

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**EDUC 800 002
Ways of Knowing
Fall, 2012**

Tuesday 4:30 – 7:10, Robinson B442

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Office hours: T 2:30 - 4:00 or by appointment

Course Description: This course is a foundation course for the Ph.D. in Education program. The purpose of the course is to explore how we come to know and accept a method(s) of inquiry among the various ways of knowing. Using a seminar approach structured around readings, reflections on those readings, class discussions, and individual research, the course seeks to develop in students an ability to reflect critically on the strengths and limitations of the various ways of knowing and to become aware of the implications of the different ways of knowing for research and practice.

Course Objectives:

1. Students will describe, compare, and contrast ways of knowing from a variety of perspectives.
2. Students will describe ways of knowing of individuals or groups and will analyze and explain personal, sociocultural, professional, political, and other influences on ways of knowing.
3. Students will explore how various ways of knowing affect individual scholars, research, and practice in education and related fields.
4. Students will expand and refine their scholarship abilities including critical and analytic reading, writing, thinking, oral communication, and the use of scholarly resources.

How this Course Supports GSE's Priorities

This introductory course seeks to develop each student's ability to be a reflective researcher who becomes grounded in the ways we come to know through inquiry. Through the readings, the classroom conversations, discussions, and presentations, it is intended that each student will become more analytic about the conduct of inquiry and one's own perspectives on inquiry and the nature of knowledge, and to develop a respect for the diversity of thought that characterizes inquiry.

Required Course Texts:

Bruner, J. (1996). *The Culture of Education*. MA: Harvard University Press.
Elmore, R. F. (2011). *I Used to Think . . . And Now I Think . . . Twenty Leading Educators Reflect on the Work of School Reform*. MA: Harvard University Press.

Kuhn, T. (1976). *The Structure of Scientific Revolutions*. University of Chicago Press.
Stokes, D. E. (1997). *Pasteurs Quadrant: Basic Science and Technological Innovation*.
Washington, DC: Brookings Institute Press.
Strogatz, S. (2004). *Sync: How Order Emerges from Chaos in the Universe, Nature, and Daily Life*.
NY: Hyperion.

Texts for Expert Area (differs for each individual):

Excerpts from these texts will be available on blackboard or Mason e-reserve

Allen, P. B. (1995). *Art is a Way of Knowing*. Boston, MA: Shambhala.
Belenky, M. F., Clinchy, B. M., Goldberger, N. R., Tarule, J. M. (1986). *Women's Ways of Knowing*.
NY: Basic Books.
Bruner, J. (1990). *Acts of Meaning*. Cambridge, MA: Harvard University Press.
Bruner, J. (1986). *Actual Minds, Possible Worlds*. MA: Harvard University Press.
Carr, N. (2010). *The Shallows: What the Internet is Doing to Our Brains*. NY: W. W. Norton.
Descartes, R. (1637). *Discourse on Method and Related Writings*. NY: Penguin Classics.
Goldberger, N., Tarule, J., Clinchy, B., & Belenky, M. (Eds.). (1996). *Knowledge, Difference, and
Power: Essays Inspired by 'Women's Ways of Knowing.'* NY: Basic Books.
Harding, S. (1998). *Is Science Multicultural? Postcolonialisms, Feminisms, and Epistemologies*.
Bloomington, IN: Indiana: Indiana University Press.
Johnson, S. (2006). *Everything Bad is Good for You: How Today's Popular Culture is Making Us
Smarter*. NY: The Penguin Group.
Kozol, J. (1995). *Amazing Grace: The Lives of Children and the Conscience of a Nation*. NY:
Crown Publishers.
Ladd, P. (2003). *Understanding Deaf Culture: In Search of Deafhood*. Buffalo, NY: Multilingual
Matters.
Lane, H., Hoffmeister, R., & Bahan, B. (1996). *A Journey into the Deaf-World*. San Diego, CA:
Dawnsign Press.
Lyons, N. & LaBoskey, V. K. (2002). *Narrative Inquiry in Practice*. NY: Teachers College Press.
Mitchell, M. (2009). *Complexity: A Guided Tour*. NY: Oxford University Press.
Taylor, E., Gillborn, D., & Ladson-Billings, G. (Eds.). (2009). *Foundations of Critical Race Theory
in Education*. NY: Routledge.
Selye, H. (1964). *From Dream to Discovery: On Being a Scientist*. NY: McGraw-Hill.
Snow, C. P. (1993). *The Two Cultures*. NY: Cambridge University Press.
Sterns, P.N. (2006). *Childhood in World History, Second Edition*. NY: Routledge.
... and many more ... this is open ended as there are many ways of knowing

