

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN
DEVELOPMENT
Ph.D. in Education Program**

EDUC 800.001 ~ *Ways of Knowing*
3 Credits, CRN 71080
Fall 2019

Instructor: Dr. Margaret King-Sears	Meeting Dates: August 26 to December 2, 2019
Phone: 703.993.3916 <i>but better to email</i>	Meeting Day(s): Monday
E-Mail: mkingsea@gmu.edu	Meeting Time(s): 4:30 to 7:10
Office Hours: Mon 1-3 by appointment only; other times available (virtual and F2F)—please ask	Meeting Location: Finley 114
Office Location: Finley 218	Other Phone: NA

Course Outline and Requirements

COURSE DESCRIPTION:

Provides understanding of characteristic ways of knowing in various liberal arts disciplines while examining subject matter, key concepts, principles, methods, and theories. Analyzes philosophical traditions underlying educational practice and research. *No Prerequisites.*

Course Overview: 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.

LEARNER OUTCOMES/OBJECTIVES:

As a result of this course, students in EDUC 800 will be able to:

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

This introductory course seeks to develop each Ph.D. student's capacity to become grounded in the ways we come to know through inquiry and research based practice. Through the readings, dialogic discussions, critical reflections, and presentations, each student will become more analytic about the conduct of inquiry and one's own perspectives on inquiry, research-based practice, and the nature of knowledge, as well as develop a respect for the diversity of thought that characterizes inquiry.

REQUIRED TEXTS/ RELATED READINGS

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. **DO NOT PURCHASE!** See NOTE below.

NOTE: Because the 2020 APA Manual 7th edition will be available October 2019 (you can preorder at <https://apastyle.apa.org/manual/new-7th-edition>), a document with APA content on the course Bb will provide some tips for using 2010 APA. *There is no need to purchase the 2010 manual; wait to purchase the new one!*

NOTE: All PhD students are fully responsible for mastering APA style, ethical, and citation requirements for all papers, projects, and research completed in the PhD program.

Weekly readings are posted on the course Blackboard site at: <https://mymasonportal.gmu.edu/> under Weekly Sessions. Additional readings will be acquired by students via the GMU library.

Course expectations for all students:

- **Attendance:** Face-to-face attendance for each class session is mandatory. Discussions that occur in this class are essential to achieving the course objectives. Participation points are earned for each class session.
- **Tardiness:** Prompt arrival for the beginning of class is expected as well as presence and participation for the duration of each class session (refer to participation points).
- **Participation:** Each student is expected to complete all the assigned readings before class and participate actively in discussions. It is expected that each student will be attuned to and respectful of group dynamics to promote active participation of all in the class.
- **Absence:** If you must miss a class, alert the professor *in advance* and arrange to acquire, within 48 hours after the missed class, information about the class from two peers. If you anticipate being absent for two or more classes, consider taking this class at another time.
- **Assignments:** All assignments must be completed in MS Word and submitted to Blackboard by the due date and time. Full earned credit for assignments submitted on time. Point deductions for late work. For every 24-hour period that an assignment is late, a 5% point deduction will occur.

Course Delivery. This is a “face-to -face” doctoral seminar. Dialogic in nature, EDUC 800 is predicated upon expanding knowledge and understanding through interactive discussion, critical reflection, and research. Course delivery is designed to be learner-focused in multiple ways to meet the course objectives and the needs of participants. A variety of in-class, on-line, cooperative, and individualized instructional approaches include:

- *Student- and professor-directed discussions and dialogic participation;*
- *Discussions* (i.e., active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction)
- *Cooperative and collaborative learning* (i.e., small group learning interactions emphasizing learning from and with others);
- *Multimedia;* and
- *Blackboard* web-based course management system to extend classroom learning and foster personal and collaborative reflection.

Inclement Weather: If class is cancelled *by the university* due to inclement weather, the class will be moved to an online format; await specific directions from the professor. The class week is Monday through the following Sunday evening (11:59 pm EST). *Participation in Blackboard is not voluntary during this period of time.* Each member of the class is expected to logon and actively participate in class discussion for the equivalent (2.5 hrs.) of our normal face-to-face class. Each member of the class is expected to actively engage others in conversation and extending learning through inquiry-based questions related to the designated assignment. Comments such as “I agree” do not count nor do overly long answers without questions. Please read the guidelines posted to Blackboard about conduct during online discussions.

