

George Mason University
College of Education and Human Development
EDUC 805, Sec 001
Doctoral Seminar in Education
Fall 2005

Meeting Day/time: Tuesday 7:20 – 8:30 p.m.

Location: Robinson B205

Professor: Mark B. Goor, Ph.D., Associate Dean
Office Hours: Monday-Friday 9-5 by appointment
Phone: 703-993-2034
Email: mgoor@gmu.edu

Course Description: The purpose of this course is to introduce doctoral students to selected faculty members in the Graduate School of Education, to the personal journeys taken by these researchers, the ways researchers think, and to the topics in education that interest these faculty members. Students participate in an information exchange with other students and faculty members concerning current research interests and scholarship.

Objectives: As a result of this course, the students will:

- Become familiar with various education issues and scholarship on those issues.
- Become familiar with current topical literature.
- Develop initial skills appropriate to reading, reacting to, and applying educational research.
- Become more familiar with the research interests and expertise of the faculty of the Graduate School of Education.

Course Requirements:

- Before each class: Read assigned articles **before** each class and read the bio for each faculty member (posted on <http://gse.gmu.edu>).
- Between classes on Blackboard: In teams, leaders will pose questions or discussion points and students will respond once by Friday midnight and again by Tuesday noon.
- Students are expected to attend all class sessions on time. In case an emergency prevents you from attending class, please call or e-mail the instructor in advance.
- Write a one-page mid-term and final reflection regarding the impact of presentations on your current thinking and professional/research interests.

Grades: Please see the grading rubric at the end of this syllabus.

Class Schedule

August 30	Introduction to the Class; discussion of expectations Speaker: Dr. Mark Goor, case studies
Sept. 06	Guest Speaker: Dr. Joe Maxwell, Qualitative Methodologies
Sept. 13	Guest Speaker: Dr. Joan Isenberg, Author, Early Childhood
Sept. 20	Guest Speaker: Dr. Scott Bauer, Educational Leadership
Sept. 27	Guest Speaker: Dr. Margo Mastropieri, Special Education
Oct. 04	Guest Speaker: Dr. Bill Brozo & Dr. Betty Sturtevant
Oct. 11	No Tuesday Classes
Oct. 18	Discussion of themes and ideas from first six speakers
Oct. 25	Guest Speaker: Dr. Rebecca Fox, ASTL (mid-term reflection due)
Nov. 01	Guest Speaker: Dr. Joe Gagnon, Special Education, Keller Institute
Nov. 08	Guest Speaker: Dr. Shari Castle, work sampling
Nov. 17	Guest Speaker: Dr. Priscilla Norton, Instructional Technology
Nov. 22	Guest Speakers: Dr. Peggy King Sears & Dr. Rick Brigham
Nov. 29	Guest Speaker: Dr. Anastasia Samaras
Dec. 06	Reflection and Direction (email final reflection by Dec 10)
Dec. 13	Doctoral students tell all

The College of Education and Human Development expects all students to abide by the following:

- ✓ Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.
- ✓ Students must know and follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full Honor Code.
- ✓ Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- ✓ Students with disabilities to seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/students/drc or call 703-003-2474 to access the DRC.

Grading Rubric: EDUC 805 Doctoral Seminar

Grade/Points	Group Activity	Blackboard Participation & Reflections
A	Outstanding. Participates in and promotes conversation focused on the topic. Comments demonstrate a high level of understanding.	Exceeds Expectations: Postings and mid-term & final reflection demonstrate deep reflection, analysis and synthesis. Written work is error free.
A-	Well above the average doctoral student; actively advances the intellectual level of the discussion.	Well above average doctoral student: Postings and mid-term & final reflection demonstrate reflection, analysis and synthesis. Written material is primarily error free.
B+	Reliable participant in discussions; questions and comments reveal some thought and reflection.	Postings and mid-term & final reflection demonstrate some reflection, analysis and synthesis. Grammar or spelling errors on written materials do not distract the reader.
B	Doesn't contribute often, but generally reveals some thought and reflection. Follows rather than leads group activities.	Postings and mid-term & final reflection demonstrate some reflection, analysis and synthesis but key points are missing. Analytic work is generally sound but may have some gaps in logic. Grammar or spelling errors on written materials do not distract the reader.
B-	Few meaningful contributions to class discussions. Little evidence of participation.	Although there is evidence of work, postings generally not objective or complete; multiple key points are not covered or are misrepresented. Grammar or spelling errors on written materials distract the reader.
C	Weak or minimal participation; passive; often sidetracks group.	Multiple key points are not covered or are misrepresented and reflection, analysis, and synthesis are not evident. Written materials are unclear.
F 72 and below	No constructive participation; destructive; demeaning toward other points of view.	Assignments are not done or are significantly incomplete.

