

**George Mason University**  
**College of Education and Human Development**  
**Ph.D. in Education Program**

EDUC 800 – 003

Ways of Knowing – 3 Credits – CRN 81327

Fall 2017

Wednesdays, 7:20 to 10:00, ~~Robinson Hall A 243~~ Finley 119

**Faculty**

Name: Dr. Peggy King-Sears  
Office Hours: Wednesdays 4:00 to 6:00 by appointment only. *Please schedule 24 hours in advance.* Flexibility for other days or times or formats exists; please inquire!  
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**Prerequisites/Corequisites**

**Admission to the PhD program or approval of the instructor.**

**University Catalog Course Description**

Provides understanding of characteristic ways of knowing in various liberal arts disciplines while examining subject matter, key concepts, principles, methods, and theories. Analyzes philosophical traditions underlying educational practice and research.

**Course Overview**

This course is a foundation course for the Ph.D. in Education program. The purpose of the course is to explore how we come to know and accept a method(s) of inquiry among the various ways of knowing. Using a seminar approach structured around readings, reflections on those readings, class discussions, and individual research, the course seeks to develop in students an ability to reflect critically on the strengths and limitations of the various ways of knowing and to become aware of the implications of the different ways of knowing for research and practice.

**Learner Objectives**

This course is designed to enable students to do the following:

1. Students will describe, compare, and contrast ways of knowing from a variety of perspectives.
2. Students will describe ways of knowing of individuals and groups and will analyze and explain personal, sociocultural, professional, political, and other influences on ways of knowing.
3. Students will explore how various ways of knowing affect individual scholars, research, and practice in education and related fields.
4. Students will expand and 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 Delivery Method**

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

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

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

### **Professional Standards**

Not Applicable; defer to discipline-specific professional organization standards relevant for doctoral student.

### **Required Texts**

Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.

Descartes, R. (1637). *Discourse on method and related writings*. Penguin Classics.

Kuhn, T. (2012). *The structure of scientific revolutions (4<sup>th</sup> ed.)*. Chicago: University of Chicago Press.

Strogatz, S. (2004). *Sync: How order emerges from chaos in the universe, nature, and daily life*. New York: Hyperion.

### **Additional Required Readings:**

***Articles Posted on Blackboard in Assignments*** - Blackboard can be accessed at:

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

Barone, T. (2009). Comments on Coulter and Smith: Narrative researchers as witnesses of injustice and ages of social change. *Educational Researcher*, 38, 591-597.

Clandinin, D. J., & Murphy, M. S. (2009). Comments on Coulter and Smith: Relational ontological commitments in narrative research. *Educational Researcher*, 38, 598-602.

- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19, 2-14.
- Coulter, C. A., & Smith, M. L. (2009). The construction zone: literacy elements in narrative research. *Educational Researcher*, 38, 577-590.
- Duncan, G., & Ridley-Duff, R. (2014). Appreciative Inquiry as a method of transforming identity and power in Pakistani women. *Action Research*, 12, 117-135.
- Ellerton, P. (2017, August 3). How do you know that what you know is true? That's epistemology [Blog post.] Retrieved from <https://theconversation.com/how-do-you-know-that-what-you-know-is-true-thatsepistemology-63884>
- Fendler, L. (2003). Teacher reflection in a hall of mirrors: Historical influences and political reverberations. *Educational Researcher*, 32(3), 16-25.
- Gage, N. L. (2009). The paradigm wars and their aftermath: A "historical" sketch of research on teaching since 1989. *Educational Researcher*, 18(7), 4-10.
- Hall, E. T. (1989). *Beyond culture*. New York City: Anchor Books.
- Kilgore, D. (2001). Critical and postmodern perspectives on adult learning. In S. Merriam (Ed.), *The new update on adult learning theory*. San Francisco: Jossey-Bass.
- Maxwell, J. A. (2011). Paradigms or toolkits? Philosophical and methodological positions as heuristics for mixed methods research. *Mid-Western Educational Researcher*, 24, 27-30.
- Moen, T., Gudmundsdottir, S., & Flem, A. (2003). Inclusive practice: A biographical approach. *Teaching and Teacher Education*, 19, 359-370.
- Mueller, J., & O'Connor, C. (2007). Telling and retelling about self and "others:." How preservice teachers (re)interpret privilege and disadvantage in one college classroom. *Teaching and Teacher Education*, 23, 840-856.
- Rizo, F. M. (1991). The controversy about quantification in social research: An extension of Gage's "historical sketch." *Educational Researcher*, 20(9), 9-12.
- Rose, E. (2013). Why does reflection matter? In *On reflection: An essay on technology, education, and the status of thought in the 21st century* (pp. 17-36). Toronto: Canadian Scholars' Press.
- Swain, M., & Deters, P. (2007). "New" mainstream SLA theory: Expanded and enriched. *The Modern Language Journal*, 91, 820-836.
- Valentine, G. (2007). Theorizing and researching intersectionality: A challenge for feminist geography. *The Professional Geographer*, 59(1), 10-21.
- Wheatley, M. J. (1993). Chaos and complexity: What can science teach? *OD Practitioner*, 25(3), 2-10.

