77)  <b><u>Learning Goal Evaluation #1</u></b> (Completed in class)		2/12 <b>ST DISC GRPS 10 &amp; 11</b>  S&S: 1 <sup>st</sup> ½ Ch. 3 (pgs. 79-108)	

**Self in Society - Course Calendar - February / March**

<b>M</b>	<b>Tuesday</b>	<b>W</b>	<b>Thursday</b>	<b>F</b>
<b>FEB</b>	2/17 <b>ST DISC GRPS 12 &amp; 13</b>  S&S: 2 <sup>nd</sup> ½ Ch. 3 (pgs. 108-134)		2/19 <i>Exploring Self as Soul/Spirit</i>  <u>No reading assignment:</u> handout on this topic will be given out in class  - Review for midterm 1	
	2/24  <b><u>Midterm 1</u></b> (short essays, choose 3 of 6)		2/26  Begin <i>Goffman</i> : Presentation of Self (Preface & Introduction, pgs. 1-16)	
MAR	3/3 <b>ST DISC GRP 14</b>  <i>Goffman</i> : Ch. 1, Performances (pgs. 17-34, to <i>Idealization</i> )  <b><u>Learning Goal Evaluation #2</u></b>		3/5 <b>ST DISC GRP 15 &amp; 16</b>  <i>Goffman</i> : Finish Ch. 1 (pgs. 34-76)	
	3/10 <b>ST DISC GRPS 17 &amp; 18</b>  <i>Goffman</i> : Ch. 2, <i>Teams</i> (pgs. 77-105)		3/12 <b>ST DISC GRPS 19 &amp; 20</b>  <i>Goffman</i> : Ch. 6, <i>Arts &amp; Conclusion</i> (pgs. 208-255)	

<b>M</b>	<b>Tuesday</b>	<b>W</b>	<b>Thursday</b>	<b>F</b>
MAR	3/17 <u>Application week:</u>  <b>In class film: North Country</b>		3/19 <u>Self as Gendered</u>  <b>Finish North Country</b> - Discuss response paper options	
3/23	3/24  Happy Spring Break!		3/26  Hope you enjoy your week of rest...	

## Self in Society - Course Calendar – March / April

<b>M</b>	<b>Tuesday</b>	<b>W</b>	<b>Thursday</b>	<b>F</b>
MAR	3/31 <i>Postmodern Approaches to Characterizing the Self</i>  <b><u>RDG:</u></b> “Exploring SOCI Theories of Self” (2 <sup>nd</sup> ½, pgs. 27- 48)  <b><u>Response Paper 2 Due: on gender</u></b>		4/2 <b>ST DISC GRP 21</b>  <b><u>RDG:</u></b> Ch. 1 from K. Gergen’s <i>The Saturated Self</i> , pgs. 1- 17)	
APR	4/7 <b>ST DISC GRP 22</b>  <b><u>RDG:</u></b> Ch. 3 - Gergen, “Saturation & The Populated Self” (pgs. 48- 80)		4/9 <b>ST DISC GRP 23</b>  S&S: Ch. 6, <i>Deviance &amp; Selfhood</i> (pgs. 213- 230)  - Review for Midterm 2	
	4/14  <b><u>Midterm 2</u></b> (Short essays, choose 3 of 5)		4/16 <i>The Self &amp; A Day of Rest</i> ☺  <b><u>No class: out of class assignment</u></b> <b><u>Write RP2, Self as Physical Body</u></b>	
	4/21 <b>ST DISC GRP 24</b>  <i>Self as Consumer</i> Begin <i>Affluenza</i> : pgs. 1- 46  <b><u>Response Paper 3 Due: ph. body</u></b>		4/23 <b>ST DISC GRP 25</b>  <i>Social Institutions &amp; Consumption</i> <i>Affluenza</i> , pgs. 47- 99	
	4/28  <i>Affluenza</i> : pgs. 127- 138		4/30  <i>Affluenza</i> : pgs. 197- End	

### **Final Exam: Portfolio Submission, during our scheduled final exam time**

To be submitted in your final portfolio folder (No large three ring binders please):

*Submit in first section of folder (on left side, or first)*

- Response Paper 2 (already graded), on Self as Gendered
- Response Paper 3 (already graded), on Self as Physical Body

*Submit in second section of folder (on right side, or second)*

- Response Paper 4 (not yet graded), on Self as Consumer
- Paired Presentation Grade Summary (already graded)

### Important Reminders...

If you qualify for accommodations because of a **disability**, please submit to me a letter from Disability Services by July 10 so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and [www.Colorado.EDU/disabilityservices](http://www.Colorado.EDU/disabilityservices)

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of **religious obligations**, have conflicts with scheduled exams, assignments or required attendance. In this class, if you need to miss class for a religious holiday you will need to use your excused absence to make up any work you miss. [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

Students and faculty each have responsibility for maintaining an **appropriate learning environment**. Students who fail to adhere to behavioral standards may be subject to discipline. Graduate Instructors have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. See policies at [www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and at [www.colorado.edu/studentaffairs/judicialaffairs/code.html#student](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student)

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the **academic integrity policy** of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

The University of Colorado Policy on **sexual harassment** applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises that create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at: <http://www.colorado.edu/sexualharassment/>

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Classical Theory  
SOCY 3001-001

Summer 2006- Session A  
University of Colorado at Boulder  
RAMY N1B23, Mon-Fri, 2:30-4:05pm

Graduate Instructor: Angel Hoekstra  
Angel.Hoekstra@colorado.edu

Office Hours: Ketchum 8  
Monday-Thursday, after class as needed

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**Course Description:** This course provides an introduction to ideas and concepts proposed by four classical theorists in sociology. *Sociology* is the systematic study of human behavior and social interaction. *Theories* from each of these writers have been influential in the development of the discipline, and many of their ideas continue to be used in sociological research today. In addition to gaining knowledge and the ability to apply sociological theories, it is hoped that we will be able to attain a few supplementary goals, such as to form a productive and enjoyable learning community.