Additional Required Reading:

To be determined articles available on the Mason e-reserve website or on Blackboard. Some
will be chapters from books, for example,

Grandin, T. (2006). *Thinking in Pictures: My Life with Autism*. New York: Vintage.
(Pages 3 to 32)

Recommended Text:

American Psychological Association. (2009). *Publication Manual* (6th ed.). Author:
Washington, DC. (Recommended for entire doctoral program).

Supplies

Computer with Internet access, current GMU email account, access to scanner or digital camera (if you do not have either please let me know and I will make one available to you).

CEHD Course Expectations

The College of Education and Human Development (CEHD) expects that all students abide by the following:

- **Professional Dispositions:** Students are expected to exhibit professional behavior and dispositions: <http://cehd.gmu.edu/teacher/professional-disposition>
- **Attendance:** Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.
- **Tardiness:** Prompt arrival for the beginning of class is expected.
- **Participation:** Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.
- **Absence:** If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.
- **Assignments:** All assignments must be completed in MSWord and submitted electronically on blackboard prior to class on the date each is due. Late assignments will not be accepted without making prior arrangements with me.
- **University Honor Code:** Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/> for the full honor code.
- **Students with disabilities** who 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/student/drc or call 703-993-2474 to access the DRC.
- **Computing Use:** Students must agree to abide by the university policy for Responsible Use of Computing. See: http://catalog.gmu.edu/content.php?catoid=15&navoid=1045#resp_use_comp_poli

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and

counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Delivery

This course is a doctoral seminar, and my teaching style revolves around the concept of “learning via activity, conversation, and visualization.” As such it is expected that you will read in advance of class, help to develop discussion questions and continue to try to find the bigger picture as you learn to sort through the findings of one area of study to the next. In addition to classroom attendance and participation, I expect you to participate fully in whole class and small group discussions, group, pair, and individual projects, internet and library research, analyses of case studies, and reflections on practice. I will use GMU's web-accessible Blackboard course (<https://myMason.gmu.edu>) framework throughout the course; many of the examples are posted there for you to read in advance of our discussions.

Each course topic will include your being a **MODELER** of Ways of Knowing

My Reading

On-line Questions – on blackboard Blog

Before class propose at least 2 questions you would like discussed about this material you read,

a minimum of 1 question on a point in the reading that truly excites you – that you are anxious to discuss with others,

a minimum of 1 question on a part of the text that you find confusing, unclear

The goal is for you to think through your understanding of the reading by assessing what is interesting to you and what is confusing “to get a inkling of what you don't know.”

Discuss

Enact: Build Model

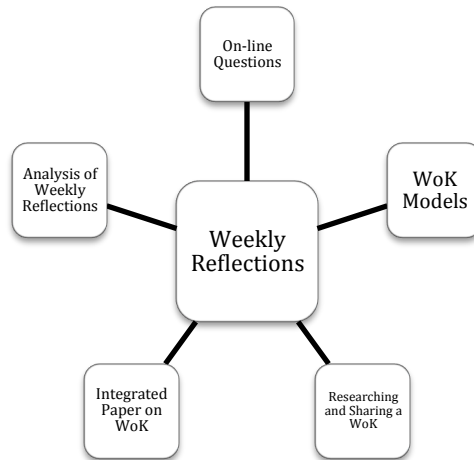
Learn (new video, in class activity, etc)

Elaborate, Change, Model

Reflect (on-line in class before leaving – or go to computer lab)

Assignments

The assignments for this course overlap, are simultaneously reflective, integrative and analytic (WoK = Ways of Knowing). They are depicted below:



Weekly Reflections

You are expected to write a weekly reflection at the end of each class that is reflective, integrative, and analytic. The overall purpose is to use informal journal writing as a means to think and reflect on the content of the course. In particular, the journal is a means for you to connect course material to your own experiences and to analyze the course readings critically. I expect that your reflections will support you in class as well as in all other assignments as depicted in the figure above. ***Due Weekly.***

