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

EDUC 883.001 CRN 18098- Seminar in Sociocultural Theory

3 Credits, Fall 2019
Tuesdays, 7:10-10:00
Class Location: Thompson Hall 1020

PROFESSOR:

Name: **Dr. Shelley D. Wong**
Office Hours: Tuesdays 5:15-6:45 p.m. and by appointment
Office Location: Thompson Hall 1505, Fairfax campus
Office Phone: (703) 993-3513
Email: swong1@gmu.edu

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 socio-cultural primary texts: Paulo Freire's *Pedagogy of the oppressed*, 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 Freire, 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 provide peer feedback 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 share with the class. As doctoral level students it is also expected that you will explore alternative media, video,

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and film sources, as well as read broadly from resources beyond the required readings to produce multi-modal representations of sociocultural theory.

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 on-line discussion, journal reflections and close reading of Paulo Freire, 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, Austin.

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

Freire, Paulo. (1993) *Pedagogy of the oppressed*, Continuum Intl. Pub Group.

Swain, M., Kinnear, P. & Steinman, L. (2015) *Sociocultural theory in second language education: An introduction through narratives*. (2nd Ed.) Bistol, UK: Multilingual Matters.

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

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RECOMMENDED TEXTS:

American Psychological Association (2009): *Publication manual of the American Psychological Association*.

Ball, A. F., Freedman, S.W. (2004) *Bakhtinian perspectives on language, literacy, and learning (Learning in doing: social, cognitive and computational perspectives)*, Cambridge University Press.

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

Hawkins, M.R. (2013). *Framing languages and literacies. Socially situated views and perspectives*. New York, NY: Routledge. ISBN: 978.0.415.81056.2 (pbk)

Kubota, R., Lin, A. (Ed.), (2009). *Race, culture, and identities in second language education: Exploring critically engaged practice*. New York, NY: Routledge. ISBN: 978.0.415.99507.8

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, U.K.: Cambridge University Press.

Moll, L. C. (Ed.). (1992). *Vygotsky and education: Instructional implications and applications of sociohistorical psychology*. 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*. New York: Taylor & Francis/Routledge (formerly Lawrence Erlbaum Associates, Inc. 2006)

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).

1. Assignment descriptions:

1) Final Project (Choose one):

Final Project Option A: literature review -in consultation with your advisor-

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The literature review or anthology could be analogous to preparing an edited book on a specific topic of your choice. The goal of the assignment is for you to develop your expertise by analyzing in detail the research literature on a specific issue. 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. For example: oppression, private speech, self-regulation, semiotic mediation, development of scientific concepts, play, bilingualism and thinking, etc. I strongly encourage you to explore your interests and address an issue that you find important or relevant to your career and research interests. You should make your topic selection by the third week of the semester.
- 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 (we will discuss selection strategies in class). 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) Introduction to the collection. Explain your logic and rationale for having selected the 15 articles/books and why a reader may want to read your collection.
- d) Discussion section explains what you learned from reading these articles. This section must include a detailed analysis and synthesis of the articles.
- e) Prepare a presentation summarizing your findings and a bibliography; bring copies of the bibliography for your classmates on the day of your presentation.

Final Project Option B: Professional/Scholarly Conference Proposal, Paper and/or Report on Conference or Book Review for Scholarly or Professional Publication

SCT-L2 Learning Working Group, which will be held in Pittsburgh, PA (USA), **November 8-10, 2019**

<https://sites.google.com/view/sct-l22019/home>

- a) Reflect on how your membership in various professional and scholarly associations will benefit from participating in professional development

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opportunities and conferences. Provide a rationale for your choice of assignment with respect to research, educational policies and practices.