MASON POLICIES and RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>.
- Students must follow the university policy for Responsible Use of Computing -- See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>.
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. *In EDUC 800, all email communication regarding course performance and other announcements for class will be sent using Mason email addresses.*
- The George Mason University Counseling and Psychological Services (CAPS) staff consist 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/>).
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their professor, in writing, no later than the second class session (See <http://ods.gmu.edu/>).
- The George Mason University Writing Center Staff provide 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/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class.
 - a) Regarding electronic devices (such as laptops, cell phones), please be respectful of peers and the professor; avoid engaging in activities unrelated to class. Such disruptions show a lack of professionalism and affect your participation points.
 - b) Computers may be used to take notes or review readings during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time.
 - c) Screens on laptops and any other electronic devices must be in full view of the professor (e.g., do not have screen face the wall; do not put cell phone on your lap) at all times. Anticipate when the Professor becomes aware you are on other sites during class time that full participation points for that session will not be earned.

Please respect our limited instructional time together; distractions such as the above impede the quality and quantity of that time.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times. All PhD students are expected to abide by the ethical standards of their respective disciplines, the APA guidelines on ethical conduct in research, <http://www.apa.org/ethics/code/>, and the University guidelines on human subjects review, <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/>. Failure to abide by ethical standards in the field will be considered an Honor Code violation and may result in removal from the program.

CORE VALUES COMMITMENT

<p>The College of Education and Human Development is committed to <i>Social Justice, Innovation, Research-Based Practice, Ethical Leadership, and Collaboration</i>. Students are expected to adhere to these principles.</p>	
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EDUC 800 reflects the mission and core beliefs of the College of Education and Human Development at George Mason University through its commitment to engage doctoral students in critical reflection and research literature that promotes ethical educational leadership, deep understanding of a world perspective in educational decision-making, knowledgeable teacher education professionals who can teach their content and work effectively with diverse language learners, understand and implement research-based practice, and collaborate productively with colleagues. CEHD’s five Core Values are integrated with and actively incorporated in the course content, discussions, and student work associated with EDUC 800: Collaboration, Ethical Leadership, Innovation, Research-Based Practice, Social Justice

GRADING SCALE:

Grade	GRADING	Graduate Courses
A	90-100	Highly Satisfactory / Passing
B	80-89.9	Satisfactory / Passing
C	70-79.9	Does not meet requirements of the Graduate School of Education
F	<69.9	Does not meet requirements of the Graduate School of Education

COURSE ASSIGNMENTS

	<i>Keep up with what you earn:</i>	<i>Points available:</i>
Participation & Professionalism		21
Journal Reflections (6 @ 5 points each)		30
New Way of Knowing Paper		30
New Way of Knowing Outline		3
New Way of Knowing Peer Review		3
New Way of Knowing Poster Presentation		3
Closing Reflection on Ways of Knowing		10
Total Points		100

All assignments must be completed in MS Word and submitted via Blackboard by the due date and time specified in the syllabus.

Participation & Professionalism (21% 1.5 points per class session)

Prior to each class, all readings are completed and students are prepared to participate in class discussions. Students work individually or in small groups during class throughout the semester. Students will also participate in online Blackboard Discussions outside of class time. Because of the importance of lecture and discussion to the total learning experience, be completely engaged in all aspects of your work in and outside the scope of our F2F meeting times.

Attendance, punctuality, preparation, and active contribution to small and large group discussions are essential. These elements reflect the professional attitude implied in the course goals and account for 21% of the course grade. During discussions and otherwise, exhibit appropriate professional behaviors.

Students who miss a class must notify the professor in advance or within 24 hours after the class, and take responsibility for contacting two peers to acquire information missed (exchange of information occurs within 48 hours after that class).

Journal Reflection Papers (6 x 5 = 30%)

To promote reflection on weekly readings, class activities, and class discussions, six reflection papers are due prior to the class start time (see Class Schedule). These reflections are designed for students to demonstrate growth and understanding of each way of knowing when progressing through the course. Additionally, the intent of these reflections (2 pages, double-spaced) is to promote thoughtful analysis conceptual, and sometimes complex, course content. These papers are also opportunities to engage with the professor via written discussion throughout the semester. More detail and the rubric will be posted on Bb. APA format for written language and technical aspects required.

New Way of Knowing (NWOK) Paper (30%)

Select a new way of knowing for you (e.g., a new theory in your field; an area within the arts, sciences, or social sciences; an interdisciplinary area of inquiry). Explore this new 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 for written language and technical aspects required.

Evaluation of the final paper: *This assignment is the performance-based assessment for EDUC 800.* The main criteria are a clearly defined focus, clear and accurate presentation of assumptions and definitions about your selected way of knowing, a demonstrated understanding of the implications for research, and clear organization and writing. See the rubric on the last page of this syllabus.