### **Recommended Texts:**

American Psychological Association. (2009). *Publication Manual* (6<sup>th</sup> Ed.). Author: Washington, DC. (Recommended for entire doctoral program).

Thomson, P., & Walker, M. (Eds.). (2010). *The Routledge doctoral student's companion*. New York: Routledge.

### **Additional Readings and Medium**

Students will need to access additional and sometimes recent (2013 or more recent) original research and practitioner articles from peer-reviewed education journals intermittently during the semester. Distinctions between “original research” and “practitioner” articles will be described during class. The Mason online library should be used to acquire all readings (i.e., not “Google”). Media such as viewing videos are also required.

### **Course Performance Evaluation**

#### ***Course Expectations***

- **Attendance:** Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives. Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and on time. When absence from class is unavoidable, it is the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have *two colleagues* in the course for this). Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you.

Please notify the Instructor about absences in advance or within 24 hours after an absence. Be aware **any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up.**

If you need to miss, for any reason, more than two class sessions, contact the instructor immediately (within 48 hours) with notification of when your course withdrawal will be completed. If you realize after the first class session that this course’s requirements are not a match for you for this semester, process your withdrawal immediately (within 48 hours) and notify the Instructor at the same time.

- **Tardiness/Early Departure:** Prompt arrival for the beginning of class is expected as well as staying through the close of class. Refer to Attendance.
- **Participation:** Each student is expected to complete all the assigned readings **before** the assigned class and actively participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.
- **Absence:** Refer to Attendance.
- **Assignments:** All assignments must be completed in MSWord and posted to Bb. No pdf files are permitted. Due by the class start time on the corresponding due date. Full earned credit for assignments turned in on time.

- **Inclement Weather:** If class is cancelled by the university due to inclement weather, we will (a) shift the class discussion to Bb for the week on the discussion board and (b) Bb video will be developed for any instructor dialogue scheduled for that class session. The class week then will be Wednesday through the following Sunday evening. *Participation in Db is not voluntary during this period of time.* Each member of the class is expected to logon and actively participate in class discussion for the equivalent (2.5 hrs.) of our typical face-to-face class. Each member of the class is expected to actively engage others in conversation and extending our learning through inquiry based questions related to the designated assignment. Comments such as “I agree” do not count nor do overly long answers without questions. Please read the guidelines posted to Db about conduct during online discussions.
- Students are expected to submit all assignments by the due date and time to the corresponding Bb site. Full earned credit for assignments turned in on time.

