

George Mason University
College of Education & Human Development (CEHD)
School of Education
EDUC 800 005 -Ways of Knowing – CRN 81641
3 credits
Tuesday August 23 – December 4
4:30-7:10 Horizon Hall, Room 4016

Professor

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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, we seek 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

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.
- *Critical Friend Study Groups* – to foster collaboration, critical feedback and deepen understandings of the material.

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 attendance and participation as well as online interactions, 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. It has been our experience that students with higher levels of engagement are the most successful in EDUC 800 and in the PhD program.

LEARNER OUTCOMES:

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.

Course Expectations

This course will be delivered in a blended format face-to-face and online 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 2022.

Expectations

- Course Week: Our class will meet on Tuesdays 4:30-7:10 during the week. We have some sessions that are **asynchronous** and our week will start on Tuesday, and finish on Monday (additional information will be posted to Bb)
- Each week you will receive a communication from me by Monday outlining the week's plan. This is a CRITICAL email with specific requests and tasks, please ensure you read it carefully. If you have questions, please ask.
- 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. I recommend checking in at least **3 times** per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes reading all assignments one week in advance viewing all course

materials, completing course activities and assignments, and participating in course discussions and group interactions. Active and informed participation is a critical part of your grade.

- **Technical Competence:** Students who are unfamiliar with Bb should make time to take the online tutorial before the beginning of class. <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- All students can request a Zoom account from ITU, <https://its.gmu.edu/> to facilitate online communication with one another and with the instructor.
- **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.
- **Writing Support:** Mastery of academic writing is a process, the APA Manual (required) is your style guide in terms of composition, format, requirements of various types of writing found in this course and throughout the PhD program. **APA provides a tutorial on the requirements (see our Bb: Library Resources).** *If APA is new to you I strongly recommend you complete the tutorial before the class begins.* Mastery of APA requirements at the *professional level* is required in the PhD program.
- **Mason Writing Center:** EDUC 800 is not designed to teach you to write academically. There are services provided through the Mason Writing Center, <https://writingcenter.gmu.edu/about-the-wc>, in support of your writing development. You do need to plan ahead and make an appointment if you need support.
- **Course Environment:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment or misspoken in class 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. I will work closely with GMU Disabilities Services to make the course accessible to you.

Technical Requirements

To participate in the online aspects of 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 (recommended)
- 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/
 - **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.**

REQUIRED TEXTS/ RELATED READINGS

Available via Bb:

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.

Other readings will be accessed through our course Blackboard site at:

<https://mymasonportal.gmu.edu/>

Required 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. All students are expected to master APA or the style manual of their discipline both in terms of citations and in style of writing.

MASON POLICIES and RESOURCES FOR STUDENTS

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/> .

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/policies-procedures/>

COURSE REQUIREMENTS AND ASSIGNMENTS

Course Expectations for all students:

Each Monday, 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/discussions 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.** All correspondence goes only to your Mason email account. 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. **Participation:** Each student is expected to complete all the assigned readings **before** the assigned class and participate actively in discussions. Students are expected to give specific examples from their readings in support of their participation. 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
3. **Tardiness:** Prompt arrival for the beginning of our class is expected. Early departures are considered part of class attendance as an absence unless approved by the instructor. For asynchronous weeks failure to post, respond or complete activities during a week is considered an unexcused absence; tardiness is failure to post until late in the week (think Sunday) which means no dialogue can be promoted. **Unexcused absences or tardiness will have a significant impact on your grade.**
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 a deduction from your participation grade. *If you anticipate being absent for one or more classes, you should reconsider taking this class at another time*
5. **Assignments:** All assignments must be completed in MS Word submitted 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. Files sent as PDF or without your name included will not be accepted.*

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 |
| Total Points | 100 |

Participation & Professionalism (30%)

Students will be asked to work individually or in small groups in class throughout the semester. Students will also be asked to participate in additional online Blackboard Discussions, study groups and activities throughout the week. Because of the importance of readings, discussions, and activities 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 the class.

