

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

EDUC 883 DL1 CRN 23461  
Seminar in Sociocultural Theory  
3 Credits, Spring 2024  
January 18 – May 8, 2024  
Asynchronous Online

**Faculty**

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**Prerequisites**

Admission to PhD program in CEHD, or permission of instructor.

**University Catalog Course Description**

Explores and analyzes the theoretical contributions of sociocultural theory. Focuses on the growing body of contemporary research on literacy, equity in education and emancipatory teaching for diverse students.

**Course Overview**

In this course we will be reading three major foundational sociocultural primary texts: Lev Vygotsky's *Mind in Society* and Mikhail Bakhtin's *Speech Genres and Other Late Essays*. We will also read articles, books and educational commentaries about Vygotsky and Bakhtin by scholars in the fields of Multilingual/Multicultural Education as well as sociocultural readings from specializations of interest to students in the course. Because reading and dialogue about these major theorists is at the heart of the course participants in this course will keep and share journals and engage in a community of inquiry to deepen interdisciplinary engagement with the major sociocultural theories and applications to foster a critical community of scholars.

**Course Delivery Method**

This course will be delivered using a seminar format. The seminar format of EDUC 883 requires honest and respectful participation of all students. It is critical that all students keep up with the readings and prepare journal entries weekly to engage with the class in a community of inquiry. As doctoral level students it is also expected that you will explore alternative media, video, and film sources, as well as read broadly from resources beyond the required readings to produce multimodal representations of sociocultural theory.

## Online Delivery

This course will be delivered fully online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@gmu.edu”) and email password. The course site will be available on **January 17, 2024, at 4:30PM.**

**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.**

This online course is **not self-paced. You will be expected to complete specific course activities every week.** Completing a weekly module includes reading, participating in discussion board, and completing any assignments and/or activities within that weekly module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

### *Nature of the Course*

This course is a seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing traditional lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about sociocultural theory. Your own experiences as people, learners, professionals, educators, and/or scholars, along with the course readings, will be an important part of our developing collective understandings.

### *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](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](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 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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: This online part of this course is asynchronous: Because asynchronous coursework does not have a “fixed” meeting day, **our week will start on Thursdays, and finish on Wednesdays.**
- 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 3-4 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. 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.

## **Learner Outcomes or Objectives**

Through interactive class discussion, small group activities and completion of course requirements doctoral seminar participants will:

1. Examine the intersections of dialogic pedagogy and sociocultural theory (SCT) through seminar participant presentations, class and online discussion, journal reflections and close reading of Lev Vygotsky and Mikhail M. Bakhtin.
2. Identify SCT or Cultural Historical Activity Theory (CHAT) multilingual, multicultural, intercultural, cross-cultural, transnational and diaspora studies in local and international

- educational contexts to explore and identify research topics and readings for a future literature review.
3. (Re)appropriate and engage with SCT to discern intersectionality between, and including (trans)gendered, racialized and raced, class, (dis)Ability and aesthetic, ethical, cognitive, emotional and social development along the lifespan.
  4. Develop critical sociocultural literacy through submitting conference proposals, developing conference papers and presentations and participation in academic conferences and publications.

### **Required Texts**

Bakhtin, M. M. (1986). *Speech genres and other late essays*. University of Texas Press.

Moll, L. C. (2014). *L. S. Vygotsky and education*. Routledge.

Swain, M., Kinnear, P., & Steinman, L. (2015). *Sociocultural theory in second language education: An introduction through narratives*. Multilingual Matters.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

Ball, A. F., & Freedman, S. W. (Eds.). (2004). *Bakhtinian perspectives on language, literacy, and learning*. Cambridge University Press.

Darder, A. (2018) *A student's guide to Freire's Pedagogy of the Oppressed*. Bloomsbury Academic.

Esmonde, I., & Booker, A. N. (Eds.). (2017). *Power and privilege in the learning sciences: Critical and sociocultural theories of learning*. Routledge.

Freire, P. (1993). *Pedagogy of the oppressed*. Continuum International Publishing Group.

González, N., Moll, L. C., & Amanti, C. (Eds.). (2006). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.

Hall, J. K., Vitanova, G., & Marchenkova, L. A. (Eds.). (2004). *Dialogue with Bakhtin on second and foreign language learning : New perspectives*. Taylor & Francis Group.

Hawkins, M. R. (2013). *Framing languages and literacies: Socially situated views and perspectives*. Routledge.

Kubota, R., & Lin, A. (Eds.), (2009). *Race, culture, and identities in second language education: Exploring critically engaged practice*. Routledge.

Lantolf, J. P., & Poehner, M. E. (2013) *Sociocultural theory and the pedagogical imperative in L2 education: Vygotskian praxis and the research/practice divide (ESL & applied linguistics professional series)*. Routledge.

Lee, C. D., & Smagorinsky, P. (2000). *Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry*. Cambridge University Press.

Motha, S. (2014). *Race, empire, and English language teaching: Creating responsible and ethical anti-racist practice (Multicultural education series)*. Teachers College Press.

Wong, S. (2005). *Dialogic Approaches to TESOL: Where the ginkgo tree grows*. Taylor & Francis/Routledge.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., electronically and a paper copy).