## COURSE ASSIGNMENTS

	<i>Points</i>
Participation & Professionalism	30
Journal Reflections (6)	30
Paper on a New Way of Knowing	30
Closing Reflection on Ways of Knowing	10
<b>Total Points</b>	<b>100</b>

### **Participation & Professionalism (30%)**

Students will be asked to work individually or in small groups in class throughout the semester. Students may also be asked to participate in online Blackboard Discussions outside of class time. Because of the importance of lecture and discussion to your total learning experience, you are strongly encouraged to be completely engaged in all aspects of your work in and outside the scope of our F2F meeting times.

Two points per class session for being on time, participating for the duration of the session, appropriately engaging peers in participation, professionally and appropriately responding to peers during class discussions, self-regulating participation, and ensuring relevant, depthful, and substantive contributions.

Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements will reflect the professional attitude implied in the course goals.

### **Journal Reflection Papers (6 x 5 = 30%)**

You are encouraged to make time to reflect on weekly readings, class activities and class discussions. You will write six reflection papers as noted in the class schedule, turned in by the beginning of the class on the date we will discuss the topic. These reflections are designed to capture your growth and understanding of each way of knowing as you proceed through the course

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.

**Due: before classes 3, 4, 6, 8, 10 and 11**

**Paper on a New Way of Knowing (30%)**

Select a new way of knowing for you, e.g. a new theory in your field, an area within the arts, sciences, or social sciences, or an interdisciplinary area of inquiry. Explore this new way of knowing. Prepare a paper (about 2500 words/10 pages) that demonstrates: 1) your understanding of the basic assumptions of this approach, and 2) what it is that makes this approach a new way of knowing for you. Note: depth and analysis are more important than breadth. APA format required. **Paper is due Class 14.**

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 Class 9**. The outline should address the following questions:

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

Evaluation of the final paper: *This assignment is the performance based assessment for EDUC 800*. The main criteria are a clearly defined focus, clear and accurate presentation of its assumptions and definitions about knowing, a demonstrated understanding of the implications for research, and clear organization and writing (*see scoring rubric overview on page nine*).

**Closing Reflection on Ways of Knowing (10%)**

You will maintain regular reflective writings (above) that are both reflective and analytic in nature. The overall purpose is to use informal journal writing as a means to think, make personal connections to, and reflect on the content of the course. In particular, reflection is a means for you to connect course material to your own experiences and to analyze the course readings critically. The course outline lists specific assignments for the journal reflections. For this final paper, you will look across the semester and consider its effects on you. The guiding questions for this final paper are:

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

Criteria for assessment include: evidence of serious reflection and analysis, clear organization, and clear writing. This paper is the culminating activity of the course and is due at the beginning of the last class meeting (**Class 15**). **Since this is a reflection paper, APA technical format is not**

**required** (e.g., citations, headings). However, the written language format of APA is required for all assignments throughout the course.

*All assignments must be completed in MSWord and submitted to Bb on the date specified by the class' start time. No pdf files will be accepted for any assignments. All assignments must be of high quality with few, if any, errors in mechanics. Reviewing and editing your work is essential to successful completion of this course (e.g. do not count on spell check; begin to memorize frequently-used aspects of APA).*

Feedback on Assignment Using APA Numeric Codes

Throughout your document, there may be numbers that correspond to the feedback below.

This # on your paper...	...corresponds to this section of the APA Manual Sixth Edition. Please review your paper in light of the APA writing style. Contact the Instructor if you have questions.
1	Chapter 3 on writing style (3.01 to 3.11)
2	Chapter 3 on guidelines to reduce bias in language (pp. 70-76, particularly 3.15)
3	Chapter 3 on grammar (3.18 to 3.23)
4	Chapter 4 on punctuation, spelling, capitalization, italics, abbreviations, numbers (4.01 to 4.38)
5	Chapter 6 on plagiarism and quotations (6.01 to 6.10) <i>For <u>all</u> assignments in this course, do not quote. Always paraphrase.</i>
6	Chapter 6 on reference citations in text (6.11 to 6.21)
7	Chapter 6 on Reference list (6.22 to 6.32)  All of Chapter 7 provides Reference Examples. You will likely use 7.01 the most for articles from peer-reviewed journals (periodicals) and 7.02 for books and book chapters.
An arrow or "check throughout" indicates that a pattern of this type of feedback has evolved, and the writer needs to self-check the remaining portions of paper for that error type. The reader is no longer noting every instance of that feedback from that point on, but will mark some content intermittently. <i>The writer should focus on reducing this type of error in subsequent papers in order to enhance meaning and increase the score for excellent written language and sound content.</i>	

