George Mason University
College of Education and Human Development
School of Education

EDUC 896
Special Topics: Critical Perspectives in Education (3 credits)
3 Credits, Fall 2020
Wednesdays, 4:30-7:10pm; Synchronous Online

Faculty
Name: Stephanie Dodman, Ph.D.
Office Hours: By appointment virtually or by phone
Office Location: 2504 Thompson Hall
Office Phone: Google Voice: 703-278-2981 Office: 703-993-3841
Skype ID: stephaniedodman
Email: sdodman@gmu.edu (Emailed messages will be responded to within 24
                           hours during the week, 48 hours on weekends and holidays)

For COVID-19 procedures in Fall 2020: Be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

Prerequisites/Corequisites
None

University Catalog Course Description
Explores the theory and practice of critical perspectives in education. Examines how issues of power, culture, and consciousness shape education, education systems, and educational research. Connects students' lived experiences with assumptions that govern dominant discourses in and around education.

Course Overview
This course explores critical perspectives in education as an avenue to developing understandings of how issues of power, culture, and consciousness shape education, education systems, and educational research. Students will consider teaching as a political act and examine the assumptions, actions, and outcomes of critical pedagogy. In concert with a deep reading of Paulo Freire, a foundational scholar in critical pedagogy, students will engage in consideration of a wide reach of critical scholars and perspectives. Dialogic methods and critical reflection will be used to promote critical perspectives as students develop their identities and praxis as teacher educators and researchers.

Learner Outcomes
This course is designed to enable students to do the following:
1. Engage with the work of foundational and modern critical theorists through deep and diverse reading and dialogue;
2. Examine the perspectives of critical theorists in education, including study of Critical Race Theory, LatCrit, DisCrit, and Feminist scholars;

3. Critically examine their own positionality and assumptions about education and its role in society;
4. Strengthen knowledge and understandings of key vocabulary and concepts of critical pedagogy;
5. Identify, analyze, and connect critical perspectives in research;
6. Develop their own critical praxis and pedagogy through dialogue and reflection.

Course Delivery Method
This course will be delivered using a seminar format, including such activities as:
1. Dialogue during class time and beyond class time,
2. Close and critical readings of course texts,
3. Class facilitation,
4. Independent reading and study in a research area of interest.

Professional Standards
Not applicable

Course Readings
Required Texts
Hinchey, P. H. (2010). *Finding freedom in the classroom: A practical introduction to critical theory* (7th ed.). Peter Lang.

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage.* Rowan & Littlefield.

Additional Required Readings (posted on BB)
Anzaldúa, G. (2012). How to tame a wild tongue, In *Borderlands: La frontera*. Aunt Lute.

Au, W. (2018). *A Marxist education: Learning to change the world*. (pp. 151-176). Haymarket Books.

Cervantes-Soon, C. (2012). Testimonios of life and learning in the borderlands: Subaltern Juárez girls speak. *Equity & Excellence in Education*, *45*(3), 373–391. https://doi.org/10.1080/10665684.2012.698182

Darder, A. (2018). Lived history. In *The student guide to Freire's pedagogy of the oppressed*. (pp. 1-21). Bloomsbury Publishing.

Delgado, R., & Stefancic, J. (2012). Power and the shape of knowledge. In *Critical race theory: An introduction*. (pp. 75-98). Dev Publishers.

Delpit, L. (2012). I don't like it when they don't say my name right: Why reforming can't mean whitening. In "*Multiplication is for white people*": *Raising expectations for other people's children* (pp.105-119). The New Press.

Du Bois, W.E.B. (1920) The souls of white folk. In *Darkwater: Voices from within the veil.* Harcourt, Brace, & Co.

Ellsworth, E. (1992). Why doesn't this feel empowering?: Working through repressive myths of critical pedagogy. In C. Luke, & J. Gore, (Eds.), *Feminisms and critical pedagogy* (pp.90-119). Routledge.

Freire, P. (1974). Education and conscientização. In *Education for critical consciousness* (37-78). Bloomsbury.

Giroux, H.A. (1988). Teachers as transformative intellectuals. In H.A. (Ed.), *Teachers as intellectuals: Toward a critical pedagogy of learning* (pp.121-128). Bergin & Garvey Publishers.

Jennings, M. E., & Lynn, M. (2005). The house that race built: Critical pedagogy, African-American education, and the re-conceptualization of a critical race pedagogy. *Educational Foundations*, *19*, 15-32.

