



UNIVERSITY OF
GEORGIA

Teaching Portfolio

Submitted for Consideration for the 2025 Excellence in Teaching Award

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Doctoral Candidate

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Letter of Nomination



Department of Sociology
Franklin College of Arts and Sciences
UNIVERSITY OF GEORGIA

November 19, 2024

Excellence in Teaching Awards Committee
Center for Teaching and Learning
University of Georgia

Dear Excellence in Teaching Awards Committee,

It is my honor to recommend Stephanie Hanus-Knapp for the Excellence in Teaching Award. Steph is a doctoral candidate in the Department of Sociology and is on track for graduation by Spring 2026. I have served as her major professor during both her master's and Ph.D. programs and she has been a student in three of my graduate seminars. Prior to teaching her own courses as instructor of record, Steph also served as my TA for five semesters. Thus, I am quite familiar with her abilities and accomplishments. She handily meets all of the eligibility criteria for this award. Not only has she demonstrated superior teaching skills, she has contributed to teaching beyond her own classroom responsibilities in a myriad of ways. There are several factors that lead me to make this nomination. *Indeed, Steph exemplifies the attributes recognized by the highly competitive Excellence in Teaching Award.*

First, Steph is an absolutely phenomenal teacher who sets the standard for graduate student instructors and has made a high-quality impact on her students. She began as the most outstanding that TA I have ever had in over 30 years of teaching. Her student-centered approach to teaching is truly impressive. For example, she led student review sessions and was incredibly responsive to student circumstances, always displaying compassion and going the extra mile to accommodate their needs. On one occasion, students indicated their appreciation for her with a round of applause on the last day of class!

Early in her teaching experience, Steph requested that I observe one of her lectures and provide developmental feedback that would help her continue to improve. Her mini-lecture and slides were stimulating and her use of active learning was notable. She incorporated think-pair-share during class as well as a minute paper at the end. Steph's students were clearly engaged as was apparent in their enthusiastic participation and rapt attention throughout the class session. As instructor of record, Steph has taught 11 sections of five different courses (i.e., Sociology of Family, Family Violence, Cultural Diversity in Families, Sociology of Families in Film, Lives in Time and Place) to more than 450 students over the past six semesters. Early on, she sought my feedback on her syllabus as well as the selection of course materials and she was mindful about incorporating low stakes writing assignments and designing activities that encourage reflexivity. She has since developed innovative approaches to advance student engagement such as the co-construction of a discussion bingo card that students use to assess class discussions and she creatively incorporates media and popular culture as teaching tools as a way to help students make connections to course material. **Steph stays on top of timely pedagogical practices,**

implements them in the classroom via creative assignments in ways that put student learning at the center of her teaching

The quality and impact of her extraordinary skill in the classroom is also evident in her student course evaluations, which have mean item scores that range from 4.55 to 4.96 across all of her classes and are always among the highest in the department. The qualitative comments are equally effusive, noting that she keeps students engaged, is transparent and inclusive, and provides material that they can relate to their everyday lives. Several describe her courses as transformative and identified her as one of the best or favorite instructors they have had at UGA. Steph's teaching excellence has been recognized with the 2024 Outstanding Teaching Assistant Award.

Second, Steph has voraciously sought out a variety of opportunities to continue to improve her pedagogical practice. For example, she is currently a Future Faculty Fellow, an opportunity she pursued out of her deep dedication to the pursuit of excellence in teaching and in preparation for a career in higher education. She also elected to take GRSC7970S: Service-Learning Course Design and she has spoken with me about her plans to develop courses aimed at connecting her family sociology curriculum to community-based needs once she holds a faculty position. She is in the process of completing the GradTeach Certificate and has attended various CTL workshops, including one that focused on developing a teaching portfolio and another that was held in our department and focused on active learning. She has also participated in a number teaching and learning roundtables and workshops at several conferences.

Third, Steph has taken on a visible leadership role in our department with regard to pedagogy and has served as a role model to her peers. For the past two years, she has served as the graduate student representative on the DEI pedagogy committee and was pivotal in organizing the initiatives associated with that committee (e.g., CTL workshops in the department, a department workshop on syllabus design). She is now co-facilitating a pedagogy book club attended by more than a dozen departmental graduate students and faculty. As president of the Sociology Graduate Student Society, Steph has advocated for the department to allocate additional resources for graduate student teacher development, such as funds for the purchase of books for the pedagogy book club. She has also given two invited talks at UGA Teaching Cafés. She is frequently sought out as a source of guidance and support by her peers.

Fourth, Steph has an impressive track record when it comes to innovation, the scholarship of teaching and learning (SoTL) and has become a nationally-recognized expert on pedagogy. For example, she holds on-campus watch parties of episodes of a course-related television series selected each semester by the students in her class. That they are enthusiastic about attending these events speaks volumes about her ability to connect to students and encourage them to buy in to the activity. It is also an impressive example of how her commitment to her students extends beyond the classroom.

