

13-168
LSC: App- 3/13/14
UWUCC: App-4/1/14
Senate: App- 4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

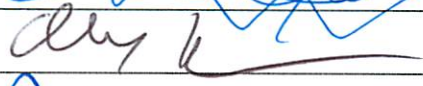
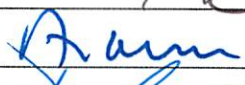
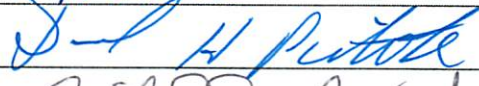
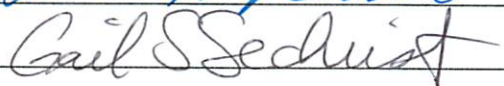
Professor Beth Mabry

Department Sociology

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Please provide answers to these questions on the next page:

1. List up to three of the W courses that you have taught since your appointment as a Type I professor.
2. Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)		2/20/2014
Department Chair		2/20/14
College Dean		3/4/14
Director of Liberal Studies		3/14/14
UWUCC Co-chair(s)		4/1/14

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Liberal Studies

TYPE I PROFESSOR COMMITMENT

PROFESSOR Beth Mabry

DEPARTMENT Sociology

List up to three of the W courses that you have taught since your appointment as a Type I professor.

SOC 345, Interpersonal Dynamics,

SOC 357, Sociology of Aging

SOC 460, Social Research Methods I, SOC 461 Social Research Methods II

Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

This year I am teaching the department's two course research methods sequence (SOC 460/461). Across the two courses, in addition to learning about various research methods in the discipline and some basic social statistics, students are required to develop and conduct an independent research project. This requires writing a paper that mirrors a scholarly journal format. Students build this assignment over time, starting with an Introduction, getting feedback for revisions, moving on to the Review of the Literature, getting feedback for revision, then moving on to the Methods section, and so on, through Results, and Discussion and Conclusion sections. These are formal writing assignments. The intent of these assignments and the steps for them are to help students to (a) distill scholarly knowledge, (b) compare and contrast different theories and empirical patterns, (c) analyze types and characteristics of research methods and completed studies, (d) integrate theory and research, and (e) synthesize knowledge around concepts and how they relate with one another.

In addition to formal writing assignments, I include a number of informal writing assignments across the semesters, in both in-class and out-of-class work, with the goals of getting students to (a) demonstrate their understanding of concepts by putting them into their own words and (b) apply concepts to their own research interests as well as questions, problems, and issues studied in the discipline.

In the syllabi of the two sequenced courses, I articulate the broad goals of writing assignments in the course: "The aim of all assignments in this course is to help you to integrate and synthesize ideas and knowledge, develop high-level critical and analytical thinking, and apply what you learn to issues of interest and concern to you. This requires you to work on solid logic and clear expression of your thinking through writing. "

Beyond using writing to help students master elements of the discipline, I strive to help students to (a) develop their writing skills and (b) better understand the writing process. As explained in the syllabi, "You should engage in good writing practices as you develop your assignments. That means outlining, free-writing and brainstorming ideas, planning to write multiple drafts, asking other people to review and comment on your work, revising your work (multiple times), and carefully proofreading and polishing the final version before submitting your written work." In this way students may come to learn more about themselves as writers and to see it as less of a gift and more of a skill that they can practice and improve over time with effort.

Writing is a dominant activity in the course and a frequent topic of conversation during class meetings.