

## **Teaching Portfolio**

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## TEACHING PHILOSOPHY

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My overarching goals, as a teacher of the sociology of work and labor markets, are 1) to provide students with the necessary knowledge to help them succeed in the labor force, and 2) to foster understanding of why some individuals succeed in the world of work while others remain perpetually disadvantaged. In broader terms, I seek to provide students with useful knowledge that they can take beyond their college years, and to help them see their position in society as part of a larger social order. These goals are fostered through active learning and use of teaching techniques at various levels of cognitive complexity, generally focusing on application and evaluation. I structure my classes to encourage participation rather than passive listening, and evaluation methods are designed to encourage application of class material to novel situations.

### *Active learning*

Active learning instills a sense of personal responsibility for class material, encouraging students to take ownership of their learning. Although a portion of the class is devoted to lecture, students often interact in small groups to collectively answer discussion questions, debate a topic, or analyze a video or news clip in terms of the day's lesson. Small group membership is fixed throughout the semester, thereby giving students a chance to get to know each other. This familiarity tends to foster a relaxed teaching atmosphere, as students are not isolated in a sea of strangers within the classroom. Fixed-group membership also tends to lead to a high attendance rate, as students feel a sense of obligation to their team members. Insofar as possible, I group students on the basis of common interests, so that all groups will share some common ground. This is done on the first day of class, by asking students what occupation they would like to enter upon graduation; students with similar occupational interests are grouped together. Using common interests as a means of structuring small groups generates high levels of camaraderie and participation.

### *Application and evaluation*

Lessons that are actively applied are generally better retained than those that are passively learned through reading and listening. In recognition of such, I emphasize application of knowledge, and classroom activities are designed with higher-order cognitive skills in mind. Given that one of my main goals is to foster retention of material beyond the classroom, the best way to achieve this is to begin the process within the classroom. Using case studies to exemplify class teachings, students learn to see the world not just as a series of isolated and unrelated events, but as examples of sociological phenomena. The case study approach to teaching enjoys widespread use in other fields such as law and medicine; the features that make it a successful teaching tool—the emphasis on context, the ability to demonstrate the conditions under which a phenomenon occurs, and the need to explore multiple possible explanations—can be easily applied to social events as well.

## TEACHING METHODS

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One of the main foci of my classes is to demonstrate how class teachings unfold in real life. To this end, assignments emphasize application of material to selected case studies. I have had students write weekly news reports, in which they must find a news article or video that demonstrates ideas from the week's readings. In addition to applying class concepts in their reports, students also evaluate current events in terms of their personal experiences and beliefs. I have also had students explore the concepts of emotional labor and customer-employee interactions through field work. Students have also written group papers on a topic of their choosing, a semester-long project which culminated in a presentation of their research findings. Lastly, one of the most persistently popular

and positively-evaluated features of class is the movie review. Several times per semester, I show a movie chosen to exemplify a certain theory. Students must then analyze the movie in terms of class material. I deliberate choose movies to which students can relate--students are always enthusiastic about writing a movie review on Will Ferrell's slapstick comedy *Anchorman*, and this enthusiasm translates into creative and lucid analyses.

Classes center on a set of discussion questions which are made available prior to class, enabling students to prepare beforehand and contribute meaningfully to class. An example of discussion questions is provided in Appendix A. Class time is usually spent in brief lectures punctuated by the discussion questions. During discussion, students are encouraged their own experiences, which creates a richer class experience. Class discussions are positively received by students, and the variety in teaching styles creates a vibrant and engaging atmosphere. I am open to students' introducing new ideas into the class discussion, as this often brings up novel interpretations of class material that I myself had not seen. Although I have a defined structure at the start of class, I am certainly flexible if students wish to discuss a related topic or if they seem especially interested in focusing on a particular aspect of class material. Discussion questions thus serve to structure the class, but are viewed as a guide rather than a rigid schedule. In Appendix B, I have provided a sample syllabus, which conveys what I expect of my students and what they can expect from me.

