

**Sociology 494: Practicum in the Sociology of Education (W Credit)  
Spring 2009**

**Instructor:** Katie Corcoran

**Class Meeting:** Tuesday: 9:30am-11:20am Condon 101

**Office hours:** Tuesday 11:30am-12:30pm and by appointment in **Condon 233**

**Email:**

**Course website:**

This course is a practicum in the Sociology of Education. The Department of Sociology's service learning program combines an experience in tutoring with critical reflection about practical and theoretical issues involved in education. Your mentoring will take place in the Seattle public schools and will involve working with students on their reading and other coursework. While your aim is to help students develop in these areas, it is also to motivate them, to help them understand and realize their potential and the role that education can play in their lives. Back in our own classroom, we will be considering through readings, writing, and discussions how sociology can inform our practice. For example, what are the structural and cultural forces shaping the school and students we work with, and how do students respond to those pressures?

Sociology 494 is a five-credit graded course designed to give practical experience in teaching as well as insight into the complexity of our public schools and issues in education policy. In addition to your work with students, you will be exposed to school administrators, teachers, counselors, and community members. The course serves as a good foundation for a career in education, and previous tutors have extended their mentoring experience through involvement in programs such as Teach for America.

This quarter, the department continues its relationship with *Aki Kurose Middle School* and *Madrona K-8*. Aki Kurose serves an extremely diverse student population, including recently immigrated families and families at or below the poverty level. Though Aki Kurose's truancy rates are among the highest and test scores among the lowest of Seattle's middle schools, the school rarely receives tutors from larger programs at the University of Washington that allow tutors to choose where they serve. For this reason, the Department of Sociology channels its tutors to this school and students most in need of our assistance. YMCA representatives in the school coordinate tutors, matching them up with students and providing them support inside the school. In addition, we will also continue our partnership with Madrona K-8 as well. Madrona shares many of the characteristics that define Aki Kurose but includes a younger population of students that may be beneficial to those of you interested in early childhood education.

***School Websites:***

<http://www.akikurose.org/>

<http://www.seattleschools.org/schools/madrona/>

***Required Text:***

Ballantine, Jeanne H. and Joan Z. Spade. 2008. *Schools and Society* 3<sup>rd</sup> Edition: A Sociological Approach to Education. Pine Forge.

**COURSE REQUIREMENTS**

All writing assignments must be typed, double-spaced, in 12 point font, and turned in on time. Late assignments will be penalized 10% for every day they are late (the weekend counts as two days), unless a **documented** excuse is provided. *Papers turned in after class on the day they are due will receive a one-day late penalty.* If you know you will not be able to turn something in on time, turn it in early to avoid the late penalty. **All 24 tutoring hours must be fulfilled in order to have the possibility of receiving a passing grade in the course.** Congruent with departmental policy, students must refrain from using laptops during class time.

***Tutoring:*** You are required to tutor either once or twice a week at Aki Kurose Middle School Academy or Madrona K-8 Middle School for at least twice a week for two hours at a time or for one, three or four hour period (for a minimum of *24 hours* for the quarter). This component of the class should be viewed as a second lecture, that is, you will set a time and commit to it for the duration of the quarter. These times cannot be changed over the course of the quarter. If you are unable to commit to a consistent time period, this is not the class for you. You will keep a tutoring log of your hours.

***Theory Application Papers:*** You will write two theory application papers, where you will apply a theory or argument from one of the readings to your tutoring experiences. This is your opportunity to analyze your tutoring experiences based on the course material. You may choose to submit your first theory application paper at the beginning of class on week 3, 4, 5, or 6 but no later than week 6. You may choose to submit your second paper at the beginning of class on week 7, 8, or 10 but no later than week 10. You are welcome to submit your second paper earlier than week 7.

***Readings and Discussion:*** Class discussion is important in this class, as is your involvement, so from week 3 through week 11 a different group of students will be responsible for the content of the course. This means that for at least one week you will prepare and lead the class discussion. You must email me your group presentation notes/outline/questions a full 24 hours in advance (by Monday 9:30am).

**Critical/Analytical Reading Essays:** You will write two critical/analytical reading essays. These essays are each due at the beginning of class and must be on one or more of the readings **assigned for that day**. You can choose to submit the first memo in class on week 2, 3, 4, or 5 but no later than week 5. You can choose to submit the second memo on week 6, 7, 8, or 10, but no later than week 10.

**Class Participation:** You are required to be an active participant in the weekly class meetings, which entails doing the readings and coming to class prepared to discuss them. If you are not in class, you cannot participate. Since class only meets once a week, it is very important to consistently come to class and stay for the whole class period. Missing one day of class is akin to missing (receiving a zero for) 10% of your participation grade. A **documented** excuse (*e.g.*, a note from your doctor) will not ‘excuse’ your lack of class participation but will give you the chance to make it up (within one week) without penalty. Every week at the **beginning** of class there will be an in-class writing assignment. These will make up a significant part of your participation grade.

**Research Paper:** There will be a 5-6 page research paper on an important policy debate, program, or problem facing schools. This will be an argumentative paper where you will generate and defend a thesis. Students will submit their topic for approval through e-submit (this is not email) on **May 12 by 10:00pm**. You may submit your proposal earlier. A hardcopy of the completed research paper is due at the beginning of class on **June 10th**.