On-line Questions

As described previously these questions are due weekly on blackboard and must be posted before class begins. The goal is for you to think through your understanding of the reading by assessing what is interesting to you and what is confusing “to get a inkling of what you don’t know.” ***Due Weekly.***

WoK Models

Each week we will have whole class, group or individual WoK models. Please make sure yours is represented on a weekly basis. ***Due Weekly.***

Researching and Sharing a Way of Knowing (WoK)

On the first night of class we will begin exploration of a WoK that is of keen interest to you and that is new to you. First thoughts about your WoK area will be discussed in the second class. You will solidify your choice by the end of the third class and identify it as part of your reflection that week. There will be one particular class in which we will have a primary focus on “your chosen” WoK. In that class you will provide an excerpt(s) from your reading for pre-class reading assignment (around 30 pages). This needs to be chosen at least 10 days before

your discussion date so it can be submitted to the library. You will help me lead the discussion based on the reading and activity. We will also have an experiential activity (e.g., video, audio, art activity, etc) to take place in class on the night of your discussion that you help me choose. ***Due Dates Vary.***

Integrative Paper on Ways of Knowing

Select a WoK for this paper (hopefully this is the same as the one you researched and shared in class. Explore this way of knowing. Prepare a paper (about 2500 words/10 pages) that demonstrates: 1) your understanding of the basic assumptions of this approach, and 2) what it is that makes this approach a new way of knowing for you. Note: depth and analysis are more important than breadth. APA format required. ***Due 12-4-12.*** Assignment must be submitted to Safe Assign on blackboard on or prior to due date. Late assignments will not be accepted without making prior arrangements with me.

As part of the development of your paper, please submit via blackboard a one-page description of your proposed project so we can agree early in the semester no later than the 8th class. The outline should address the following questions:

1. What is the way of knowing you will explore?
2. How do you propose to study it?
3. What are your tentative sources?

You will have considerable input from other classmates on your topic through class activities and discussions and discussion of their related topics. It is quite appropriate to include other readings and materials from class in your paper.

Evaluation of the final paper: The main criteria are a clearly defined focus, clear and accurate presentation of its assumptions and definitions about knowing, a demonstrated understanding of the implications for research, and clear organization and writing (*see scoring rubric at the end of this syllabus*).

Analysis of Reflections on Ways of Knowing

For this paper, you will look across the semester and consider its effects on you. The guiding questions for this final paper are:

1. How would you have described your way(s) of knowing, learning, and thinking when you began this class?
2. As you consider your autobiography/personal history, what factors personal, experiential, familial, sociocultural, historical, and/or disciplinary influenced your ways of knowing?
3. How has the course affected your ways of knowing as a practitioner and as a researcher?
4. How would you describe your current way of knowing?
5. What are the implications of your reflections on questions 3 and 4 above for your personal and professional growth during your doctoral study?

Criteria for assessment include: evidence of serious reflection and analysis, clear organization and clear writing. This paper is the culminating activity of the course and is due at the beginning of the last class meeting ***Due 12-11-12.*** Assignment must be submitted on blackboard

on or prior to due date. Late assignments will not be accepted without making prior arrangements with me.

Grading of Assignments

1. Weekly Reflections	10
2. On-line Questions	10
3. WoK Models	10
4. Researching and Sharing a WoK	20
5. Integrative Paper on WoK	30
6. Analysis of Reflections on WoK	20
Total Points Possible	100

Grading Criteria

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	F = < 70	

Tentative Class Schedule

Date	Class Topic	Readings and Assignments Due on this Date
August 28	<ul style="list-style-type: none"> • Introductions • Overview of course/syllabus • Discussion of Bruner – use questions from Blog • Wok • My introduction to WoK • Walk through previous models and student hints on WoK • WoK changes • Your WoK [handout] • Weekly Reflection 	<ol style="list-style-type: none"> 1. Read Bruner preface and first 2 chapters 2. Post at least 2 questions on Blog
Sept 4	<ul style="list-style-type: none"> • Discussion of Bruner – use questions from Blog • Wok • Waiting for Superman • WoK changes • Your WoK [handout] • Weekly Reflection 	<ol style="list-style-type: none"> 1. Finish Bruner 2. Post at least 2 questions on Blog
Sept 11	<ul style="list-style-type: none"> • Discussion of Stokes – use questions from Blog • Wok • Deb Roy: <i>The birth of a word</i> http://www.youtube.com/watch?v=RE4ce4mexrU • WoK changes • Your WoK questions • Weekly Reflection (include your proposed WoK) 	<ol style="list-style-type: none"> 1. Stokes 2. Post at least 2 questions on Blog
Sept 18	<ul style="list-style-type: none"> • Discussion of Grandin – use questions from Blog • Wok • Film: Temple Grandin • WoK changes • Questions on assignments • Weekly Reflection 	<ol style="list-style-type: none"> 1. Grandin, T. (2006). <i>Thinking in Pictures: My Life with Autism</i>. New York: Vintage (Pages 3 to 32) 2. Post at least 2 questions on Blog