#### *Assessment of goals*

I assess the state of the class through periodic evaluations in which I ask about all aspects of class, from reading materials and assignments to my teaching effectiveness and use of class time. These responses are then used to make changes in the existing class, if necessary, or change aspects of future classes. Flexibility is necessary to respond to unforeseen issues. Although I try not to change too much during the course of a semester, as repeated changes would likely disrupt the flow of the class, I am willing to make changes if students express to me that something is not working in the way I envisioned. I see student feedback as crucial in goal assessment; as I emphasize to my students: it is *our* class, not *mine*. Encouraging student feedback helps students to realize that they are crucial to the success of the class; their input is both important to me and to the overall atmosphere of the class.

### TEACHING EXPERIENCE AND EVOLUTION

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#### *Contribution to the department*

As a graduate student with knowledge of work at both the micro- and macro-level, my teaching assignments tend to fall within the constellation of required Management and Society courses. I have thus far taught two different courses: Social Relations in the Workplace (one time) and The Labor Force (four times). Given that I enjoy studying both work and workers, this is where my talents are best utilized. Because of my love for all topics work-related, I bring a great deal of enthusiasm to my classes, which is generally reflected in my teaching evaluations. I am truly passionate about the topics I teach and wish to impart a similar enthusiasm to my students; I thus try to design my classes in such a way as to generate interest and a sense of personal investment. All of my students will soon be workers themselves, if they are not already; I thus see my mission as more than teaching students about the labor force and workplace interaction; I consider it my duty to prepare them for what awaits them in the world of employment.

### *Student evaluations*

Student evaluations have generally trended upwards each semester, although the Fall 2007 semester exhibited a downturn which may have been due to changes I made in the structure of the class between the Spring and Fall semesters of 2007. The table below provides a comparison of mean evaluation scores for various aspects of my classes. Overall, evaluation scores reflect my aim to constantly improve my teaching, yet teaching is a process of continual refinement, and minor setbacks must be met with redoubled effort.

<b>Mean scores</b>	Summer 2006	Fall 2006	Spring 2007	Fall 2007
Overall assessment	4.3	4.3	4.5	4.3
Course/instructor characteristics	4.2	4.5	4.7	4.4

In general, students have provided the strongest ratings for enthusiasm, use of relevant examples, handling of questions, and clarity, as shown in the table below. Appendix C provides students' written evaluations regarding various aspects of my teaching philosophy. When reading student evaluations, I look for general trends, either positive or negative, and change the class format accordingly. Evaluations are a valuable tool for assessing both what went well and what went wrong. My aim to keep students engaged in learning, and use of class evaluations helps me learn what teaching materials and strategies work best for them.

<b>Mean scores</b>	Summer 2006	Fall 2006	Spring 2007	Fall 2007
"The instructor showed enthusiasm for teaching this course."	4.4	4.7	4.6	4.6
"The instructor used examples that had relevance for me."	4.7	4.6	4.8	4.5
"The instructor handled questions well."	4.6	4.7	4.6	4.5
"The instructor clearly communicated what was expected of me in this class."	4.1	4.5	4.7	4.4
"The instructor expressed ideas clearly."	4.6	4.6	4.7	4.4

### *Changes in teaching strategy*

Over the past two years, I have taught several classes related to work, both at the level of labor force trends and at the level of interpersonal interactions within the workplace. During these two years of teaching work-related topics, my classes have become increasingly focused on practical, applicable knowledge. When I began teaching, I attempted to provide a broad overview of the labor force, preferring as broad a range of theories as possible which I then tested with a standard short-answer exam. After asking my students what THEY wanted out of my class, however, I quickly changed my

approach. Students expressed a strong desire for information that would be useful to them in the labor force. Apparently, my class was viewed as a chance to figure out the world of work before they were expected to enter it as full-time adult workers. I have adopted my students' view of my classes, and my classes are explicitly designed to include theories and examples that will hold relevance for them in the labor force.

*Efforts to improve my teaching*

In an effort to improve my teaching, I have consulted with the Center for Teaching and Learning. In particular, I consulted with Ed Neal to help me devise a grading rubric for essays and short written assignments. Given that most graded work in my class is either in essay or short-answer format, the development of a grading rubric was essential in both streamlining the grading process and clearly conveying to my students what is expected of them. Appendix D provides an example of the grading rubric used in my class. I have also attended several seminars presented by the Center for Teaching and Learning: Student Learning Outcomes; Developing Critical Thinking in Students; and Building Interaction into Learning.