Kohli, R. (2012). Racial pedagogy of the oppressed: Critical interracial dialogue for teachers of color. *Equity & Excellence in Education*, *45*(1), 181-196.

Ladson-Billings, G. (1997) I know why this doesn't feel empowering: A critical race analysis of critical pedagogy. In J.W. Fraser & P. Freire (Eds.), *Mentoring the mentor: A critical dialogue with Paulo Freire* (pp.127-141). Peter Lang.

Lather, P. (1994). The absent presence: Patriarchy, capitalism, and the nature of women's work. In L. Stone (Ed.), *The education feminism reader.* Routledge.

Niesz, T. (2006). Beneath the surface: Teacher subjectivities and the appropriation of critical pedagogies. *Equity & Excellence in Education*, *39*(4), 335–344. https://doi.org/10.1080/10665680600925139

Weiler, K. (2002). Rereading Paulo Freire. In *Feminist engagements* (pp. 75-96). Routledge.

Wheatley, M. J. (2009). Willing to be disturbed. In *Turning to one another: Simple conversations to restore hope in the future* (pp. 34-36). Berrett-Koehler Publishers.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education*, *8*(1), 69-91.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Course Assignments	Points
Course Engagement	25
Class Facilitation	15

Extended Communal Engagement Small Responses	20 (10 pts each)
Critical Study Critique	30
Personal Course Reflection	10
Total Points	**100**

1. Course Engagement (individual)

➢ In this course, we will strive to enact hooks' notion of classroom as a participatory space. Our goal is to connect to our personal realities and contexts in ways that move us beyond simplistic recounting to a dialogic analysis of intersectionalities, positionalities, and subjectivities. While there are many ways to participate within a learning community, your continued commitment to thoughtful and authentic dialogue is necessary for the benefit of our learning. We will negotiate various forms of participation as we create/affirm class norms.

➢ Recognizing that participation will take several forms, this is a dialogue-based course and so you are expected to consistently and actively engage with peers, readings, and activities. This includes engagement in weekly discussions during class time as well as consistent engagement with your critical friend group (CFG) for the Extended Communal Engagement assignment.

➢ Readings and weekly content should be integrated into dialogue and explicitly referenced in ways that go beyond superficial consideration of ideas and perspectives. Students are expected to ask questions, pose problems, consider new perspectives, surface assumptions, and re-examine frames of reference in ways that challenge their own thinking and that of their peers.

2. Class Facilitation (self-selected individual or group)

➢ The purpose of this assignment is to briefly explore more dimensions of critical theorists and critical pedagogies than the selected required texts can encompass. This assignment provides flexibility for individual students to explore specific research/theory interests and for the class as a collective to gain more familiarity with a wider range of theory/theorists.

➢ Students will select a key theorist from "foundational" critical pedagogy or a branch of critical pedagogy (Critical Race Theory, LatCrit, DisCrit, AsianCrit, or Feminist pedagogies) and schedule a date (week 7-10) to facilitate a discussion. The facilitator(s) will select a representative text of the author/theorist's work (e.g., an article, book chapter, or excerpt of a book chapter) to assign the class as a reading to anchor our conversation. The goal of our conversation is to both broaden and deepen our understanding of critical pedagogy, so a primary focus should be on key contributions, connections to other theorists/branches, critiques, and questions.

➢ The professor will provide a working/suggested list of theorists to consider from several branches of critical pedagogy. Again, as our goal is to develop a nuanced understanding of critical pedagogy, students will work with the professor to select theorists from a range of critical pedagogies so that many facets are represented in our conversations.

➢ Readings must be selected well in advance of the assigned date and posted for classmates at least 1 full week prior to the class meeting.

➢ Students are encouraged to work in groups of 2-3 on this assignment, although working individually is an option.

➢ Remember, this assignment is about *facilitating a dialogue*, it is <u>not</u> a presentation. The purpose is to support and promote your classmates' *learning*. Preparation for a high-quality dialogue includes an in-depth reading of the selected text and developing rich questions to initiate the conversation. Some guidance about facilitating dialogue can be found at the National School Reform Faculty site: https://nsrfharmony.org/protocols/ and the School Reform Initiative: https://www.schoolreforminitiative.org/protocols/.

➢ Following the facilitation, the group/individual should reflect on the experience. A co-constructed reflective narrative representing this reflective engagement is due the week following facilitation. One reflective narrative due for the group.

