

## Statement of Teaching

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I teach both undergraduate and graduate students. Given my administrative work over the past 14 years, I've typically taught two courses per year, either two graduate courses, or a graduate course and an undergraduate course. At the undergraduate level, I have focused in recent years on research methods, where I teach students to link theory and methods by requiring them to investigate a research topic of their choice, using an available dataset. A set of six assignments culminate in a final paper in which students report their results. As part of their training, the students learn internet, computer, and elementary statistical skills. The TA and I give extensive comments on their assignments, so that the students can improve their writing and technical skills. By the end of the semester, they are thinking and writing more clearly and creatively. I always receive high ratings for this course, which is very satisfying given the inherently dry nature of the course. I liven it up by choosing controversial and recent research topics for discussion. I recently updated the course, and created a set of power point slides, most of which I make available to the students prior to class to ease their notetaking. Finally, in the early years of teaching this course, when I had relatively small class sizes, my emphasis on class participation allowed students to develop a camaraderie among themselves. Very early on, they learned each other's names and began to depend on each other for support in learning the strange new language of methods and statistics. Creating such an intellectual community greatly facilitated students' comprehension of the material. With increasing class size, I have had to compromise on these goals somewhat, but I do what I can within the constraints of too-large courses. I include a link to the web page for this course, from [Spring 2002](#).

I have taught two types of graduate courses—"sociological tools" courses and substantive courses in my research areas of interest. In both, my goal is to encourage critical thinking and writing. With respect to the "sociological tools" courses, my [advanced statistics/methods course](#) is a quantitative capstone course for students who have completed their theory, methods, and statistics courses. It's a rigorous course, requiring students to complete six assignments, concluding with a final research project. I provide detailed comments on each assignment, helping students to develop both their writing ability and technical skills. By the end of the semester the students are sufficiently quantitatively literate to read journal articles and effectively write about data. Most students use the course to develop papers (or dissertation chapters), and many subsequently publish their work. Some students have successfully parlayed

their skills into research assistantships, in our department or other venues within and outside Rutgers. I also teach the [introductory graduate methods course](#), which has many of the same goals as the advanced course, although focused more on methods and elementary statistical techniques for students at the beginning of their graduate careers. I have also taught the department's required [writing seminar](#), which I will be updating for Spring 2004. I run this course as an advanced seminar where senior graduate students rewrite a paper or dissertation chapter throughout the semester, and critically analyze their peers' written work.

I've taught a variety of graduate courses on work or stratification-related issues, all of which follow a seminar format. My most recent substantive course, [Inequalities](#), examined various forms of inequalities, especially those produced by gender, race, and/or class. The literature we read spanned a variety of intellectual fields, including economic sociology, stratification, race/ethnic, culture, gender, history, and law. In my seminars, students are responsible for leading class discussions on the reading material. I also require students to write critical essays on articles they are reading, discuss their work in progress, and write a significant research paper.

My goal in all my courses is to produce professional sociologists who know how to research well, understand data and use them effectively, and think, write, and edit with a critical and analytic eye. Our business is all about communicating effectively, marshalling evidence, and evaluating it critically; writing and editing are the tools of our trade. We as educators need to teach by example, but also to provide opportunities to practice the trade. To provide such opportunities is always the implicit, if not explicit, goal of all my courses.