Steph has several publications in the peer-reviewed journal *Teaching Sociology* and another recently accepted, she was invited to serve as a presenter for a webinar on pedagogy hosted by the American Sociological Association, and she was the invited keynote speaker the annual Mid-Atlantic Undergraduate Research Conference where her talk focused on the benefits of

mentoring undergraduates in research. Most recently, Steph was selected by Drs. Sarah Shannon and Diana Graizbord, editors, to serve as the editorial assistant for *First Publics*, an online community focused on the practice and politics of teaching as public sociology. Steph has published her own teaching reflection in *First Publics* and encourages other students to do so.

Finally, Steph's remarkable teaching engagement and notable service record have not come at the cost of her research. She has published four peer-reviewed articles in top journals on her area of expertise, intimate relationships across the life course. She also received a departmental award for best master's thesis. **She is a true teacher-scholar.** As is evident by the activities described, **Steph has made tremendous contributions to teaching beyond her own classroom responsibilities.** As I reflect on the scores of graduate student instructors that I have observed over the past three decades, I cannot imagine a more deserving recipient of UGA's Teaching Excellence Award.

Sincerely,

A handwritten signature in cursive script that reads "Leslie Gordon Simons".

Leslie Gordon Simons
Meigs Distinguished Teaching Professor and Graduate Coordinator

Personal Statement

Members of the Selection Committee,

I, Stephanie Hanus, a doctoral candidate in the department of sociology, am honored to be considered for the Excellence in Teaching Award. In the subsequent paragraphs, I discuss how I practice creativity and innovation, spur high-quality impact, and serve as a leader in UGA's teaching and learning community and beyond.

I have had the privilege of being an instructor of record at UGA for 5 semesters, 9 sections, and 5 courses, including The Family, Lives in Time and Place, Cultural Diversity in Families, Sociology in Film, and Sociology Methods. I use these courses to exercise creativity and innovation as I take a student-centered approach to building classrooms focused on collaborative learning, critical thinking, and connection building. In meeting these goals, I incorporate students into their own learning through assignments that are *co-constructed* between the students and myself, examples include self-assessments of participation and student designed discussion assessments. Through collaborative assignments, I aim to empower students with their education, fostering self-efficacy as I provide the instruction, tools, and resources necessary to develop their sociological knowledge. Students have said, "This is one of the most impactful classes I've taken at UGA. Professor Hanus is not only a very clear instructor, she also creates meaningful relationships with students and encourages a classroom full of growth and understanding."

I use these experiences as I take on various leadership roles to support and motivate my fellow instructors at UGA. More specifically, as a graduate representative to the department of sociology's DEI pedagogy subcommittee I helped facilitate sessions focused on supporting the efforts of our instructors (e.g., CTL workshop on active learning, summer session on syllabus design). As another example of my dedication to pedagogical advancement at UGA, I co-facilitate a book club for graduate instructors and faculty alike, focused on pedagogical lessons from the pandemic. Further, as the Sociology Graduate Student Society (SGSS) president I advocated for graduate instructors by finding funding and opportunities for skill growth. Even more, I was selected as the editorial assistant to *First Publics*, an online community housed at UGA focused on teaching sociology as public sociology. Through this role I encourage my peers to publish with the outlet and further pursue my own interest in community driven education, exemplified by my completion of GRSC7870S Service-Learning Course Design. Even more, I have continued to establish myself in UGA's teaching community as a member of the 2024 cohort of Future Faculty Fellows (3FP), attending biweekly meetings focused on professional development, hosting two campus wide TA Cafes, and assisting in University TA orientation, training, and recognition.

Beyond UGA's campus, I have published three times in the leading pedagogical journal in our discipline, *Teaching Sociology*, with another empirical article just accepted. Given my contributions via this outlet, I was an invited panelist for a webinar hosted by the journal on the value of participating in the scholarship of teaching and learning, which motivated many of my UGA peers who attended to publish themselves. Even more, I delivered the keynote address at the 2023 Mid-Atlantic Undergraduate Research Conference on the benefits of mentoring undergraduate research.

In sum, I am a dedicated member of the teaching and learning community, demonstrated through a record of institutional instruction (e.g., GRSC 7770; GRSC 7870S; GradTeach Program),

publications in teaching journals (i.e., *Teaching Sociology*), involvement with teaching communities (e.g., *First Publics*; ASA section on Teaching and Learning; 3FP), and leadership roles (e.g., co-facilitator of pedagogical book club; DEI pedagogy subcommittee; SGSS Past President).

Teaching Portfolio

Teaching Philosophy

As an instructor of sociology, I focus on collaborative learning, critical thinking, and connection building to create responsible learners and social citizens. In meeting this goal, I identify three specific strategies for the classroom: 1) create an environment where students feel supported in sharing their thoughts and experiences regarding the course material, 2) foster a critical understanding of the course topic and research, and 3) promote the value of the sociological perspective and its applicability outside the classroom.