My courses also evolve as a result of the classes I take. From Dr. Arne Kalleberg's *Work and Occupations* graduate seminar, I adopted a book concerning the changing employment conditions facing white-collar workers. This book received an enthusiastic reception from students, who felt it provided a glimpse into the conditions they themselves would soon face. I have also gleaned a great deal of insight from a graduate seminar on the social psychology of work taught by Dr. Adam Grant, a faculty member at the Kenan-Flagler School of Business. This coming fall, I will be teaching a class on social relations in the workplace, and have consulted with Dr. Grant for ideas on topics and readings that would be appropriate for undergraduates.

**SOCI/MGMT 427, Spring 2008**  
**Unit IV**  
**Roth, *Selling Women Short***

<u>Date</u>	<u>Discussion questions</u>	<u>Readings and assignments for the day</u>
April 7 (week 14)	<ul style="list-style-type: none"> <li>• Before the lawsuits of the 1990s, what did Wall Street culture look like?</li> <li>• What was the basis of the lawsuits brought against Wall Street firms in the 1990s?</li> <li>• What jobs on Wall Street were more likely to lead to success?</li> <li>• What were the defining features of successful men’s career paths?</li> <li>• What were the defining features of successful women’s career paths?</li> <li>• There are obvious differences between the earnings of the most successful Wall Street employees and other workers. What led to differences in pay?</li> </ul>	<p>1) <b>Roth</b>, Introduction <b>and</b> Chapter 1 (The playing field—Wall Street in the 1990s)</p> <p><b>DUE:</b> Weekly news report</p>
April 9	<ul style="list-style-type: none"> <li>• What is the underlying rationale of the “pay for performance” system?</li> <li>• Yet how was pay NOT measured strictly by performance?</li> <li>• Which types of Wall Street jobs did men and women tend to work in?</li> <li>• What explanations does Reskin offer for sex segregation in the types of work men and women do?</li> <li>• How do employer preferences lead to gender differences in work outcomes?</li> <li>• How does statistical discrimination function to segregate men and women into different jobs?</li> <li>• How do worker preferences lead to gender differences?</li> </ul>	<p>1) <b>Roth</b>, Chapter 2 (Pay for performance—Wall Street’s bonus system)</p> <p><b>and</b></p> <p>2) <b>Blackboard:</b> Reskin, B. (1993). Sex segregation in the workplace. <i>Annual Review of Sociology</i>, 19: 241-270.</p> <p><b>DUE:</b> Waging a Living movie review</p>

<p>April 11</p>	<ul style="list-style-type: none"> <li>• What does the gender pay gap on Wall Street look like?</li> <li>• What explanations do Blau and Kahn offer for the gender gap in pay?</li> <li>• What role does education or qualifications play in the gender pay gap?</li> <li>• How can differences in the jobs men and women hold explain the gender pay gap?</li> <li>• For men and women who held similar jobs, was there a pay gap?</li> <li>• How do Blau and Kahn explain the narrowing gender pay gap in the 1980s?</li> <li>• How do they explain the stagnating of the pay gap in the 1990s?</li> </ul>	<p>1) <b>Roth</b>, Chapter 3 (A woman’s worth—Gender differences in compensation)</p> <p><b>and</b></p> <p>2) <b>Blackboard</b>: Blau, F. and L.M. Kahn (2007). The gender pay gap: Have women gone as far as they can? <i>Academy of Management Perspectives</i>, 21 (1): 7-23.</p>
<p>April 14 (week 15)</p>	<ul style="list-style-type: none"> <li>• What is tokenism?</li> <li>• What is the difference between the glass ceiling and the glass escalator?</li> <li>• How did the culture of Wall Street serve to disadvantage women?</li> <li>• Is hiring women into Wall Street firms sufficient to ensure their success?</li> <li>• How did the gender composition of Wall Street isolate women?</li> <li>• What is the principle of homophily?</li> <li>• How did the homophily preferences of managers and coworkers affect mentoring, networking, and career opportunities of men and women?</li> </ul>	<p>1) <b>Roth</b>, Chapter 4 (Making the team—Managers, peers, and subordinates)</p> <p><b>and</b></p> <p>2) <b>Blackboard</b>: Newman D. and R. Smith. (1999). <i>The Architecture of Inequality: Sex and Gender</i>. Pine Forge Press. <a href="http://www.pineforge.com/newman">http://www.pineforge.com/newman</a>.</p> <p><b>DUE</b>: Weekly news report</p>
<p>April 16</p>	<ul style="list-style-type: none"> <li>• Why do men’s earnings increase when they have children, whereas women’s earnings decrease?</li> <li>• How did the structure of work clash with family?</li> <li>• What solutions did parents find to balance work and family?</li> <li>• Who is the “ideal” Wall Street worker and how does this image systematically disadvantage women?</li> <li>• What does Roth mean when she says that “most women on Wall Street still viewed career and family as either/or choice”?</li> <li>• How do cultural assumptions of childcare shape women’s career opportunities?</li> </ul>	<p>1) <b>Roth</b>, Chapter 6 (Having it all? Workplace culture and work-family conflict)</p>