Graduate classes typically require 8-12 hours of preparation, reading and analysis time outside of the class session. We will be meeting Tuesdays 4:30-7:10 with additional assigned discussions or activities throughout the week. All classes are usually 2.5 hours and you should reserve 8-12 hours for reading, preparation and activities required for the course. It is very important to set a calendar and to manage your time well in the PhD program.

Attendance, timeliness, 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. Actively engaging with others in the class, modeling professional inquiry-based learning and engaging in self-examination as well as professional research are all part of this participation grade in this course.

Journal Reflection Papers (4 x 5 = 20%) Due As Noted (9/20, 9/26, 10/11,10/23)

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 and topic identified through the Assignments link. 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, connections between readings and your thinking;* prompts are in the Journal section of Bb 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. Journal reflections are personal demonstration of your understandings and do not use APA format unless you are referencing within the body of the reflection.

You will use these 4 formal reflections along with your personal reflections (kept throughout the course) and your Db posts to construct your final Closing Reflection Paper at the end of the course. As a researcher it is important to learn how to capture your thinking, note important ideas and document resources this is the beginning of that process.

Project on a New Way of Knowing (40%)

As we near the end of the course you will 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 3500-4000 words not including references) that explains how this approach a new way of knowing for you. The NWOK process is a recursive process with each component building upon the other so that in each iteration you add new ideas, correct misperceptions and improve on the final paper you submit. Each component should be used to connect to the final paper you submit and should not be considered as separate assignments. This mirrors the ways in which you will work as a researcher and in your dissertation process as you engage in dialogue about your research questions, ideas, methods in the future. 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 October 10th. The outline should address the following questions:

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

Peer Review (8 points) – later in the term you will be working with a peer to share critical feedback – more details will be provided in class (Week November 1-8th)

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. (Due posted November 22nd, peer reviews 22-27th)

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, ability to compare to your understandings at the beginning of the course, a demonstrated understanding of the implications for research, and clear organization and writing (*see scoring rubric overview attached*) (Due December 4th)

Closing Reflection on Ways of Knowing (10%) – Due December 1st

You will maintain regular reflective writings (above) that are both reflective and analytic in nature. The overall purpose is to use informal and formal 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 **Using the four formal reflections, your personal reflections and your Db posts construct an essay that looks across the semester and addresses the guiding questions:**

1. How would you describe 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? How would you describe the evolution of your current way of knowing?
4. 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, appropriate citations of journal entries (formal/informal) and Db posts, 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. PDF or files without your name on them will not be accepted.

Format Example: Reflection #1 first initial. Last name

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.

Tentative Schedule of Readings & Assignments
Fall 2022

This course is a combination of content and skills you will need for your doctoral program along with socialization into the process of becoming a doctoral student at Mason. This means we will discuss expectations and the culture of the doctoral program as well as the more typical assignments, activities and readings. As will be the case throughout the program the more involved you are with the content and process; the more successful you will be.

All readings should be completed prior to the week they appear on the schedule; we will be using the articles in class for discussion, activities and individual/group assignments. All readings are available by week on Bb. Some readings are much longer than others so plan accordingly. Assignments are due to Bb the night of class before class begins at 4:30 on Tuesdays unless otherwise noted. The schedule may be changed by the instructor based on the needs of the class and/or at the direction of the University; as possible, ample notice will be given.

Please read the weekly letter that will be emailed to you by Monday – it will note any required changes or reminders for the week. It is very important to read this weekly. On the schedule – highlighted in **YELLOW** are days we will meet face-to-face 4:30-7:10 Tuesdays; weeks that are highlighted in **BLUE** are asynchronous weeks where you will be engaged from Tuesday-Monday with your study group or other assignments as noted. This is not a self-paced course, your daily/weekly active engagement is required throughout the semester.