NWOK Outline (3%)

As part of the development of your paper, develop a one-page description of your proposed project, with relevant citations within the outline and a Reference page (so two pages total) so your preliminary work is evident much before the due date prior to Class 13. More detail and the rubric will be posted on Bb. The outline includes the following:

1. Identify and describe the new way of knowing.
2. Sequence / organize content in the paper.
3. Include citations in the outline and a Reference page.

NWOK Peer Review (3%)

Review a peer's NWOK draft. More detail and the rubric will be posted on Bb.

NWOK Poster Presentation (3%)

Develop and present a poster presentation about the NWOK paper. More detail and the rubric will be posted on Bb.

Closing Reflection on Ways of Knowing (10%)

Students maintain regular reflective writings (above) that are both reflective and analytic in nature. The overall purpose is to use informal journal writing as a means to think, make personal connections to, and reflect on the content of the course. In particular, reflection is a means for to connect course material to individual personal experiences and to analyze the course readings critically. The course outline lists specific assignments for the journal reflections. For this closing reflection, consider the entire semester and corresponding effects on you. Guiding content includes:

1. Describe your way(s) of knowing, learning, and thinking when you began this class. As you consider your autobiography/personal history, what factors personal, experiential, familial, sociocultural, historical, and/or disciplinary influenced your ways of knowing?
2. How has the course affected your ways of knowing as a practitioner and as a researcher? How would you describe the evolution of your current way of knowing?
3. What are some likely implications of your reflections on question 2 with regard to your personal and professional growth during your doctoral program? For your scholarly work?

Criteria for assessment includes: Evidence of serious reflection and analysis, clear organization, and clear writing (see Bb for rubric). As a culminating paper, it is due prior to the last class meeting. Because this is a reflection, technical APA (e.g., cites) is not required.

EDUC 800-Ways of Knowing Class Schedule*

*Professor reserves the right to modify the schedule based on needs of the class and timelines

Class	Date	Topic & Readings Per Class Session	Assignment Due
1	Aug 26	Course introduction: How do we know? <ul style="list-style-type: none"> • Tips for a Successful Doctoral Experience • Schmidt & Hansson, 2018 • Personality inventory (complete and <i>bring results to class</i>; refer to email <u>and</u> Week 1 in Weekly Sessions on Bb for directions) 	
<i>No class meeting on Labor Day</i>			
2	Sept 6	What are our ways of knowing <ul style="list-style-type: none"> • Rose, 2013: On Reflection (Chapter 2) • Ellerton, 2017: How do you know that what you know is true? That's epistemology 	
3	Sept 16	The “science” of research and nature of knowledge <ul style="list-style-type: none"> • Lagemman, 1997 • Shavelson & Towne, 2002; Scientific Research in Education - Intro • Moran, 2010; What Counts as Knowledge? • López-Alvarado, 2017; Educational Research: Educational Purposes, The Nature of Knowledge and Ethical Issues • Stone, 2012; Ch. 8 Numbers pp. 183-205 	Reflection Essay 1
4	Sept 23	On knowing <ul style="list-style-type: none"> • Descartes, 1637; Meditations on First Philosophy • hooks, 1992; Black Looks: Race and Representation (Introduction & Chapter 3) • Said, 1978; Orientalism (Introduction & Chapter 1) 	Reflection Essay 2
5	Sept 30	Contemplating the scientific revolution and its impact on knowing <ul style="list-style-type: none"> • Kuhn, 1970; pp. 1 – 110 • Merchant, 2006; The Death of Nature: Women, Ecology, and Scientific Revolution • Jasanoff, 2004; Ordering Knowledge, Ordering Society 	Reflection Essay 3

Class	Date	Topic & Readings Per Class Session	Assignment Due
6	Oct 7	Pragmatism and inquiry <ul style="list-style-type: none"> • Bohman, 1999; Democracy as Inquiry, Inquiry as Democratic: Pragmatism, Social Science, and the Cognitive Division of Labor • West, 1987; The Dilemma of the Black Intellectual 	
<i>Fall Break for Monday class</i> <i>Use this time to <u>finalize your NWOK Outline</u>, which is due in two weeks.</i>			
7	Oct 21	Chaos and complexity <ul style="list-style-type: none"> • Wheatley, 1993 Chaos & Complexity: What Can Science Teach • Hutchinson, 2002 New Complexity Theories: From Theoretical Innovation to Doctrinal Reform • Walby, 2007 Complexity Theory, Systems Theory, and Multiple Intersecting Social Inequalities 	Reflection Essay 4
8	Oct 28	Postmodernism, power, and knowledge <ul style="list-style-type: none"> • Foucault, 1975 Panopticism • Friere, 1970 Pedagogy of the oppressed (chapter 1) • Kellner, 2003 Toward a Critical Theory of Education • Bernal, 2002 Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge 	Last date to submit NWOK Outline
9	Nov 4	Culture, identity, and knowledge <ul style="list-style-type: none"> • Bruner, 1996 The Culture of Education (Chapters 1, 5, 6) • Yosso, 2005 Whose culture has capital? A critical race theory discussion of community cultural wealth • Butler, 1990 Gender Trouble (Preface and Chapter 1) • Gupta and Ferguson, 1992 Beyond "Culture": Space, Identity, and the Politics of Difference 	Reflection Essay 5