Collaborative Learning and the Classroom Environment

In creating a classroom environment that is supportive and characterized by mutual respect, I first focus on creating a community of learners. In doing so, I use innovative and creative assignments that help promote the goal of collaborative learning. For example, I use a class discussion bingo card assessment that is co-constructed between the students and I. Students then use the class card to grade discussions based on the unique discussion best practices identified by the group. By incorporating students into their own learning and evaluation, students feel empowered and more motivated to participate. Even more, students must assign the grade to the entire class, emphasizing the collaborative nature of the classroom - students must work together to achieve their goal. Yet another example of my efforts to create community, I assign a pop culture reflection assignment where students must follow a popular TV show throughout the course of the semester and submit three reflections that connect our course and the media example. In doing so, students have a shared experience. Further, I host watch parties on campus and offer opportunities for my students to get to know one another outside the classroom setting. Students have noted my success in creating this space, one sharing, “Professor Hanus made an effort to create a tight-knit community within the classroom. We all felt comfortable participating in discussions with each other and with her.”

Once community is established, I continue to foster a supportive learning environment as I include various forms of assessment in my courses. These practices reflect my understanding that comprehension and knowledge can be demonstrated in many ways that complement a student’s strengths. For example, I use low stakes writing assignments to give students a space to share their thoughts and engage with material in a way that is more private. I use these reflections as an avenue for checking comprehension, building relationships with students, and an opportunity to gather information that enables me to adjust and respond to the needs of the class. As a rapport building exercise, I keep their responses and connections private but also respond to students’ questions and reflections in a way that encourages their personal growth. Even more, I use self-assessed participation scores that go beyond in-class participation, allowing students to create participation goals based on where they are and assess their progress towards these goals. I also offer both exams and written opportunities for demonstrating knowledge, often providing students with a choice for either format. On all course assignments, I strive to leave supportive feedback that includes both accolades and constructive criticism.

Critical Thinking

In fostering a critical understanding of the course topic and research, I take a student-centered approach to developing critical-thinking skills, acting as a guide from the side rather than a sage from the stage. I consider my responsibility as the instructor to give students the necessary information and gently guide their engagement with this material in an encouraging way that promotes more objective and critical contemplation. My goal for discussion is to engage thought around the strengths and weaknesses of the information presented and how this influences our understanding of the topic at hand. Students have said "... [Professor Hanus] is a great instructor, very transparent and encourages discussion in the classroom. She gets discussions started relatively well, frequently working through the awkwardness that initial discussions about hot button topics may bring," and "Her lectures were interesting, and she kept the class active throughout by provoking intelligent thought through discussion and the questions she engaged us with."

Application Beyond the Classroom

I value the opportunity I have to promote students' application of this knowledge to broad areas of our social life. I find that it is my responsibility to make sure students see the utility of a sociological approach to various disciplines. I do this through assignments and discussions that require students to apply our course content to their own lives and real-world examples. In the Sociology of Family, students write a paper outlining how they now see their family differently based on the theoretical and empirical evidence we have discussed throughout the semester. Further, I am intentional in presenting the value of social research in guiding public policy and landmark Supreme Court decisions. For example, I assign a research brief written by family scholar, Wendy Manning, on the influence of same-gender parenting on childhood outcomes. This research was submitted to and considered in the 2015 Supreme Court Ruling of *Obergefell v. Hodges*. In my Cultural Diversity and Families class, I outline the body of social research that has existed on Black families and the adverse effects some of this research (e.g., the Moynihan Report) has had in informing public opinion. In doing so, I reinforce my goal of creating responsible learners who approach and read research critically.

Description of Courses Taught

Instructor of Record

SOCI/HDFS 4610 The Family

Terms: Fall 2021, Spring 2022, Fall 2022, Spring 2024

Enrollment: ~45 undergraduate students per section

Description: This course focuses on family as a basic social institution. We discuss the various theoretical perspectives on the family and present an overview of the contemporary social scientific research on the family. The history, structure, and functions of the family are addressed as well as topics such as intimate relationships, families and work, parenting, family violence, and divorce.

Teaching Responsibilities: As the instructor of record, I am tasked with textbook designation that cover theories and empirical trends related to family sociology, syllabus and course design that meet the objectives of the course, content preparation, assignment creation and grading, as well as discussion facilitation in class.

SOCI 3360 Cultural Diversity in Families

Terms: Spring 2022, Spring 2023

Enrollment: 36-40 undergraduate students per section

Description: This course focuses on data, methods and theories used in the study of race and family as well as the structural factors impacting families, including economic, demographic and historical trends, which provide insight regarding similarities and distinctions among and within various racial/ethnic groups (e.g., African American, Latino American, Asian American, and Native American). The objective of this course is to provide students with an understanding of the concepts, methods, and principles used in studying race and family from a social science perspective.

Teaching Responsibilities: For this course, I must choose supplemental and textbook readings that cover theories of social and family inequality, design a syllabus to meet course objectives, prepare lecture content related to diverse experiences of family, create and grade assignments according to learning objectives, as well as facilitate discussion in class.

