**George Mason University**
**College of Education & Human Development (CEHD)**
**School of Education**
**EDUC 800 003 -Ways of Knowing – 3 credits**
**Asynchronous Online - Fall 2020**
**Course Week: Monday-Sunday**

**Professor**

Beverly D. Shaklee, Ed.D.
Professor and Director, Center for International Education
Office Location: Thompson Hall 2601                     Office Hours: By appointment
Phone: 703.993.2388                                                Email: bshaklee@gmu.edu

**For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus**

**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 – admission to the PhD program or permission of instructor*

**Course Delivery**

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available prior to the start of the Fall 2020 semester.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom/web conferencing tool.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader:  https://get.adobe.com/reader/
  - Windows Media Player:  https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player:  www.apple.com/quicktime/download/

*Expectations*
- Course Week:  Our week will start on Monday, and finish on Sunday and each week you will receive a communication from me on Sun-Monday outlining the week's plan.  This is a CRITICAL email with specific requests and tasks, please ensure you read it carefully. If you have questions, please ask.
- Log-in Frequency:  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology.  Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Students who are unfamiliar with Bb should make time to take the online tutorial before the beginning of class.  https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/
- All students can request a WebX or Zoom account from ITU, https://its.gmu.edu/ to facilitate online communication with one another and with the instructor.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly.  Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced.  Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus.  It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues.  Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space.  Experience shows that even an innocent remark typed in the online environment can be misconstrued.  Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses.  *Be positive in your approach with others and diplomatic in selecting your words*.  Remember that you are not competing with classmates but sharing information and learning from others.  All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

## LEARNER OUTCOMES/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

Court, D. (2020). A Brief History of Knowledge for Social Science Researchers: Before Method. Routledge.

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

**Other readings will be accessed through our course Blackboard site at: https://mymasonportal.gmu.edu/**

**Recommended Text**

American Psychological Association. (2020). *Publication Manual* (7th ed.). Author: Washington, DC.

*If your field of study requires a different style manual, please notify your instructor at the beginning of class.*

## NETIQUETTE

As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think/edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

## MASON POLICIES and RESOURCES FOR STUDENTS

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/ ).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly.  All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services.  Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/)
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

*Campus Resources*

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20.  Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

## CORE VALUES COMMITMENT

The College of Education and Human Development is committed to *Social justice, Innovation,   Research-based practice, Ethical leadership, and Collaboration.*  Students are expected to adhere to   these principles.  [See http://cehd.gmu.edu/values]

EDUC 800  reflects the mission and core beliefs of the College of Education and Human Development at George Mason University through its commitment to engage doctoral students in critical reflection and research literature that promotes ethical educational leadership, deep understanding of a world  perspective in educational decision-making, knowledgeable teacher education professionals who can   teach their content and work effectively with diverse language learners, understand and implement   research-based practice, and collaborate productively with colleagues. CEHD's five Core Values are   integrated with and actively incorporated in the course content, discussions, and student work associated   with EDUC 800:  Collaboration, Ethical Leadership, Social Justice, Research Based Practices and Innovation.

Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/

## COURSE REQUIREMENTS AND ASSIGNMENTS

*Course Expectations for all students:*
Each Sunday, I will be posting an announcement on Blackboard that will also be emailed to you.  These weekly emails are VERY important for your success in the course.  Material will be suggested to you for readings, general observations from your BB posts will be shared, and deadlines and mini-assignments that are part of your grade

will be provided.  ==Please ensure that you are RECEIVING and READING these emails each week.== All correspondence goes only to your Mason email account.  I am definitely stressing this point because I have found the rare student does neither and then is quite upset that they didn't know what was going on.

