

George Mason University
College of Education & Human Development (CEHD)
School of Education
EDUC 800 DL5 -Ways of Knowing – 3 credits
Online - Fall 2020

Professor

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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.

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.

No Prerequisites – admission to the PhD program or permission of instructor

Course Delivery

This course will be delivered online (76% or more) using a synchronous/asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available prior to the start of the Fall 2020 semester.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom/web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>

- Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:** Our week will start on Tuesday, and finish on Monday but each week you will receive a communication from me on Sun-Monday outlining the week's plan. This is a CRITICAL email with specific requests and tasks, please ensure you read it carefully. .
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.
- **Phones** - Please note that phones are not appropriate for use to access BB in this class.

LEARNER OUTCOMES/OBJECTIVES:

As a result of this course, students participating 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 ability 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, it is intended that 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

Court, D. (2020). *A Brief History of Knowledge for Social Science Researchers: Before Method*. Routledge.

Thomson, P. and Walker, M. (Eds.). (2010). *The Routledge Doctoral Student's Companion*. Routledge.

The Routledge Doctoral Student's Companion is available as an ebook through the library: (Proquest ebook) The link is: https://wrlc-gm.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=12854939270004105&institutionId=4105&customerId=4100

We also own the *Brief History of Knowledge for Social Science Researchers: Before Method* as an ebook (Taylor & Francis ebook): The link is https://wrlc-gm.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=12854939210004105&institutionId=4105&customerId=4100

Both have unlimited simultaneous users. For the Proquest book, users would have to use Proquest's software to download the entire book for up to 21 days. Alternatively they could download up to 111 pages of it as a PDF using no software. Any number of users can do either of these things at the same time. For the T&F book, students can download the whole book as a PDF, and there are no limits on the number of users who may do that. You may also purchase these if you wish.

Other readings will be accessed through our course Blackboard site at: <https://mymasonportal.gmu.edu/>

Recommended Text

American Psychological Association. (2020). *Publication Manual* (7th ed.). Author: Washington, DC.

If your field of study requires a different style manual, please notify your instructor at the beginning of class.

NETIQUETTE

As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

MASON POLICIES and RESOURCES FOR STUDENTS

GMU Policies and Resources for Students

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

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/>.

Recommended: Course Materials and Student Privacy

- Videorecordings of class meetings that are shared only with the instructors and students officially enrolled in a class do not violate FERPA or any other privacy expectation.
- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Videorecordings of class meetings that include audio or visual information from other students are private and must not be shared
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values>]

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, Social Justice, Research Based Practices and Innovation.

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

COURSE REQUIREMENTS AND ASSIGNMENTS

Course Expectations for all students:

Each Tuesday, I will be posting an announcement on Blackboard that will also be emailed to you. **These weekly emails are VERY important for your success in the course.** Material will be suggested to you for readings, general observations from your BB posts will be shared, and deadlines and mini-assignments that are part of your grade will be provided. **Please ensure that you are RECEIVING and READING these emails each week.** I am definitely stressing this point because I have found the rare student does neither and then is quite upset that they didn't know what was going on.

1. **Attendance:** Unexcused absences will be reflected as a deduction in your class participation grade. If you find you must miss a week, , please contact the professor *in advance* and arrange for information lost due to your absence. **IF YOU WILL BE MISSING MORE THAN ONE WEEK, PLEASE RECONSIDER TAKING THE CLASS AT THIS TIME.**
2. **Tardiness:** Prompt arrival for the beginning of class is expected. Early departures are considered part of class attendance as an absence unless approved by the instructor.
3. **Participation:** Each student is expected to complete all the assigned readings *before* the assigned class and participate actively in discussions. It is expected that each student will be attuned to and respectful of group dynamics to ensure the active participation of all in the class.
4. **Absence:** If you must miss a class, you are responsible for notifying me (in advance) and for completing any assignments, or readings, before the start of the next class. Only absences identified in the Mason catalog will be considered excused; other absences will be reflected as part of your participation grade. *If you anticipate being absent for two or more classes, you should reconsider taking this class at another time*
5. **Assignments:** All assignments must be completed in MS Word and sent to your professor as an email attachment or posted on Blackboard, as requirements indicate, **on their due date.** *Late assignments will not be accepted without making prior arrangements with your professor.*

Course Delivery. 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 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*
- *Blackboard* web-based course management system to extend classroom learning and foster personal and collaborative reflection.

My teaching style revolves around dialogic interaction. It is expected that *you will read in advance of class* and continue to try to find the bigger picture as you learn to sort through the findings as you move from one author/study to the next. In addition to classroom attendance and participation, you are expected to participate fully in whole class and small group discussions, group, pair and individual projects, internet research, analyses of case studies and reflections on practice.

COURSE ASSIGNMENTS

	<i>Points</i>
Participation & Professionalism	30
Journal Reflections (4)	20
Project on New Way of Knowing	40
Closing Reflection on Ways of Knowing	10
<i>Total Points</i>	100

Participation & Professionalism (30%)

We will be meeting 6 times this semester at our scheduled time of a face to face class which is 7:20-10:00 pm. These dates are – Aug 25, September 8, September 22, October 20, November 10, November 17, and December 1. We will meet in a Zoom Classroom, and the link will be shared via your GMU email the first week of class.

The rest of the course will be made up of weekly activities that will be shared every week. Your participation in these is critical to your success in this course.