### Assignments

Assignment	Percent of Final Grade	Due Date
1. Class Participation/Discussion Board	20	Weekly
2. Presentation on Readings (1 per student)	10	Once throughout semester
3. Discussion Board Moderation (1 per student)	10	Once throughout semester
4. Reading Responses & Journal (4 total)	30	Week 4 (2/14) Week 7 (3/13) Week 10 (4/3) Week 13 (4/24_
5. Final Project – Literature Review or Professional/Scholarly Proposal	30	May 8, 2024

### Other expectations:

#### *Attendance/Participation*

- Regular, on-time and thoughtful participation in class discussion are essential not only to your individual performance, but also to the success of this seminar. Collaboration in every phase of the course is essential if we are to form an intellectual community whose insights and power surpass those of any one of us working on our own. We are all subjects who share the responsibilities of teaching and learning in this class. Each of us has a responsibility to the group and to the learning that goes on in class.

#### *Late Work and Requests for Extensions*

- Late assignments will be marked down.

- If in the event of extreme circumstances, such as sickness, family tragedy, or an emergency, please request an extension on your work **prior** to the due date. Extensions will be granted if there is a legitimate reason and medical documentation. You can contact me via email or phone.
- Incompletes are strongly discouraged. If sickness, family tragedy or emergencies make it impossible to participate successfully in the seminar, I will consult with you and your advisor as to whether the best course is to withdraw or take an incomplete.

## Graduate Academic Standards & Grades

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 University-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F	<69	0.00	

*Note: SOED students are advised that, although a B- is a satisfactory grade for a course, students must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Students' performance will be evaluated using letter grades.*

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

## 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 VIA should be directed to [VIAhelp@gmu.edu](mailto:VIAhelp@gmu.edu) or <http://cehd.gmu.edu/aero/assessments>. 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](mailto:titleix@gmu.edu).

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

## DETAILED ASSIGNMENT INFORMATION

### 1. CLASS PARTICIPATION/DISCUSSION BOARD (20%)

#### Online Seminar Participation

Dialogue and collaboration are the heart of an active and liberatory learning pedagogy aimed at the empowerment of all participants in the seminar. Our work together relies upon an honest, open, and respectful dialogue so that all participants feel free to express their views.

Please be prepared to share your strategies for successfully negotiating dialogic inter-disciplinary and transdisciplinary academic exchanges, as well as to ask questions of clarification, exploration of various dimensions of lived experiences, power and privilege, oppression and marginalization. You are especially encouraged to investigate research and theory that investigates the impact of historical trends as well as social and political movements on culture and education.

#### Weekly Discussion Board Participation

Online class participation is vitally important in a course such as this. Each week we will have readings to discuss, ideas to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the course. **Students with two or more absences from weekly discussions will not receive credit for the course.**

In an online course, the discussion board is where the real learning begins—through interaction with your peers. Participation in the discussion board is critical to help you, among other things, think about relevant issues presented in the readings, share opinions with colleagues, challenge and be challenged, show how you can support an argument, and get the most from the course. Always prepare for thoughtful contributions to class through sharing significant personal and professional experiences, reflecting on developing critical literacy and sharing additional background resources.

Follow these parameters for your discussion board participation:

- In asynchronous discussions, good posts tend to be around **200-250 words** per post. However, this word limit is flexible depending on the how the community forms its own communication patterns and what types of problems are posed by discussion leaders.
- You are expected to post, *at a minimum*, **3 times each week per discussion forum** (per discussion leader).
- Deadline for first post(s): **Sunday 11:59 PM ET**. This post should be a response to the discussion board leader's first post with the presentation of ideas and discussion prompts.
- Deadline for other posts: **Wednesday 11:59 PM ET**. Post at least two responses to your classmates' posts to further the discussion (per discussion forum/per discussion leader).



### Discussion Board Rubric

<b>Criteria</b>	<b>No Evidence</b>	<b>Emerging</b> Limited evidence	<b>Developing</b> Somewhat clear evidence	<b>Accomplished</b> Clear, convincing, substantial evidence	<b>Score</b>
	1	2	3	4	
1. Critical analysis of readings	Posts did not reflect understanding of readings.	Posts reflected general understanding of readings.	Posts reflected some critical analysis of readings.	Posts reflected high level of critical analysis of readings.	
2. Responsive to other's ideas	Did not respond to other's ideas.	Posts reflected some analysis of others' ideas but did not respond adequately.	Posts reflected some analysis of others' ideas & responded in depth.	Posts reflected high level of critical analysis of others' ideas & provided substantive responses.	
3. Contributed new perspectives to discussion	Did not contribute new perspectives to the discussion.	Contributed some new perspectives to the discussion.	Contributed some new perspectives to further discussion.	Contributed many new perspectives to further the discussion.	
4. Quality of writing	Posts were not clearly written and full of errors.	Posts not well written, and sources were not always cited properly.	Posts well written and proofread, but sources were not always cited properly.	Posts well written, proofread, and sources cited properly.	
5. Quantity and timeliness of posts	Three posts late or missing.	Two posts late or missing.	One post late or missing.	First post and two responses on time.	