**Expectations:** You are responsible for all material presented in class, in the textbook, and in supplemental readings posted on course reserve. I will regularly refer to specific pages from your readings during class, so I suggest that you bring your reading materials to class with you whenever you are able to do so. Please be respectful of your fellow classmates and do not disrupt their ability to learn: please do not arrive late, leave early without prior permission from me, talk “off topic” during class, or engage in any other behavior that is distracting or disrespectful to others.

**Make-ups:** Given that this class meets every day for five weeks, we will have a lot to do each day. Thus, *you are permitted one excused absence from this class*. An *excused* absence is arranged *by email, prior to missing class*, with me. If you are sick and cannot make it to your email, you may bring a doctor’s note and then you will be allowed to make up any work due on the day you missed. *Absences for any other reason will be considered unexcused, and you will not be allowed to make-up any work due that day*. Please carefully examine the calendar provided for this course: If you find that you have a scheduling conflict that will result in your missing one of the quizzes or assignments, you may want to consider dropping the course.

## Learning Goals for Classical Theory

### 1) **Foster a safe and productive learning community.**

#### *Mechanisms for Assessment:*

- I. Develop a community where students can feel comfortable, valued, and secure in the class learning environment.
- II. Encourage appreciation for the diversity of opinions that results from having multiple participants in the class community.
- III. Learn to trust one another in discussion: Begin to value the verbal comments and opinions of other students; do away with the notion that what the instructor has to say is automatically more valuable or more insightful than what your peers may have to say in discussion.

### 2) **Cultivate critical thinkers who are able to apply sociological theories to contemporary social life.**

#### *Mechanisms for assessment:*

- I. Gain practice at identifying claims and concepts made in classical theories.
- II. Evaluate the usefulness of these claims and concepts for experiences in today's social world.
- III. Identify various ways in which sociological concepts are practical: useful for understanding the experiences that you have in your work and/or personal life.

### 3) **Encourage each of you to develop your writing skills in order to prepare you for future courses.**

#### *Mechanisms for assessment:*

- I. Cultivate the writing skills necessary to clearly and concisely convey what you have learned from classical theoretical concepts.
- II. Develop the ability to “make connections” between readings and/or class discussion content and your personal experiences.
- III. Write in depth about one classical theory (or theoretical concept) that you find intriguing, challenging, or frustrating and explain in your paper how this theory or theoretical approach applies to contemporary human experience.

## **Classical Social Theory Required Texts**

**Required Text:** Abbreviated **TXT** on the course calendar.

***Sociological Lives and Ideas: An Introduction to the Classical Theorists.***  
Fred C. Pampel, 2000, Worth Publishers.

**Additional Supplementary Readings posted on Course Reserve: RDG**

1. Anderson & Taylor – *Development of Sociological Theory* – Pgs. 13 - 20
  2. Mills, C. Wright - *The Promise*- Pgs. 1 - 6
  3. Gaines, Donna – *Teenage Wasteland* – Pgs. 7 - 20
  4. Marx, Karl and Fredrich Engels – *Class Struggle* - Pgs. 1 - 5
  5. Durkheim, Emile - *The Normality of Crime* - Pgs. 70 - 73
  6. Weber, Max - *The Iron Cage of Rationality* - Pgs. 103 - 104
- 

***To find articles on course reserve***

7. Go to the CU Chinook University Libraries website
  8. Click on Course Reserves
  9. Click on By Instructor- enter “Hoekstra” OR By Course- enter SOCY 3001
  10. The site will then allow you to view the articles (labeled by author’s last name)
  11. You will be asked to enter your student login name and password in order to view a particular article.
  12. I suggest that you print out the documents so that you may write notes while you read, but you can read them on the computer screen if you want.
  13. Be sure to try and find these articles early... doing so at the library on campus will ensure that the website is up and working.
- 

***Course Segments in Classical Theory***

- |                |   |
|----------------|---|
| <b>Unit 1-</b> | <b>Introduction to Classical Theory</b><br>TXT: Preface; RDGS: Anderson & Taylor, Mills, Gaines; Film |
| <b>Unit 2-</b> | <b>Karl Marx</b><br>TXT: Marx, RDG: Marx & Engels   |
| <b>Unit 3-</b> | <b>Emile Durkheim</b><br>TXT: Durkheim, RDG: Durkheim   |
| <b>Unit 4-</b> | <b>Max Weber</b><br>TXT: Weber, RDG: Weber  |
| <b>Unit 5-</b> | <b>George Herbert Mead</b><br>TXT: Mead   |
| <b>Unit 6-</b> | <b>Review</b>   |

## **Overall Course Grade Composition**

“Letter to a Friend” Introductory Essay to Instructor	20
Weekly Discussion Questions (4 x 5 points each)	20
Individual Student Attendance and Verbal Participation	40
Student Assessments of Progress Toward Learning Goals (2 x 30 possible points per assessment)	60
Individual Short Essays	
1: Film Character Analysis	60
2: Final Paper Assignment	100
Quizzes to assess content learning (4 quizzes, 25 questions each, 50 points per quiz)	200
<hr/>	
Total possible points	500

## **Grade Point Breakdown**

A	460/500	92% or higher
A-	445/500	89%
B+	430/500	86%
B	410/500	82%
B-	395/500	79%
C+	380/500	76%
C	360/500	72%
C-	345/500	69%
D	over 300	60%
F	under 300	

## **Important Dates**

Quiz #1: Friday, June 16

Quiz #3: Friday, June 30

Quiz #2: Friday, June 23

Quiz #4: Friday, July 7

Essay 1 - Final Copy Due (1 ½ spacing, 1 - 2 pages): Monday, June 12

Essay 2 - Draft Due for Peer Review Exercise: Thursday, July 6

Essay 2 - Final Copy Due (1 ½ spacing, 3 - 4 pages): Friday, July 7

*Although I do not expect to have to do so, this syllabus is subject to change by the instructor should modifications be necessary.*

## Course Components in Detail...

### *Assignment of “Letter to a Friend” Introduction to the Instructor*

In order to gain an initial understanding of who you are as an individual and the kind of learning styles that you prefer, you will complete a brief “letter” to provide me with some background information about your interests and what you hope to gain by taking this class. Letters will be completed on the provided format and are due in class on June 7.