		3. Start reading Strogatz
Sept 25	<ul style="list-style-type: none"> • Discussion of Strogatz – use questions from Blog • Wok • http://www.ted.com/talks/steven_strogatz_on_sync.html • WoK changes • Questions on assignments • Weekly Reflection 	<ol style="list-style-type: none"> 1. Strogatz 2. Post at least 2 questions on Blog
Oct 2	<ul style="list-style-type: none"> • Leftovers • Discussion of readings • Change of topic? • Plans for sessions when you address your topics <ul style="list-style-type: none"> <i>My Reading</i> (Topic 1) <i>On-line Questions</i> – on blackboard Blog (Topic 1) <i>Discuss</i> (Topic 1) <i>Enact: Build Model</i> (Topic 1) <i>My Reading</i> (Topic 2) <i>On-line Questions</i> – on blackboard Blog (Topic 2) <i>Discuss</i> (Topic 2) <i>Enact: Build Model</i> (Topic 2) <i>Learn</i> (Relevant to Topics 1 & 2) <i>Elaborate, Change, Model</i> <i>Reflect</i> (weekly reflection) • Weekly Reflection 	<ol style="list-style-type: none"> 1. Bring your possible reading for the WoK session of choice 2. Kuhn 3. Discussion of Kuhn on-line (discussion will close Oct 16th)
Oct 9	No Class (Columbus Day adjustment)	
Oct 16	<ul style="list-style-type: none"> • Topics 1 & 2 • <i>Discuss</i> (Topic 1) • <i>Enact: Build Model</i> (Topic 1) • <i>Discuss</i> (Topic 2) • <i>Enact: Build Model</i> (Topic 2) • <i>Learn</i> (Activity Relevant to Topics 1 & 2) • <i>Elaborate, Change, Model</i> • <i>Reflect</i> (weekly reflection) 	<ol style="list-style-type: none"> 1. Reading for Topics 1 & 2 2. Post at least 2 questions on Blog for each topic
Oct 23	<ul style="list-style-type: none"> • Topics 3 & 4 • <i>Discuss</i> (Topic 3) • <i>Enact: Build Model</i> (Topic 3) • <i>Discuss</i> (Topic 4) • <i>Enact: Build Model</i> (Topic 4) • <i>Learn</i> (Activity Relevant to Topics 3 & 4) • <i>Elaborate, Change, Model</i> • <i>Reflect</i> (weekly reflection) 	<ol style="list-style-type: none"> 1. Reading for Topics 3 & 4 2. Post at least 2 questions on Blog for each topic 3. Description of proposed integrative paper
Oct 30	<ul style="list-style-type: none"> • Topics 5 & 6 • <i>Discuss</i> (Topic 5) • <i>Enact: Build Model</i> (Topic 5) • <i>Discuss</i> (Topic 6) • <i>Enact: Build Model</i> (Topic 6) • <i>Learn</i> (Activity Relevant to Topics 5 & 6) • <i>Elaborate, Change, Model</i> • <i>Reflect</i> (weekly reflection) 	<ol style="list-style-type: none"> 1. Reading for Topics 5 & 6 2. Post at least 2 questions on Blog for each topic