## 2. PRESENTATION ON READINGS (10%)

Every week, a student will be responsible for presenting the main ideas of the readings through a **multimodal presentation**. This will follow new ways of scholarly presentations which integrate multimedia and uses multiple modes of engagement and interaction. Each week the presentation should be approximately **15-20 minutes long** (may depend on what modalities are used) and posted in the discussion board by **Thursday at 4:30 PM**.

### **Presentation Requirements: Content**

- **CREATE** a multimedia presentation to be consumed asynchronously by classmates and a handout to help people follow your presentation.
- **SUMMARIZE** the main point or points of the reading(s) for the week in your presentation.
- **RESPOND** to the readings you are presenting using a strategy and focus that works for you. However excited, confused or involved you become with the trees, try to step back and say what you can about the forest.
- **CONNECT** the “main point/s” to other class readings/discussion/activities, to any current events if relevant, and then to your own research topic, project proposal or ideas.
- **IDENTIFY** and define a few key ideas, concepts, paradigms and/or terminology that you consider useful tools for thinking/doing/being sociocultural theory. This might also be included on your handout.
- **SHARE** any aspects of your research or project development that might be relevant or that you would like to discuss or get feedback on.
- **ASK** a question, present an issue, or pose a problem related to what is being discussed in the reading to ask the other students in class. Your questions can seek clarification or provoke discussion. This will be the basis for the discussion board interaction.

### **Presentation Requirements: Format**

Presentations can be delivered in a variety of formats, but it must be a **multimodal presentation** that will engage the viewer, i.e., your professor and your classmates. The following are just a few ways you can present the readings:

- You can present using a Zoom recording that includes you on video plus PPT slides with the main points expressed through text, images, and embedded videos.
- You can make a video using a smart device of you presenting with a handout that includes an outline of your main points and a graphic organizer that your classmates can refer to while watching the video.
- You can create a Prezi presentation that includes an infographic or graphic organizer that you created using Canva, which you will also provide to classmates as a handout.

Be creative and don't feel limited to the suggestions given above. As budding academics in the 21<sup>st</sup> century, you need to find new and innovative ways to communicate your scholarship to others.

*Note: If you are inspired and want to make your presentation available to the general public to share your perspectives with others, you can do so and share any feedback you have received during the weekly discussion (not required).*

**Presentation on Readings**  
*(1st Post on Discussion Board)*  
**Rubric**

<b>Criteria</b>	<b>No Evidence</b>	<b>Emerging</b> Limited evidence	<b>Developing</b> Somewhat clear evidence	<b>Accomplished</b> Clear, convincing, substantial evidence	<b>Score</b>
	1	2	3	4	
1. The presenter presented background on the author and the book to locate her/his work in historical context/reveal significance of the scholarly contributions.	Didn't present background	Background presentation was limited	Background presentation with confidence	Background presentation with expertise	
2. The presentation revealed personal stances/experience/significance to the reading.	Didn't present personal significance of reading	Limited personal significance of reading presented	Some personal significance of reading presented	Personal significance of reading presented clearly	
3. The presenter posed questions/perspectives/that enabled active participation, fostered a dialogic classroom community, and responded well to questions from the class.	Didn't prepare an interactive question	Interactive question was limited in scope and depth	Interactive question was meaningful and beneficial	Interactive question was creative and closely aligned to topic being presented	
4. The presenter challenged us to probe critical dimensions of sociocultural theory.	Didn't challenge us to probe	Minimum effort to challenge us to probe	Some effort to challenge us to probe	Challenged us to probe	
5. The presenter used multimedia sources and provided multimodal ways of approaching the material—not using only lecture style presentation of ideas.	Didn't use multimedia	Used minimal multimedia and lecture	Used multimedia sources in interactive ways	Used multimedia sources in creative and interactive ways	
6. The presentation included an annotated handout of related resources, additional readings, and websites.	Didn't prepare a handout	Minimum effort reflected in handout	Handout was useful with current references	Handout provided a wealth of references	

### **3. DISCUSSION BOARD MODERATION (10%)**

#### **Discussion Board Moderation Requirements**

For each weekly unit, the assigned student is responsible for facilitating the discussion board. Be ready to be a LEADER in the discussion and FACILITATOR by drawing out other students to enter the discussion and respond to you and to others. The discussion leader will RESPOND to classmates' posts and ASK questions that CHALLENGE, CONNECT, and EXTEND information, ideas, and perspectives shared on the discussion board.

The discussion leader will post their presentation and propose the main topics to discuss during the week in relation to the readings and will ensure that there is enough depth of discussion on the proposed topics. If needed, they may propose new questions to enrich the discussions within the themes presented. The discussion leader ensures that everyone participates and that nobody monopolizes the discussions.

The discussion leader's roles are the following:

- Start the discussion by posting their presentation and handouts by Thursday, 4:30 PM. This will start the discussion by identifying an issue, posting motivating questions, and/or posing relevant problems related to the readings.
- Keep the discussion going by getting participants to share ideas, explore the question(s), and think critically about the topics or problems posed. They will also integrate the ideas shared by the group and try to conclude the week by highlighting all new ideas, solutions, and applications constructed through the discussion.
- Continue the discussion through Wednesday and then write a wrap-up message that summarizes the main points and issues from the discussion. If you posed a problem or issue, be sure to wrap up with proposed solutions or learnings from the discussion.
- Post the wrap-up message by Thursday, 4:30 PM. This can also be a multimodal communication using a variety of text types and applications (it's up to you!).