### *Student assessments of progress toward learning goals*

Twice during the summer session you will evaluate how well you believe that we as a learning community are achieving the goals of the course. In addition to evaluating community learning goals, you will develop two individual learning goals that you will turn in to me (within the “letter to a friend assignment”) that you will evaluate as well. This exercise is completed in class, I will provide the rubric.

### *Short essays*

You will complete two short essay assignments during this course: one in response to a film we view in class, and the other in substitute of a final exam. Short essay responses are to be turned in ***under your student number only***. ***Please do not place your name on your essays***, because I prefer to grade all written work anonymously. Note: This is a theory course and one of our learning goals is to improve your writing skills. I expect you to make a sincere effort toward improving your writing ability on these short essays. Papers should be thoroughly proofread, well organized, and adhere to space limitations.

- 1) Responses must not exceed space limitations.  
Essay 1: max 2 pages    Essay 2: max 4 pages.
- 2) Responses must be **1 ½ spaced, 12-point font** and utilize paragraph format.
- 3) At top right of first page, place your student number (no name please).
- 4) Responses must be typed: no handwritten responses will be accepted.
- 5) Responses will be graded for grammar, punctuation, and spelling.
- 6) Late papers will be returned unmarked unless an excused absence has been arranged.
- 7) Developing an outline prior to writing will help you to write with better clarity and form.
- 8) Be sure to proofread your paper so that you can eliminate awkward phrases or catch incorrect spelling forms that the spell-check did not.

### *Course Quizzes*

There are four quizzes in this course: each covers ideas and concepts from the specific theorist we have discussed that week in class. As you have a paper in place of a final exam, quiz 4 is not cumulative. There are no make-up quizzes in this class. If you miss a quiz for any reason - other than an unavoidable, reasonable event such as a University approved absence - you will take a zero for that quiz. Please look over the course calendar carefully so as to ensure that you will be present in class for all four quizzes.

## Classical Theory Course Calendar

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
6/5  <b>First day of class:</b> - Introductions - Learning goals - Syllabus basics - Letter to a Friend	6/6  Intro. to Classical Theory (1): Levels of Causation, Basic Theorists, & Learning Styles  - RDG: Anderson & Taylor	6/7  Introduction (2): Mills and Soc. Imagination  <i>“Letter to a Friend” Due</i>  - Preface to TXT - RDG: Mills	6/8  Group discussion on Gaines article  In-class film: AGIG (For essay #1)  - RDG: Gaines	6/9  Discussion and Review of Basic Theory Concepts   - No reading today
6/12  Karl Marx →  <b>Essay 1 Due</b>  - TXT: Marx Sections 1, 2, 3	6/13  - TXT: Marx Sections 4, 5	6/14  <b>Discussion Questions Due</b>  - TXT: Marx Sections 6, 7, S	6/15  Group discussion  - RDG: Marx & Engels Article	6/16  <b>Quiz 1: Marx</b>  - Review for Quiz
6/19  E. Durkheim →  - TXT: Durkheim Sections 1, 2, 3	6/20  <b>Learning Goal Evaluation #1</b>  - TXT: Durkheim Sections 4, 5	6/21  <b>Discussion Questions Due</b>  - TXT: Durkheim Sections 6, 7, S	6/22  Group discussion  - RDG: Durkheim	6/23  <b>Quiz 2: Durkheim</b>  - Review for Quiz
6/26  Max Weber →  - TXT: Weber Sections 1, 2, 3	6/27  - TXT: Weber Sections 4, 5	6/28  <b>Discussion Questions Due</b>  - TXT: Weber Sections 6, 7, S	6/29  Group discussion  <b>Learning Goal Evaluation #2</b>  - RDG: Weber	6/30  <b>Quiz 3: Weber</b>  - Review for Quiz
7/3  G.H. Mead →  - TXT: Mead Sections 1, 2, 3	7/4  <b>NO CLASS-</b> Happy Independence day!  - TXT: Mead Sections 4, 5	7/5  <b>Discussion Questions Due</b>  - TXT: Mead Sections 6, 7, S	7/6  Group discussion  <b>Essay 2 Draft Due, Peer Review Exercise in Class</b>  - No reading today	7/7  <b>Quiz 4: Mead</b>  <b>Essay 2 Due</b>  Last day of class: Discussion and Goodbyes!

## Section III - Sample Assignments

### Section Overview:

#### *In-class presentations*

- Efficacy Power-Up!s (from Social Problems course)
- Paired Presentations (from Self in Modern Society course)

#### *Written work*

- Letter to a Friend Assignment
- In-class Learning Goal Evaluations

#### *In-class presentations*

In this section, I provide two presentation assignments designed to encourage students to engage in peer teaching and critical evaluation of course concepts. The first assignment, the Efficacy Power-Up!, was created to help students engage in meaningful learning in a manner that combats the frustration/alienation that often accompanies learning in the Social Problems course. The Efficacy Power-Up! assignment is carefully structured to provide guidance for students early in their college careers: they are given in-class time to prepare for presentations and turn in a one paragraph statement upon completion of the work describing “how well the group work went among your group members.” This paragraph component holds students accountable for contributing their share to group work, while gaining practice in public speaking prepares students for the job market. The other presentation assignment, designed for juniors and seniors in an upper level theory course, offers greater flexibility in presentation design and pushes students to learn how to design and lead a group discussion of course concepts.

#### *Written work*

Samples included here illustrate the student-centered approach to teaching characteristic of my pedagogy. I designed the first assignment, the Letter to a Friend, for my first course as instructor of record and I have used this assignment in every course I have taught. A simple assignment and “fairly easy A,” the letter to a friend fosters rapport with students early in the semester and has proven particularly useful in the Drugs in Society course, as students with drug problems and/or those “currently fighting addiction” can advise me of this information in the assignment. The second assignment included, learning goal evaluations, represents another activity I use consistently in my courses. Designed to gather information from students similar to that gathered in faculty course questionnaires, I ask my students twice during the semester to evaluate “how well we are doing as a learning community at achieving the goals of the course.” The insightful comments and suggestions gathered from students in this assignment are used to shape or revise the course, leading to more effective teaching overall.