SOCI 3020 Lives in Time and Place

Terms: Fall 2022, Fall 2023, Spring 2024

Enrollment: 39-44 undergraduate students per section

Description: In this course, we examine the sociological study of lives: socialization over the life span, the stratification of lives, cross-cultural comparisons of aging and human development, family patterns across time, careers in crime, health across life, religious expression in lives, and lifetime consequences of education. In the first unit of the course, we examine sociological approaches to the life course, how we describe and measure lives and how we historically have studied the life span. In the second and third units of the course, we explore how particular topics or institutions intersect with the life course.

Teaching Responsibilities: I selected a textbook reader, as well as supplemental empirical readings that inform on life course perspectives and provide evidence for trends across the life course, designed a syllabus to meet course objectives, prepared lecture content and class activities related to various sociological topics from a life course perspective, created and graded assignments according to learning objectives, as well as facilitated discussion in class.

SOCI 3580 Sociology Methods

Terms: Spring 2023

Enrollment: 35 undergraduate students per section

Description: This course is about examining the world around us with scientific rigor. It is a call to reevaluate our everyday methods of gathering information and drawing conclusions. It is also an invitation to begin using theory, causal modeling, and carefully collected information to arrive at more complete and better-supported explanations of events. We examine the logic of measurement, causality, and sampling throughout the semester and talk about research ethics. The first goal is to give you a sense of how social scientists do what they do. The second goal is to provide you with the ability to evaluate the strengths and weaknesses of social research.

Teaching Responsibilities: I selected a textbook that covered fundamental concepts of social research methods, designed a syllabus to meet course objectives, prepared lecture content and class activities that further elaborated on textbook concepts, created and graded assignments according to learning objectives and goals of the college, as well as provided feedback on several revisions of a research proposal for students to use as a writing sample.

SOCI 3000 Sociology in Film

Terms: Summer 2023

Enrollment: 14 undergraduate students per section

Description: This class examines what popular Hollywood films and media illustrate about culture, social class, race, gender identity, and other sociological concepts. This semester, the films chosen will focus on the theme of romantic and family relationships. The issues that we consider include courtship/dating/hooking up, mate selection, family instability, and other various family issues. The films for the course are organized into three groups: (1) those that address dating; (2) those that focus on the transition to marriage and issues faced by couples and families; and (3) those that focus on marital dissolution and later life.

Teaching Responsibilities: For this may-mester, I designed a syllabus using backwards course design and a flipped classroom technique, selected films that represented key sociological themes and theories related to intimate relationships and family, created online supplemental material for students to consume prior to class meetings, created and graded assignments that met course objectives, as well as facilitated in class discussion using active learning strategies.

Graduate Teaching Assistant

SOCI 4610 The Family

Terms: Fall 2019, Spring 2020, Fall 2020

Enrollment: 45 undergraduate students per section

Description: This course focuses on family as a basic social institution. We discuss the various theoretical perspectives on the family and present an overview of the contemporary social scientific research on the family. The history, structure, and functions of the family are addressed as well as topics such as intimate relationships, families and work, parenting, family violence, and divorce.

Teaching Responsibilities: As the graduate teaching assistant for this course, I worked with the instructor of record to create a model of efficiency by grading and returning assignments in a timely fashion and maintaining the course administratively, including keeping track of attendance, sending reminders about assignments, and aiding in the switch to online and hybrid teaching modalities. Additionally, I guest lectured on topics of interest.

SOCI 3360 Cultural Diversity in Families

Terms: Fall 2020

Enrollment: 36-40 undergraduate students per section

Description: This course focuses on data, methods and theories used in the study of race and family as well as the structural factors impacting families, including economic, demographic and historical trends, which provide insight regarding similarities and distinctions among and within various racial/ethnic groups (e.g., African American, Latino American, Asian American, and Native American). The objective of this course is to provide students with an understanding of the concepts, methods, and principles used in studying race and family from a social science perspective.

Teaching Responsibilities: I helped maintain course functioning based on syllabus policies, including keeping track of attendance and sending reminders about assignments. I worked with the instructor of record to create a model of efficiency by grading and returning assignments in a timely fashion. I also aided in the switch to online and hybrid teaching modalities.

SOCI 3840E Family Violence

Terms: Summer 2020, Summer 2021, Summer 2022

Enrollment: 88 undergraduate students per section

Description: This course focuses on data, methods and theories used in the study of various forms of family violence including, among others, child maltreatment, intimate partner violence and sexual assault. We address causes and consequences of violence as well as prevention/intervention strategies, including social welfare and criminal justice responses to family violence.

Teaching Responsibilities: I worked with the instructor of record to create a model of efficiency by grading and returning assignments in a timely fashion and maintaining the course administratively, including setting up the eLC page and sending reminders about assignments. I also was tasked with updating material based on current events and textbook revisions.