**Discussion Leader Moderation  
Rubric**

Criteria	No Evidence  1	Emerging Limited evidence  2	Developing Somewhat clear evidence  3	Accomplished Clear, convincing, substantial evidence  4	Score
<p><b>1. Encouraged positive and sustained interaction:</b> Discussion leader encouraged positive interaction among classmates by posing questions and responding regularly to classmates' posts.</p>	Did not encourage positive interaction among classmates.	Encouraged limited positive interaction among classmates and didn't respond to many posts.	Encouraged somewhat positive interaction among classmates but didn't always respond regularly to classmates.	Encouraged positive interaction among classmates by posing questions and responding regularly to classmates' posts.	
<p><b>2. Showed Depth of Understanding:</b> Discussion leader's posts showed deep understanding of the readings.</p>	Posts did not show understanding of the readings.	Posts showed limited understanding of the readings.	Most posts showed deep understanding of the readings.	All posts showed deep understanding of the readings.	
<p><b>3. Promoted Critical Thought and Reflection:</b> Discussion leader helped deepen classmates' understanding of the course content by getting participants to share and integrate ideas, explore questions, think critically, and find solutions to any problems posed.</p>	Did not help deepen classmates' understanding of course content	Helped deepen some classmates' understanding of course content.	Helped deepen most classmates' understanding of course content.	Helped deepen classmates' understanding of course content by promoting critical thought and reflection.	
<p><b>4. Last post wrapped up discussion:</b> Discussion leader wrapped up the discussion by summarizing the main points from the discussion and highlighting new ideas, solutions, and applications constructed through the discussion.</p>	Last post did not wrap up the discussion.	Last post did not wrap up the discussion.	Last post wrapped up most of the discussion.	Last post wrapped up the discussion by summarizing ideas constructed through discussion.	
<p><b>5. Timing of first and last post:</b> Discussion leader's first post by Thursday 4:30 PM and last post by the following Thursday</p>	First and last posts were not on time.	First post not on time, but last post was on time.	First post on time, but last post not on time.	First and last post on time.	

#### 4. READING RESPONSE & JOURNAL (30%)

##### a. Reading Response (Submit 4 total; 2 pages single spaced)

Writing about what you have read is a useful way to synthesize your learning. In the reading responses, you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke or stimulate your ideas about education. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion of ideas. The response is an opportunity to demonstrate your careful reading of the assigned texts; it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own life experiences.

While the response should provide evidence that you did the reading **it should not simply be a summary of the readings**. You should start with a brief summary of the readings you did. Then you should use one or more of these strategies to respond to the reading:

- Apply the readings to your own experience as a person, professional, student (past or present), educator, and/or scholar.
- Express your opinion on the ideas presented in the reading
- Evaluate the validity of the information and ideas expressed in the reading
- Reflect on challenges to your beliefs/attitudes/worldview

##### b. Journal with Notes (No page limit but shows evidence that students completed readings thoroughly)

Keep notes about your weekly readings using the recommended format. While reading, it is very helpful to write down notes in a format that helps you keep track of important thoughts and quotes. In addition, keeping important quotes with page numbers and your thoughts will help you synthesize them into future papers. There is no required number of quotes per reading. You could have 2-3 per reading (or more!), depending on what strikes you the most.

Name of Reading (book/article title, author, chapter, page numbers)	
Quote (with page number)	Notes/Response

You do not submit this week to week. Instead, you will submit your weekly journal notes with each of your four reading responses.

**Reading Response & Weekly Journal  
Rubric**

<b>Criteria</b>	<b>No Evidence</b>	<b>Emerging</b> Limited evidence	<b>Developing</b> Somewhat clear evidence	<b>Accomplished</b> Clear, convincing, substantial evidence	<b>Score</b>
	1	2	3	4	
1. Organization and Structure	Response had no summary and didn't use one of the readings response strategies.	Response had no summary and/or didn't use one of the reading response strategies.	Response started with a summary but didn't use one of the reading response strategies.	Response started with a concise summary and used one (or more) of the reading response strategies.	
2. Depth of Understanding	Response didn't make sense and didn't show an understanding of the readings.	Response didn't make sense and/or didn't show an understanding of the readings.	Response reflected an effort to make sense of the readings and respond to it.	Response showed deep understanding of the readings.	
3. Critical Thought and Reflection	Response did not show critical thought and reflection; writing did not demonstrate new insights, originality, inferences, synthesis, or analysis of reading.	Response did not show critical thought and reflection; writing demonstrated few or no insights, originality, inferences, synthesis, or analysis of reading.	Response showed some critical thought and reflection; writing demonstrated some insights, originality, inferences, synthesis, or analysis of the reading.	Response showed critical thought and reflection; writing demonstrated personal insight, originality, inferences, synthesis, and analysis of the reading. Shows inter-textual references from other readings.	
4. Journal with Notes	Showed readings were not done thoroughly.	Showed limited evidence that readings were done thoroughly.	Showed some evidence readings were done thoroughly.	Showed evidence readings were done thoroughly.	
5. Timeliness and Accuracy (including APA format)	Response was late; was not formatted correctly; and had many errors.	Response was late; was not formatted correctly; and/or had many errors.	Response was on time; had some format issues; had some errors.	Response was on time; was formatted correctly; used APA format accurately; had few errors.	