April 18	<ul style="list-style-type: none"> <li>• Many Wall Street firms enacted policies regarding diversity, sexual harassment, and work-family balance. What effect did these policies have?</li> <li>• In what way were these policies short-sighted?</li> <li>• How did Wall Street culture clash with family-friendly policies?</li> <li>• Did workplace policies have ANY effect?</li> </ul>	1) <b>Roth</b> , Chapter 7 (Window dressing—Workplace policies and Wall Street Culture)
April 21 (week 16)	<ul style="list-style-type: none"> <li>• What were some of the factors that distinguished the most successful women from other women on Wall Street?</li> <li>• Which factors had the greatest influence on whether women were successful?</li> <li>• What is the “myth of meritocracy”?</li> <li>• How does the “social construction of skill” serve to disadvantage women on Wall Street?</li> <li>• Roth claims that gender bias in career outcomes would disappear if companies based promotions exclusively on merit. Would this eliminate gender differences in pay? Why or why not?</li> <li>• Of all the solutions Roth proposes to reducing inequality, which do you think would be most effective?</li> </ul>	1) <b>Roth</b> , Chapter 8 (Beating the odds—The most successful women)  <b>and</b>  2) <b>Roth</b> , Chapter 9 (The myth of the meritocracy—Gender and performance-based pay)  <b>DUE:</b> Weekly news report

# The Labor Force

Spring Semester, 2008

University of North Carolina at Chapel Hill

**Course Number:** SOCI 427, MGMT 427  
**Time:** 2:00pm – 2:50pm on Monday, Wednesday, and Friday  
**Location:** Peabody 203  
**Instructor:** Lindsey King  
**My Office:** 273 Hamilton Hall  
**E-mail:** [lindsey@unc.edu](mailto:lindsey@unc.edu)  
**Office Hours:** 10:00am – 11:00am on Monday and Wednesday  
or by appointment  
**Course website:** [blackboard.unc.edu](http://blackboard.unc.edu)

## Official course description

**SOCI 427 The Labor Force (MNGT 427) (3).** Supply and characteristics of labor and of jobs, including industrial and occupation changes, education and mobility of labor, and changing demography of the workforce.

## My description of the course

Work is one of the central organizing features of modern life. It is therefore imperative that we understand the trends currently shaping people's experiences in the world of work, and how employment is both shaped by and impinges upon other institutions, such as education and family. Designed to complement Social Relations in the Workplace (SOCI/MGMT 131), which provides a micro-level view of work (at the individual level), SOCI 427 takes a macro-level approach (at the aggregate level), focusing on large-scale shifts and trends in work. My goal in this class is to provide you with an overview of the state of the workforce in contemporary America and, in the process, impart practical knowledge that can help you successfully navigate your way through the labor force. As such, this class takes a functional approach to the subject matter: what concepts and theories will help you make sense of your own labor force experience and, conversely, how will your experiences in paid employment likely differ from other people's work trajectories?