**SUMMARY OF DUE DATES:**

<i>Weekly Journal Reflection Papers</i> <b>Reflection #1 – Before Class 3</b> <b>Reflection #2 – Before Class 4</b> <b>Reflection #3 – Before Class 6</b> <b>Reflection #4 – Before Class 8</b> <b>Reflection #5 – Before Class 10</b> <b>Reflection #6 – Before Class 11</b>	<i>New Way of Knowing Paper</i> <b>Description Due on Class 9</b> <b>Bring draft to Class 13</b> <b>Paper Due Class 14</b>
	<i>Reflective Analysis on Ways of Knowing</i> <b>Due Class 15</b>

## Grading Scale:

Grade	GRADING	Graduate Courses
A+	95-100	Highly Satisfactory / Passing
A	90-94.9	Satisfactory / Passing
B+	85-89	Satisfactory / Passing
B	80-84.9	Satisfactory / Passing
C	70-79.9	Does not meet requirements of the Graduate School of Education
F	<69.9	Does not meet requirements of the Graduate School of Education

## Class Schedule

Faculty reserve the right to alter the schedule as necessary, with notification to students.

### Tentative Schedule of Readings and Assignments

	Date	Topic	Readings and Assignments due per week
Class 1	Aug. 30	What is a way of knowing, what ways of knowing	<b>READ:</b> <ul style="list-style-type: none"> <li>➤ No readings due for class 1</li> </ul>
Class 2	Sept. 6	What are our ways of knowing? And the foundations of inquiry?	<b>READ:</b> <ul style="list-style-type: none"> <li>➤ Chapter 2 from Rose, <i>On Reflection</i></li> <li>➤ Fendler, Teacher Reflection in a Hall of Mirrors</li> <li>➤ Descartes: Jigsaw readings from <i>Rules for Guiding One's Intelligence in Searching for the Truth</i> (first 13 rules: pp 117-169)</li> </ul>
Class 3	Sept. 13	Descartes: How are we coming to define "knowing"	<b>READ:</b> <ul style="list-style-type: none"> <li>➤ Descartes, Introduction (pp xi-xxxiii) and <i>Discourse on Method</i> (pp. 1-54)</li> <li>➤ Ellerton</li> </ul> <b>DUE:</b> <b>Reflection Prompt 1:</b> <i>How have the class activities, class discussions and readings on reflection furthered your thinking? What role do you see reflection playing in helping you to</i>



			<i>identify and develop an understanding of your and others' ways of knowing? The Fendler (2003) article references the complexities of reflection. Where do some of these complexities start to emerge for you?</i>
Class 4	Sept. 20	Identifying and developing expanding perspectives  What is a scientific revolution?	<b>READ:</b> ➤ Kuhn in two parts pp. 1 – 110  <b>DUE:</b> <b>Reflection Prompt 2:</b> <i>Open your web browser and explore rationalism, empiricism, and positivism. Examine the basic tenets of each and their historical context. Create a pictorial representation (e.g., a concept map or other image) of how you see them reflected in your own way(s) of knowing.</i>  <i>Think and Write (1 page): What are examples of these in your discipline, job, and/or life?</i>  <i>Submit your reflection and a photo or scan of your image to Blackboard AND bring a copy to class 4.</i>
Class 5	Sept. 27	A philosophical view of how ways of knowing change	<b>READ:</b> ➤ Kuhn, part two pp. 111-210
Class 6	Oct. 4	The culture of education	<b>READ:</b> ➤ Bruner, pp. 1 – 99  <b>DUE:</b> <b>Reflection Prompt 3:</b> <i>Imagine a conversation between Kuhn and Descartes: what would Kuhn say to Descartes about his Discourse? Many have argued that Descartes created a scientific revolution. Does it meet Kuhn's attributes? Why or why not? Additionally, note what specifically about Kuhn's perspective helps you understand how we come to know?</i>
Class 7	Oct. 11	The culture of education and knowing	<b>READ:</b> ➤ Bruner, pp. 100 – 185
Class 8	Oct. 18	Narrative inquiry and expanding perspectives	<b>READ:</b> ➤ Connelly & Clandinin ➤ Barone ➤ Clandinin & Murphy