- b) Investigate the Genre(s) for presentations: 1) Conference Attach the call for participation for this conference (including theme, requirements and deadline). 2) Journal or other serial publication: attach a model review of a conference or book and submission requirements.
- c) Discuss your research (telephone, on-line or face to face interview) with a mentor in seeking advice concerning identifying an important scholarly conference or publication in your field of specialization. Identify the interest sections or divisions relating to your research interests.
- d) Provide a sample of a conference proposal. Attach sample conference reviews or book reviews or Call for authors. Collaboration: How can you use this conference to develop collaboration with classmates, other faculty, colleagues with whom you work to develop expertise through interdisciplinary work?
- e) The conference proposal/review or book review speaks to the particular discourse community effectively.
- f) Reflections on the value of this assignment for developing one's research interests.
- g) Reflection on the value of this assignment for addressing educational policy and practices in your field(s) of specialization.
- h) The appendix includes a list of resources for future reading/investigation: Conferences, journals, key scholars for future reading list.

2) Presentation on Readings

Presentation Format

- a) RESPOND to the readings you are presenting using the 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.
- b) Summarize a main point or points of the reading(s) for the day you have chosen to present and make a SIMPLE HANDOUT to help people follow your summary (do not summarize the entire book).
- c) Suggest how the "main point/s" are LINKED to other class readings/discussion/activities, and then to your own research topic, project proposal or ideas.

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- d) 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.
- e) SHARE any aspects of your research or project development that might be relevant or that you would like to discuss or get feedback on.
- f) ASK a question or present an issue related to what is being discussed in the reading to ask the other students in class. Your questions can seek clarification or provoke discussion.
- g) Be ready to be a LEADER in the class discussion period and FACILITATOR by listening and drawing out other students to enter the discussion and respond to you and to others.
- h) Examine how foundational influences in U.S. education might be enhanced with historical and contemporary international perspectives from Asia, Africa, Europe, the Middle East, the Americas--especially Latin America and the Caribbean--, Australia and the South Pacific.

3) Class Participation and lively respectful dialogue:

Dialogue and collaboration are the heart of an active and liberational 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. Here are just a few guidelines to facilitate our conversations each week: (from: University of Washington Dr. Rachel Chapman's syllabus Anthropology 567 (who acknowledges Dr. *Dr. Moira Baker, Radford University*)

:

- 1) Be willing to share your ideas and experiences with others, even though you may feel your ideas are "different."
- 2) Don't EVER think that what you have to say is stupid, dumb or silly. Many others probably share your question(s).
- 3) If you are a reserved person who finds conversing in a group difficult, force yourself to join the dialogue.
- 4) Be respectful of the ideas and experiences of others, even though you feel they are "different" from your own.
- 5) Listen respectfully, not interrupting, and reserving judgment until you have attempted to hear what another has to say.

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- 6) If you are an outgoing person, who finds conversing in a group relatively easy, hold back a little and give others a chance to speak.
- 7) If you find yourself dominating the conversation, speaking repeatedly to "win your point" while most of the others in the class remain silent, remember that our purpose is not to "win" debates but to openly air differing ideas and to learn from each other.
- 8) Don't assume that because people are quiet they have nothing to say and that you have to "fill the gap" by speaking. The best way to fill an uncomfortable gap is to ask others what they think.
- 9) Don't assume that silences are unproductive. Give people time to think. If you're uncomfortable with silences, remember that others need more time to formulate their ideas--or to dare to speak up.

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.

2. Assignment and examination weighting

Final project	30 points
Presentation on readings (2 @15points)	30 points
Journal	30 points
Class Participation	10 points

3. Grading policies (and grading scale appropriate for UG or GR level)

Grade	Standards	Grading	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Exemplary /Passing
A	Meets Standard	93 – 97.9	4.00	Excellent /Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory /Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory /Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory /Passing

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B-	Approaches Standard	80 – 82.9	2.67	Satisfactory* /Passing
C	Attempts Standard	70 – 79.9	2.00	Unsatisfactory /Passing
F	Does not Meet Standard	Below 70%	0.00	Failing

4. Other expectations:

Attendance: Missed Classes

Regular, on-time attendance 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. If you must miss the class due to professional obligations, make arrangements with another classmate to SKYPE, use WebX or record the session for you and take notes and participate on line with a contribution.

