

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 262
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Martin D. Hughes, Ph.D. Phone (724) 357-2273
- (X) Writing Workshop? (If not at IUP, where? when?) _____
- (X) Proposal for one W-course (see instructions below)
- (X) Agree to forward syllabi for subsequently offered W-courses?


TYPE II. DEPARTMENT COURSE

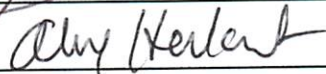
- () Department Contact Person _____ Phone _____
- () Course Number/Title _____
- () Statement concerning departmental responsibility
- () Proposal for this W-course (see instructions below)


TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

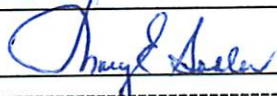
- () Professor(s) _____ Phone _____
- () Course Number/Title _____
- () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) 

Department Chairperson 

College Dean  1/17/07

Director of Liberal Studies  1-25-07

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received
JAN 19 2007
Liberal Studies

Indiana University of Pennsylvania

The Liberal Studies Program

certifies that

Martin D. Hughes

has participated in the *IUP Writing Workshop*

with facilitator Dr. Robert Yagelski

May 16 and 17, 2006



A handwritten signature in cursive script, reading "Mary E. Sadler".

Mary E. Sadler
Director
Liberal Studies

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total Pages (single-spaced)	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Daily Class Work	30-40	~10 (1/4-1/3-pg. avg.)	Yes (pass/fail)	No	20%
<i>Paideia</i> Memos	2	2	Yes	No	5% (written portion)
Critical Reflection Journals	10	10	Yes	No	10%
Field Assignments	4	~14 (3-4 pg. avg.)	Yes	Yes	20%
Town Meeting	1	2	Yes	No	5% (written portion)
Educational Autobiography	1	7-10	Yes	Yes	20% (written portions)
Totals	48-58	45-48	NA	NA	80%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
Totals			

*Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade— at least 50% or more.

SOC 341: Sociology of Education Writing Summary

SOC 341 is an upper-division course in the sociology department; its only pre-requisite is the introductory Principles course (SOC 151). Sociology of Education is an elective in the current sociology curriculum, but it also has appeal to students outside the discipline—especially child and family studies and various education majors. Recently SOC 341 has been offered on an irregular, infrequent basis, but since it is a signature course of the applicant instructor, it is expected to be offered at least every other year for the foreseeable future.

Sociology of Education is already a fairly rigorous course in terms of its writing expectations. The amount of reading, combined with the subject matter—which has direct application to, and implications for, all students' own lived experiences—makes it an especially appropriate course to be designated as writing-intensive by the Liberal Studies Committee.

The types of writing assignments included in this course are as follows:

1. **WRITING TO STIMULATE CRITICAL AND SYNTHETIC THINKING ABOUT KEY CONCEPTS AND IDEAS.** This refers to both the brief Daily Class Work assignments which will be given in nearly every class session (30-40 writing assignments), as well as the Critical Reflection Journals, ten one-page responses to specific question prompts that will ask students to synthesize and apply their learning each week. Although the specific nature of Daily Class Work will vary, in general they will either be (a) responses to specific question prompts, or (b) opportunities to free-write in reflection on an in-class activity or presentation. I estimate that each will amount to no more than 1/4 to 1/3 of a page, single-spaced. Since the primary purpose of these assignments is to reward attendance and participation, most if not all of them will be evaluated on a pass-fail basis, with all thoughtful attempts being awarded a passing grade. These will total to 20% of the final course grade. As for the weekly journals, they will be awarded either a check-plus, check, or check-minus on the basis of a combination of substance and style. A rubric is included in the course syllabus. These will total to 10% of the final course grade. There will not be any opportunities for revision for either the journals or the daily class work.
2. **WRITING TO FACILITATE ANALYSIS AND DISCUSSION OF COURSE READINGS.** This refers to the two *Paideia* memos, one single-spaced page apiece. The memos are intended to encourage the careful reading of the assigned texts, and to provide student-generated material for in-class discussion. The written portion of each assignment (there is also a corresponding presentation component) is worth 2.5% of the final course grade, with evaluation based on the extent to which the

student demonstrates that s/he (a) completed, (b) comprehended, and (c) critically analyzed the assigned reading. Since there are two memos, then, they total to 5% of the final course grade. There will not be any opportunities for revision.