## 5. FINAL PROJECT (30%)

The purpose of the final project is to apply sociocultural theory to your research interests and specialization. Depending on where you are in your PhD journey, you may choose one of two options for your final project:

Option A: Literature Review

Option B: Professional/Scholarly Proposal and Reflection

### **Final Project Option A: Literature Review – *In consultation with your advisor***

The goal of the assignment is for you to develop your expertise by analyzing in detail the research literature on a specific issue connected to sociocultural theory. Students are encouraged to draw on their teaching and research experiences to identify topics of interest for doctoral research. The University of Queensland has a helpful guide to writing the literature review:

<http://uq.edu.au/student-services/pdf/learning/lit-reviews-for-rx-students-v7.pdf>

- a) Select a topic of study related to the course (should select by Week 8). For example: oppression, private speech, self-regulation, semiotic mediation, development of scientific concepts, play, bilingualism and thinking, etc. You should explore your interests and address an issue that you find important or relevant to *your* career and research interests.
- b) Based on your library research, select 15 articles/books that address the topic in a coherent and informative fashion; you must select articles carefully for the collection to be cohesive. The assigned readings from the course may be cited in the final paper, however they do not “count” as part of the required 15 articles for your final paper or anthology.
- c) Your paper should include:
  - Introduction: Introduce the topic and explain your logic and rationale for having selected the 15 articles/books and why a reader may want to read your collection.
  - Literature Review: This is the main body of your paper. Explain what you learned from reading the 15 articles and/or books. This section must include a detailed analysis and synthesis of the literature as it relates to your research area.
  - Conclusion: Reflect on how this literature review has helped your future research.



## Final Paper A: Literature Review

### Rubric

Criteria	Little or No Evidence	Emerging Does not adequately meet expectations	Developing Meets expectations adequately	Accomplished Clear, convincing, substantial evidence)	Score
	1	2	3	4	
1. Provided a self-introduction and rationale for the choice of this assignment.					
2. Provided researcher's own positionality with respect to the choice of topic and problem to be addressed and reflects on the value of this assignment for their research and practice.					
3. Stated topic clearly through review of the literature and supported materials.					
4. Investigated the topic/ problem through various sociocultural sources and by reviewing works of different authors and perspectives.					
5. Reflected on and connected topic explicitly to Vygotsky and/or Bakhtin.					
6. Cited multiple discipline specific sources influential in defining one's own theoretical framework.					
7. Reflected on how this literature review has helped their future research (or dissertation).					
8. Developed topic thoroughly and presented information in a smooth, logical, and interesting sequence.					
9. Wrote paper with few or no errors (or error patterns) showing clear evidence of revision and proofreading.					
10. Used APA format 7 <sup>th</sup> edition accurately					

## **Final Project Option B: Professional/Scholarly Proposal and Reflection**

This project option has two purposes: 1) to apply sociocultural theory to your research area; and 2) prepare you to participate in and contribute to a professional discourse community in your specialization. For this option, you should write a proposal for a conference paper presentation, journal article, or a book proposal. It should follow the submission requirements from a professional or scholarly association or academic publisher. In addition to the proposal, you will write a reflection on the experience and the importance of your project to your development as a scholar and your future research.

- a) Provide a rationale for your choice of assignment with respect to your research and professional goals. Explain how you might contribute to the development of your field through a scholarly presentation or publication.
- b) Investigate various genres for project:
  - Conference Presentation Proposal—Investigate the call for participation for this conference (including theme, requirements, and deadline) and the submissions requirements.
  - Journal (or other serial publication)—Investigate the submission requirements for a specific journal (also look for special topics issues connected to your specialization).
  - Book Proposal—Investigate the book proposal submission requirements from academic publisher.
- c) Provide a sample of the proposal or publication submission requirements, including the call for proposals/authors. Depending on the length of the submission requirements, it can be described in the body of the paper and/or included in the appendix.
- d) Write a proposal for a conference paper presentation, journal article, or a book proposal following the submission requirements. This proposal should connect your research interests explicitly to Vygotsky and/or Bakhtin.
- e) Write a reflection that includes the following:
  - How can the conference or publication develop collaboration with classmates, faculty, and/or colleagues to develop expertise through interdisciplinary work?
  - How does this conference proposal or publication speak to a particular discourse community effectively?
  - What is the value of this assignment for developing one's research interests?
  - What is the value of this assignment for addressing educational policy and practices in your field(s) of specialization?
- f) Include an appendix with a list of resources for future reading/investigation, e.g., conferences, journals, and key scholars for future reading list.