| Class Date | Course Topic and Readings | Assignments/ Due Date |
|---|---|---|
| Week 1: August 23 | <p>Class Focus - Introduction: How do we know?</p> <ul style="list-style-type: none"> • How to be a Successful Doctoral Student (Bb) • Schmidt/Hansson (2018). Doctoral Students Well Being <p>Ellerton: How do you know what you know is true?</p> | <p>Personal Goal Statement to bshaklee@gmu.edu August 28th</p> <p>Study Group Assignments</p> |
| Week 2: August 30 | <p>Class Focus - A historical perspective</p> <p>Court, Chapters 1-4</p> | Mind Map I – the process |
| <p>Week 3 September 5/6</p> <p>Labor Day GMU Closed NO F2F CLASSES</p> | <p>Class Focus - History catching up to contemporary times</p> <p>Watch: David James How to Get Clear</p> <p>Court, Chapters 5-8</p> <p>Thomson & Walker Handbook pgs 31–51</p> | Study Group Required |

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| <p>Week 4: September 13</p> | <p>Class Focus - Movement from Matter to Mind as ways of knowing</p> <p>Descartes, Meditations on First Philosophy (pp 1-45) “Doubt”</p> <p>Introduction to Descartes Method: 4 Rules https://faustoaarya.wordpress.com/2010/11/10/introduction-to-descartess-method-4-rules/</p> <p>Thomson & Walker Handbook – pgs 52-67</p> <p>Rose, On Reflection (Chapter 2) Taggart’s Levels of Reflection How to Write a Reflective Essay Writing your journal reflections assignments</p> | <p>Journal Reflection #1 Open Bb</p> <p>Mind Map I – first draft due</p> |
| <p>Week 5: September 20</p> | <p>Class Focus - Measurement and Science as ways of knowing</p> <ul style="list-style-type: none"> • Kuhn: An Update on <u>The Structure of Scientific Revolutions</u>,” Shift Happens” • Stone 2020 Ch 1 + video from cspan: https://www.c-span.org/video/?476967-1/after-words-deborah-stone <p>Lopez-Alvarado, <i>Educational Research: Education Purposes, The Nature of Knowledge and Ethical Issues</i></p> <p>Thomson & Walker Handbook – 9</p> | <p>Journal Reflection #1 DUE Before 4:30</p> <p>Study Group Required</p> |
| <p>Week 6: September 27</p> | <p>Class Focus - Culture and action in education research</p> <p>John Dewey: https://www.neh.gov/article/john-dewey-portrait-progressive-thinker</p> <ul style="list-style-type: none"> • Neubert, S. et. al. 2009: <i>Pragmatism, constructivism and the Theory of Culture</i> • Kaushik & Walsh (2019): <i>Pragmatism as a Research Paradigm</i> | |

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| | <p>On Jerome Bruner, Culture Mind & Education: Takaya 2008 <i>Jerome Brunner's Theory of Education</i></p> <ul style="list-style-type: none"> • View : “The Anatomy of Trust” • Thomson & Walker Handbook - 12 | |
| <p>Week 7: October 4</p> | <p>Class Focus - Revolution as a way of knowing</p> <p>Freire, Pedagogy of The Oppressed, Chapter 1 View: <i>Seeing Through Paolo's Glasses</i> hooks, Black Looks: Race and Representation (Introduction & Chapter 3) West, C. <i>The dilemma of the Black Intellectual</i></p> | <p>NWOK Outline due to bshaklee@gmu.edu by Sunday October 9th.</p> |
| <p>Week 8: October 10/11</p> <p>GMU FALL BREAK NO F2F CLASSES</p> | <p>Class Focus - Rethinking how we know what we know</p> <p>Gupta & Ferguson, Beyond ‘Culture’: Space, Identity and the Politics of Difference</p> <p>Patel 2019 <i>Fugitive practices: Learning in a Settler Colony</i></p> <p>Said, Orientalism (Introduction & Chapter 1)</p> <p>View: <i>The Archeology of the Self</i></p> | <p>Journal Reflection #3 Bb</p> <p>Study Group Required</p> |
| <p>Week 9: October 18</p> | <p>Class Focus - Criticality as a theory in knowing</p> <p>Nichols & Allen Brown (2001) <i>Critical Theory and Educational Technology</i></p> <p>Annamma et. al (2014) <i>Dis/ability critical race studies(DisCrit): theorizing at the intersections of race and dis/ability</i></p> <p>Bernal (2002), <i>Critical Race Theory, Latino Critical Theory...</i></p> | |
| <p>Week 10: October 25</p> | <p>Class Focus: Criticality as a theory of knowing continued</p> <p>Allen, 2022 <i>Feminist Theory, method and praxis</i></p> | <p>Journal Reflection #4 DUE</p> |