SOCI 3710 Science of Happiness

Terms: Fall 2023

Enrollment: 35 undergraduate students

Description: This seminar builds on two interrelated sets of findings from research on the science of happiness. First, happy people experience many benefits: they live longer, are physically and psychologically healthier, experience less stress and anger, are more productive at work, demonstrate greater engagement in their communities, are more likely to help those in need, and enjoy higher-quality relationships with others. Happiness is, therefore, a human capital that benefits individuals, families and society in psychological, social and economic terms. Indeed, happiness is a human capital that fosters a society rich in social capital. Second, societies show rather stable differences in their general level of happiness. Research indicates that happy societies have a number of characteristics in common.

Teaching Responsibilities: I worked collaboratively with the instructor of record, as well as the peer learning assistant, to facilitate an active learning classroom. Additionally, I provided formative feedback on written graded assignments in a timely fashion while maintaining course administrative tasks.

Sample Teaching Materials and Student Work

Final Project Guidelines– SOCI 4610

SOCI/HDFS 4610 Final Paper Guidelines

The final paper option for this course will be a 4-5 page paper that will relate a theory and topic of the course to family experiences of your own.

Expectations

- Submission of a paper topic by **Friday, November 18**. Should include theory of choice, topic of choice, and 2 scholarly sources you plan to use in your paper.
- The paper will clearly identify, define, and discuss a theory used in family research. Additionally, the paper will connect this theory to a particular topic in family sociology and concepts associated with that topic. Students will then relate this discussion to their own experiences with family. A good question to keep in mind while thinking about this part of the assignment is: How does this research and theory inform your understanding/perception of your own experiences with family?
- The paper must include four (4) scholarly sources for full credit – this means chapters in books or peer-reviewed articles published in academic journals, such as, but not limited to, *Social Forces*, *Journal of Marriage and Family*, *Feminist Criminology*, etc. Only two (2) of the four (4) required articles may be articles which were assigned as readings for class.
 - Methods for finding scholarly articles include using the UGALibs website and resources, google scholar, or searching within a specific journal's websites.
- The paper will follow either APA or ASA formatting guidelines. Resources for these styles can be found on the course eLC page.
 - Papers will include proper in text citations and a references page.
 - Papers need a cover page with the following information: name, course number and title, and submission date.
 - Title page and references do NOT count towards the page requirement.
 - Submissions will use 12-point Times New Roman font and will be double spaced.

The final project in SOCI 4610 is intended for students to apply the material we have learned in class to their own experiences of family; describing how what we have learned informs their experiences and adds a new perspective. Additionally, the project requires them to find, consume, and critically connect research to their discussions, fostering skills that are helpful for future classes as well as skills that are applicable beyond the classroom.

Final Project Guidelines – SOCI 3000



Students will have spent the semester engaging in and with films related to various family issues. The final poster project will be an exercise for students to identify a favorite film of their own that relates to the course material. Students are responsible for presenting this movie to their classmates, convincing them to watch the movie, but alerting them to the themes, and strengths/weaknesses of the film in representing family and family issues. The film cannot be a film the class has watched together.

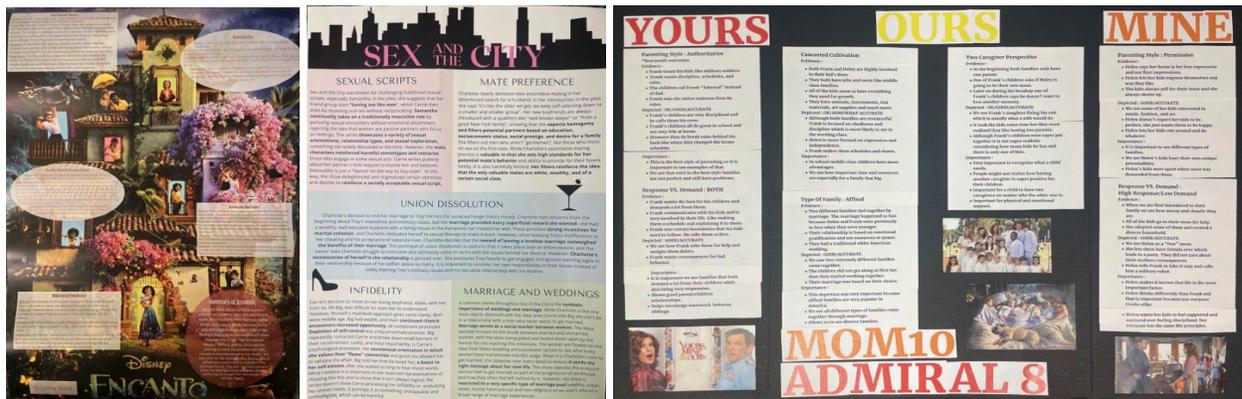
Rubric (40 pts total)

- 15 points for clear identification of sociological themes/concepts/trends/theories.
 - o This is the HOW the themes/concepts/trends/theories were depicted, providing evidence from the film where themes can be identified.
 - o Identify at least 5 (3pts each).
- 20 points for analysis component, using the following questions as a guide:
 - o WHY were the themes depicted good/bad?
 - o In what ways were the themes/concepts/trends/theories represented accurately or (in)accurately?
 - o Why is it important that we discuss these representations?
 - o 4 points for each analysis for each connection.
- 5 points for poster presentation.
 - o Poster is clean and aesthetically pleasing.
 - o Presentation from student is clear and is between 5-10 minutes.
 - o Presenter answers questions well.