*Suggested activity: Interview a mentor and ask for advice to identify important scholarly conferences, journals, or academic publishers in your field of specialization that align with your research interests.*

## Final Project B: Professional/Scholarly Presentation or Publication

### Rubric

Criteria	Little or No Evidence	Emerging Does not adequately meet expectations	Developing Meets expectations adequately	Accomplished Clear, convincing, substantial evidence)	Score
	1	2	3	4	
1. Provided a rationale for the choice of assignment and reflects on the benefits of participating in various professional and scholarly associations.					
2. Investigated thoroughly an appropriate genre for the project and provided a sample of the submission requirements.					
3. Wrote a proposal for a conference paper presentation, journal article, or a book proposal following the submission requirements.					
4. Wrote a proposal that connected research interests explicitly to Vygotsky and/or Bakhtin.					
5. Cited multiple discipline specific sources influential in defining one's own theoretical framework.					
6. Reflected on how to develop collaboration with others with whom you work to develop expertise through interdisciplinary work.					
7. Reflected on how the project speaks to a particular discourse community effectively.					
8. Reflected on the value of this assignment for developing one's research interests and addressing educational policy and practices in the field(s) of specialization.					
9. Wrote paper with few or no errors (or error patterns) showing clear evidence of revision and proofreading.					
10. Used APA format 7 <sup>th</sup> edition accurately.					

## PROPOSED CLASS SCHEDULE

<b>Week 1</b>	<i>Introduction &amp; Overview</i>
Dates	January 18 – January 24
Readings	<ul style="list-style-type: none"> <li>• Course Syllabus</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Week 1 Discussion Board—Introduction</b> 1<sup>st</sup> post by Sunday 1/21 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 1/24</li> </ul>

<b>Week 2</b>	<i>Introduction to Vygotsky</i>
Dates	January 25 – January 31
Readings	<ul style="list-style-type: none"> <li>• Vygotsky—<i>Mind in Society</i>: Introduction (pp. 1-16)</li> <li>• Vasileva, O., &amp; Balyasnikova, N. (2019). (Re)Introducing Vygotsky’s thought: From historical overview to contemporary psychology. <i>Frontiers in Psychology, 10</i>(1515), 1-15. <a href="https://doi.org/10.3389/fpsyg.2019.01515">https://doi.org/10.3389/fpsyg.2019.01515</a></li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Student Presenter #1 first post due Thursday 1/25 4:30 PM</b></li> <li>• <b>Week 2 Discussion Board</b> 1<sup>st</sup> post by Sunday 1/28 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 1/31</li> </ul>

<b>Week 3</b>	<i>Vygotsky: Introduction to Sociocultural Theory</i>
Dates	February 1 – February 7
Readings	<ul style="list-style-type: none"> <li>• Vygotsky—<i>Mind in Society</i>: Chapter 1 (pp. 19-30)</li> <li>• Swain, Kinnear, &amp; Steinman—<i>Sociocultural Theory in Second Language Education</i>: Vygotsky’s story in brief, Introduction, and Chapter 1 (Mona: Across time and geography) [e-book available through library]</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Student Presenter #2 first post due Thursday 2/1 4:30 PM</b></li> <li>• <b>Week 3 Discussion Board</b> 1<sup>st</sup> post by Sunday 2/4 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 2/7</li> </ul>

<b>Week 4</b>	<i>Vygotsky &amp; The Zone of Proximal Development</i>
Dates	February 8 – February 14
Readings	<ul style="list-style-type: none"> <li>• Vygotsky—<i>Mind in Society</i>: Chapters 2 &amp; 3</li> <li>• Swain, Kinnear, &amp; Steinman—<i>Sociocultural Theory in Second Language Education</i>: Chapters 2 &amp; 3 [e-book available through library]</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Student Presenter #3 first post due Thursday 2/8 4:30 PM</b></li> <li>• <b>Week 4 Discussion Board</b> 1<sup>st</sup> post by Sunday 2/11 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 2/14</li> <li>• <b>Reading Response &amp; Journal #1 Due Wednesday 2/14</b></li> </ul>

Week 5	<i>Vygotsky &amp; Everyday and Scientific Concepts</i>
Dates	February 15 – February 21
Readings	<ul style="list-style-type: none"> <li>Vygotsky—<i>Mind in Society</i>: Chapters 4 &amp; 5</li> <li>Swain, Kinnear, &amp; Steinman—<i>Sociocultural Theory in Second Language Education</i>: Chapters 4 &amp; 5 [e-book available through library]</li> </ul>
Assignments	<ul style="list-style-type: none"> <li><b>Student Presenter #4 first post due Thursday 2/15 4:30 PM</b></li> <li><b>Week 5 Discussion Board</b> 1<sup>st</sup> post by Sunday 2/18 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 2/21</li> </ul>

Week 6	<i>Vygotsky &amp; Educational Implications</i>
Dates	February 22 – February 28
Readings	<ul style="list-style-type: none"> <li>Vygotsky—<i>Mind in Society</i>: Chapters 6 &amp; 7</li> <li>Swain, Kinnear, &amp; Steinman—<i>Sociocultural Theory in Second Language Education</i>: Chapters 6-8 [e-book available through library]</li> </ul>
Assignments	<ul style="list-style-type: none"> <li><b>Student Presenter #5 first post due Thursday 2/22 4:30 PM</b></li> <li><b>Week 6 Discussion Board</b> 1<sup>st</sup> post by Sunday 2/25 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 2/28</li> </ul>