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|---|---|--|
| | <p>Delgado & Stefancic (2005), <i>The Derrick Bell Reader: Introduction</i></p> <p>Lin (2022) <i>Exposing the chameleon-like nature of racism: a multidisciplinary look at critical race theory in higher education</i></p> | |
| <p>Week 11: Oct 31/1st</p> <p>No Class Session</p> | <p>Class Focus NWOK Draft Review Guidelines for Critical Friends Peer Review Guidelines</p> | <p>Peer Review due to bshaklee@gmu.edu November 6th</p> |
| <p>Week 12: Nov.8</p> | <p>Class Focus - Rethinking equity and intersectionality</p> <p>Hill Collins (2019) <i>Intersectionality as Critical Social Theory</i></p> <p>Valentine, <i>Theorizing Researching Intersectionality</i></p> <p>K. Crenshaw – “Race, Gender, Inequality & Intersectionality” https://www.youtube.com/watch?v=KNKbGFoYC1Q</p> | |
| <p>Week 13: November 15</p> | <p>Class Focus - Subversive knowing</p> <p>Artiles 2019 – <i>Re-invisioning equity research</i></p> <p>Caraballo, Lozenski, Lyiscott & Morrell (2017) – <i>YPAR and Critical Epistemologies: Rethinking Education Research</i></p> | <p>Mind Map II Due in class</p> |
| <p>Week 14: November 21/22</p> <p>No Class Session</p> | <p>Virtual review of NWOK Media Presentations</p> <p>Appointments w Dr. S</p> | <p>Media Presentation Due November 22</p> <p>Db Feedback Required on 2 Media Presentations November 27th</p> |
| <p>Week 15: Nov. 29</p> | <p>Class Focus: Wrapping Up</p> <p>The future of Education Research https://www.edweek.org/teaching-learning/opinion-the-past-and-future-of-education-research/2022/02</p> <p>Building Researcher Resilience</p> | <p>Closing Reflection Due December 1st Final NWOK Paper Due December 4rd.</p> |

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 | The new way of knowing is somewhat identified and/or its historical | The new way of knowing is clearly identified and its historical | The new way of knowing is clearly identified; its historical roots are 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 | 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 explained 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 | 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 | The nature of the research questions this way of knowing has been used to explore are included and described clearly with | The nature of the research questions this way of knowing has been used to explore are included and described clearly and robustly; they are described with relevant examples |

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| 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 the old way of knowing and the new way of knowing. |
| Closing Summary/Reflection | Summary and closing reflection are absent | Includes a summary for the paper but little or no connection to what was learned; little or no reflection | Includes a summary for the paper and some description of your deeper learning from this assignment | Describes clearly what you've learned from the assignment; shows critical reflection and connection to future research |
| Resources | Minimal or no EDUC 800 references are included; does not comply with APA (7th) style, contains | EDUC 800 or other references are mentioned but clarity or relevance may be lacking; some APA (7th | Appropriate EDUC 800 references are included; some APA (7th ed) style irregularities | Appropriate EDUC 800 references are included, accurately incorporated, and are in APA (7th 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 | Author makes some errors in grammar, mechanics or spelling that distract the reader from the content. Uses language that is appropriate but may not be fluent or engaging. Writing approaches that | 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 | Author makes no, or very few, errors in spelling or mechanics. Uses language clearly and thoughtfully to express ideas at the graduate level and shows c |