This assignment was designed to allow students autonomy and an opportunity to exercise their creativity by presenting a film poster. Students were able to choose films they enjoyed and practice the skills we had been fostering as a class throughout the semester on their own. In doing so, students should have realized self-efficacy in media literacy and realized the hidden messaging that they had perhaps passively consumed prior to the course.

Sample Work:

Students' work varied in their patterns of execution, some using traditional methods of poster design while others employed more creative techniques. Each example below shows the range of poster presentations that were submitted. After each presentation, students discussed their thoughts regarding the course connections and themes presented, using their skills fostered throughout the semester to think critically about the films selected.



Discussion Bingo Card Evaluation Strategy – SOCI 3000

Often, discussion and participation grades can be perceived by students to be subjective, and the guidelines can be vague. To ease student concern and bring students into their own evaluation process, I adapted the discussion bingo card from Hannah Espy, published in ASA Trails, a resource for sociology instructors. This evaluation strategy asks the students as a group to identify discussion best practices. As the instructor I synthesize the discussion and create the best practices bingo card. By creating the rubric, students were more motivated to meet the criteria that they themselves had outlined. Later, during discussion, assigned grader(s) (I assign 2-3 and average the scores), will complete the bingo card while discussion is going on. Based on the class's ability to get "bingo" determines the entire class's grade, emphasizing the collaborative nature of class discussions. Students reported feeling empowered by playing a substantial role in the rubric creation and grading process for class discussions.

Class Discussions Bingo Card

Discussion Grader's Name:
Date of Discussion:
Class Grade:

Instructions: Highlight the cells that were achieved during today's class discussion. Then, count the number of rows (vertical, horizontal, or diagonal) that are fully highlighted. Assign grades according to the rubric below:

- A: blackout! All boxes are highlighted (all 9 cells)
- B: Two to six lines are highlighted (5-8 cells)
- C: One line highlighted (3-6 cells)
- D: Less than one line completed (0-6 cells)

Sample Work:

See below a class sample of the agreed upon dos and don'ts from the class and the subsequent co-constructed Discussion Bingo Card from SOCI 3000 Sociology in Film:

Discussion Do's and Don'ts	
Do's	Don'ts
Directly respond to previous answers Try to acknowledge everyone Reference other points (validate) Supporting questions Give examples from the text, film, and slides Be prepared Stay on topic Make a list Give personal examples Try to speak at least once Stay attentive to who's talking Share different perspectives kindly: "I saw it more like this" Compliment before criticizing Use appropriate words/non-offensive language Respect pronouns	Interrupt others or speak over people Make face Use hostile language Make facial expressions Tell someone they're wrong Discourage others who are speaking Be exclusive Take things personally

GRADER: _____ DATE: _____

Instructions: Highlight the cells that were achieved during today's class discussion. Then, count the number of horizontal rows that are fully highlighted. Assign grades according to the rubric below:

- 5 POINTS: Three or more horizontal lines completed.
- 4 POINTS: Two horizontal lines completed.
- 3 POINTS: One horizontal line completed.
- 1-2 POINTS: No horizontal lines completed.

Try to speak at least once.	Directly respond to previous contributions.	Connect with personal examples	Compliment before providing contrasting opinions or critiques, use supportive language.
Comments offer something to the conversation, but do not need to be profound.	Control facial expressions, practice supporting body language.	Give examples from the text, film, and slides (come prepared)	Use correct pronouns/names and appropriate, non-offensive language
Stay on topic.	Allow peers to finish their thoughts/don't interrupt.	Application to real-world social issue or event	Pay attention
No one person dominates the conversation, high % of voices are heard.	Ask supporting or clarifying questions.	Demonstrate critical thinking about the content and offer own discussion questions.	Synthesize and connect themes from previous discussions and films to current topic

As a result of the Bingo Card, students were more motivated to come to class prepared. In consequence, this class had very productive in-class discussions. Often students were so enthralled in discussion they would elect to stay after class had come to an end to keep discussing.