3. **WRITING TO UNDERSTAND A PARTICULAR SOCIAL STANDPOINT, AND TO PRESENT A COMPELLING ARGUMENT FROM THAT STANDPOINT.** This refers to the written portion of the one-time Town Meeting assignment. Although this assignment is primarily an in-class oral presentation about a contemporary issue, it also includes a two-page (single-spaced) writing component in which the student must present an argument from the position of their assigned town meeting role. This document also provides the basis for the in-class “performance” of that role. The written portion of the town meeting assignment will be awarded either a check-plus, check, or check-minus on the basis of whether the argument accurately represents the given standpoint, and to what extent the argument is well-reasoned, plausible, and compelling. It accounts for 5% of the final course grade. There will not be any opportunities for revision.
4. **WRITING TO APPLY KEY CONCEPTS AND IDEAS TO THE STUDENT’S LIFE AND THE WORLD S/HE LIVES IN.** This refers to both the four monthly Field Assignments (three-four single-spaced pages apiece), as well as the seven-ten-page Educational Autobiography, which is the final assignment in the course, and includes a poster presentation on the day of the final exam. Each of the four field assignments starts with one of the four topical books assigned as readings and invites the students to replicate some of the book’s empirical research using one’s own educational experiences as the case data. The educational autobiography uses the same case data but asks the students to explore concepts and principles presented in class, in a more open-ended format. Both types of assignments will be evaluated on the basis of accuracy, depth of insight, and thoroughness. The four field assignments total to 20% of the final course grade; the written portion of the educational autobiography assignment also accounts for 20% of the final course grade. There will be opportunity to revise both of these types of assignments. This opportunity is optional for each of the four field assignments, but it is mandatory for the educational autobiography.

Course Syllabus
SOC 341: SOCIOLOGY OF EDUCATION
Indiana University of Pennsylvania
[Semester] [Year]

Martin Hughes
112A McElhaney Hall
(724) 357-2273 (office)
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11.45 am – 12.45 pm, MWF
103 McElhaney Hall
Office Hours:
9 – 10 am, MWF
2.30 – 3.30 pm, MWF
Or by appointment

Welcome to SOC 341! I've designed this course to introduce you to the sociology of education.

Here's the official **DESCRIPTION** of SOC 341 from the most recent catalog:

"Examines the place of education in society. Special attention to the development of education in America and its relation to political and economic phenomena. Some attention given to education in other industrial and agrarian societies."

When you've finished this course, you should understand education from a sociological perspective. That is, you should understand it as an institution within a social, political, economic, and historical context.

Additionally, you should understand sociological theories of education, the politics of educational theory and practice, and the various theories developed to create a context for various institutions within the broader society.

You should also understand where your personal biography fits within the scheme of education and society.

Finally, I hope that by better understanding education and society, you'll be more willing and better able to create positive social change related to your own or others' education.

Course **OUTCOMES** for SOC 341: By the time this course is over, I want you to . . .

- Apply a sociological perspective to education, its place in society, and its influence on individuals, families, education professionals, and citizens.
- Learn and apply an historical perspective to the development and reform of education, including manifest goals (workforce and citizenship socialization) and "hidden curricula."
- Distinguish ways in which education varies and is experienced differently due to social inequalities based on race, social class, and gender.
- Describe and discuss how education affects and is influenced by social contexts such as families, communities, culture, and the nation-state.
- Display improved writing skills.

Many people think of course **POLICIES** in terms of rules and requirements. I like to think of them instead in terms of **EXPECTATIONS**, both those we have of ourselves and those we have of each other. Here's a list of expectations that I have for this course:

EXPECTATIONS I HAVE OF MYSELF	EXPECTATIONS I HAVE OF YOU
I expect to make this course well worth your time, attention, and effort.	I expect you to make this course a priority in your life this semester.
I expect to make every course-related activity and every assignment a meaningful learning opportunity.	I expect you to take every learning opportunity seriously and to give it your very best.
I expect to work hard consistently, from before the beginning until after the end of the course.	I expect you to follow through on each and every commitment you make to me and to your fellow students.
I expect to show up for class every time, ready to help you learn and to help you help others learn.	I expect you to show up for class every time, ready to learn and to help others learn.
I expect to let you know if I can't show up for class for some reason—in advance whenever possible.	I expect you to let me know if you can't show up for class for some reason—in advance whenever possible.
I expect to follow up with you if you don't show up for class.	I expect you to have a good—and real—reason for not showing up for class.
I expect to be on time for class.	I expect you to be on time for class.
I expect to be excited and enthusiastic about helping you learn the sociology of education.	I expect you to be ready and willing to participate in all course-related activities and assignments.
I expect to get to know, enjoy, and respect you as a unique adult human being, not just as a student.	I expect you to show respect for others at all times.
I expect to challenge you to learn more than what you think you're capable of.	I expect you to complete the assigned readings by the time they are due.
I expect to provide you with feedback that is timely, constructive, and fair.	I expect you to complete the course assignments by the time they are due.
I expect to encourage you to take more responsibility for your own learning.	I expect you to take responsibility for, and to do, all of your own work.
I expect to be creative, curious, enthusiastic, fair, flexible, generous, honest, and open.	I expect you to be creative, curious, enthusiastic, fair, flexible, generous, honest, and open.
I expect to have a great course!	I expect you to learn a lot!

There are five required **READINGS** for SOC 341. All are available at the IUP Co-Op.

The first book is *The Structure of Schooling: Readings in the Sociology of Education*, by Richard Arum and Irenée Beattie (abbreviated as “AB” in the course schedule), which McGraw-Hill published in 2000. We’ll be reading almost all of the chapters.

The other books are full-length, in-depth analyses of each level of American education: elementary, junior high, senior high, and college. At the same time, each book explores one or more social dimensions of educational inequality: race, class, and/or gender.

The first such book is *Home Advantage: Social Class and Parental Intervention in Elementary Education*, by Annette Lareau, professor of sociology at the University of Maryland. Originally published in 1989, Rowman & Littlefield released an updated edition in 2000.

Home Advantage discusses the relations between teachers and the parents of their students, and how those relations differ based on social class. Lareau found that school and home were fundamentally connected in middle- and upper-class families, while the two worlds were fundamentally separated in lower-class households.

The second book is *School Talk: Gender and Adolescent Culture*, by Donna Eder, Catherine Evans, and Stephen Parker, published in 1995 by Rutgers University Press. The lead author is professor of sociology at Indiana University.

The authors of *School Talk* focus on how daily conversations create and sustain gender inequality among junior high school students, at a critical time in the development of their gender identities. Gossip, insults, and teasing are common linguistic techniques these students use to assert their own status and that of their male and female peers.

Freaks, Geeks, and Cool Kids: American Teenagers, Schools, and the Culture of Consumption is the third book. It was written by University of Virginia professor emeritus of sociology Murray Milner, Jr., and published in 2004 by Routledge.

In *Freaks, Geeks, and Cool Kids*, Milner sets out to answer the question, “Why do they behave like that?” “They” are high school students, and by “that,” he means obsessed with social status. He argues that these students are being socialized into an elaborate lifestyle of consumption as much as into citizenship or the workplace.

The fifth book, *The Source of the River: The Social Origins of Freshmen at America’s Selective Colleges and Universities*, was written by Douglas Massey, Camille Charles, Garvey Lundy, and Mary Fischer, and published by Princeton University Press in 2002. The lead author is professor of sociology at Princeton University.

The authors of *The Source of the River* show how a variety of background social factors influence the academic performance of students from different racial and ethnic origins and social classes. Their research helps us understand why some kinds of college students continue to outperform others.

Rather than rely on a single **METHOD OF EVALUATION**, I've designed several.

Method of Evaluation	Possible Points	Grading Scale
Daily Class Work	200 points	895 – 1000 points = A
<i>Paideia</i> Memos	100 points	795 - 894 points = B
Critical Reflection Journals	100 points	695 – 794 points = C
Field Assignments	200 points	595 – 694 points = D
Town Meeting	100 points	Less than 595 points = F
Educational Autobiography	300 points	
Total	1,000 points	

Twenty percent of your final course grade will be based on **Daily Class Work**: short quizzes at the beginning of every class that will encourage you to keep up with the assigned readings; and informal, in-class activities due on the day they are assigned. One noteworthy activity is your assessments (as an audience member) of the seven scheduled town meetings.

Daily class work is a way to get you involved in learning, to give you an opportunity to apply your knowledge as you participate, and to reward you for attending class. **YOU CAN'T MAKE UP DAILY CLASS WORK, NOR CAN YOU HAND IT IN LATE.** Please, don't let these assignments bring down your grade. I've designed them to help you, not hurt you. Every class is important, and if you attend you'll be rewarded.