**Efficacy Power Up! Part I**  
**Individual Paper Assignment**

<b>Efficacy-</b>	<b>The power or capacity to produce a desired effect; perceived level of effectiveness at achieving a desired goal.</b>
<b>The desired goal in this class-</b>	<b>To motivate our learning community to become interested, excited, or involved in potential actions/solutions to the specific social problem you have researched.</b>

One of the challenges of administering a course on social problems involves examining potentially frustrating or depressing issues in a way that does not overly contribute to “doom and gloom” (or apathy/withdrawal) among the students. It seems to me that the best way to go about dealing with this issue is to involve the students themselves in organizing and presenting positive solutions to social problems being examined in the course. In this class each of you will have the opportunity to learn more about a specific social problem of interest to you (you will elect preferences on your letter to a friend assignment), as well as potential ways of alleviating that problem.

A large portion of your grade in this course will be drawn from a paper and presentation that you complete regarding one contemporary social problem. For the essay part of the assignment, you will begin by describing the social problem to which you have been assigned, using specific examples to explain the ways in which the problem is visible at the individual, cultural, and structural (institutional) levels. You are encouraged to use sociological theories or concepts that we have discussed in this class (or additional sources) to help you strengthen the first half of your paper.

Next, you will spend some time researching positive actions currently being taken with regard to the social problem that you are examining. You are encouraged to research actions/solutions available in Colorado when applicable. In the second half of your paper, you will describe one activity/action that interests you in which citizens are currently working to alleviate the social problem (and/or its’ effects). You should describe the action being taken, the individuals most likely to engage in that action, the overall goal/s of the action/organization, and the ways in which the action/s work to alleviate the social problem under examination.

Finally, conclude your paper by applying what you have learned to your own life. Why does this particular social problem interest you? Why have you chosen the potential action/solution that you have?

Important information to help with your paper:

- 1) Essays should be 3 - 4 pages and **must not exceed** four (4) pages in length.
- 2) Responses must be **1 ½ spaced, 12 point font (TNR)** and utilize paragraph format.
- 3) At the top of the first page, place your student ID number (NOT your SSN).  
***Please DO NOT put your name on your paper, as this facilitates unbiased grading.***
- 4) Responses will be graded for grammar, punctuation, and spelling.
- 5) Developing an outline prior to writing will help you to write with better clarity and form.

## **Efficacy Power Up! Part II** **Student Group Presentations**

For the second component of Efficacy Power Up! you will present potential solutions to the social problem that you researched with a group of other students who have also researched the same social problem. You will work with a group of 3 - 5 of your peers for this presentation and I will assign you to a group (further explanation below). Every few weeks in this class, we will assume a “workshop” style format in which three groups at a time will spend one class day preparing for their presentations. During workshop time, you will work with your group to achieve the following goals:

1) *Improve writing skills*: To facilitate progress towards our 2<sup>nd</sup> community learning goal, you will work with one group member to develop each other’s papers. This activity is designed to enable you to improve the overall quality of your papers before you submit them on the day of your presentation. You will exchange papers with one of your group members and proofread one another’s work, making constructive suggestions as necessary. To fulfill this portion of the paper assignment, ***you must come to class on your assigned preparation day with a completed rough draft of your paper. This draft should be double-spaced and ready to be turned in that day.***

2) *Prepare for your presentation*: You will work with the other students in your group to design a group presentation, which will be given the following class day. Presentations should verbally involve all group members and should be *10 - 12 minutes in length*. The purpose of your presentation is to get the rest of the class interested, excited, or involved in the potential actions/solutions to the social problem your group has researched. Your group may choose to present all four of the solutions you have researched, or you may simply present one or two.

Flexibility and creativity in presentation design is encouraged! You may use handouts, visual displays, props, or other items in your presentation *as long as I have approved them beforehand*. This means that you may NOT add a technological component to your presentation without receiving approval from me. You may use a video clip (VHS is preferable because the tape can be set to the exact place in advance), but you are limited to one video clip per presentation.

Each day we conduct Efficacy Power-Up!s, three groups will present: discussing their social problem and potential solutions to that problem before the class. The rest of the class will observe the presentations, evaluating them for their level of *creativity, organization, and efficacy*. Student evaluations will accompany my assessment of each presentation, and these ‘ratings’ will be used to determine the two best presentations overall. At the end of the semester, we will conduct a community vote to determine the two groups who win the Efficacy Power-Up! Contest for a small amount of extra credit.

**Self in Modern Society**  
**Paired Presentation/Discussion Assignment**

A large component of your grade in this course will be based upon a presentation that you will give with one other person in class. You will work with your co-presenter to design a presentation that helps the students in the class to better understand the theories discussed in the readings that are assigned for your presentation day. Instructions are as follows:

- 1) First and foremost, the goal of your presentation is to **engage the audience** in critical analysis and discussion of the concepts in the assigned readings. If you get up there and “go over the main points of the readings” but do not use specific means to engage the students, your presentation will not be as effective and your grade will suffer for it.
- 2) Presentation length: 20 minutes (+/- 5 additional minutes for group discussion)
- 3) Both co-presenters must speak during the presentation.
- 4) You must use at least one but no more than three distinct “activities designed to engage the audience” in critical thinking about theoretical concepts.
- 5) You should spend some time (either at the beginning of your presentation, or throughout) outlining the main points of the assigned reading, but this activity need not take a lot of time if you want to use the majority of your presentation time for engaging activities.
- 6) You must provide your audience with a printed handout (maximum length: 1 page) outlining and/or detailing the material that you plan to address in your presentation.
- 7) During your presentation, you may use a laptop to display video clips from sites like *YouTube* or *Hulu*, but you may NOT use PowerPoint. (Your presentation information will be outlined on the handout, so there is no reason for complicated PowerPoint slides.)