Nov 6	<ul style="list-style-type: none"> • Topics 7 & 8 • <i>Discuss</i> (Topic 7) • <i>Enact: Build Model</i> (Topic 7) • <i>Discuss</i> (Topic 8) • <i>Enact: Build Model</i> (Topic 8) • <i>Learn</i> (Activity Relevant to Topics 7 & 8) • <i>Elaborate, Change, Model</i> • <i>Reflect</i> (weekly reflection) 	<ol style="list-style-type: none"> 1. Reading for Topics 7 & 8 2. Post at least 2 questions on Blog for each topic
Nov 13	<ul style="list-style-type: none"> • Topics 9 & 10 • <i>Discuss</i> (Topic 9) • <i>Enact: Build Model</i> (Topic 9) • <i>Discuss</i> (Topic 10) • <i>Enact: Build Model</i> (Topic 10) • <i>Learn</i> (Activity Relevant to Topics 9 & 10) • <i>Elaborate, Change, Model</i> • <i>Reflect</i> (weekly reflection) 	<ol style="list-style-type: none"> 1. Reading for Topics 9 & 10 2. Post at least 2 questions on Blog for each topic
Nov 20	<ul style="list-style-type: none"> • Topics 11 & 12 • <i>Discuss</i> (Topic 11) • <i>Enact: Build Model</i> (Topic 11) • <i>Discuss</i> (Topic 12) • <i>Enact: Build Model</i> (Topic 12) • <i>Learn</i> (Activity Relevant to Topics 11 & 12) • <i>Elaborate, Change, Model</i> • <i>Reflect</i> (weekly reflection) 	<ol style="list-style-type: none"> 1. Reading for Topics 11 & 12 2. Post at least 2 questions on Blog for each topic
Nov 27	<ul style="list-style-type: none"> • Topics 13 & 14 • <i>Discuss</i> (Topic 13) • <i>Enact: Build Model</i> (Topic 13) • <i>Discuss</i> (Topic 14) • <i>Enact: Build Model</i> (Topic 14) • <i>Learn</i> (Activity Relevant to Topics 13 & 14) • <i>Elaborate, Change, Model</i> • <i>Reflect</i> (weekly reflection) 	<ol style="list-style-type: none"> 1. Reading for Topics 13 & 14 2. Post at least 2 questions on Blog for each topic
Dec 4	<ul style="list-style-type: none"> • Discussion of Elmore – use questions from Blog • Wok • http://www.youtube.com/watch?v=zDZFcDGpL4U&feature=player_embedded • I Used to Think ... and Now I Think ... Activity • WoK changes • Questions on final assignment • Weekly Reflection 	<ol style="list-style-type: none"> 1. Elmore 2. Post at least 2 questions on Blog for each topic 3. Integrative Paper on Ways of Knowing Due
Dec 11	<ul style="list-style-type: none"> • Exam Day – no class – final assignment due 	<ol style="list-style-type: none"> 1. Analysis of Reflections on Ways of Knowing Due

Scoring Rubric for the “knowing” paper

1. Focus: the way of knowing is clearly identified and its historical roots are clearly described
Accomplished: the focus of the paper is clearly stated and its historical roots are clearly described.
Basic: the focus of the paper is either clearly identified and its historical roots are not clearly described or vice versa.
Unsatisfactory: the focus of the paper and/or its roots are neither clearly identified nor clearly described.
2. Presentation of Assumptions: the fundamental assumptions about the nature of knowledge in the “way” are explained clearly and the key terms necessary to understand this way of knowing are defined.
Accomplished: the fundamental assumptions are clearly explained and the key terms are defined.
Basic: the fundamental assumptions are explained and some key terms are defined.
Unsatisfactory: neither are the assumptions made clear, nor are the key terms defined.
3. Demonstrated understanding of the implications for research: the nature of the research questions this way of knowing has been used to explore are included and described clearly.
Accomplished: the nature of the research questions are included and relevant examples presented
Basic: either the nature of the research questions or the examples are not included or are not clearly presented
Unsatisfactory: neither the research questions are clear nor are the examples clearly presented
4. Organization and Clarity: the paper is well-organized; the argument flows easily from point to point; follows APA writing guidelines.
Accomplished: the paper is well-organized with the logic following from point to point follows APA guidelines; there are no grammatical errors, typos, misspelled words, etc.
Basic: the paper jumps from topic to topic; there are grammatical errors, typos, misspelled words, etc.; APA guidelines used inconsistently.
Unsatisfactory: the paper is hard to follow as the points are not connected into a coherent whole; inattention to grammar, typographical errors and misspelled words; failure to consult APA is evident.
5. Discussion of why this is a new or expanded way of knowing for you
Accomplished: Delineations between your way of knowing and that of this “other” perspective are clear.
Basic: Distinctions are drawn, but not developed in enough depth to see what you learned from the exercise.
Unsatisfactory: No attention is given to how this way of knowing is new to or expanded for you.