If you must miss class, be sure to find out if anything is required for the next class session. I'll only arrange alternative class work assignments if you give me written documentation of compelling circumstances.

Regardless of the total number of daily class work assignments, together they will be worth 100 points out of the 1,000 possible points for the semester.

There will be two ***Paideia* Memos** which will combine to account for 10% of your final course grade. Students will take turns helping to lead class discussions. For these occasions you'll prepare a memo of the day's readings.

Your *Paideia* memo should be no less than one page, single-spaced. At the top, include only your name, the date, and the assigned readings your memo addresses. Sum up the readings' arguments, point out central issues and concepts in the text, present two key quotes, and offer two questions or critiques that can serve as points of discussion.

I'll make copies of your *Paideia* memo to distribute to the class. Therefore I need you to send it to me as an email attachment no later than 9 am on the day that it's due. Late memos will lose ten points, and missed memos can't be made up.

Your grade will be based in part on your in-class presentation of the memo. Each *Paideia* memo and its presentation will be worth 50 points, for a total of 100 points out of the 1,000 possible points for the semester.

You'll have thirteen opportunities to write ten one-page, single-spaced **Critical Reflection Journals** on the ideas introduced in the course. Together, these weekly journals will account for 10% of your final course grade.

These journals are opportunities for you to explore, engage with, and challenge ideas introduced in the course. You may submit your journal as an email attachment by midnight each Friday. Since you'll have three extra chances, I WILL NOT ACCEPT ANY LATE SUBMISSIONS FOR ANY REASON. Be strategic about your choices.

Each critical reflection journal will be worth ten points, for a total of 100 points out of the 1,000 possible points for the semester.

There will be four **Field Assignments** in this course. Together, these are worth one-fifth of your final course grade. Each field assignment will allow you to relate what you've read in the books to your own life and experiences. I'll give you detailed written guidelines for all four field assignments at the beginning of the semester.

Since you'll have plenty of time to complete these assignments, I WILL NOT ACCEPT ANY LATE SUBMISSIONS FOR ANY REASON. I encourage you to plan ahead.

You're also welcome to submit your field assignments in advance, and upon your request I'll review them and offer suggestions for revision before I assess them for credit. Since you'll have the opportunity to revise and resubmit them, there's no reason why you can't earn the maximum possible points on these assignments.

Regardless of the length or exact number of steps in the field assignments, each field assignment will be worth 50 points, for a total of 200 points out of the 1,000 possible points for the semester.

We will hold mock **Town Meetings** on contemporary education-related issues. You'll be responsible to participate as a panelist in one of the seven meetings. Your participation in the town meeting will be worth 10% of your final course grade.

Your grade will be based on your performance as a particular character, either fictional or real-life, that has a relevant perspective on the town meeting's issue. It will also be based on a two-page, single-spaced paper in which your character explains her/his position on the issue. This will help you organize your thoughts and assure me that you aren't just making things up on the spot. Your paper must include a minimum of three citations from the course readings or other academic (non-internet) resources.

Together, your town meeting presentation and paper will be worth 100 points out of the 1,000 possible points for the semester.

Finally, in lieu of a final exam, there will be a culminating activity in the form of the **Educational Autobiography**. This assignment gives you the opportunity to synthesize what you've learned in the course, and it will be worth 30% of your final course grade.

You'll write a seven- to ten-page reflective essay on your own educational experiences, being careful to use some of the sociological concepts, principles, and theories discussed in the class and/or mentioned in the readings. Your paper should be a thoughtful, creative, well-written (spelling, grammar, punctuation, etc. will count!), and thorough analysis of your educational career from a sociological perspective.

Your grade will include a well-developed preliminary draft of your educational autobiography. It will also include a poster presentation. During the period scheduled for the final exam, you'll present your autobiography as a poster, similar to a science fair presentation. Together, your two drafts of your educational autobiography and the poster will be worth 300 points out of the 1,000 possible points for the semester.



A NOTE ON ACADEMIC INTEGRITY: IUP students are expected to maintain the highest standards of honesty and integrity. You should familiarize yourself with the definitions of cheating, plagiarism, and other violations of academic integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy.