**Ideas for how to engage your audience while presenting:**

- 1) Write specific discussion questions about the material: have students discuss them in small groups first and then come back together and discuss among the entire class
- 2) Consider using a “two-minute writing exercise” before you ask students to discuss a complicated or thought-provoking topic: have them write in their notebooks first so that they can think about their ideas before having to talk to someone else about them
- 3) Engage students with an activity: bring a survey and have the class answer it in yes/no questions in their notebooks (e.g. you could use an existing survey or you could write your own measure designed to help students better understand the topic)
- 4) Try film clip analysis: pick a small segment of a popular film, show the film scene in class, and then lead a discussion based upon what is depicted in the film scene (if you choose this method, the film clip must be five minutes or less... using a VHS tape is also easier because you can set the tape in advance to start right at the scene you need)
- 5) Consider using comic strips that address your topic (e.g. *Calvin and Hobbes*, *Peanuts*)
- 6) Use physical bodies to display a statistic in society (e.g. have everyone in the class stand up, then have a certain percentage of the 50 students sit down, to illustrate your statistic by those still standing up... e.g. I have used this to illustrate % homeless in US society)
- 7) Gather anonymous student views in response to a specific (or personal) question: have students write a short response to a question without putting their name on it, then have them crumple up their responses and throw them at you, choose a few to read aloud
- 8) Bring in material items or physical objects to illustrate your concept or topic
- 9) Play a song in class that you feel addresses your topic: include the lyrics and discuss it
- 10) Come up with your own cool idea! ☺

Introductory Letter to the Instructor

**Due in class, Wednesday, Sept. 3 – Must be typed**

Please write a brief, informal letter telling me about you! As this first paper is informal, I will not be grading for grammar but please write clearly and provide detail. Thanks!

**Section 1: provide IN ORDER and CENTERED at the top of the page:**

Your full name as registered with CU  
Your nickname or the name you prefer to be called  
Your year (freshman, senior, etc.)  
Your major/s  
Your CU email address (you do need to use this for this course)

**Section 2: please align to the left (as normal) &  
Answer each question in one paragraph:**

Q 1: Why did you enroll in this course, or what do you hope to learn in Drugs & Society?

Q 2: What are some of your interests and/or hobbies? (Favorite TV shows, sports, music, hobbies, volunteer work, faith/religion, politics, etc.)

**Section 3: devise a personal learning goal if you want to...**

On page 6 of the syllabus, I explained that if you would like, you may write and submit **one personal learning goal** to be evaluated for extra credit on the days that we do learning goal evaluations during class. If you choose to write a personal learning goal, *your goal should be one sentence in length, and it should be specific, not vague.*

Your goal can be designed to address your verbal participation in class, your attitude toward the comments of others, your ability to keep up with the reading; attendance, being on time, performance on exams, coming to office hours, etc. – anything you personally think could help you to improve as a student. Greater extra credit will be given for goals that address keeping up with course readings or verbal participation in class. Overall, your personal learning goal should be specific to you: if you know yourself to be shy or generally uncomfortable with speaking in class, you need to write a goal that is attainable for you (e.g. “I want to speak in class once a week.”)

You should write your personal goal such that it is **attainable** and **concrete** in nature. (Instructions continued on next page)

For example, the goal, “I want to speak regularly during class discussions” is not sufficient: **you need a clearly stated, concrete goal** such as, “I want to participate in class **at least two times a week.**” (Please do not write a verbal participation goal that is higher than this: we have 65 students and everyone needs some “space” to speak up.)

Similarly, the goal: “I am a shy student, so I want to speak more in small group discussions,” is not sufficient. It cannot be assessed effectively. A better-written goal is, “I am a shy student, **I want to try to speak up every time we meet in small groups.**”

The point of devising a personal learning goal (as well as having community learning goals) is to help you become a better participant within a learning community. Students confront a unique learning community in every class they take, but this fact is rarely given much attention by instructors. By drawing attention to your role in our classroom, I hope to help you find your personal “space” within the learning community.

**The bottom line: if you choose to write a personal learning goal, write it clearly and concretely so that you will be able to assess it in one paragraph. State your personal learning goal in this section of your letter to a friend...**

**If you would prefer not to write a personal learning goal, just state that.**

(The personal learning goal is for extra credit purposes only.)

#### **Section 4: align left as normal and answer each question in one paragraph**

Q 3: Have you confirmed with me which drug you will do for your research paper?  
(You **MUST** have received a confirmation *email* from me to confirm your drug choice.)  
**If so**, list the name of the drug here. **If not**, list your top **THREE** drug choices here.

Q 4: Do any components of this class (structure or assignments) seem awkward to you?  
(Are you worried about anything on the syllabus? Do you want further explanation for why I have chosen to include a particular assignment? Does everything make sense?)

Q 5: Is there anything else I should know pertaining to your performance in our class this semester? (Are you working in addition to a full course load? Are you a CU athlete? Are you currently on academic probation? Do you have ADHD or a learning disability? etc.)

You should indicate at the bottom of your letter that you have read and agree to abide by the syllabus. State this & sign the letter at the end.

#### **Last minute reminders...**

- Your letter should be typed in Times New Roman, 12 point font
- Maximum length: 2 pages (you can print on both sides of one page if you want)
- Feel free to attach a picture of yourself if you want to! 😊

## In-class Learning Goal Evaluations SOCY 2034 - 200

Begin by choosing ONE of our three community learning goals to assess today. Please label which learning goal you are assessing by numbering it at the top of your paper, and then follow with your response. Your learning goal assessment should be a few sentences to one paragraph in length (no more than half a page per goal).

**When assessing the *community learning goal* that you chose for today, please answer the following guiding questions:**

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- 1) How well do you feel that we as a class have been doing at achieving this learning goal during *this first section of the course*?
- 2) What concrete evidence (examples) can you provide to support your position?
- 3) In your opinion, have you personally contributed to helping the class achieve this learning goal? If so, how? If not, why not?
- 4) Do you have any suggestions for how the class might more effectively achieve this goal?

Then, if you designed a personal learning goal to assess for this course, do so now. (Be SURE to be honest about how well you have done achieving your goal... honesty ensures a higher number of extra credit points than "fudging" your assessment).

First, re-state your *personal learning goal* so that I am reminded of it.