Week 7	<i>Vygotsky &amp; Moll</i>
Dates	February 29 – March 13 ( <i>Note: Spring Break: Mar 4 – 10</i> )
Readings	<ul style="list-style-type: none"> <li>Moll, L. (2014). <i>L. S. Vygotsky and education</i>. Routledge.</li> </ul>
Assignments	<ul style="list-style-type: none"> <li><b>Week 7 Discussion Board</b> 1<sup>st</sup> post by Sunday 3/10 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 3/13</li> <li><b>Reading Response &amp; Journal #2 Due Wednesday 3/13</b></li> </ul>

Week 8	<i>Moll &amp; Funds of Knowledge</i>
Dates	March 14 – March 20
Readings	<ul style="list-style-type: none"> <li>González, Moll, &amp; Amanti—<i>Funds of Knowledge</i>: Chapter 1</li> <li>Sherfinski, M., Hayes, S., Zhang, J., &amp; Jalalifard, M. (2021). Grappling with Funds of Knowledge in Rural Appalachia and Beyond: Shifting Contexts of Pre-Service Teachers. <i>Action in Teacher Education</i>, 43(2), 106–127. <a href="https://doi.org/10.1080/01626620.2020.1755384">https://doi.org/10.1080/01626620.2020.1755384</a></li> </ul>
Assignments	<ul style="list-style-type: none"> <li><b>Student Presenter #6 first post due Thursday 3/14 4:30 PM</b></li> <li><b>Week 8 Discussion Board</b> 1<sup>st</sup> post by Sunday 3/17 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 3/20</li> <li><b>Final Project Topic and Rationale due Wednesday 3/20</b></li> </ul>

<b>Week 9</b>	<b><i>Critical Pedagogy &amp; Sociocultural Theory</i></b>
Dates	March 21 – March 27
Readings	<ul style="list-style-type: none"> <li>• Vossoughi, S., &amp; Gutiérrez, K. (2017). Critical pedagogy and sociocultural theory. In I. Esmonde &amp; A. N. Booker (Eds.). <i>Power and privilege in the learning sciences: Critical and sociocultural theories of learning</i> (pp. 139-161). Routledge.</li> <li>• Esmonde, I., &amp; Booker, A. N. (2017). Toward critical sociocultural theories of learning. In I. Esmonde &amp; A. N. Booker (Eds.). <i>Power and privilege in the learning sciences: Critical and sociocultural theories of learning</i> (pp. 162-174). Routledge.</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Student Presenter #7 first post due Thursday 3/21 4:30 PM</b></li> <li>• <b>Week 9 Discussion Board</b> 1<sup>st</sup> post by Sunday 3/24 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 3/27</li> </ul>

<b>Week 10</b>	<b><i>Power &amp; Sociocultural Theories of Learning</i></b>
Dates	March 28 – April 3
Readings	<ul style="list-style-type: none"> <li>• Esmonde, I. (2017). Power and sociocultural theories of learning. In I. Esmonde &amp; A. N. Booker (Eds.). <i>Power and privilege in the learning sciences: Critical and sociocultural theories of learning</i> (pp. 6-27). Routledge.</li> <li>• Parsons, E. R. C. (2017). Interfaces between critical race theory and sociocultural perspectives. In I. Esmonde &amp; A. N. Booker (Eds.). <i>Power and privilege in the learning sciences: Critical and sociocultural theories of learning</i> (pp. 28-49). Routledge.</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Student Presenter #8 first post due Thursday 3/28 4:30 PM</b></li> <li>• <b>Week 10 Discussion Board</b> 1<sup>st</sup> post by Sunday 3/31 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 4/3</li> <li>• <b>Reading Response &amp; Journal #3 Due Wednesday 4/3</b></li> </ul>

<b>Week 11</b>	<b><i>Introduction to Bakhtin &amp; Ideological Becoming</i></b>
Dates	April 4 – April 10
Readings	<ul style="list-style-type: none"> <li>• Bakhtin—<i>Speech Genres and Other Late Essays</i>: Introduction &amp; Response to a Question from the <i>Novy Mir</i> Editorial Staff</li> <li>• Freedman, S. W., &amp; Ball, A. F. (2004). Ideological becoming: Bakhtinian concepts to guide the study of language, literacy and learning. In A. F. Ball &amp; S. W. Freedman (Eds.), <i>Bakhtinian perspectives on language, literacy, and learning</i> (pp. 3-33). Cambridge University Press.</li> <li>• Marchenkova, L. (2004). Language, culture, and self: The Bakhtin-Vygotsky encounter. In J. K. Hall, G. Vitanova, &amp; L. A. Marchenkova (Eds.), <i>Dialogue with Bakhtin on second and foreign language learning: New perspectives</i> (pp. 160-178). Taylor &amp; Francis Group.</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Student Presenter #9 first post due Thursday 4/4 4:30 PM</b></li> <li>• <b>Week 11 Discussion Board</b> 1<sup>st</sup> post by Sunday 4/7 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 4/10</li> </ul>