1. **Attendance:** Unexcused absences will be reflected as a   deduction in your class participation grade. If you find you must miss a week, , please  contact the professor *in advance* and arrange for information lost due to your absence.  **IF YOU WILL BE MISSING MORE THAN ONE WEEK, PLEASE RECONSIDER TAKING THE CLASS AT THIS TIME.**
2. **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. ==For asynchronous sections failure to post, respond or complete activities during a week is considered an unexcused absence; tardiness is failure to post until late in the week (think Sunday) which means no dialogue can be promoted.  Unexcused absences or tardiness can have a significant impact on your grade.==
3. **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.
4. **Absence:** If you must miss a class, you are responsible for notifying me (in advance) and for completing any assignments, or readings,  before the start of the next  class. Only absences identified in the Mason catalog will be considered excused; other absences will be reflected as part of your participation grade.  *If you anticipate being absent for one or more classes, you should reconsider taking this class at another time*
5. **Assignments:** All assignments must be completed in MS Word 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. Files sent as PDF or without your name included will not be accepted.*

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

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

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/stūdy to the next. In addition to online 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

|  | *Points* |
| --- | --- |
| Participation & Professionalism | 30 |

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| Journal Reflections (4) | 20 |
| Project on New Way of Knowing | 40 |
| Closing Reflection on Ways of Knowing | 10 |
| *Total Points* | **100** |

**Participation & Professionalism** (30%)

Students will be asked to work individually or in small groups in class throughout the semester. Students will also be asked to participate in additional online Blackboard Discussions and activities throughout the week. Because of the importance of readings, discussions, and activities to your total learning experience, you are strongly encouraged to be completely engaged in all aspects of your work in and outside the scope of the class.

Graduate classes typically require 8-12 hours of preparation, reading and analysis time outside of the class session. F2F class sessions are usually 2.5 hours – plan to contribute online for approximately 2.5 hours per week and reserve 8-12 hours for reading, preparation and activities required for the course. It is very important to set a calendar and to manage your time well in the PhD program. This is not a self-paced course you will be expect to complete a weekly module of readings, activities and assignments.

Attendance, timeliness, preparation, and *active* contribution to small and large group efforts are essential. These elements will reflect the professional attitude implied in the course goals and will account for 30% of your course grade. Actively engaging with others in the class, modeling professional inquiry based learning and engaging in self-examination as well as professional research are all part of this participation grade in this course.

**Journal Reflection Papers** (4 x 5 = 20%) Due As Noted

You are encouraged to make time to reflect on weekly readings, class activities and class discussions in Db. You will write four reflection papers as noted in the class schedule, turned in by the beginning of the class on the date and topic identified. These reflections are designed to capture your growth and understanding of each way of knowing as you proceed through the course. Reflections are about the content of the course and cannot be submitted in advance of the appropriate discussion.

The intent of these brief papers (2 pages, double-spaced) is to help you become thoughtful and analytic about some rather conceptual, and sometimes complex, course content. You should look upon these papers as an opportunity to engage me in discussion as you grow over the semester. They are also exercises in concise writing so please keep to the two pages.

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

**Project on a New Way of Knowing** (40%)

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 it is that makes this approach a new way of knowing for you. The NWOK process is a recursive process with each component building upon the other so that in each iteration you add new ideas, correct misperceptions and improve on the final paper you submit. Each component should be used to connect to the final paper you submit and should not be considered as separate assignments. This mirrors the ways in which you will work as a researcher and in your dissertation process as you engage in dialogue about your research questions, ideas, methods in the future.

Note: depth and analysis are more important than breadth. APA format required.

**Project Components:**

**Outline (5 points).** As part of the development of your paper, please submit via email, a one-page description of your proposed project so we can agree early in the semester no later than October 19th. 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?

**Peer Review (8 points) –** At two points in the semester you will be working with a peer to share feedback – more details will be provided in class (Week of November 10-16)

**Multi-Media presentations (7 points) -** As part of your final work in this class you will present your NWOK as a multi-media presentation. More details will be provided later. (Due Nov. 17th)

**Paper (20 points) -** *This assignment is the performance based assessment for EDUC 800.* The main criteria are a clearly defined focus, clear and accurate presentation of assumptions and definitions about your selected way of knowing, a demonstrated understanding of the implications for research, and clear organization and writing *(see scoring rubric overview attached)* (Due December 6th)

<u>**Closing Reflection on Ways of Knowing**</u> (10%) – Due December 5

You will maintain regular reflective writings (above) that are both reflective and analytic in nature. The overall purpose is to use informal and formal journal writing as a means to think, make personal connections to, and reflect on the content of the course. In particular, reflection is a means for you to connect course material to your own experiences and to analyze the course readings critically **Using the four formal reflections, your personal reflections and your Db posts construct an essay that looks across the semester and addresses the guiding questions:**