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- 1) **In what ways have you worked toward achieving your personal goal in the last few weeks? Be specific here: for example, if you said you wanted to do the readings, indicate exactly what percentage of the readings you completed in the last few weeks...**
  - 2) Can you give specific incidents or examples of your behavior in class that you can use to support your position? (Be specific to ensure that I can SEE that you have been working toward the goal, if you are vague, I will not be able to tell and you will earn less points.)
  - 3) How do you plan to continue to improve your performance on this personal learning goal in the upcoming weeks?
- 

This assignment is for all of us- to allow you to communicate feedback to me about how you think the class is going. Feel free to make suggestions...

Please just make a sincere effort! ☺

## Record of Teaching Excellence

### Section Overview

#### *Summary of Faculty Course Questionnaires*

- a. Instructions for Interpreting CU's FCQ System
- b. Review of Faculty Course Questionnaire Data
- c. Qualitative Student Comments from SOCY 3001 course

#### *Letters of Support from Faculty*

- a. Dr. Lori Hunter, Social Problems course, 2005
- b. Dr. Stefanie Mollborn, Drugs in U.S. Society course, 2008

### Interpreting the Faculty Course Questionnaire System for CU-Boulder

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The Faculty Course Questionnaire system was revised in my time as a teacher at the University of Colorado, so interpreting my FCQ scores will proceed more easily with a set of instructions. The initial ratings system was fairly easy to understand, so I first present FCQ data from my early years as a teaching assistant. Then, I offer more recent information from the courses I have taught as sole instructor, termed a GPTI (Graduate Part-Time Instructor). Next, I include both quantitative ratings and qualitative comments from my first 3000-level course, taught in a summer session, to illustrate the nature of student comments regarding my teaching for one entire course. As the FCQ system changed after this course, I then offer evaluations for the rest of my courses as a GPTI instructor of record under the current FCQ ratings system. The change to this system primarily featured a conversion from letter grade measurements to a 6.0 scale.

Note: I have taught all courses at my university under my maiden name, "Cheney." Rather than change my last name in the system, when I married my department requested that I keep teaching under my maiden name because the department had another instructor already teaching under my married name, "Hoekstra." Thus, Faculty Course Questionnaire data for all of courses listed on the next page are listed under "Cheney" in the CU-Boulder computer system.

### Sample Student Emails

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Angel,

This was the best semester I've ever had and it was due to the fact that you were so on it and so helpful, even with your busy schedule. I really appreciate how much time and effort you put into preparing for recitation. Honestly, it's been the best recitation i've ever had. Thanks so much for a great semester, you've been so helpful!

Angel,

I just wanted to personally thank you. You have always been there to answer any questions I've had this year and I can tell that you are really dedicated to teaching and very passionate about what you teach. This subject could be very boring to someone with no interest but I liked this class, actually this is the only class that I've ever not skipped, not once. So thanks again for being so helpful.

Review of Faculty Course Questionnaire Data –  
Dr. Angel Hoekstra (Also under: Angela Cheney)

**FCQs – Teaching Assistantships**

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<u>Classical Theory</u>	<u>Fall 2003</u>	<u>100 students enrolled, in four sections of 25</u>	
Presentation of Material	A	Explanations of Assignments	A+
Relevance of Assignments	A+	Fairness of Grading	A
Accessibility of Instructor	A	How well motivated students	B+
		Treatment of ethnic/female students/issues	A-
Overall course rating	B+	Overall instructor rating	A-
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<u>Introduction to Sociology</u>	<u>Spring 2004</u>	<u>100 students enrolled, in four sections of 25</u>	
Presentation of Material	A	Explanations of Assignments	A
Relevance of Assignments	A-	Fairness of Grading	A
Accessibility of Instructor	A	How well motivated students	A-
		Treatment of ethnic/female students/issues	A
Overall course rating	A-	Overall instructor rating	A
<hr/>			
<u>Classical Theory</u>	<u>Fall 2004</u>	<u>100 students enrolled, in four sections of 25</u>	
Presentation of Material	A	Explanations of Assignments	A-
Relevance of Assignments	A-	Fairness of Grading	B
Accessibility of Instructor	A	How well motivated students	A-
		Treatment of ethnic/female students/issues	B+
Overall course rating	B+	Overall instructor rating	A-
<hr/>			
<u>Introduction to Sociology</u>	<u>Spring 2005</u>	<u>100 students enrolled, in four sections of 25</u>	
Presentation of Material	A-	Explanations of Assignments	B+
Relevance of Assignments	A-	Fairness of Grading	B+
Accessibility of Instructor	A	How well motivated students	B+
		Treatment of ethnic/female students/issues	A+
Overall course rating	B	Overall instructor rating	A-

Review of Faculty Course Questionnaire Data –  
Dr. Angel Hoekstra (Also under: Angela Cheney)

**First GPTI Course as Instructor of Record – Summer B 2005  
GPTI = “Graduate Part Time Instructor”**

<u>Introduction to Sociology</u>		Summer 2005	28 students enrolled
Presentation of Material	A-	Explanations of Assignments	A
Relevance of Assignments	B+	Fairness of Grading	A
Accessibility of Instructor	A-	How well motivated students	B
		Treatment of ethnic/female students/issues	A+
Overall course rating	B	Overall instructor rating	B+

**Additional GPTI Courses as Instructor of Record**

<u>Social Problems</u>		Fall 2005	65 students enrolled
Presentation of Material	A-	Explanations of Assignments	A-
Relevance of Assignments	A	Fairness of Grading	B+
Accessibility of Instructor	A	How well motivated students	B+
		Treatment of ethnic/female students/issues	A
Overall course rating	B+	Overall instructor rating	B+

<u>Social Problems</u>		Spring 2006	65 students enrolled
Presentation of Material	A-	Explanations of Assignments	A-
Relevance of Assignments	A	Fairness of Grading	B+
Accessibility of Instructor	A-	How well motivated students	B+
		Treatment of ethnic/female students/issues	A+
Overall course rating	B	Overall instructor rating	B+

**Conversion to new evaluation system, as explained above**

<u>Drugs in US Society</u>		Fall 2006	65 students enrolled
Personal interest before enrolled		4.6	<b>on 6.0 scale</b>
Instructor respect/professional treatment		5.7	
Instructor effectiveness at encouraging interest in the subject		4.9	
Instructor availability	5.2		
Intellectual challenge of course	4.2	Course overall	4.8
How much you learned	4.6	Instructor overall	4.9