Students will be asked to work individually or in small groups in class throughout the semester. Students may also be asked to participate in online Blackboard Discussions outside of class time. Because of the importance of lecture and discussion to your total learning experience, you are strongly encouraged to 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 efforts are essential. These elements will reflect the professional attitude implied in the course goals and will account for 30% of your course grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

Journal Reflection Papers (4 × 5 = 20%)

You are encouraged to make time to reflect on weekly readings, class activities and class discussions. You will write four reflection papers as noted in the class schedule, turned in by the beginning of the class on the date we will discuss the topic. These reflections are designed to capture your growth and understanding of each way of knowing as you proceed through the course. Reflections are about the content of the course and cannot be submitted in advance of the appropriate discussion.

The intent of these brief papers (2 pages, double-spaced) is to help you become thoughtful and analytic about

some rather conceptual, and sometimes complex, course content. You should look upon these papers as an opportunity to engage me in discussion as you grow over the semester. They are also exercises in concise writing so please keep to the two pages.

Project on a New Way of Knowing (40%)

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, or 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 required.

Project Components:

Outline (5 points). As part of the development of your paper, please submit via email, a one-page description of your proposed project so we can agree early in the semester no later than the seventh 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?

Peer Review (8 points) – At two points in the semester you will be working with a peer to share feedback – more details will be provided in class.

Paper (20 points) - *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 scoring rubric overview attached)

Multi-Media presentations (7 points) - As part of your final work in this class you will present your NWOK as a multi-media presentation. More details will be provided later.

Closing Reflection on Ways of Knowing (10%)

You will 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 you to connect course material to your own experiences and to analyze the course readings critically. The course outline lists specific assignments for the journal reflections. For this final 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 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 study? For your scholarly work?

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. **Since this is a reflection, complete APA format is not required.**

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

Grading Scale:

At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The system for grading graduate courses is as follows:

Grade	GRADING	Graduate Courses
A+	100	Highly Satisfactory / Passing
A	94-99	Satisfactory / Passing
A-	90-93	Satisfactory / Passing
B+	85-89	Satisfactory / Passing
B	80-84	Satisfactory / Passing
C	70-79	Does not meet requirements of the Graduate School of Education
F	<69	Does not meet requirements of the Graduate School of Education

In order to receive an A+ in this course all participation, assignments and discussion must be at the very highest level and represent the highest level of discourse for a PhD program.

**Schedule of Readings and Assignments
Fall 2020**

Readings focus on the content of the class, but part of the class will also focus on the socialization, expectations and culture of doctoral student life. Sometime will be dedicated to support you in better understanding this journey. The Routledge book has readings that support that aspect of the course.

Class Date for Synch Meetings (Purple denotes a meeting day)	Class Week for Asynchronous meetings	COURSE TOPIC AND READINGS	DUE DATES
Week 1 August 25	August 25-31	Class Focus - Introduction: How do we know? <ul style="list-style-type: none"> • How to be a Successful Doctoral Student (Bb) • Challenges of Becoming A Scholar (2012, Bb) • Ellerton, How do you know what you know is true? (Bb) 	

Week 2 September 1	Sept 1-7	Class Focus - A historical perspective Court, Chapters 1-4 Routledge Handbook - 1	
September 8	Sept 8-14	Class Focus - History catching up to current times Court, Chapters 5-8 Routledge Handbook - 2-3	
September 15	Sept 15-21	Class Focus - Measurement and Science as ways of knowing Kuhn, in two parts (pp1-110) Stone, Numbers Routledge Handbook - 4	Reflection 1
September 22	Sept 22-28	Class Focus - Movement from Matter to Mind Descartes, <i>Meditations on First Philosophy</i> (pp1-54) Lopez-Alvarado, Educational Research: Education Purposes, The Nature of Knowledge and Ethical Issues Routledge Handbook - 5-7	
September 29	Sept 29-Oct 5	Class Focus - Culture and action in education research Dewey, <i>The Theory of Inquiry</i> Bruner, <i>The Culture of Education</i> , Chapters 1,5,6 Freire, <i>Pedagogy of The Oppressed</i> , Chapter 1	NWOK Outline due
October 6	Oct 5-12	Class Focus - Revolution as a way of knowing Rose, On Reflection (Chapter 2) hooks, <i>Black Looks: Race and Representation</i> (Introduction & Chapter 3) Routledge Handbook - 9 and 11	Reflection 2
October 13	Oct 13-19	Fall Break week	
October 20	Oct 20-26	Class Focus - Criticality in knowing Kellner, <i>Toward A Critical Theory of Education</i> Bernal, <i>Critical race Theory...</i>	Reflection 3
October 27	Oct 27-Nov2	Class Focus - Rethinking how we know what we know Said, <i>Orientalism</i> (Introduction & Chapter 1) Gupta & Ferguson, <i>Beyond 'Culture': Space, Identify and the Politics of Difference</i>	Peer review 1
November 3	Nov 3-19	Class Focus - Chaos and Complexity in Knowing Wheatley, <i>Chaos & Complexity: What Can Science Teach</i>	Reflection 4

		Hutchinson , New Complexity Theories: From Theoretical Innovation to Doctrinal Reform Walby , Complexity Theory, Systems Theory, and Multiple intersecting social inequalities	
November 10	Nov 10-16	Class Focus - Knowing in different ways Maxwell , Paradigms or Toolkits Becker , Evidence (Chapters 1 & 2) Valentine , Theorizing Researching Intersectionality	Peer Review 2
November 17	Nov 17-23	Class Focus - Subversive knowing Patel 2019 <i>Fugitive practices: Learning in a Settler Colony</i> . Artiles 2019 - Reinvisioning equity research Shah & Anderson, 2020 - Feminist ontologies	NWOK Media Presentations
November 24	Nov 24-30	Thanksgiving week - No readings - No postings.	
December 1	Dec 1-6	Class Focus - Wrapping up Routledge Handbook - 23, 27 and 31	NWOK paper due -Dec 1 Closing Reflection - Dec 5

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.

<p>Language and Writing</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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