			<p>➤ Coulter &amp; Smith</p> <p><b>DUE:</b>  <i>Reflection Prompt 4: Situate Bruner within Cartesian philosophy. How does Bruner argue that we come to know? What is the essence of Bruner's argument about culture? How does it fit into your own way of knowing?</i></p>
Class 9	Oct. 25	Cultural Influences on Ways of Knowing	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>➤ Chapter (TBD) from Hall, <i>Beyond Culture</i></li> <li>➤ Swain &amp; Deters</li> </ul> <p><b>DUE:</b>  <b>New Way of Knowing paper description due</b></p>
Class 10	Nov. 1	Narrative and critical perspectives	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>➤ Gage on Bb</li> <li>➤ Rizo on Bb</li> </ul> <p><b>Choose 2 of the following:</b></p> <ul style="list-style-type: none"> <li>➤ Duncan &amp; Ridley-Duff</li> <li>➤ Mueller &amp; O'Connor</li> <li>➤ Moen, Gudmundsdottir, &amp; Flem</li> <li>➤ Valentine</li> </ul> <p><b>DUE:</b>  <i>Reflection Prompt 5: Consider the cultural influences you identified in the Cultural and Linguistics Scaffold begun in class 7 and continued in 9. Are the values, perspectives, and messages conveyed to you by these influences consistent with one another? How do you think these influences have affected your perspectives and your ways of knowing? How do you see them impacting you as a scholar and researcher?</i></p>
Class 11	Nov. 8	Chaos/Complexity: The New Revolution?	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>➤ Strogatz pp. 1-100</li> </ul> <p><b>DUE:</b>  <i>Reflection Prompt 6: What arguments about the creation of knowledge are the authors from the preceding two weeks making? How do they fit with Descartes, Kuhn, and Bruner?</i></p>
Class 12	Nov. 15	Pulling it all together session	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>➤ No new readings; catch up on previous readings</li> </ul>
<b><i>Have a great Thanksgiving!</i></b>			

Class 13	Nov. 29	Chaos/Complexity and Post-Modernism,	<b>READ:</b> <ul style="list-style-type: none"> <li>➤ Kilgore</li> <li>➤ Wheatley</li> </ul> <b>DUE:</b> <b>Bring draft of “Knowing” paper to class</b>
Class 14	Dec. 6	Expanded Understandings	<b>READ:</b> <ul style="list-style-type: none"> <li>➤ no new readings for this evening</li> </ul> <b>DUE:</b> <b>“Knowing” paper</b>
Class 15	Dec. 13	Pulling our learning together: What do we know?	<b>READ:</b> <ul style="list-style-type: none"> <li>➤ Maxwell’s Paradigms or Toolkits</li> </ul> <b>DUE</b> <b>Closing Reflection</b>  <b>Complete:</b> <ul style="list-style-type: none"> <li>➤ <b>Course Evaluation</b></li> <li>➤ <b>Student Feedback Form</b></li> </ul>

### 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. [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
- Innovation
- Research-based Practice
- Social Justice



Promoting Learning & Development Across the Lifespan

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times and in all interactions with staff, faculty, administrators and other classmates.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>). *Inclusive is that nothing except course required materials is accessed during course sessions. Screens on laptops and any other electronic devices must be in full view of the instructor (e.g., do not have screen face the wall; do not put cell phone on your lap) at all times.*