Innovation in Teaching

Pop Culture Reflections (PCR) Guidelines – SOCI 3020

I developed this assignment with the intention to supplement students learning in-class by allowing them an opportunity to evaluate messages related to age, aging, and ageism in popular media. In this way they were challenged to become public sociologists as they identified and assessed social issues and public messaging presented in the show. →

To engage students in the project and excite them about the opportunity to discuss *The Golden Bachelor* sociologically, I hosted a watch party for the season's premier on UGA's campus with snacks and sparkling juice. While this practice served the purpose of engaging students in the project, it also helped create a sense of community between the students. When entering the classroom, I would be greeted by exciting conversation between students about their Bachelor viewing. Even more, students would often start class with discussion of the week's episode. →

Unsolicited, as part of Pop Culture Reflection 3, students decided to share their reflections about the assignment itself. Select responses are copied below:

"...I think a sociological perspective helped me to consider the broader implications of the plot and interactions between the characters."

"...throughout watching the show and being guided by the reflection prompts, I have a newfound appreciation for the Bachelor franchise and using reality TV as a lens through which I can examine themes in society."

"It is not just mindless tv to me anymore but something to analyze and be aware of the messages hidden beneath!"

"It was a rich exercise in watching TV sociologically and psychologically..."

Pop Culture Reflection Guidelines

SOCI 3020 Lives in Time and Place

Throughout the semester we will focus on one pop-culture artifact to make connections between our sociological knowledge and a popular public medium. We will use the opportunity to investigate what popular culture teaches us about social phenomena and critique representations based on empirical social research. This semester, our pop-culture artifact will be...



The Golden Bachelor



I want everyone to remember that while your initial reactions to media are meaningful, this will be an exercise in pushing yourself to go beyond your initial reactions and examine your reactions and be more reflexive about social influences on your perceptions.

Throughout the semester, students will submit three reflections on *The Golden Bachelor* for 5 points each. Reflections should be written in response to prompts posted to eLC that are specific to each submission. Students will write 2-3 pages, double spaced, times new roman, 12-pt font to respond to the prompts. In each response, students must make three concrete connections to course material (lecture slides, readings, etc.). These connections must be **bolded and underlined**. Additionally, each response to a prompt needs to include at least one clear example from *The Golden Bachelor*.



Key takeaways and reflections:

This assignment helped build community in the classroom through shared experience and further encouraged students to make and share connections to our course content, re-establishing their own knowledge, and further improving their ability to recall course concepts. Even more, the assignment allowed students an opportunity to become public sociologists themselves, and identify social messaging and issues portrayed in a very popular media artifact. Through this assignment, students fostered skills in being able to assess popular media responsibly and critically.

Professional Activities Related to Teaching

Teaching Honors and Fellowship

- 2023 Outstanding Teaching Assistant, Graduate School, University of Georgia
2024 Future Faculty Fellows, Center for Teaching and Learning, University of Georgia

Presentations and Invited Talks

- 2024 UGA TA Café “Elevate and Excite: Designing Meaningful Learning Experiences”
2024 UGA TA Café “Classroom Etiquette: Managing Incivility, Disruption and Distress”
2024 Invited speaker, UGA Department of Sociology Proseminar, “Being an Excellent TA”
2023 Keynote Speaker at the annual Mid-Atlantic Undergraduate Social Research Conference on the importance of undergraduate research for instructors and students
2022 Invited speaker for webinar on the benefits of publishing in the scholarship of teaching and learning, hosted by the ASA journal *Teaching Sociology*
2022 Guest lecture using Shondaland’s *Bridgerton* to teach about interracial intimacies and colorblind racism at Colby College

UGA Professional Activities and University Service

- Fall 2023 Co-Facilitator, Department of Sociology Pedagogy Book Club reading *Emerging Stronger: Pedagogical Lessons from the Pandemic* Edited by Drs. Michele Lee Kozimor and Jeffery Chin
2023 – 2024 President, Sociology Graduate Student Society
2022 – 2024 Graduate Student Representative, DEI Undergraduate Pedagogy Subcommittee

Outside Professional Activities Related to Teaching

- 2023 – Present Editorial Assistant, *First Publics*, an online community dedicated to the practice and politics of teaching sociology as public sociology
2021 – Present Ad hoc reviewer for the ASA journal *Teaching Sociology*

Teaching Publications

- Simons, Leslie Gordon, Shelby Clark, and **Stephanie Hanus-Knapp**. Forthcoming. “The Impact of a Science of Happiness Course on Students’ Mental Health.” *Teaching Sociology*.
Hanus, Stephanie L. 2023. Review of *The Passage of Time* produced by David Albert Habif. *Teaching Sociology*.
Hanus, Stephanie L. 2022. Review of *Reproductive Rights as Human Rights: Women of Color and the Fight for Reproductive Justice* by Zakiya Luna. *Teaching Sociology*, 2.
Newell, Elizabeth A., **Stephanie L. Hanus**, Destiny Harbinson, and James McTighe. 2022. Review of *Plastic Paradise: The Great Pacific Garbage Patch* produced by Sun Angela. *Teaching Sociology*, 3.
Hanus, Stephanie L. 2023. “Sociology in Film as a Direct Public Connection.” *First Publics*.