Class	Date	Topic & Readings Per Class Session	Assignment Due
10	Nov 11	Evidence, methodology, and the creation of knowledge <ul style="list-style-type: none"> • Maxwell, 2011 Paradigms or Toolkits • Becker, 2017 Evidence Ch 1 and 2 • Yilmaz, 2013 Comparison of Quantitative and Qualitative Research Traditions • Valentine, 2007 Theorizing Researching Intersectionality 	Reflection Essay 6
11	Nov 18	<ul style="list-style-type: none"> • Writing Workshop • <i>Peer review of NWOK occurs during class</i> 	Submit NWOK paper to Bb and bring hard copy to class for peer review
12	Nov 25	<ul style="list-style-type: none"> • Evidence, methodology, and the creation of knowledge: Your fields • <i>Students generate readings</i> 	
13	Dec 2	<ul style="list-style-type: none"> • Poster Presentations of New Ways of Knowing 	NWOK paper
14	Dec 9	<ul style="list-style-type: none"> • Course Wrap-Up and Reflection: Implications for Research and Doctoral Coursework • Course Evaluation 	Closing Reflection

EDUC 800 Performance Assessment: Rubric for the “Knowing” Paper

Elements	<i>Does not meet standard</i> (Little or no evidence)	<i>Approaches standard</i> (Some evidence)	<i>Meets standard</i> (Clear evidence)	<i>Exceeds standard</i> (Clear convincing and substantial evidence)
Focus of paper	The new way of knowing is not clearly identified and/or its historical roots are not described.	The new way of knowing is somewhat identified and/or its historical roots are minimally described.	The new way of knowing is clearly identified and its historical roots are clearly described	The new way of knowing is clearly and explicitly identified; its historical roots are clearly and thoroughly described.
Presentation of Assumptions	Assumptions about the nature of knowledge in the new way of knowing are not made clear. Key terms are not defined.	Fundamental assumptions about the nature of knowledge in the new way of knowing are explained minimally; some key terms are defined.	Fundamental assumptions about the nature of knowledge in the new way of knowing are explained clearly; the key terms necessary to understand this way of knowing are defined.	Fundamental assumptions about the nature of knowledge in the new way of knowing are explained clearly and thoroughly; the key terms necessary to understand this way of knowing are defined with depth and clarity.
Connections to research	Neither the nature of the research questions this way of knowing has been used to explore are clear nor are the examples presented.	The nature of the research questions this way of knowing has been used to explore are minimally or not clearly included and/or examples are not adequately presented.	The nature of the research questions this way of knowing has been used to explore are included and described clearly with relevant examples	The nature of the research questions this way of knowing has been used to explore are articulated clearly and robustly; they are described with relevant examples
Comparison and discussion with reflection on new way of knowing	Minimal to no attention is given to how this way of knowing is new to you.	Includes a cursory discussion where distinctions are present, but may not be developed in depth.	Includes a discussion that reveals a delineation between your way of knowing and the new way of knowing.	Includes a rich and meaningful discussion that reveals clear delineation between your way of knowing and the new way of knowing.
Resources	Minimal or no EDUC 800 references are included; does not comply with APA style, or contains multiple irregularities.	EDUC 800 or other references are mentioned but clarity or relevance may be lacking; some APA (6 th ed) style irregularities may be present.	Appropriate EDUC 800 references are included; some APA (6 th ed) style irregularities may be present.	Appropriate EDUC 800 references are clearly and accurately incorporated, and are in accurate APA (6 th ed) style.
Language and Writing	Author makes more than 5 errors in grammar, mechanics or spelling that distract the reader from the content, or there are error patterns evident. Writing is not at the level of graduate work.	Author makes some errors in grammar, mechanics or spelling that distracts the reader from the content. Uses language that is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development.	Author makes minimal to few errors in grammar, mechanics or spelling. Uses language with elaboration to express ideas. Writing is generally at the graduate level, but may benefit from more careful editing.	Author makes no, or very few, errors in grammar, spelling or mechanics. Uses language masterfully and thoughtfully to express ideas. Writing is clearly at the graduate level and shows careful editing.