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 e-mail 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.

5. Selected performance-based assessments (with rubrics at end of syllabus)

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:

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* Note: GSE 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.

TASKSTREAM REQUIREMENTS

Not applicable

PROFESSIONAL DISPOSITIONS

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

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience.

PROPOSED CLASS SCHEDULE

Class session	Theme/Topic	Preparation and Reading Assignments
Session 1 Aug. 26th	Introduction & Overview	An introduction to Freire, Vygotsky & Bakhtin and the course Required: Freire (Pedagogy of the Oppressed- Ch 1) The dichotomy of oppressors and oppressed - and how to move beyond it. Darder (The Student Guide to Pedagogy of the Oppressed- Preface, Forward and Ch 1 Lived History) Register for the AERA Brown Lecture https://www.eventbrite.com/e/16th-annual-aera-brown-lecture-in-education-research-tickets-65428377037

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<p>Session 2 Sept. 3</p>	<p>Pedagogy of the Oppressed</p>	<p>Required: Freire (Pedagogy of the Oppressed –Ch 2). The “banking” concept of education as an instrument of oppression: Its assumptions & critiques. Darder (The Student Guide to Pedagogy of the Oppressed- Ch 3-In Dialogue with the Text Chapter by Chapter)</p>
<p>Session 3 Sept. 10th</p>	<p>Pedagogy of the Oppressed</p>	<p>Jigsaw for Freire chapters 3, 4</p> <p>Freire (Pedagogy of the Oppressed –Ch 3). Dialogics and pedagogical method: Dialogicity as the essence of education as freedom in practice.</p> <p>Freire (Pedagogy of oppressed,) Ch 4). Anti-dialogicity and dialogicity as opposed theoretical frameworks for cultural action: the first serves oppression and the second, liberation.</p> <p>Jigsaw for Darder chapters 2, 4 or Additional critiques: Select 1 or 2 critiques of Freire Banned in Tuscan Arizona Weiler, K. (p. 67-87) Feminist engagements: reading, resisting, and revisioning male theorists in education and cultural studies (available at GMU library as an online book, Call Number: LC197 .F474 2001).</p>

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<p>Session 4 Sept. 17th</p>	<p>Narratives Mediation Dialogic Pedagogy Race, Empire And ELT</p>	<p>Swain, M., Kinnear, P. & Steinman, L. (2015) <i>Sociocultural theory in second language education: An introduction through narratives</i>. (2nd Ed.) Bistol, UK: Multilingual Matters.</p> <p>Vygotsky's history in brief, introduction and Ch. 1 Mona: Across time and geography. <i>Mediation</i>.</p> <p>Select 1 reading from the following:</p> <p>Wong, S. <i>Dialogic Approaches to TESOL: Where the Ginkgo Tree Grows</i>. New York & London: Taylor & Francis Preface and Ch. 4 Learning by doing. (On Blackboard)</p> <p>Motha, S. <i>Race, Empire, and English Language Teaching: Creating Responsible and Ethical Anti-Racist Practice (Multicultural Education Series)</i>, Teachers College Press. Ch. 1.</p> <p>TOPIC and Rationale for Final Project due.</p>
<p>Session 5 Sept. 24th</p>	<p>The Concept of Mediation</p>	<p>Vygotsky (1978) Chapter 1: Tool & Symbol pp. 19-30.</p> <p>Select 1 reading from the following:</p> <p>Lantolf, J. P., Poehner M. E. (2014) Preface. Chapter 1 "Theory/Research-Practice Gap in Applied Linguistics.</p> <p>Cole & Schriber (1978) Introduction & Biographical Note. (pp. 1-18)</p> <p>Wong, S. <i>Dialogic Approaches to TESOL: Where the Ginkgo Tree Grows</i>. New York & London: Taylor & Francis Preface and Ch. 3 Problem posing (on Blackboard)</p>