Plagiarism is just as serious a violation of academic integrity as cheating. It involves using the words, facts, or ideas of another person or source as if they were your own. It is dishonest, illegal, and in violation of university policy and principles of scholarship.

To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source—including the internet—you must cite the quote or paraphrase properly. You need to place quotes in quotation marks, with the page number(s) indicated in the properly formatted citation of the source.

Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving no credit for the assignment or exam, a failing course grade, or referral to the university for judicial review and sanctions that might include suspension or expulsion.

I've structured the **COURSE SCHEDULE** to be well balanced and reasonably paced. I want us to enjoy ourselves along the way, and be proud of all our hard work at the end.

MONDAY	WEDNESDAY	FRIDAY
	January 17 Course Introduction	January 19 What Is Sociology of Education?
January 22 Reflections on School Lareau Foreword, 1 (23 pages)	January 24 Mass Education History, Part 1 AB 11 (10 pages) Lareau 2 (23 pages)	January 26 Mass Education History, Part 2 Spring (32 pages) Lareau 3 (21 pages) <i>1st Weekly Journal Opportunity</i>
January 29 Functionalist Theories of Education AB 10, 16 (32 pages) Lareau 4 (22 pages)	January 31 Conflict Theories of Education AB 6 (14 pages) Lareau 5 (13 pages)	February 2 Status Attainment & Social Mobility AB 3, 4 (25 pages) Lareau 6 (26 pages) <i>2nd Weekly Journal Opportunity</i>
February 5 Human Capital Theory AB 5, 37 (22 pages) Lareau 7 (26 pages)	February 7 Social Capital Theory AB 2, 7 (13 pages) Lareau 8 (18 pages)	February 9 Cultural Capital Theory AB 26 (16 pages) Lareau 9, Afterword (30 pages) <i>3rd Weekly Journal Opportunity</i>
February 12 Schools as Systems AB 41, 43 (29 pages) <i>Field Assignment 1 Due</i>	February 14 International Comparisons AB 23, 40 (29 pages) Eder 1-2 (18 pages)	February 16 TOWN MEETING: Standardized Testing Eder 3 (12 pages) <i>4th Weekly Journal Opportunity</i>
February 19 Public, Private, & Parochial Schools AB 13, 14 (18 pages) Eder 4 (29 pages)	February 21 Urban, Suburban, & Rural Schools AB 17, 28 (24 pages) Gibbs (6 pages) Eder 5 (21 pages)	February 23 TOWN MEETING: Vouchers & School Choice Eder 6 (20 pages) <i>5th Weekly Journal Opportunity</i>
February 26 Tracking AB 20, 21, 22 (23 pages) Eder 7 (21 pages)	February 28 Race AB 18, 27, 29 (28 pages) Eder 8 (24 pages)	March 2 Gender AB 12, 30, 31 (33 pages) Eder 9-10 (21 pages) <i>6th Weekly Journal Opportunity</i>
March 5 Learner Cultures, Part 1 AB 33 (14 pages) Kinney (21 pages) Eckert (16 pages) <i>Field Assignment 2 Due</i>	March 7 Learner Cultures, Part 2 AB 24, 25 (28 pages) Guest Presentation: Ron Barrett	March 9 Teacher Cultures AB 32 (11 pages) Rowan (14 pages) Lortie (11 pages) <i>7th Weekly Journal Opportunity</i>
March 12 *NO CLASS*	March 14 *NO CLASS*	March 16 *NO CLASS*