Review of Faculty Course Questionnaire Data –  
Dr. Angel Hoekstra (Also under: Angela Cheney)

Social Problems	Spring 2007	64 students enrolled	
Personal interest before enrolled		4.2	<b>on 6.0 scale</b>
Instructor respect/professional treatment		5.6	
Instructor effectiveness at encouraging interest in the subject		4.9	
Instructor availability	5.3		
Intellectual challenge of course	4.2	Course overall	4.8
How much you learned	4.6	Instructor overall	5.1

Drugs in US Society	Summer 2007	34 students enrolled	
Personal interest before enrolled		5.3	<b>on 6.0 scale</b>
Instructor respect/professional treatment		5.9	
Instructor effectiveness at encouraging interest in the subject		5.3	
Instructor availability	5.4		
Intellectual challenge of course	4.4	Course overall	5.2
How much you learned	5.0	Instructor overall	5.4

**Teaching Assistantship, for the purpose of data collection for dissertation**

Sex, Gender, and Society	Fall 2007	100 students enrolled, in 3 sections of 33	
Personal interest before enrolled		3.5	<b>on 6.0 scale</b>
Instructor respect/professional treatment		5.9	
Instructor effectiveness at encouraging interest in the subject		4.9	
Instructor availability	5.4		
Intellectual challenge of course	4.0	Course overall	4.7
How much you learned	4.5	Instructor overall	5.5

**Teaching Assistantship, for purpose of coding & analysis of dissertation data**

Introduction to Sociology	Spring 2008	100 students enrolled, in 3 sections of 33	
Personal interest before enrolled		3.8	<b>on 6.0 scale</b>
Instructor respect/professional treatment		5.7	
Instructor effectiveness at encouraging interest in the subject		4.9	
Instructor availability	5.3		
Intellectual challenge of course	4.5	Course overall	4.5
How much you learned	4.5	Instructor overall	5.2

Review of Faculty Course Questionnaire Data –  
Dr. Angel Hoekstra (Also under: Angela Cheney)

**Most recent GPTI Courses as acting Instructor of Record**

Drugs in US Society      Fall 2008 (8am class)      60 students enrolled

Personal interest before enrolled		5.2	<b>on 6.0 scale</b>
Instructor respect/professional treatment		5.9	
Instructor effectiveness at encouraging interest in the subject		5.4	
Instructor availability	5.6		
Intellectual challenge of course	4.3	Course overall	5.3
How much you learned	4.9	Instructor overall	5.6

Self in Modern Society      Spring 2009 (upper division course)      64 students enrolled

Personal interest before enrolled		4.3	<b>on 6.0 scale</b>
Instructor respect/professional treatment		5.9	
Instructor effectiveness at encouraging interest in the subject		4.8	
Instructor availability	5.5		
Intellectual challenge of course	4.6	Course overall	4.6
How much you learned	4.5	Instructor overall	5.0

Drugs in US Society      Summer 2009      35 students enrolled

Personal interest before enrolled		4.9	<b>on 6.0 scale</b>
Instructor respect/professional treatment		5.9	
Instructor effectiveness at encouraging interest in the subject		5.4	
Instructor availability	5.4		
Intellectual challenge of course	4.6	Course overall	5.2
How much you learned	5.1	Instructor overall	5.4

Courses taught in the final year of graduate school, FCQ data currently being awaited

Fall 2009:      Sex and Gender in Society  
Spring 2010:      Self in Modern Society, Introduction to Sociology (adjunct instructorships)

**University of Colorado at Boulder**  
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November 2005

To Whom It May Concern,

I observed Angel Hoekstra teach a section of her “Social Problems” class on October 27th, 2005. There were approximately 50 students in attendance. This session was primarily a lecture, grounded in textbook reading as well as two chapters from Arlie R. Hochschild’s book *The Time Bind*. Following are my perceptions of Angel’s work in the classroom based upon that observation.

Angel has an excellent presence in the classroom, she is confident yet approachable. She arrived several minutes early to put reminders on the board and engaged in fun, personal dialogue with students prior to the beginning of lecture. It is clear that Angel has a nice rapport with her students. In lecture, Angel began with a welcome and with several reminders regarding the course schedule. She also offered a short overview for the day’s class. The class sessions are long as they are 75 minutes twice weekly. To bring structure to the lecture, Angel used five “myths” and regularly wrote on the board to emphasize certain points and terminology as related to these “myths.” While reviewing Hochschild, Angel drew specific quotations from the book and expanded upon them making use of broader Sociological insights. When she posed questions to the students, they answered (which is not always the case!). They also commented in response to other students remarks. She also often requested examples from their own lives and, again, they responded. Angel nicely managed this classroom dialogue, even when discussion of divorce turned emotional. She was able to move the class back to social scientific scholarship and scientific understanding of the gender dimensions of divorce. Also effective, Angel made use of visual aids to make her points, for example, wearing a long necklace to simulate an “amulet of long hours” during a discussion of work habits and gender. In addition, Angel occasionally linked her lecture points to aspects of popular culture with which the students were able to connect.

As an example, Angel bridged discussion of work habits to the popular movie “Office Space,” while the students’ chuckles and nodding heads signified their appreciation of this example. As for classroom presence, as noted Angel is confident and yet personable. She walks around the room when addressing the students, works from an outline but nicely “ad libs” in front of the class, and speaks comfortably and clearly. In all, I was very impressed with Angel’s work in the classroom and see her as making valuable contributions to CU Boulder’s Sociology instructional community. Sincerely,

Lori M. Hunter, Ph.D.  
Associate Professor of Sociology;  
Faculty Research Associate, Institute of Behavioral Science

## University of Colorado at Boulder

Health and Society Program  
Institute of Behavioral Science

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December 1, 2008

To Whom It May Concern:

I am very familiar with Angel Hoekstra's skills and interests as an instructor. She served as the teaching assistant for my course on Sex, Gender, and Society in Fall 2007, I am currently her teaching mentor, and we are collaborators on an ongoing research project examining the effect of using clickers in the sociology classroom on students' learning. I have been consistently impressed with her exceptional abilities and motivation as a teacher. In this letter, I will discuss my observation of her classroom to give concrete examples of her excellent teaching.