<b>Week 12</b>	<b><i>Bakhtin &amp; Speech Genres</i></b>
Dates	April 11 – April 17
Readings	<ul style="list-style-type: none"> <li>• Bakhtin—<i>Speech Genres and Other Late Essays</i>: The Problem of Speech Genres (pp. 60-102).</li> <li>• Bakhtin—<i>Speech Genres and Other Late Essays</i>: The Problem of the Text (pp. 103-131)</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Student Presenter #10 first post due Thursday 4/11 4:30 PM</b></li> <li>• <b>Week 12 Discussion Board</b> 1<sup>st</sup> post by Sunday 4/14 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 4/17</li> </ul>

<b>Week 13</b>	<b><i>Applications and Implications of Bakhtin</i></b>
Dates	April 18 – April 24
Readings	<ul style="list-style-type: none"> <li>• Bakhtin—<i>Speech Genres and Other Late Essays</i>: Toward a Methodology for the Human Sciences (pp. 159-172)</li> <li>• Morson, G. S. (2004). The process of ideological becoming: Bakhtinian concepts to guide the study of language, literacy and learning. In A. F. Ball &amp; S. W. Freedman (Eds.), <i>Bakhtinian perspectives on language, literacy, and learning</i> (pp. 317-331). Cambridge University Press.</li> </ul> <p>[Choose one of the following readings]</p> <ul style="list-style-type: none"> <li>• Iddings, A. C. D., &amp; Haught, J., &amp; Devlin, R. (2004). Multimodal representations of self and meaning for second language learners in English-dominant classrooms. In J. K. Hall, G. Vitanova, &amp; L. A. Marchenkova (Eds.), <i>Dialogue with Bakhtin on second and foreign language learning: New perspectives</i> (pp. 29-47). Taylor &amp; Francis Group.</li> <li>• Vitanova, G. (2004). Authoring the self in a non-native language: A dialogic approach to agency and subjectivity. In J. K. Hall, G. Vitanova, &amp; L. A. Marchenkova (Eds.), <i>Dialogue with Bakhtin on second and foreign language learning: New perspectives</i> (pp. 138-158). Taylor &amp; Francis Group.</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Student Presenter #11 first post due Thursday 4/18 4:30 PM</b></li> <li>• <b>Week 13 Discussion Board</b> 1<sup>st</sup> post by Sunday 4/21 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 4/24</li> <li>• <b>Reading Response &amp; Journal #4 Due Wednesday 4/24</b></li> </ul>

<b>Week 14</b>	<b><i>Cultural-Historical Activity Theory (CHAT)</i></b>
Dates	April 25 – May 1
Readings	<p>[Choose 2 based on your professional and research interests]</p> <ul style="list-style-type: none"> <li>• Cliff, A., Walji, S., Jancic Mogliacci, R., Morris, N., &amp; Ivancheva, M. (2022). Unbundling and higher education curriculum: a Cultural-Historical Activity Theory view of process. <i>Teaching in Higher Education</i>, 27(2), 217–232. <a href="https://doi.org/10.1080/13562517.2019.1711050">https://doi.org/10.1080/13562517.2019.1711050</a></li> <li>• Cong-Lem, N. (2022). Vygotsky’s, Leontiev’s and Engeström’s Cultural-Historical (Activity) Theories: Overview, Clarifications and Implications. <i>Integrative Physiological and Behavioral Science</i>, 56(4), 1091–1112. <a href="https://doi.org/10.1007/s12124-022-09703-6">https://doi.org/10.1007/s12124-022-09703-6</a></li> <li>• Gutiérrez, K D., &amp; Stone, L. D. (2000). Synchronic and diachronic dimension of social practice. In C. D. Lee &amp; P. Smagorinsky (Eds.), <i>Vygotskian perspectives on literacy research: Constructing meaning through collaborative inquiry</i> (pp. 150-164). Cambridge University Press.</li> <li>• Uffen, I., de Vries, S., Goei, S. L., van Veen, K., &amp; Verhoef, N. (2022). Understanding teacher learning in lesson study through a cultural–historical activity theory lens. <i>Teaching and Teacher Education</i>, 119, 103831, 1-13. <a href="https://doi.org/10.1016/j.tate.2022.103831">https://doi.org/10.1016/j.tate.2022.103831</a></li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Week 14 Discussion Board</b> 1<sup>st</sup> post by Sunday 4/28 2<sup>nd</sup> and 3<sup>rd</sup> posts by Wednesday 5/1</li> </ul>

<b>Week 15</b>	<b><i>Research Implications</i></b>
Dates	May 2 – May 8
Readings	<ul style="list-style-type: none"> <li>• None</li> </ul>
Assignments	<ul style="list-style-type: none"> <li>• <b>Final Project Presentation post due Thursday 5/2 4:30 PM (Or schedule an in-person gathering to share projects—TBD)</b></li> <li>• <b>Final Paper due on Wednesday 5/8</b></li> </ul>

*Note: Faculty reserves the right to alter the schedule or modify assignments and tasks as necessary to maximize the learning experience, with notification to students.*