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<p>Session 6 Oct. 1st</p>	<p>The Zone of Proximal Development Private speech</p>	<p>Vygotsky (1978) <i>Mind in Society</i>, Ch. 2 & 3, pp.31-51</p> <p>Select chapter 2 Madame Tremblay: A French immersion story <i>The zone of proximal development</i> or 3 Jodi (talking to self) Sophie and Rachel (talking to others and self) <i>Languaging: Private speech and collaborative dialogue from:</i> Swain, M., Kinnear, P. & Steinman, L. (2015) <i>Sociocultural theory in second language education: An introduction through narratives.</i> (2nd Ed.) Bistol, UK: Multilingual Matters.</p> <p>Or another Vygotskian influenced study in your field of specialization</p>
<p>Session 7 Oct. 8th</p>	<p>Everyday and scientific concepts Educational Implications: Pedagogical imperatives</p>	<p>Vygotsky (1978) <i>Mind in Society</i>, Ch. 4 & 5, 52-75</p> <p>Select 1 reading from the following: Select chapter 4 Thaya: Writing across languages, <i>Everyday and scientific concepts</i> or 5 Grace: The effect of affect from: Swain, M., Kinnear, P. & Steinman, L. (2015) <i>Sociocultural theory in second language education: An introduction through narratives.</i> (2nd Ed.) Bistol, UK: Multilingual Matters.</p> <p>Or another Vygotskian influenced study in your field of specialization</p> <p>Journals DUE</p>
<p>Nov 8-10th</p>		<p>SCT-L2 Learning Working Group, which will be held in Pittsburgh, PA (USA), November 8-10, 2019</p> <p>https://sites.google.com/view/sct-l22019/home</p>

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<p>Session 8 Oct. 15th</p>	<p>Educational Implications</p>	<p>Vygotsky (MNS) -Ch. 6 & 7 Select 1 reading from the following: Select chapter 6 Sandra’s story <i>Activity theory</i>, 7 Yang: Being assessed <i>SCT assessment</i> or 8 Maria and the Beatles; Jean Paul and Second Life: Swain, M., Kinnear, P. & Steinman, L. (2015) <i>Sociocultural theory in second language education: An introduction through narratives</i>. (2nd Ed.) Bistol, UK: Multilingual Matters. Or another Vygotskian influenced study in your field of specialization</p>
<p>Session 9 Oct. 22nd</p>	<p>Bakhtin & Arizona Electronic Session Post journal reflections to Blackboard</p>	<p>Bakhtin, M.M. (1986). Response to a Question from the <i>Novy Mir</i> Editorial Staff. . (pp. 1-9) <i>Speech Genres and Other Late Essays</i>. Austin, TX: University of Texas Press. Introduction. M. Holquist View Michael Holquist’s talk “What would Bakhtin do? Multilingual 2.0” on UTUBE: http://www.youtube.com/watch?v=H12_N6FDuKI anaphoric reference</p>
<p>Thursday October 24th</p>	<p>AERA Brown Lecture Ronald Reagan Building and International Trade Center in Washington, D.C.</p>	<p>Prudence L. Carter, dean and professor of the Graduate School of Education at the University of California, Berkeley, and national expert on inequality in education, has been selected by the American Educational Research Association (AERA) to present the 2019 <i>Brown</i> Lecture in Education Research. This public lecture will take place at the Carter’s research focuses on factors that shape and reduce economic, social, and cultural inequalities among social groups in schools and society. A sociologist, she examines academic and mobility differences influenced by the dynamics of race, ethnicity, poverty, class, and gender in the U.S. and global society. She is an AERA Fellow and an elected member of the National Academy of Education.</p>