## **Mission statement**

### *Knowledge goals*

- 1) To understand the historical context of the modern labor force
- 2) To recognize the causes and consequences of structural changes in labor markets
- 3) To explore how the structure of the labor force affects individual workers, and how they react and adapt to their situations
- 4) To appreciate how social inequalities are embedded in occupational structures
- 5) To show how work impinges on and interacts with other areas of social life, such as education and the family

### *Practical skills goals*

- 1) To integrate your own knowledge of work, whether gained through observing others or through your own experience, with the knowledge gained in the class
- 2) To collaborate with others in a supportive atmosphere
- 3) To learn how to critically evaluate claims that are made about the labor force, whether scholarly or otherwise
- 4) To explore how the labor force is portrayed in the media
- 5) To adjudicate conflicting claims about the state of labor markets, weighing the merits and shortcomings of each side

## **Common courtesies**

### *What you can expect from me:*

- Class will begin and end on time.
- You will be treated with respect and understanding.
- Emails will be answered promptly.
- I will be available outside of class for questions or discussions.
- Blackboard will be updated in a timely manner.
- Assignments will be graded fairly and returned as quickly as possible.

### *What I expect from you:*

- Cell phones will be either turned off or turned to silent mode before the start of class.
- Contributions to class discussions are presented respectfully and with the understanding that it's okay to disagree, as long as you are considerate of others' opinions.
- E-mail and blackboard will be checked regularly. Readings or assignments may change over the course of the semester; visiting blackboard at least every few days will ensure that you have the most current information.
- Regular attendance of class.

## Contacts

For questions that do not require lengthy discussion, most students talk with me either before or after class. I generally arrive at the classroom ten minutes before each class; you are welcome to bring small questions to me then. Additionally, my office hours are held on Mondays and Wednesdays, from 10am to 11am. Alternately, if you would like to make an appointment to see me, I am generally available on weekdays and can accommodate most requests. However, considering that I spend most of my life in Hamilton Hall, if you stop by at random to visit me during the week, I am likely to be either in my office (Hamilton 273) or in the computer lab (Hamilton 207).

When you come to me with questions, please make them as clear as possible. Questions such as, “What are the major points I should get from Newman’s book?” are unlikely to elicit much useful advice from me, whereas questions like, “What is the difference between social, human, and cultural capital?” will get us much farther.

## Course prerequisites and forewarnings

Although there are no formal prerequisites for this class, a basic knowledge of both social psychology and organizations is assumed, at the level gained in an introductory sociology class.

***There is a lot of reading in this class.*** This class is composed entirely of juniors and seniors; I feel that you are all at the point in your educational careers to handle this level of work.

***This class involves a lot of writing.*** Writing assignments are frequent but short (i.e., no fifteen-page papers required). In particular, this class requires a lot of written critical analysis, integration of concepts, and application. The ability to present a clearly-outlined argument using supporting materials from the class is key to success. If you need help honing your powers of formal logic and critical thinking, I will be happy to help.

***This class uses a variety of teaching materials.*** Students learn best when a range of teaching techniques are employed, particularly techniques that require you to actively engage class material. Lecturing does not foster an environment of active participation; I prefer discussion and team assignments over lecturing. Thus, you will spend a good deal of class time interacting with each other, and you can expect that I *will* call on you at some point.

## **Class attendance**

Attendance is not optional. Because a good deal of class time is spent in collaboration with your peers, the success of the class depends on everyone's participation. For this reason, ALL absences will be unexcused, no matter what the reason. Thus, I will not ask you why you missed class, but I also will not accept any work that is not turned in on the assigned due date. Any missed in-class work (quizzes, collaborations, etc.) cannot be made up.

## **Honor code**

The University Honor Code will be in effect through all assignments. Please read carefully the provisions of the Honor Code (<http://instrument.unc.edu>), making certain you understand and adhere to them, and ask me to clarify any questions you have regarding the Code. The Code is a long and valuable tradition at UNC—protect it!