3. Extended Communal Engagement (assigned group)

➢ In broad terms, the Extended Communal Engagement (ECE) is envisioned as an ongoing dialogue between and among three students who will serve as each other's critical friends throughout the course. The purpose of the ECE assignment is to foster conscientization by offering space to engage deeply with the ideas of critical pedagogy, wrestle with the meaning of texts, question assumptions, and make connections to our lived experiences and research interests. In this way, the ECE will serve both as preparation for our in-class dialogues and as reflection upon them. *Conscientization* is a dynamic and fluid process, involving both individual and collaborative thinking. Some of this work toward conscientization will likely to take place during our class sessions, but a more systematic/regular place to engage in conversation with a critical friend group is important to the conscientization process. The ECE is a polyvocal place for reflection to allow the stone-turning of ideas and questions to further process/debrief/build on the content of the course as you wrestle together in your meaning-making.

➢ As a collaborative trio, each group will need to establish norms/expectations, as well as agree to the general form and timeline of their engagement with one another. Recognizing that dialogue is personal, demanding, work and that each of us has varied work-life commitments, the form of your ECE is flexible. Some possibilities might include: a shared Google document, discussion posts in Blackboard, virtual meetings (Zoom, Collaborate Ultra, Google Meet, etc.), Slack, Discord, Flipgrid, or another form that works for your group. Each group will submit their norms and plan to the professor.

➢ While your critical dialogue may be wide-ranging and flexible, it is expected that the group still remain committed to a tight focus on making meaning of critical perspectives in education. The professor will provide thinking prompts/questions as possible starters for each week's conversation.

➢ Groups will need to form and turn in their norms by **September 9th (Week 3)**.

➢ <u>Small Responses</u>: At two points in the semester (**Week 7: 10/7**) and **either Week 11 (11/4) or Week 12 (11/11)** students will submit individual small responses. These 2-3 page responses are an opportunity to represent the work of your critical friend group and consider how your ongoing dialogue is shaping your thinking. In this brief essay, you should summarize your peer dialogue, synthesize your own thinking, and connect to the course readings. Some questions to guide your reflection might include: How is the process of your dialogic critical friend group unfolding? What are some questions your

group is working through? How is your thinking related to course concepts developing? What assumptions, insights, or curiosities has either the content or the process of your critical friend group surfaced?

4. Critical Study Critique (individual)

➢ The purpose of this 10-12 page paper (not including references) is to connect critical perspectives to your area of interest to better understand how critical perspectives are taken up in research. The paper will consist of a mini literature review of several (5-8) articles and an in-depth critique of one article. All articles should be germane to your field of interest.

➢ <u>Mini Literature Review Section</u>: Read across 5-8 studies that claim a critical stance. The purpose of this section is to gain a general understanding, to situate critical theory/pedagogy within a research field. What does critical theory/critical pedagogy look like in your area of interest? How is it taken up and represented in research (both content and methodologically)? How has criticality developed or changed over time in this field? This section should be 5-6 pages in length.

➢ <u>In-depth Critique</u>: Select one article with which to engage and critique closely. Using insight gained from course readings, deconstruct the critical stances claimed in the framing of the study. In what ways does the research take up criticality? What further opportunities are available for the research to be critical? (e.g., What could the research do differently? How could the study be extended/added on to?) This section should be 5-6 pages in length.

5. Personal Course Reflection (individual)

➢ The purpose of this 3-4 page reflective essay is to draw together your learning and questions from the course, making sense of how the course is influencing your thinking, keeping in mind that "all roads lead to the dissertation."

➢ Draw heavily from course readings and your dialogic exchanges with critical friends (Extended Communal Engagement assignment) to synthesize your learning over the semester.

NOTE: APA 7th edition style is expected of all written work.

