

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

EDUC 800 – *Ways of Knowing*  
Spring 2019  
Monday, 4:30-7:10  
3 credits  
Music/Theater Building Room 1008

**Instructor Information**

**Professor: Beverly D. Shaklee, Ed.D.**

**Class Days/Time:** Mondays 4:30-7:10  
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**Office:** Thompson Hall 2500  
**Office Hours:** By appointment, Tuesdays, 3-4 or after class  
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**Course Outline and Requirements**

**COURSE DESCRIPTION:**

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

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

implications of the different ways of knowing for research and practice.

**No Prerequisites**

**LEARNER OUTCOMES/OBJECTIVES:**

As a result of this course, students participating in EDUC 800 will be able to:

1. Describe, compare, and contrast ways of knowing from a variety of perspectives.
2. Describe ways of knowing of individuals and groups and analyze and explain personal, sociocultural, professional, political, and other influences on ways of knowing.
3. Explain how various ways of knowing affect individual scholars, research, and practice in education and related fields.
4. Expand upon and further refine their scholarship abilities, including critical and analytic reading, writing, thinking, oral communication, and the use of scholarly resources.

This introductory course seeks to develop each Ph.D. student's ability to become grounded in the ways we come to know through inquiry and research based practice. Through the readings, dialogic discussions, critical reflections, and presentations, it is intended that each student will become more analytic about the conduct of inquiry and one's own perspectives on inquiry, research-based practice, and the nature of knowledge, as well as develop a respect for the diversity of thought that characterizes inquiry.

**REQUIRED TEXTS/ RELATED READINGS**

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

**Additional Readings will be drawn from the following and may be accessed through our course Blackboard site 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(8), 591-597.

Bruner, J. (1996). *The Culture of Education*. Boston, MA: Harvard University Press.

Clandinin, D. J., & Murphy, M. S. (2009). Comments on Coulter and Smith: Relational ontological commitments in narrative research. *Educational Researcher*, 38(8), 598-602.

Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2-14.

Coulter, C. A., & Smith, M. L. (2009). The construction zone: literacy elements in narrative research. *Educational Researcher*, 38(8), 577-590.

- Duncan, G., & Ridley-Duff, R. (2014). Appreciative Inquiry as a method of transforming identity and power in Pakistani women. *Action Research*, 12(2), 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>
- Booth, W.C., Colcomb, G.G., Williams, J.M., Bizup, J., & Fitzgerald, W.T. (2016). *The craft of research* (4<sup>th</sup> ed.). Chicago, IL: The University of Chicago Press. (Recommended for entire doctoral program).
- 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.
- Graff, G. & Birkenstein, C. (2014). *They say, I say: The moves that matter in academic writing* (3<sup>rd</sup>. ed.). New York, NY: Norton. (Recommended for entire doctoral program).
- 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.
- Kuhn, T. (2012) *The structure of scientific resolutions (fourth edition)*. Chicago: University of Chicago Press.
- Maxwell, J. A. (2011). Paradigms or toolkits? Philosophical and methodological positions as heuristics for mixed methods research. *Mid-Western Educational Researcher*, 24(2), 27-30.
- Moen, T., Gudmundsdottir, S., & Flem, A. (2003). Inclusive practice: A biographical approach. *Teaching and Teacher Education* 19, 359-370.
- Rose, E. (2013). *On reflection: An essay on technology, education, and the status of thought in the 21st century*. Canadian Scholars' Press.
- Rizo, F. M. (1991). The controversy about quantification in social research: An extension of Gage's "historical sketch". *Educational Researcher*, 20(9), 9-12.
- Swain, M., & Deters, P. (2007). "New" mainstream SLA theory: Expanded and enriched. *The Modern Language Journal*, 91, pp. 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 Text

American Psychological Association. (2009). *Publication Manual* (6<sup>th</sup> ed.). Author: Washington, DC. (Recommended for entire doctoral program – all written submissions must be APA format).