## *Plagiarism*

Neither I nor UNC have any tolerance for plagiarism; I thus encourage you to learn how to properly quote material. If you didn't write it, cite it! The Writing Center is an excellent resource for learning how to properly cite material, as well as how to paraphrase without plagiarizing. The website

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

discusses the common pitfalls of plagiarism and how to avoid them. I wholeheartedly support the use of citations in your written assignments, as long as it is done properly. I strongly recommend that you peruse not only the Writing Center's handout on plagiarism, but also the rest of their website; they provide a wide variety of resources that are applicable to any class you are taking and thus worth a look. The Writing Center's website is located at

<http://www.unc.edu/depts/wcweb>.

And because I seem to have this issue every semester, I will explicitly state this: quoting me back to me also counts as plagiarism. Lifting passages wholesale from powerpoints, blackboard, or handouts that I wrote is plagiarism of my work. If I wrote it and you want to borrow it, I expect a citation. It's only polite.

Any assignments that exhibit blatant instances of plagiarism will not be graded. More to the point, the grade will be zero.

## Readings

*The New Deal at Work: Managing the Market-Driven Workforce* by Peter Cappelli (1999). Boston: Harvard Business School Press.

\$35.00 new, \$26.25 used

ISBN: 9780875846682

*The Mismatched Worker* by Arne Kalleberg (2006). New York: W. W. Norton.

\$18.35 new, \$13.75 used

ISBN: 9780393976434

*No Shame in My Game: The Working Poor in the Inner City* by Katherine Newman (2000). New York: Vintage Books.

\$16.00 new, \$12.00 used

ISBN: 9780375703799

*Selling Women Short: Gender Inequality on Wall Street* by Louise Marie Roth (2006). Princeton University Press.

\$18.45 new, \$12.57 used

ISBN: 0691126437

I have chosen these books to cover a wide range of topics that are pertinent to the United States labor force; all are required reading. I selected these particular books for several reasons: (1) the material is engaging and clearly presented; (2) they represent a diverse array of issues facing the labor force; (3) the issues are current and highly relevant to the modern workforce; and (4) the books are reasonably priced. All of these books were chosen specifically because they present very detailed analyses of the labor force in an easy-to-understand manner, so don't let the number of books worry you.

If you buy these books online or in a bookstore other than Student Stores, make sure you purchase the correct book—there are several other books out there with almost the same title as the ones listed above. Check the complete title, author, and ISBN before purchasing.

## Supplementary material and organization of the readings

I will assign additional reading material to supplement the assigned books. Supplementary materials will be made available on blackboard. Although these readings are not compiled into a Coursepak, they are just as essential to the class as the books. In the interest of saving everyone in the class a significant amount of money, I have chosen to only require you to buy the books, but expect you to download the supplementary readings off of blackboard. Blackboard will have the most up-to-date information on the class; I thus encourage you to check blackboard regularly. Note: Just like rock-paper-scissors, blackboard *always* beats the syllabus when there is a difference of information. The paper syllabus is static; blackboard will evolve to reflect changes in the class. When in doubt, go with blackboard.

I have divided the class days into four units; in each unit one book will be covered. Before we begin each unit, I will post a calendar listing the readings for that quarter. Using a quarterly system, rather than posting all readings, reading questions, and assignments at once, enables me to maintain a degree of flexibility over the class structure, should unforeseen issues arise. You will be notified when a unit's reading list has been posted.

Each quarterly unit calendar will contain:

- 1) A daily breakdown of the readings
- 2) Dates of movies or guest speakers
- 3) Due dates of assignments
- 4) A set of questions to be answered in your collaborative teams (see below for more information)

The overarching theme of each unit is as follows:

**UNIT I** (Cappelli): Causes and conditions of modern labor markets

**UNIT II** (Kalleberg): Matching workers and jobs

**UNIT III** (Newman): The working poor

**UNIT IV** (Roth): Gender inequality

## EVALUATION, OR HOW DO I GET A GRADE?

### In-class collaborations

At the start of the semester, I will assign you to a collaborative team, composed of three to four people. It is a pedagogical truth that active teaching and discussion fosters deeper understanding of class material than passive listening. The teams are thus intended to give everyone in the class an opportunity to discuss their own reactions and connections to the material, and thereby provide a richer learning experience than you would receive by just listening to me talk for fifty minutes. Team members should make sure everyone clearly understands (1) the overarching themes of the readings, (2) major concepts or ideas covered in the readings, and (3) the answers to the day's discussion questions. I will provide consultation and clarification upon request.