With apologies for operationalizing the above specific behaviors; if these had not become issues in previous classes, there would not have been a need to be explicit here. *Please respect our limited instructional time together; distractions such as the above impede the quality and quantity of that time.*

- 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 <http://ods.gmu.edu/>). *Please do not delay communicating with the instructor on this; prefer notification within the first two weeks of class.*
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor. *Cell phones or similar devices should be turned off and out of sight (e.g., not on the desk or table) during the entire course session. President Cabrerra's policy is that all cell phones are turned off and placed in a basket at the entry way of the meeting. This policy may be experimented with during this semester ☺.*

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
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- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.
- For information on other student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

## **GRADUATE SCHOOL OF EDUCATION**

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/> ]

For other resources about student success provided by the College of Education and Human Development, please visit our website [See <https://cehd.gmu.edu/students/student-success-resources/> ]

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

<b>Elements</b>	<b>Does not meet standard</b> (Little or no evidence)	<b>Approaches standard</b> (Some evidence)	<b>Meets standard</b> (Clear evidence)	<b>Exceeds standard</b> <i>(Clear convincing and substantial evidence)</i>
<b>Focus of paper</b>	The new way of knowing is not clearly identified and/or its historical roots are not described.	The new way of knowing is somewhat identified and/or its historical roots are minimally described.	The new way of knowing is clearly identified and its historical roots are clearly described	The new way of knowing is clearly and explicitly identified; its historical roots are clearly and thoroughly described.
<b>Presentation of Assumptions</b>	Assumptions about the nature of knowledge in the new way of knowing are not made clear. Key terms are not defined.	Fundamental assumptions about the nature of knowledge in the new way of knowing are explained minimally; some key terms are defined.	Fundamental assumptions about the nature of knowledge in the new way of knowing are explained clearly; the key terms necessary to understand this way of knowing are defined.	Fundamental assumptions about the nature of knowledge in the new way of knowing are explained clearly and thoroughly; the key terms necessary to understand this way of knowing are defined with depth and clarity.
<b>Connections to research</b>	Neither the nature of the research questions this way of knowing has been used to explore are clear nor are the examples presented.	The nature of the research questions this way of knowing has been used to explore are minimally or not clearly included and/or examples are not adequately presented.	The nature of the research questions this way of knowing has been used to explore are included and described clearly with relevant examples.	The nature of the research questions this way of knowing has been used to explore are articulated clearly and robustly; they are described with relevant examples.

<b>Comparison and discussion with reflection on new way of knowing</b>	Minimal to no attention is given to how this way of knowing is new to you.	Includes a cursory discussion where distinctions are present, but may not be developed in depth.	Includes a discussion that reveals a delineation between your way of knowing and the new way of knowing.	Includes a rich and meaningful discussion that reveals clear delineation between your way of knowing and the new way of knowing.
<b>Resources</b>	Minimal or no EDUC 800 references are included; does not comply with APA style, or contains multiple irregularities.	EDUC 800 or other references are mentioned but clarity or relevance may be lacking; some APA (6 <sup>th</sup> ed) style irregularities may be present.	Appropriate EDUC 800 references are included; some APA (6 <sup>th</sup> ed) style irregularities may be present.	Appropriate EDUC 800 references are clearly and accurately incorporated, and are in accurate APA (6 <sup>th</sup> ed) style.
<b>Language and Writing</b>	Author makes more than 5 errors in grammar, mechanics, or spelling that distract the reader from the content, or there are error patterns evident. Writing is not at the level of graduate work.	Author makes some errors in grammar, mechanics, or spelling that distracts the reader from the content. Uses language that is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development.	Author makes minimal to few errors in grammar, mechanics, or spelling. Uses language with elaboration to express ideas. Writing is generally at the graduate level, but may benefit from more careful editing.	Author makes no, or very few, errors in grammar, spelling, or mechanics. Uses language masterfully and thoughtfully to express ideas. Writing is clearly at the graduate level and shows careful editing.