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

## Course Expectations for all students:

- **Attendance:** Face to face attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives. Unexcused absences will be reflected as a deduction in your class participation grade. If you find you must miss a class, please contact the professor *in advance* and arrange for information lost due to your absence.
- **Tardiness:** Prompt arrival for the beginning of class is expected. Early departures are considered part of class attendance as an absence unless approved by the instructor.
- **Participation:** Each student is expected to complete all the assigned readings before the assigned class and participate actively in discussions. It is expected that each student will be attuned to and respectful of group dynamics to ensure the active participation of all in the class.
- **Absence:** If you must miss a class, you are responsible for notifying me (in advance) and for completing any assignments, readings, etc. before the start of the next class. Only absences identified in the Mason catalog will be considered excused; other absences will be reflected as part of your participation grade. If you anticipate being absent for two or more classes, you should reconsider taking this class at this time.
- **Assignments:** All assignments must be completed in MS Word and sent to your professor as an email attachment or posted on Blackboard, as requirements indicate, on their due date. *Late assignments will not be accepted without making prior arrangements with your professor.*

**Inclement Weather:** If class is cancelled *by the university* due to inclement weather we will move the class discussion to Bb for the week on the discussion board. The class week then will be Monday 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 normal 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.

## MASON POLICIES and RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>.  
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- Students must follow the university policy for Responsible Use of Computing -- See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>.
- Students are responsible for the content of university communications sent to their George Mason University 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. *In EDUC 800 all email communication regarding course performance will be sent using Mason email addresses.*
- The George Mason University Counseling and Psychological Services (CAPS) staff consist 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/>).
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- The George Mason University Writing Center Staff provide 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/>).
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.  
*Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.*

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **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:

Collaborati  
on Ethical

Leadership  
Innovation  
Research-based  
Practice Social  
Justice

## 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/>]

## COURSE REQUIREMENTS AND ASSIGNMENTS

**Course Delivery.** This is primarily 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 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.

## COURSE ASSIGNMENTS

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

Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements will reflect the professional attitude implied in the course goals and will account for 30% of your course grade. Students who must miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

### **Journal Reflection Papers (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.

### **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.

As part of the development of your paper, please submit via email, a one-page description of your proposed project so we can agree early in the semester no later than the ninth class. The outline should address the following questions:

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

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 assumptions and definitions about your selected way of knowing, a demonstrated understanding of the implications for research, and clear organization and writing (*see scoring rubric overview 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. **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.*

#### **SUMMARY OF DUE DATES**

**Reflection #1 – Feb. 5th**

**Reflection #2 – Feb. 12th**

**Reflection #3 – Feb. 19th**

**Reflection #4 – March 5th**

**Reflection #5 – March 25th**

**Reflection #6 – April 2nd**

*New Way of Knowing Paper*

**Description due on Feb. 26th**

**Peer Review April 16th**

**Paper due on April 30**

*Closing Reflection on Ways of Knowing*

**May 7<sup>th</sup>**

**All assignments a due before the beginning of class.**

#### **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:

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

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

**Schedule of Readings and Assignments  
Spring 2019\***

<b>Class</b>	<b>Date</b>	<b>Topic &amp; Readings</b>	<b>Readings and Work Due this week</b>
1	Jan. 22	<b>Course introduction: How do we know?</b>	