Grading

Grade	Points
A	95-100
A-	90-94
B+	86-89
B	83-85
B-	80-82
C	70-79
F	<70

Professional Dispositions
See https://cehd.gmu.edu/students/policies-procedures/

Critical Perspectives in Education Syllabus

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Schedule Date	Topic	Readings & Assignments
Week 1 8/26	Introduction to Course and Syllabus Creating class norms Beginning to examine positionality	Wheatley (2009) Hinchey Ch. 1
Week 2 9/2	Foundations of Critical Pedagogy: Understanding the Role of Hegemony and Critical Consciousness	Hinchey Ch. 2 Niesz (2006)
Week 3 9/9	Foundations of Critical Pedagogy: Rethinking Knowledge Production	Hinchey Ch. 3 & 4 Cervantes-Soon (2012) Anzaldua (2012) *Small group norms due*
Week 4 9/16	Foundations of Critical Pedagogy: Cultural Capital and Social Reproduction	Hinchey Ch. 5 & 6 Yosso (2005)
Week 5 9/23	Foundations of Critical Pedagogy: Critical Consciousness and Praxis	Hinchey Ch. 7 & 8 Giroux (1988)
Week 6 9/30	Introduction to Paulo Freire: Lived History, Context, and Philosophy	Au (2018) Darder (2018) Freire (1974) on Blackboard *Week 7 readings posted to BB*
Week 7 10/7	Freire's *Pedagogy of Freedom*	Freire Intro & Ch. 1 Additional theorist reading (posted by classmate) *Week 8 readings posted to BB* *Small Response #1 Due*
Week 8 10/14	Freire's *Pedagogy of Freedom*: Teaching is Characterized by Learning	Freire Ch. 2 Additional theorist reading (posted by classmate) *Week 9 readings posted to BB*
Week 9 10/21	Freire's *Pedagogy of Freedom*: Teaching is Creating Possibilities	Freire Ch. 3 Additional theorist reading (posted by classmate) *Week 10 readings posted to BB*

Week 10 10/28	Freire's *Pedagogy of Freedom*: Teaching is a Human Act	Freire Ch. 4 Additional theorist reading (posted by classmate)
Week 11 11/4	Critiques of Freirean Critical Pedagogy: Critical Race Theory	W.E.B. Du Bois (1920) Ladson-Billings (1997) Delgado & Stefancic (2012) ***Small Response #2 Due***
Week 12 11/11	Intersections of Critical Race Theory and Critical Pedagogy	Delpit (2012) Kohli (2012) Jennings & Lynn (2005) ***Small Response #2 Due (if not submitted in Week 11)***

Week 13 11/18	Engaged Pedagogy: Education as the Practice of Freedom & Freirean Critique	hooks intro, Ch. 1, & 2
		Choose two:
		    Ellsworth (1992)
		    Lather (1994)
		    Weiler (2002)

Week 14 11/25	**Thanksgiving Recess- No Class**	
Week 15 12/2	Engaged Pedagogy: Freire, Feminist Thought, and Class	hooks Ch. 4, 8, & 12 ***Critical Study Critique by 12/4***
Week 16		***Personal Course Reflection by 12/11***

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Key Scholars in Critical Pedagogies

The foundational scholars listed here come from Joe Kincheloe's (2008) *Critical Pedagogy Primer*. None of the lists compiled in any section are exhaustive and should be viewed as works in progress. Many of the scholars listed span several identities and are listed under more than one branch of critical pedagogy/theory.

"Foundational" Critical Scholars/Theorists
W.E.B. Du Bois
Antonio Gramsci
Lev Vygotsky
Stanley Aronowitz
Henry Giroux
Michael Apple
bell hooks
Donaldo Macedo
Peter McLaren
Ira Shor
Jesus Gomez
Ramon Flecha
Deborah Britzman
Philip Wexler
Patti Lather
Antonia Darder
John Willinsky
Shirley Steinberg
Ana Cruz
Joe Kincheloe

Critical Race Theory Scholars/Theorists
W.E.B. Du Bois
Gloria Ladson-Billings
William Tate
Daniel Solorzano
Adrienne Dixson
Celia Rousseau-Anderson (also Celia Rousseau)
Laurence Parker
Marvin Lynn
Tara Yosso

LatCrit Scholars/Theorists
Antonia Darder
Daniel Solorzano
Tara Yosso
Dolores Delgado Bernal
Adriana Hernandez
Sofia Villenas

Lindsay Perez-Huber

DisCrit Scholars/Theorists
David Connor
Subini Annamma
Beth Ferri
Christopher Bell
Adrienne Asch
Fiona Kumari Campbell
Anastasia Siasidou
D. Kim Reid
Frederico Waitoller

Feminist Pedagogy Scholars/Theorists
bell hooks
Patti Lather
Jennifer Gore
Elizabeth Ellsworth
Janet Miller
Patricia Hill Collins
Kimberlé Crenshaw
Kathleen Weiler