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<p>Session 10 Oct. 29th</p>		<p>Connecting Freire, Vygotsky & Bakhtin (Holquist)</p> <p>Lee, C.D., (2000). Signifying in the Zone of Proximal Development. (pp. 191-225 in C.D.</p> <p>Lee & P. Smagorinsky (Eds.) Vygotskian Perspectives on Literacy Research: Constructing Meaning through Collaborative Inquiry. Cambridge, U.K.: Cambridge University Press</p>
	<p>Ideological becoming</p>	<p>Ball, A. F., Freedman, S.W. (2004) Ideological becoming: Bakhtinian Concepts to Guide the Study of Language, Literacy & Learning Ch. 1 (pp. 3-33). <i>Bakhtinian Perspectives on Language, Literacy, and Learning (Learning in Doing: Social, Cognitive and Computational Perspectives)</i>, Cambridge University Press.</p>
<p>Session 11 Nov. 5th</p>		<p>Bakhtin, M.M. (1986). The Problem of Speech Genres. (pp. 60-102). <i>The Speech Genres and Other Late Essays</i>. Austin, TX: University of Texas Press.</p> <p>Gary Saul Morson (2004) Ch. 13 The Process of Ideological Becoming (pp. 315-332) <i>Bakhtinian Perspectives on Language, Literacy, and Learning (Learning in Doing: Social, Cognitive and Computational Perspectives)</i>, Cambridge University Press.</p> <p>Journals Due</p>

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<p>Session 12 Nov. 12th</p>	<p>Critical Dimensions Funds of Knowledge</p>	<p>Bakhtin Bakhtin, M.M. (1986). <i>The Problem of the Text</i>. (pp. 103-131) <i>Speech Genres and Other Late Essays</i>. Austin, TX: University of Texas Press.</p> <p>Jigsaw from: Norma Gonzales or Moll & Greenberg</p>
<p>Session 13 Nov. 19th</p>		<p>Bakhtin, M.M. (1986). <i>Toward a Methodology for the Human Sciences</i>. (pp. 159-172). <i>The Speech Genres and Other Late Essays</i>. Austin, TX: University of Texas Press.</p> <p>Share drafts of final paper</p>
<p>Session 14 Nov. 26th</p>		<p>Connecting Freire, Vygotsky & Bakhtin through Marx</p>
<p>Session 15 Dec. 3rd</p>		<p>Connecting Freire, Vygotsky & Bakhtin through feminist, queer. Post-colonial & CRT lenses</p> <p>Final Paper</p>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 <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 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/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the

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safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

Participation and Journal-30 points

CRITERIA	No evidence (not at all) 1	Beginning (limited evidence; to a limited extent) 2	Developing (clear evidence; somewhat) 3	Accomplished (clear, convincing, substantial evidence; to the highest degree) 4	Score
Attendance	Two or more unexcused absences.	One unexcused absence.	Attends every class session, usually on time, or arranges with a classmate to take notes & the instructor prior to an excused absence or tardy.	Attends every class session on time or arranges with a classmate to take notes and the instructor prior to an excused absence or tardy and participates by posting on Blackboard or other creative community building	
Preparation of readings	No evidence of reading or preparation for class.	Prepared some of the time for thoughtful contribution to class.	Consistently prepared for thoughtful contribution to class through sharing	Always prepared for thoughtful contributions to class through sharing significant	

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			significant personal and professional experiences and reflecting on developing critical literacy	personal and professional experiences, reflecting on developing critical literacy and sharing additional background resources	
Participation in Activities, Discussions, Projects	Little to no participation in discussions, activities, or projects.	Some participation in discussions, activities, and projects—but may dominate or be too reticent to share	Always participates in discussion, activities, and projects through active listening as well as sharing	Takes leadership in engaging peers in participation in discussions, activities, and projects and facilitating the participation of the quieter students	
Journal entries on Readings	Five or less entries or total number of pages less than 10 pages Lack of connection with personal, professional experiences	Six or less entries or less than 12 pages Weak or superficial connection with personal, professional experiences (or did not cite page numbers or did not cite sources appropriately)	Seven or more scholarly entries Quoted from sources appropriately Made connections between personal, profession experience and readings Made connections between course and other readings	Ten or more scholarly entries Quoted from sources appropriately and consistently throughout Inter-textual references from required & other readings Links to personal, professional experiences and identities and experiences as a researcher	
Respect for Colleagues	Cursory respect for classmates and/ or guest speakers.	Usually demonstrates interest and respect for the opinion of others.	Demonstrates interest and respect for the opinion of others.	Takes leadership in welcoming guests, facilitating courageous conversations and inclusive	