2	Jan. 29	<b>What are our ways of knowing</b> <ul style="list-style-type: none"> <li>• How to be a Successful Doctoral Student (Bb)</li> <li>• Challenges of Becoming A Scholar (2012, Bb)</li> <li>• Rose, On Reflection (Chapter 2) (Bb) • Ellerton, How do you know that what you know is true? That’s epistemology</li> </ul>	
3	<b>Feb. 5</b>  <b>ONLINE</b>	<b>The “science” of research and nature of knowledge</b> <ul style="list-style-type: none"> <li>• Lagemman,</li> <li>• Scientific Research in Education - Intro • Moran, What Counts as Knowledge?</li> <li>• López-Alvarado, Educational Research: Educational Purposes, The Nature of Knowledge and Ethical Issues (Bb)</li> <li>• Stone, Numbers</li> </ul>	Due before class: Reflection Essay
4	Feb. 12	<b>On knowing</b> <ul style="list-style-type: none"> <li>• Descartes, Meditations on First Philosophy <i>Discourse on Method</i> (pp. 1 -54)</li> <li>• hooks, Black Looks: Race and Representation (Introduction &amp; Chapter 3)</li> <li>• Said, <i>Orientalism</i> (Introduction &amp; Chapter 1)</li> </ul>	Due before class: Reflection Essay
5	Feb. 19	<b>Contemplating the scientific revolution and its impact on knowing</b> <ul style="list-style-type: none"> <li>• Kuhn in two parts (pp. 1 – 110)</li> <li>• Merchant, The Death of Nature: Women, Ecology, and Scientific Revolution (Bb)</li> <li>• Jasanoff, Ordering Knowledge, Ordering Society (Bb)</li> </ul>	Due before class: Reflection Essay

6	Feb. 26	<b>Pragmatism and inquiry</b> <ul style="list-style-type: none"> <li>• Dewey, Logic: The Theory of Inquiry</li> <li>• Bohman, Democracy as Inquiry, Inquiry as Democratic: Pragmatism, Social Science, and the Cognitive Division of Labor</li> <li>• West, The Dilemma of the Black Intellectual</li> </ul>	Due before class: NWOK Outline/Proposal
7	March 5	<b>Chaos and complexity</b> <ul style="list-style-type: none"> <li>• Wheatley, Chaos &amp; Complexity: What Can Science Teach</li> <li>• Hutchinson, New Complexity Theories: From Theoretical Innovation to Doctrinal Reform</li> <li>• Walby, Complexity Theory, Systems Theory, and Multiple Intersecting Social Inequalities</li> <li>•</li> </ul>	Due before class: Reflection Essay
	March 12	<b>George Mason University</b>  <b>Spring Break</b>	
8	March 19	<b>Postmodernism, power, and knowledge</b> <ul style="list-style-type: none"> <li>• Foucault, Panopticism</li> <li>• Friere, Pedagogy of the oppressed (chapter 1)</li> <li>• Kellner, Toward a Critical Theory of Education</li> <li>• Bernal, Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge</li> </ul>	

9	March 26	<b>Culture, identity, and knowledge</b> <ul style="list-style-type: none"> <li>• Bruner, The Culture of Education (Chapters 1, 5, 6)</li> <li>• Yosso, Whose culture has capital? A critical race theory discussion of community cultural wealth</li> <li>• Butler, Gender Trouble (Preface and Chapter 1)</li> <li>• Gupta and Ferguson, Beyond "Culture": Space, Identity, and the Politics of Difference</li> </ul>	Due before class: Reflection Essay
10	April 2	<b>Evidence, methodology, and the creation of knowledge</b> <ul style="list-style-type: none"> <li>• Maxwell, Paradigms or Toolkits</li> <li>• Becker, Evidence Ch 1 and 2</li> <li>• Yilmaz, Comparison of Quantitative and Qualitative Research Traditions</li> <li>• Valentine, Theorizing Researching Intersectionality</li> <li>• Oakley, et.al., The politics of evidence and methodology: lessons from the EPPICentre</li> </ul>	Due before class: Reflection Essay
11	April 9	<ul style="list-style-type: none"> <li>• <b>Evidence, methodology, and the creation of knowledge, II: Your fields</b></li> </ul>	Students to generate readings
12	April 16	<b>Writing Workshop</b>	<ul style="list-style-type: none"> <li>• Please submit NWOK essay for peer review</li> </ul>
13	April 23	<b>Presentations of New Ways of Knowing</b>	
14	April 30	<b>Presentations of New Ways of Knowing</b>	<ul style="list-style-type: none"> <li>• Final NWOK essay due</li> </ul>
15	May 7	<b>Course Wrap-Up and Reflection: Implications of Research and Doctoral Coursework</b>	Final reflective essay due

The schedule is subject to change by the instructor to better suit the needs of the class. Ample notification will be given for any/all changes.



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

<b>Elements</b>	<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)
<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.