Class Facilitation Rubric

	Accomplished	*Basic*	*Unsatisfactory*
Assigned Reading(s)	At least one reading is assigned on time; reading represents key tenets of the theorist's and associated theory's perspective; reading challenges and extends our understanding of the perspective; reading is used to anchor the class dialogue	Reading is assigned but may be assigned late; reading represents tenets of the theorist and associated theory's perspective; reading is used during facilitation but not centrally	Reading may not be assigned on time; reading may not be representative of the theorist or theory's perspective; reading may not be utilized in facilitation; reading may not add anything substantive to our understanding
Facilitation of Dialogue	Facilitation is designed to be active; Includes robust attention to key contributions, connections to other theorists/branches, and critiques; offers opportunity for class to engage with rich questions (both offered and created); varied questions/ materials/ activities are used to engage class with topic perspective; connects to other reading(s) for the week as appropriate; offers opportunity to engage with the theorist and perspective in multiple ways/from multiple angles	Facilitation is somewhat active; May include attention to 1-2 but not all elements: key contributions, connections, critiques; questions are posed but opportunities for class to recognize and pose own questions may be limited; may be structured heavily in presentation	Facilitation is not active; may not attend to elements (key contributions, connections, critiques) at all or very superficially; may be little opportunity to engage with the theorist or theory in substantive ways
Reflection on facilitation	Reflective narrative is the result of group debrief and reflective conversation; Clearly reflects on and identifies surprises (what didn't go as expected), affirmations, successes, challenges to	Reflective narrative demonstrates group reflection on facilitation; may be limited in some areas noted in the Accomplished column, but reflection is mostly strong; may	Reflective narrative may not be submitted, or be severely limited in most areas; may not demonstrate reflection at all, but rather presents a summary of the class session

	class facilitation; Explores what the group might alter the next time, how they may further challenge and/or affirm class thinking; presents rationale for why particular instructional decisions were made and analyzes their outcomes.	be limited in discussion of decision rationales and outcomes;	

Course Engagement Rubric

	Accomplished	*Basic*	*Unsatisfactory*
Class session weekly engagement	ALL scheduled class sessions are attended and on time; ALL asynchronous work is completed. ALL tasks for ALL weeks are completed on time and demonstrate thoughtfulness; Prepared for class each week having read, taken personal notes, and completed any assigned tasks in preparation for class; Actively engaged with peers and instructor during synchronous classes and asynchronous opportunities; Demonstrates professionalism in all communications with professor and peers; If a class session needed to be missed, prior communication with the professor was initiated and assigned tasks attended to	May have missed one class session with no prior communication with professor; Attended all other scheduled synchronous class sessions and on time; ALL asynchronous work is completed. MOST tasks for ALL weeks are completed on time and demonstrate thoughtfulness; Generally prepared for class each week having read, taken personal notes, and completed any assigned tasks in preparation for class; Engaged with peers and instructor during synchronous classes and asynchronous opportunities, but may have done so exclusively passively; Demonstrates professionalism in all communications with professor and peers	May have missed two or more class sessions with or without prior communication with professor. VERY FEW tasks are completed on time and/or may typically demonstrate underpreparedness; May not have engaged with peers and instructor during synchronous classes and asynchronous opportunities, or did so exceedingly limitedly; May not demonstrate professionalism in communications with professor and peers

ECE Engagement	Small group engagement with peers is consistently active; mental presence is evident; all scheduled meetings are attended and on time; engagement with peers goes beyond superficial consideration of ideas and perspectives to pose questions and offer new connections and perspectives; consistently works to support and challenge their own thinking and that of their peers.	Small group engagement with peers is mostly active; mental presence is mostly consistent; most scheduled meetings are attended and on time; engagement with peers typically goes beyond superficial consideration of ideas and perspectives to pose questions and offer new connections and perspectives; inconsistently works to support and challenge their own thinking and that of their peers.	Small group engagement with peers may not occur, or does so inconsistently or exceedingly limitedly; scheduled meetings may not be attended on time or with mental presence; engagement with peers may not go beyond superficial consideration of ideas and perspectives; may not make effort to support and challenge their own thinking and that of their peers.

Extended Communal Engagement Small Response Rubric

*Note: Your actual engagement with your critical friends will be represented in your course engagement grade. This rubric is for the submission of your small responses.

*Note: These rubric rows do not need to be addressed separately in your small response. It might make more sense to address these elements interconnectedly in your essay.

