

Modular Writing Curriculum to Support DC Courses in the Sociology Department

Interim Report: August 2018

Hillary Angelo, Assistant Professor, Sociology

Tonya Ritola, Teaching Professor, Writing Program

For the 2017-2018 AY, Professor Angelo received a year-long residential fellowship at New York University from the Berggruen Institute, deferring our grant by one year. The following report provides updates on our implementation plan for the 2018-2019 AY.

1. Curriculum Updates

A. Tasks Completed during 2017-2018 Academic Year

- a. Collected input from other faculty and graduate students who taught and/or TAed Sociology DC Courses regarding the kind of content that should be developed for this grant. This content included the following proficiencies:
 - i. Interpreting and analyzing theoretical texts (To improve students' abilities to "Write in the Discipline");
 - ii. Developing thesis-driven analytical writing to demonstrate an understanding of sociological concepts and how to apply those concepts to contemporary examples (To improve students' abilities to "Write in the Discipline" and to improve their "Foundational Writing Skills"); and
 - iii. Achieving equity in students learning outcomes on the basis of race/ethnicity, gender, and first-generation status.
- b. Curriculum Development for 105A: Teaching Professor Ritola analyzed and collected resources for writing in Sociology. These resources provided the curricular content for the 2018-2019 TA section courses.
 - i. ***Writing within Sociology: A Guide for Undergraduates*** (Oregon State University): Chapter 3 of this writing guide specifically provides helpful information about writing "theory papers" vs. "content papers" and how to apply sociological theories to contemporary debates. This chapter also provides insight for revising and structuring theory papers. This chapter will be adapted for the TA curriculum. Assists with a.i and a.ii. above.
 - ii. ***Writing for Sociology***, 2nd edition (UC Berkeley): This writing guide provides helpful information for interpreting, analyzing, and applying theoretical texts. This guide also provides information on the writing process and how to overcome writer's block and develop strategies for problem-solving during the writing process. Assists with a.ii and a.iii above.
 - iii. ***Writing Sociology: A Guide for Junior Papers and Senior Theses*** (Yale University) and ***A Guide to Writing a Senior Thesis in Sociology*** (Harvard University): These guides are not immediately relevant but do contain some helpful advice for navigating the scope of a research project and may be used as reference guides for TAs.
- c. Curricular Plan for Sociology 105A: Develop the 10-week sequence and subsequent lessons that could be offered in 105B and/or other upper-division sociology courses.

2. Logistical Updates

- A. In the 2018-2019 AY, Sociology 105A will be offered in both fall and winter and will be capped at 200 students. This grant will serve 400 students in 105A (fall and winter), with the potential to serve students in 105B (see 2.D below) in winter and spring.
- B. We selected TAs for fall and winter 105A sections based on their interest. For both fall and winter, 105A will have four TAs each, with two TAs serving both quarters (6 total). In our original grant, we budgeted for 16 TAs, so this number will be reduced to 6.
- C. We hope to appoint PhD Candidate Keli Benko to serve as the Head TA for the grant implementation. Benko is being considered based on her interest and her enrollment in Writing 202 in the fall 2017 quarter. In Writing 202, she developed original materials for teaching disciplinary writing in 105A, which will be adapted for the 2018-2019 AY. As a result, she is well suited to take on this new role. We anticipate Benko will oversee TAs' implementation of the DC curriculum and will communicate with Professor Angelo on challenges TAs may experience during curriculum implementation.
- D. Sociology 105B will be taught by a new faculty member, Camilla Hawthorne, in the 2018-2019 AY. As a result, our plans to extend this grant to SOCY 105B will be dependent upon Professor Hawthorne's willingness to adapt the course materials, but we are optimistic that she will collaborate with us. We will reach out to her in the fall quarter to see how the materials we create may be adapted for 105B.

3. Proposed Budget Changes

Because the course size for 105A has changed (the department is now offering the course in fall and winter quarters, for 200 students each time, vs. 300 students at once), the Sociology Department has allocated four TAs per class for fall and winter. We would like to use the remaining TA stipend money to compensate Keli Benko as the Head TA. Benko has TAed 105A before and completed Writing 202 (Teaching and Learning Seminar) with Teaching Professor Ritola in the fall of 2017, which introduced the basic concepts of teaching disciplinary writing. The funds will cover her supervisory/advising responsibilities in launching the curriculum.

Table 1. Revised Budget

Teaching Professor Summer Salary	5-unit course equivalency, paid over two months	\$10,712 (Allocated)
Assistant Professor Course Equivalency (fall 2018)	5-unit course equivalency	\$17,807
TA Stipends (@ 6)	4-hour training @ 23.47/hr	\$563.28 (Adjusted)
Head TA Stipend	Oversee TA implementation	\$938.72 (Adjusted)
Food for TA Training	Coffee + Lunch	\$350
Materials	Guidelines for Writing (Reader)	\$150
		Project Total: \$30,521 (Adjusted)

We have been coordinating with Sociology Department Manager, Jessica Lawrence, and the SocSci Research Budget Analyst Kim Durham to allocate these funds appropriately to the TAs. We are waiting to receive confirmation to appropriately allocate and compensate the grant funds, specifically regarding the orientation stipend and the hiring of Keli Benko as Head TA.

4. Updated Timeline

Summer 2018	Develop curricula for TA sections and faculty lectures
September 2018	Organize and offer four-hour TA training; award participating TAs with a certificate of completion
Fall 2018	Implement 105A curricula Collaborate with Professor Hawthorne on implementing TA curriculum and rubric for SOCY 105B in the winter 2019 quarter
Winter 2019	Revise 105A curriculum as necessary based on fall 2018 results and implement second round of curriculum Implement curriculum in 105B based on Professor's Hawthorne's interest
Spring 2019	Implement second round of curriculum in 105B, if applicable Assess results from 105A implementation (round 1 and round 2)
July 2019	Submit final report to Division of Undergraduate Education