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				respectful interactions, written comments on other journals and classmate presentations	
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Presentation on Readings - 20 points

CRITERIA	No evidence (not at all) 1	Beginning (limited evidence; to a limited extent) 2	Developing (clear evidence; somewhat) 3	Accomplished (clear, convincing, substantial evidence; to the highest degree) 4	Score
1. The presenter(s) 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 presentation was limited	Background presentation with confidence	Background presentation with expertise	
2. The presentation revealed some personal stances/experience/significance to the reading. There was either an activity or visual or hands on way of approaching the material—not only a traditional lecture.	Didn't use any visual aides	Used minimal technology	Used engaging visual aids	Used multimedia sources in creative and interactive ways	
3. The presenter(s) 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 presentation included	Didn't	Minimum	Handout	Handout	

For Posting

an annotated handout of related resources, additional readings, and websites.	prepare a handout	effort reflected in handout	was useful with current references	provided a wealth of references	
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Final Project (Professional/scholarly presentation or publication) - 40 points

CRITERIA	Little or No Evidence 1	Beginning: Does not adequately meet expectations 2	Developing: Meets Expectation adequately 3	Accomplished: (clear, convincing, substantial evidence; to the highest degree) 4	Score
1. Provides a rationale for the choice of assignment and reflects on the benefits of participating in various professional and scholarly associations.					
2. Investigates the Genre(s) a) Conference, Attaches the call for participation for this conference (including theme, requirements and deadline). b) Journal or other serial publication: attach a model review of a conference or book and submission requirements. Provide a sample of a conference proposal. Attach sample conference reviews or book reviews or Call for authors.					
3. Interviews an expert (telephone, on-line or face to face interview) approaches a potential mentor to seek advice concerning identifying an important scholarly					

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conference or publication in your field of specialization. Identify the interest sections or divisions relating to your research interests or structures within the association/organization					
4. Collaboration: How can you use this conference to develop collaboration with classmates, other faculty, colleagues with whom you work to develop expertise through interdisciplinary work?					
5. The conference proposal/review or book review speaks to the particular discourse community effectively.					
6. Reflects on what the author has learned through course readings and this project that have relevance for her/his future research (or dissertation).					
7. Reflects on the value of this assignment for addressing educational policy and pedagogical practices in one's field(s) of specialization.					
8. Referencing is done in correct APA style.					

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Final Paper (Literature Review Scoring Rubric)-30 points

Criteria	Beginning: Little or No Evidence Does not adequately meet expectations 1	Developing: Evidence provided Meets Expectations adequately 2	Accomplished: Substantial evidence provided Strongly meets expectations 3	Comments	Score
1.Provides a self-introduction and rationale for the choice of this assignment 2. Provides researchers own positionality with respect to the choice of topic and problem to be addressed and reflects on the value of this assignment for her/his research and practice					
3. Investigates the topic/problem through various sociocultural sources and by reviewing works of different authors and perspectives.					
4.provides a professional self introduction to the author/researcher and cites multiple discipline specific					

For Posting

sources influential in defining one's own theoretical framework					
5. Referencing is done in correct APA style. Adequate citations.					
6. Mechanics/ Writing is proper. It is well written and with few or no errors or error patterns. Clear evidence of regular revision and proofing.					
7. Reflects on how this literature review has helped her/his future research (or dissertation).					
8. Development of topic is clear. Information is presented in a smooth, logical, and interesting sequence.					
9. Topic is clear through review of the literature and supported materials.					
10. Reflects on and connects topic explicitly to Freire, Vygotsky and/or Bakhtin					

For Posting

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