**Grade Breakdown:**

- Class Participation = 20 %
- Tutoring & Tutoring Reflections = 20%
- Leading Discussion = 10 %
- Reading memos = 20 %
- Research Paper = 30 %

<b>4.0 Scale</b>	<b>Letter Grade</b>	<b>Percent Scale</b>
3.9-4.0	A	94-100%
3.5-3.8	A-	90-93%
3.2-3.4	B+	88-89%
2.9-3.1	B	84-87%
2.5-2.8	B-	80-83%
2.2-2.4	C+	78-79%
1.9-2.1	C	74-77%
1.5-1.8	C-	70-73%
1.2-1.4	D+	68-69%
0.9-1.1	D	64-67%
0.7-0.8	D-	60-63%
0.0	F	Below 60%

**Academic Integrity:**

Students will be subject to the University of Washington Student Conduct code <http://depts.washington.edu/grading/issue1/honesty.htm>. Students may not copy, paraphrase, or quote any text without appropriate citation. This includes websites as well as other student papers. You may not reuse a paper or part of a paper from any other class you have taken. I take plagiarism and cheating very seriously, anyone caught doing either will receive a zero for the exam/paper/assignment.

**OTHER REQUIREMENTS**

In addition to the course requirements above, this course requires considerable time commitments as well as substantial empathy and patience on your part.

- ❖ You must pass the standard background check required for all people who work with minors.
- ❖ You need to be able to get to and from Aki Kurose or Madrona. It is recommended that you take the bus at some point during the quarter, and students are encouraged to arrange car pools with one another.
- ❖ You must be able to tutor during the normal school operating hours. You must have enough morning time free sufficient to allow two hours of tutoring plus transit time each way.

	Aki Kurose	Madrona
Start Time:	8:00	9:00
Dismissal Time:	3:30*	3:10

\*it may be possible to tutor after 3:30-inquire with Coordinator

- ❖ You will need to be able to work empathetically and effectively with people from diverse ethnic, class, and social backgrounds, in an educational environment that might be quite different than the one you experienced. Consider that over fifteen languages are spoken at Aki Kurose!
- ❖ Tutoring can often be difficult and trying work. You must be responsible, mature, and above all, *patient*.

**Students with Disabilities:**

If you require certain accommodations to make class accessible, please contact Disability Resources for Students (DRS) and I will work with them to accommodate your needs: they can be reached by phone or email (206-543-8925; [uwdss@u.washington.edu](mailto:uwdss@u.washington.edu)). If you have a letter indicating what accommodations you will need, please give it to me as soon as possible so I will be able to make the necessary accommodations.

**Reading Topic Schedule:**

The reading schedule with web-links can be found at:  
<http://staff.washington.edu/kat777/Soc494B/readings.shtml>

**Week 1 (March 31):**

No readings but I will briefly cover some Weber

**Week 2 (April 7)**

*Human, Cultural, and Social Capital*

A link to three short readings is provided on the reading schedule website (see above).

**Week 3 (April 14)**

*Theories of Education*

Chapters 1, 3, and 4

**Week 4 (April 21)**

*Racial Segregation and Resource Inequality*

Chapters 27, 34, and 35

**Week 5 (April 28)**

*Tracking*

Chapter 29 and the articles at the below link:

<http://socofedcomps.wikispaces.com/file/view/HALLINAN+1994.pdf>

If you find the above link too distorted, you can also connect to these readings using the UW library system. You can either find them yourself through the electronic journals link on the UW library website or if you are on a library computer you may connect to them using the below website links. If you have trouble finding them, ask a reference librarian who will be more than happy to help you.

Hallinan, Maureen T. 1994. "Tracking: From Theory to Practice." *Sociology of Education*, 67(2): 79-84.

<http://www.jstor.org/stable/2112697>

Oakes, Jeannie. 1994. "More Than Misapplied Technology: A Normative and Political Response to Hallinan on Tracking." *Sociology of Education*, 67(2): 84-91.

<http://www.jstor.org/stable/2112698>

**Week 6 (May 5)**

*Schooling in Social Context: Educational Environments*

Chapters 24, 25, and 26

**Week 7 (May 12)**

*Class*

**E-submit research paper proposal by 10:00pm.**

Chapters 31, 37, and 48

**Week 8 (May 19)**

*Race*

Chapters 16, 30, 32, and the article at the website provided below

<http://www.pdkintl.org/kappan/k0305muk.htm>

**Week 9 (May 26)**

**No class Memorial Day Long Weekend**

**Enjoy the break!**

**Week 10 (June 2)**

*Gender*

Chapters 33, a gender reading (web-link supplied on the reading schedule page), and the article at the website provided below

<http://camel.math.ca/Women/BOOK/Gutbezahl.txt>

**Week 11 (Wednesday June 10)**

**Time: 10:30am-12:20pm**

*Student Behavior, Adolescent Subcultures, and Deviance*

Chapters 17 and 18

**Hardcopy of Research Paper due at the beginning of class.**

**In addition, E-submit research paper by 10:00pm.**

**(June 11<sup>th</sup>)**

Tutoring log signed and totaled (24 hours) due by 4:00pm to the Sociology Advising Office. **No exceptions.** You may submit it earlier though.