	Accomplished	*Basic*	*Unsatisfactory*
Summary of group dialogue	Concise summary of high points of conversations included (does not mean play-by-play meeting notes); includes identification of meetings dates/times and locations/ mediums	Summary of high-points of conversations included, though summary may either be overly long or very brief; includes identification of meetings dates/times and locations/ mediums	There may be no summary of conversations or the evidence of conversations may be exceedingly limited; there may be no identification of meetings
Synthesis of individual thinking	Thoughtfully articulated synthesis that demonstrates development of thinking over time and space; includes questions that have been raised and explored as a group and those that still remain; evidence that assumptions have been/are being examined in concert with peers	Synthesis demonstrates some development of thinking but evidence/discussion of one's thinking may be limited; There may be some but not much evidence of reflection on assumptions with others	One's thinking as an influence and outcome of the ECE may be missing, or may be exceedingly limited; Attention to one's assumptions and/or those of the group may be missing
Connections to course material	Course material is centrally utilized; evidence that course readings are foundational to group dialogue	There is evidence that course material is utilized, but it may not be central to the dialogue or to the response	Course material, including readings, may be missing or utilized sparingly

Quality of writing	The writing is clear. The logic of the argument flows easily. APA guidelines are closely followed and few errors are evident.	The writing is inconsistent with periodic episodes of clarity and logic. APA guidelines are not closely followed.	The writing lacks a clear and convincing tone. APA guidelines are not closely followed.

Critical Study Rubric

	Accomplished	*Basic*	*Unsatisfactory*
Situate criticality within field	Paper clearly and with detail represents how critical perspectives are addressed/applied in their interest area; there is a clear emphasis on examining research from and for a critical perspective	Paper represents how critical perspectives are taken up in their field, but may not do so with a knowing level of detail; there may be vague references to research positions/perspectives of a critical nature	Paper does not adequately represent critical perspectives in one's interest area, or critical perspectives may be grossly mis-explained/ misused.
Literature review	The literature review is well-integrated with the logic within each set of studies tight and the transitions from one theme or set of studies to another clearly drawn	The literature review is "reportorial" i.e., a mechanical listing and description of each study, and may not represent the creation of a coherent "whole" that is tightly supportive of the problem/ question	The literature review is vague with global citations that may not describe the studies with enough clarity for the reader to see the argument being made
Selection of in-depth study	Selected article is robustly critiqued from multiple angles and perspectives; critical stance adopted is deconstructed; course readings are well utilized to support critique; further opportunities to strengthen the article's use of critical perspective are identified (e.g., through the research methods, in literature analysis, how findings are interpreted, how problem is conceptualized, significance, etc.)	Selected article is critiqued but critique may be limited in scope; course readings are utilized, but their use may be limited; further opportunities to strengthen the article are noted, but may not be well described	Selected article may be summarized rather than critiqued; course readings may be very limited in use or not used at all; may be no mention of how to strengthen the critical perspective of the article

Quality of writing	The writing is clear. The logic of the argument flows easily. APA guidelines are closely followed and few errors are evident.	The writing is inconsistent with periodic episodes of clarity and logic. APA guidelines are not closely followed.	The writing lacks a clear and convincing tone. APA guidelines are not closely followed.

Personal Course Reflection Rubric

	Accomplished	*Basic*	*Unsatisfactory*
Implications & impact	Essay clearly explores the implications and impact of the course on their learning and future research and teaching actions/directions; this includes how the course content fits into and/or expands their pre-existing knowledge regarding critical perspectives in their field of interest and personal/professional thinking	Essay explores implications and impact of the course but may be limited in scope and detail; there may be limited attention to pre-existing knowledges and thinking; there is attention to critical perspectives in their field, but may be limited attention to future engagement with critical perspectives	Essay may not explore implications and impact of the course on their learning, or may do so very vaguely; there may be no attention to pre-existing knowledges or thinking; what is presented may misrepresent critical perspectives
Connections to course readings	Course readings are heavily and well utilized; course themes are well synthesized and supported via the readings	Course readings are explicitly utilized, but there may be challenges in their usefulness or appropriateness	Course readings may not be used or used very limitedly; readings may not be used appropriately to support points
Connections to ECE	Essay draws on and well connects to ECE to articulate course learnings and processes	Essay connects to ECE, but not in substantive ways in relation to one's learning	Essay may not draw on/connect to ECE at all
Quality of Writing	The writing is clear. The logic of the argument flows easily. APA guidelines are closely followed and few errors are evident.	The writing is inconsistent with periodic episodes of clarity and logic. APA guidelines are not closely followed.	The writing lacks a clear and convincing tone. APA guidelines are not closely followed.