Professional Membership

- American Sociological Association Section on Teaching and Learning

Workshops and Training

Present	GradTeach certificate offered by the University of Georgia's CTL
Spring – Fall 2024	Future Faculty Fellows biweekly cohort meetings with the University of Georgia's Senior Assistant Director for TA Development
Spring 2023	Active Learning Workshop for the Department of Sociology hosted by the DEI Subcommittee for undergraduate pedagogy
Spring 2023	GRSC 7870S Service-Learning Course Design – 3 credits
Fall 2020	GRSC 7770 Graduate Teaching Seminar – 1 credit

Evaluations of Teaching

Quantitative Evaluations

Evaluation Criteria	Sociology of Family	Cultural Diversity & Families	Lives in Time & Place	Sociology in Film	Research Methods
<i>Reaction to the Professor</i>					
Preparation	4.91	4.82	4.88	4.64	4.89
Instruction	4.88	4.55	4.82	4.55	4.67
Stimulation of Interest	4.84	4.55	4.82	4.55	4.5
Breadth	4.78	4.68	4.83	4.64	4.78
Concern for Students	4.92	4.73	4.90	4.82	4.89
Overall Rating	4.96	4.64	4.86	4.73	4.78
<i>Learning Outcomes</i>					
Clear Explanation	4.96	4.91	4.76	4.82	4.89
Helpful	4.96	4.86	4.98	4.82	4.89
Reasonable Amount of Work	4.96	4.77	4.76	4.64	4.89
Facilitates Discussion	4.98	4.82	4.96	4.91	4.83
Excellent Teacher	4.95	4.73	4.96	4.82	4.78
Well-Organized	4.96	4.86	4.90	4.64	4.83
Challenged to Think & Learn	4.75	4.77	4.89	4.50	4.56
Useful Assignments & Activities	4.92	4.64	4.88	4.55	4.72
Excellent Course	4.92	4.77	4.96	4.55	4.83

Select Qualitative Evaluations

SOCI 3020 - “This is one of the most impactful classes I’ve taken at UGA. professor Hanus is not only a very clear instructor, she also creates meaningful relationships with students and encourages a classroom full of growth and understanding. I could not recommend this class and prof Hanus enough.”

SOCI 3020 – “Professor Hanus made an effort to create a tight-knit community within the classroom. We all felt comfortable participating in discussions with each other and with her. She is very passionate about her work and makes the course well-organized and we all felt like a family by the end of the semester.”

SOCI 4610 - “Professor Hanus made sure that diversity and inclusivity were main tenets of the course. I respected and appreciated that she taught about systemic factors in society that can shape and affect the experience of family in America and the world. Additionally, Professor Hanus was a very fair and thoughtful instructor. Her coursework was manageable and the content was meaningful.”

SOCI 4610 - “I absolutely loved this class and learning from Professor Hanus! Her lectures were interesting and she kept the class active throughout by provoking intelligent thought through discussion and the questions she engaged us with. She put things in a way that allowed us to conceptualize the concepts to relate them to our own lives. I truly feel like I learned so many things from this class that can actually be applied to my own family and my everyday life, giving me insight for why I may do certain things or interactions on a daily basis greatly effect my life... Also, Professor Hanus' discussion articles and articles in general were incredibly helpful and interesting. She picked articles that pertained to the discussion, were insightful, and also were things that people experience and see often, but don't really think about. These articles opened my eyes to sociopolitical and economic issues that I know are happening but don't ever really think about. Overall, I absolutely loved this class and will be recommending this class as well as Professor Hanus's to everyone at UGA.”

SOCI 3360 - “Professor Hanus was genuine in her care for each and every one of her students. She made herself available for one-on-one meetings and was always willing to provide extra help and support. She encouraged us to think critically and creatively and challenged us to push beyond our comfort zones.”

SOCI 3360 - “I really enjoyed this course and Professor Hanus. It was an appropriate amount of work so that I felt that I was able to keep up with everything and learn, but not get overwhelmed. We had many meaningful discussions throughout the semester, and I appreciated how we integrated current events into the course.”

SOCI 3000 - “This is the best professor I have ever come across at the university of Georgia or in life. I have never had a professor so engaging and that can demand a classrooms full attention to where people don't use their phones, they are completely paying attention and gives her the utmost respect. She was able to take the material and put the examples in our face and keep us on topic with what we're learning. There have been SEVERAL days where a lot of the students, sometimes all the students would stay 30 extra minutes or more to extend our discussion time, that is how engaged we all were. Sometimes this class did not feel like a class, it genuinely had fun moments and she would never fail to tie what we're learning into our discussions and clear up any confusion. She answers emails extremely fast and is in hands reach at all times...”

SOCI 3580 - “I have taken multiple research courses, and Professor Hanus has been one of my favorite instructors. She is passionate about research and wants to share her love of the subject with her students. She is welcoming, and approachable, and teaches in a way that engages everyone in the room. She was accommodating throughout the research process, providing excellent feedback and suggestions, and guidance. I would absolutely recommend both her and the course to other students.”