<p>March 19 Discipline & Delinquency AB 8, 34, 35 (31 pages) Milner Intro, 1-2 (31 pages)</p>	<p>March 21 TOWN MEETING: Corporal Punishment Milner 3 (22 pages)</p>	<p>March 23 Educational Transitions – Work AB 39 (12 pages) Ray & Mickelson (21 pages) Milner 4-5 (36 pages) <i>8th Weekly Journal Opportunity</i></p>
<p>March 26 Educational Transitions – Two- Year Colleges AB 42 (11 pages) Clark (8 pages) Milner 6 (32 pages)</p>	<p>March 28 Educational Transitions – Four- Year Colleges Baker & Velez (21 pages) Milner 7-8 (37 pages)</p>	<p>March 30 TOWN MEETING: HBCU's & Single-Sex Schools Milner 9-10 (32 pages) <i>9th Weekly Journal Opportunity</i></p>
<p>April 2 College Choices <i>Field Assignment 3 Due</i></p>	<p>April 4 College Admissions Massey 1 (19 pages)</p>	<p>April 6 TOWN MEETING: Affirmative Action in Education Massey 2 (26 pages) <i>10th Weekly Journal Opportunity</i></p>
<p>April 9 Curriculum – Majors & Fields of Study Massey 3 (24 pages)</p>	<p>April 11 Curriculum – Degrees & Credentials Massey 4-5 (39 pages)</p>	<p>April 13 TOWN MEETING: "Education" vs. Job Training in College Massey 6 (24 pages) <i>11th Weekly Journal Opportunity</i></p>
<p>April 16 Extra-Curriculum – The Greek System Massey 7 (22 pages)</p>	<p>April 18 Extra-Curriculum – Relationships & Romance Massey 8 (29 pages)</p>	<p>April 20 TOWN MEETING: Big-Time College Sports Massey 9-10 (24 pages) <i>12th Weekly Journal Opportunity</i></p>
<p>April 23 Reform – Standards & Assessment <i>Field Assignment 4 Due</i></p>	<p>April 25 Reform – Academic Integrity <i>Educational Autobiography Draft Due</i></p>	<p>April 27 TOWN MEETING: Grade Inflation <i>13th Weekly Journal Opportunity</i></p>
<p>April 30 Course Wrap-Up</p>	<p>May 9 Educational Autobiography Poster Presentations <i>Educational Autobiography Due</i> 10.15 am – 12.15 pm</p>	

Here's a **BIBLIOGRAPHY** of the supplemental readings available electronically:

Baker, Therese, and William Velez. 1996. "Access to and Opportunity in Postsecondary Education in the United States: A Review." *Sociology of Education* 69(e): 82-101.

Clark, Burton. 1960. "The 'Cooling-Out' Function in Higher Education." *American Journal of Sociology* 65(6): 569-576.

Eckert, Penelope. 1989. "Introduction" and "Symbols of Category Membership." Pages 1-10, 51-72 in *Jocks and Burnouts: Social Categories and Identity in High School*. New York: Teachers College Press.

Gibbs, Robert. 2000. "The Challenge Ahead for Rural Schools." *Forum for Applied Research and Public Policy* 15(1): 82-87.

Kinney, David. 1993. "From Nerds to Normals: The Recovery of Identity among Adolescents from Middle School to High School." *Sociology of Education* 66(1): 21-40.

Lortie, Dan. 2002 [1975]. "Career and Work Rewards." Pages 82-103 in *Schoolteacher: A Sociological Study*. 2nd Edition. Chicago: University of Chicago Press.

Ray, Carol, and Roslyn Mickelson. 1993. "Restructuring Students for Restructured Work: The Economy, School Reform, and Non-College-Bound Youths." *Sociology of Education* 66(1): 1-20.

Rowan, Brian. 1994. "Comparing Teachers' Work with Work in Other Occupations: Notes on the Professional Status of Teaching." *Educational Research* 23(6): 4-17, 21.

Spring, Joel. 2005. "The Common School and the Threat of Cultural Pluralism." Pages 102-133 in *The American School, 1642-2004*. 6th Edition. New York: McGraw-Hill.

This is what I'm thinking when I decide what kind of mark to put at the top of each of your **WEEKLY JOURNALS**.

You'll earn a check-plus (full credit or ten [10] points) when you write a journal that shows a level of thought that is original, insightful, and complex. This kind of a journal will include an attempt—successful or not—to integrate or link multiple sociological ideas or concepts together. It will also include attempts to apply sociology to your own life and the world in which you live. Finally, this kind of a journal will be at least one page, single-spaced, 12-point font, 1" margins (check "Page Setup" on your "File" menu!), and well-written—economical and free from obvious spelling, grammar, and punctuation errors. I'm not an English teacher but I do expect you to be conscientious about what you turn in. Please use the words "there," "their," and "they're" correctly, and please don't make your header take up half the page. All I need at the top is your name and the date of the Friday that the journal is due.

You'll earn a check (eight [8] points) when you write a journal that shows me that you have a basic understanding of what you've learned from the course. This kind of a journal will show me that you listened and/or read carefully, that you answered the question(s) I gave you, but you weren't willing or able to make connections to other ideas or apply what you've learned to your own life or the world in which you live. Finally, while this kind of a journal will meet the one-page length requirement, it won't be as well-written. It will include some minor errors, it won't observe some of the formatting requirements, or it will tend toward sloppiness.