The beginning of class time will be spent in collaboration, during which time you work together to answer the discussion questions listed in the class calendar. The goal of team

work is to teach each other well enough that each team member is prepared to answer questions on class material.

The in-class collaborations will not be graded, but are essential preparation for...

### Quizzes

Over the course of the semester, there will be 12 unannounced quizzes, to be held during class time. These quizzes will test, through multiple choice and/or short-answer questions, both your comprehension of central themes in the readings and your ability to critically evaluate arguments related to the readings.

### Movie reviews

There are many excellent films made about the labor force--it would be a shame to not include some of them in our class. Thus, we will be wrapping up each unit with a movie chosen to complement the readings. For each movie we watch in class, you will write a 4- to 5-page, double-spaced paper applying class readings to the movie. I do not want you to arbitrarily mention as many class readings as you can squash into three and a half pages. What I do want is a clear and well-crafted argument on how concepts and theories from the class can be applied to the movie. If you are able to focus your entire paper on one theory and present an in-depth, insightful analysis, that is fantastic. Conversely, if you name a dozen theories but don't clearly link any of them to the movie, I will not be impressed. I will provide a detailed handout on the structure of movie reviews as we near the end of Unit I.

Papers are due in class, at the start of class, two class days after we wrap up a movie. Thus, if we finish watching a movie on Wednesday, your movie review will be due the following Monday. The specific dates on which we will watch movies will be listed in the unit calendars.

This semester's Labor Force Film Series will include:

**Enron: The Smartest Guys in the Room** (to accompany Cappelli's *New Deal at Work*)

**Roger & Me** (to accompany Kalleberg's *The Mismatched Worker*)

**Waging a Living** (to accompany Newman's *No Shame in My Game*)

**Anchorman** (to accompany Roth's *Selling Women Short*)

### Weekly report

As previously noted, I have chosen our class material to cover topics pertinent to the modern labor force. As such, these issues tend to receive wide coverage in print media and television. After each week's readings, you will be charged with finding a news story, either in print or video format, related to class material. Print sources should be several pages long (i.e., actual articles and not anything that would classify as a snippet or article summary); video sources should be at least several minutes. All sources should be fairly recent: anything

before about 1998 is likely to be on the verge of outdated, at best. On the first Friday of the semester, I will provide a brief seminar on the best websites, newspapers, and magazines in which to find work-related news.

After locating relevant articles, your goal is to write a 2- to 3-page (double-spaced) analysis linking your news story to class material. You should only use class material covered in the preceding week. The report should consist of three portions: (1) a brief summary of the news clip, (2) a critical evaluation of the article and how it relates to what we learned in class, and (3) your reaction to the news story and the week's readings. A hard copy of your article (or the name of the program from which you drew a video news story) should accompany your news report.

News reports will be due each Monday, except (1) on university holidays, in which case news reports will be due at the next class meeting or (2) in instances where we spent most of the previous week watching a movie. Due dates will be provided in the calendar for each unit.

**A note on due dates**

Hard copies of assignments are due at the beginning of class. I will not accept late or e-mailed submissions.

**GRADING**

Grading scale

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
+		87-89	77-79	67-69	
	93-100	83-86	73-76	63-66	Below 60
-	90-92	80-82	70-72	60-62	

Components of your grade

- Quizzes (12 total) **20% total**
- Movie reviews (4 reviews total) **50% total**
- News reports (13 total) **30% total**

APPENDIX C: Student comments (originals available upon request)

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*Active learning*

“I enjoyed the variety of learning tools.”

“I like how you allow us to participate with group work and just by letting us make comments/answer questions. It makes the class more interesting.”

“She handled everything well as far as I’m concerned, and gave everyone a chance to tell their views on different topics.”

“Good at facilitating discussion, boiling down points.”

“Discussions in class were great.”

*Application and evaluation*

“Many things that I’ve learned are so applicable to life that they will stay with me for a long time.”