Today I observed Angel Hoekstra's class, "Drugs in U.S. Society" (Sociology 2034, a sophomore-level class). Especially given that the class met at 8 a.m. on the first day after Thanksgiving break, attendance was good and students appeared to be engaged with the material. They discussed critical thinking questions enthusiastically and were willing to share personal experiences about drug addiction and treatment. This suggests to me that they trust the classroom environment is supportive.

Angel has a knowledgeable and friendly classroom demeanor, staying calm and informative even when a technical problem toward the end of class shut down her PowerPoint presentation. She knows the students personally and spent time just before starting class walking around the classroom and talking individually to several of them. This contributed to a feeling that she cares about the students and knows about their lives, creating a supportive classroom environment.

The way Angel structures her class is innovative for Sociology and extremely effective, giving this relatively large class of about 60 (in lecture-style stadium seating) the more intimate feel of a seminar. At the start of class, Angel made good use of Powerpoint to present announcements and provide an overview of the week's classes. When lecturing, she had good pacing and moved around so that students would stay interested and awake. Ten-minute units of lecture (on treatment programs for drug use) were interspersed with critical thinking questions and group discussion, which helped to maintain interest over the course of the class. Angel did a good job boiling down the main substantive points of the lecture, yet at the same time pointing out the assumptions underlying them and how different cultural groups may or may not buy into these assumptions. This helped underscore the social construction of drug abuse, even when it was not the main point of this particular lecture. Angel also did a nice job asking for questions at the end of each lecture unit. Clicker questions encouraging students to work together and answer a question based on the readings were useful. Besides the clicker questions, Angel did a nice job eliciting student responses to think critically about sociological issues.

For example, she used this strategy for a topical unit on Alcoholics Anonymous (AA) and other self-help groups. Angel said something encouraging about each responses, reframed it into sociological language if needed, and turned the comments into an outline on the chalkboard. She then followed up this whole-class discussion with small-group debates about the importance of faith in God or a higher power for the functioning of AA and other self-help groups. Most of the students engaged eagerly in both the large-group discussion and the debate, and Angel went around the room talking with students who did not have a debate partner. I describe this teaching unit in detail to show how very innovative and effective it is.

Angel did a nice job pacing the class, allowing room for student discussions to run their course. For example, after their small-group discussions the students were really interested in debating the pros and cons of a religious focus in drug treatment programs in the whole-class context. Angel used this high level of interest to encourage student comments, reframe them into sociological language, and embellish the chalkboard outline of sociological analyses of self-help groups. She then formally closed the discussion with a clicker question eliciting everyone's opinion about the issue, which is nice because it incorporated the input of students who had not talked in the large-group discussion. I think that Angel's pedagogical strategies deepened students' understanding of the material, made them feel engaged in the class, and kept the class from feeling rushed or overstuffed with detailed information. Although this strategy resulted in less substantive material being taught in each class period, it gave students a better sense of what was important and a deeper understanding of the material that was discussed. Overall, I think it was a very effective method.

From reading the very thorough syllabus and talking over the course requirements with Angel, four other aspects of the course particularly impressed me. First, in the syllabus Angel clearly delineated the learning goals she had for the class and how students would work to achieve them. Second, students' independent research projects about a legal drug taught them to seek out information, think about it critically, and apply the same sociological lens to legal drugs as they have learned to do for illegal ones. Third, in-class critiques of film clips to focus on how the media shapes messages about drug use seemed like a particularly effective teaching strategy for a sociology classroom. Finally, Angel uses four different question types in her exams, which is beneficial because it provides multiple types of assessment and gives students with different strengths (e.g., factual recall versus critical thinking) a chance to shine.

In summary, Angel is an excellent teacher who has a natural pedagogical gift and would do a good job teaching on that basis alone. However, she does not stop there, but rather she works hard and thinks "outside the box" to make her classes even better. I was very impressed with her teaching, both in this class and as the teaching assistant for my course on Sex, Gender, and Society in Fall 2007. I do not hesitate to give her my very strongest recommendation as a college- or university-level teacher. Feel free to contact me (information provided above) if you have any further questions.

Respectfully,

Stefanie Mollborn  
Assistant Professor of Sociology and  
Faculty, Health and Society Program, Institute of Behavioral Science  
University of Colorado at Boulder

## Teaching Portfolio Appendix

Please see my vitae for the list of courses I have already taught.

### **Potential Future Courses I would be interested in teaching:**

Sociological Writing  
Social Change  
Global Studies  
Cultural Diversity

### **Potential Future Courses I would be interested to design and teach:**

#### **Social Theory through Film**

- I took a course, “American History through Film,” at Texas A&M University and it was one of the most memorable courses of my undergraduate career. As a developing teacher, I have thought over the years about how sociological theories might be taught through film. I envision this course meeting once a week for three hours: over the course of the semester, students would be encouraged to explore media forms for how they depict contemporary culture, history, and sociological concepts. For example, the popular film, *Gattaca* (1998) might be used to explore Max Weber’s theory of irrationality in rational bureaucratic systems. Other films that might be used include:
  - *Crash* (2004; racial tension, alienation in urban settings as described by Simmel)
  - *North Country* (2005; gender, power, discrimination, social structure/institutions)
  - *Supersize Me* (2004; capitalism, the body, food, McDonald’s as an institution)

#### **Human Selfhood, the Physical Body, Consumption, and Contemporary Values**

- A “twist” on presenting social psychological theories of the self: first, explore traditional psychological and sociological theories of selfhood; then, examine theories of the relationship between the self and physical body; next, apply these theoretical ideas by exploring contemporary media depictions of self presentation and consuming behavior, considering results for relationships and selfhood; discussing cultural values in each section of the course, to encourage students to critique theory and apply it to their lived experiences.

Thank you for taking the time to read my portfolio.

I hope you will consider appointing me to teach  
at Metropolitan State College of Denver.

Sincerely, Dr. Angel Hoekstra