You'll earn a check-minus (half-credit, or five [5] points) when you write a journal that shows me that you had no personal investment in the assignment. This kind of a journal is easy for me to identify. I can tell that it was written hastily and at the last minute, or that it's not based on actual learning—perhaps because you missed class or didn't complete the assigned reading. It will include broad generalizations or vague references to ideas. It won't run a full page, it will be incorrectly formatted and poorly-written. It won't give answers to some (parts of) questions, or the answers given will be incorrect or state "I don't know."

SOC 341: Sociology of Education
Field Assignment 3: *Freaks, Geeks, and Cool Kids*
Due Monday, April 2, 2007

In this field assignment I want you to write about status relations and status groups at the high school(s) you attended. If you attended more than one high school, I want you to compare between or across them.

The key to a successful field assignment is **detailed description**. Don't write, "dress was important," tell what kinds of dress were important in what context. Were there any significant changes or fads? Try to use specific, not hypothetical, examples. Instead of writing, "some people had characteristics that enabled them to belong to two groups," write something like, "largely because of his good looks and ability to memorize quickly, my friend John managed to be a member of both the popular crowd and the drama group. I can think of six other people who spanned two groups. Probably five percent of the students fell into this category."

Avoid truisms, vague generalizations, and largely irrelevant autobiography, such as "high school is different for everyone," or "similar to society, the mainstream consists of a particular culture that has been developed and embraced by a majority of students," or "my high school experience was typical, nothing worth writing about." In short, avoid "filler." Almost every sentence should convey specific information about your high school(s) or community.

One way to approach this assignment is to imagine that you have a younger sibling and you want to advise them about how to get along when they arrive at your high school; that is, think about who is who, what is what. (Recall the lunchroom scene from *Mean Girls*.) Then take this description and think about how you **would** present it to the class as an example of sociological analysis, even though you **won't** be giving a presentation.

Finally, while it shouldn't be a part of the field assignment, you should still be thinking about how the observations you make about your high school(s) can help you to better understand American education and society in general.

I'll be collecting a paper copy of your field assignment at the beginning of class on Monday, April 2. I expect it to be **at least** three or four pages long (although you may certainly make it longer), typed, single-spaced, with 1" margins all around and no larger than 12-point font. I'll accept draft submissions until Monday, March 26. Your draft must also be typed, but you may submit either an electronic or paper copy of it by the end of the 26th.

This field assignment is worth 50 points. I'll be assessing it on the following bases: completeness, thoroughness, depth of sociological insight, and adherence to formatting guidelines and the basic rules of composition (spelling, grammar, etc.)

At the top of the first page, you should type only your name, "Field Assignment 3," and the date that it's due: April 2.

Before you begin the narrative portion of the field assignment, as directed below, provide the following profile information about your high school(s):

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| a. Name | f. Class Size (i.e., number of people you graduated with) |
| b. Location (Town, State) | g. Approximate racial/ethnic composition |
| c. Setting (Urban, Suburban, Small Town, Rural, etc.) | h. Approximate gender ratio |
| d. Type (Public, Private, Religious [indicate affiliation], Magnet, etc.) | i. Names of different academic tracks (if any) |
| e. Total Student Population | |

In a paragraph or two each, answer the following six questions.

1. Identify and describe the most important sub-groups or cliques in your high school(s). Were they ranked? If so, how, and on what basis? If not, how did these sub-groups or cliques relate to outsiders?
2. How did these groups and individuals attempt to display or symbolize their status and/or identity? Dress, music, style, language and vocabulary, walk and posture, etc., often serve as such markers.
3. Who talked to and hung out with whom and why? Did this vary during classes; in school but out of classes; at school-related activities such as athletic events; outside of school and related activities?
4. What were the sites and events where status was very important: eating areas, dates, school-related activities, math class? Where were such differences less important? Why these differences in importance? What were the big events and how/why were they important?
5. How much individual mobility and change in group composition were there? What did groups do to prevent such change? To what extent could an individual belong to multiple groups? If your answer is, "it depends," what does it depend on, and why?
6. It's especially important that you look for or recall activities, behavior, or patterns **not explained** by Milner's theory of status relations, **or that call the theory into question**. Obviously you don't want to ignore the data that support the theory, but make a special effort to identify patterns that appear not to be explained by the theory.