“I really liked the material we read. I think it fit perfectly with the goals of the course.”

“Theoretical readings enlightened me as to why culture, business operates the way it does.”

“Overall this class was great. I learned a lot of new things and a lot of material was relevant to one of my other [sociology] classes, so I was able to relate the two together.”

*Classroom atmosphere/instructor characteristics*

“Throughout the length of the class you were open, honest and respectful and expected the same in return. You always went over and beyond to provide us resources to use for our assignments, projects and exams.”

“The class was interesting, relaxing, and overall there was a good atmosphere.”

“Very knowledgeable about the material and showed enthusiasm for the topics.”

“Very energetic and well versed in the subject.”

“Open environment to say anything. Great class to encourage and induce learning.”

## **SOCI/MGMT 427, Spring 2008**

### **Weekly News Report: Assessment criteria**

Labor force issues tend to receive wide coverage in print media and television. The goal of this assignment is to integrate class material with current real-world examples of concepts from the readings. After each week's readings, you will be charged with finding a news story, either in print (online or paper) or video format, related to class material. A source should be long enough that you can make meaningful statements about its content and link it to class material (however, article summaries or abstracts from academic articles are not acceptable). All sources should be fairly recent: anything before about 1998 is likely to be on the verge of outdated, at best. Ideally, news sources will be no more than a few years old; the general idea of the project is to see how class concepts apply to the world today.

After locating relevant articles, your goal is to write a 2- to 3-page (double-spaced) analysis linking your news story to class material. You should ONLY use class material covered in the preceding week. The report should consist of three portions: (1) a brief summary of the news clip, (2) a critical evaluation of the article and how it relates to what we learned in class, and (3) your reaction to the news story and the week's readings. A hard copy of your article (or the name of the program from which you drew a video news story) should accompany your news report.

News reports will be due each Monday, except (1) on university holidays, in which case news reports will be due at the next class meeting or (2) in instances where we spent most of the previous week watching a movie. Due dates will be provided in the calendar for each unit.

Here are some hints for your news search:

1) If you see an article relevant to the labor force, but not relevant to that particular week's material, go ahead and save it or print it. It may come in handy later, and you won't have to search for it again.

2) The following websites may provide a good starting point for your search:

- The Economist (economist.com)
- CNN Money (money.cnn.com)
- Any web browser news site (such as Yahoo! or Google)
- Academic search engines available through the library's website (search engines such as LexisNexis and Academic Search Premier include newspapers, magazines, and websites in their searches)

Each weekly news report will be worth 36 points, and will each be worth 2.3% of your grade (13 news reports, 30% of total grade). On the following page is the rubric by which I will grade the weekly news reports.

	Points for performance			Weight
	1	2	3	
Criteria				
Article summary	Summary is inaccurate or shows a misunderstanding of the article; heavy reliance on quotes	Summary fails to capture the major points of the article; summary is only partially accurate	Summary accurately and completely captures the essence of the article	x 2
Application of concepts	Class material is not from the preceding week; article and concepts used are unrelated; application shows misunderstanding of concepts; application fails to demonstrate student's grasp of concepts	Connections between article and class material are made, but lack depth; application of concepts is slightly inaccurate; application only partially demonstrates mastery of concepts	Connections between article and class material are clearly articulated in sufficient depth that instructor does not need to infer meaning of concepts; concepts are used correctly	x 5
Reaction	Fails to provide a personal evaluation of the article and related class material; reiterates class material or article; reaction provides an unsubstantiated opinion; reaction is unrelated to article or class material	Shows some critical evaluation of the article/class material, but in insufficient depth; reaction relates to article or class material but is logically unsound; contradictory claims are not supported	Reaction is insightful, in-depth, and directly related to class material; contradictory claims are supported	x 3
Copy of article	Article not included or article is unrelated to class material	Article is included but is only loosely related to class material	Article is included and clearly relates to class material	x 1
Presentation	Contains significant grammatical or compositional errors; this would read like a "rough draft"	Some spelling, grammatical, or compositional errors; reads like a first draft; needs editing	Few to no errors in grammar or composition; report appears to have been edited for accuracy	x 1