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

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

*All assignments should be completed in MS Word and submitted via Blackboard by the due date specified in the syllabus and on Blackboard. PDF or files without <u>your name</u> on them will not be accepted.*

**Grading Scale:**
At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The system for grading graduate courses is as follows:

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

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

**Schedule of Readings and Assignments**
**EDUC 800: Ways on Knowing**
**Fall 2020**

Readings focus on the content of the class, but part of the class will also focus on the socialization, expectations and culture of doctoral student life. This is an asynchronous course with each week beginning on Monday ending the following Sunday. Work for the week will be distributed throughout each week and new posts from me on readings, assignments and responsibilities will appear in Discussion Board each Monday. Minimum expectation is to post 3 times a week; once in response to prompt, twice in response with further questions to classmates. Posting on Sunday does not 'count' since no one can engage in dialogue.

This is **NOT** a self-paced course, *readings should be done in advance* however assignments and responsibilities should be completed in the week assigned. Unexcused absences from Db activities, responses and assignments are treated the same as unexcused absences from F2F classes, they cannot be 'made up.'

| Class Week for Asynchronous meetings | COURSE TOPIC AND READINGS | DUE DATES |
|---|---|---|
| August 25-31 | **Class Focus - Introduction: How do we know?**<br>• How to be a Successful Doctoral Student (Bb)<br>• Challenges of Becoming A Scholar (2012, Bb)<br>• **Ellerton**, How do you know what you know is true? (Bb) | Goals Statement to bshaklee@gmu.edu<br><br>Post Video Introduction by 9/1 |
| Sept 1-7 | **Class Focus - A historical perspective**<br><br>**Court,** Chapters 1-4<br>**Routledge Handbook** – 1<br>**Watch** David James video<br>**Review** Power Point on Terminology | Review video introductions and respond to 2 colleagues with questions<br><br>Post to Db |
| Sept 8-14 | **Class Focus - History catching up to current times**<br><br>**Court,** Chapters 5-8<br>**Routledge Handbook** – 2-3 | Journal Reflection 1 Due<br><br>Post to Db |
| Sept 15-21 | **Class Focus - Measurement and Science as ways of knowing** | Post to Db |

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| | **Kuhn**, in two parts (pp1-110)<br>**Stone,** Numbers<br>**Routledge Handbook – 4** | |
| Sept 22-28 | **Class Focus -  Movement from Matter to Mind**<br><br>**Descartes**, *Meditations on First Philosophy* (pp1-54)<br>**Lopez-Alvarado**, Educational Research: Education Purposes,<br>The Nature of Knowledge and Ethical Issues<br>**Routledge Handbook** – 5-7 | Journal Reflection 2 Due<br><br>Post to Db |
| Sept 29-Oct 5 | **Class Focus -  Culture and action in education research**<br><br>**Dewey,** The Theory of Inquiry<br>**Bruner**, *The Culture of Educatio*n, Chapters 1,5,6<br>**Freire**, *Pedagogy of The Oppressed*, Chapter 1<br>**Watch Brene' Brown,** *The Anatomy of Trust* | Post to Db |
| Oct 5-12 | **Class Focus -  Revolution as a way of knowing**<br><br>**Rose,** On Reflection (Chapter 2)<br>**hooks**, Black Looks: Race and Representation (Introduction &<br>Chapter 3)<br>**Routledge Handbook – 9 and 11** | Journal Reflection 3 Due<br><br>Post to Db |
| **Oct 13-19** | **Fall Break week** | **NWOK Description Due to**<br>**bshaklee@gmu.edu 10/19** |
| Oct 20-26 | **Class Focus -  Criticality in knowing**<br><br>**Kellner**, Toward A Critical Theory of Education<br>**Bernal**, Critical race Theory… | Journal Reflection 4 Due<br><br>Post to Db |
| Oct 27-Nov2 | **Class Focus -  Rethinking how we know what we know**<br><br>**Said,** *Orientalism* (Introduction & Chapter 1)<br>**Gupta & Ferguson,** Beyond 'Culture': Space, Identify and the<br>Politics of Difference<br>**Watch Chimamanda Ngozi Adichie**:  The Danger of a Single<br>Story | Schedule Conference Call<br>with Dr. Shaklee<br><br>Post to Db |
| Nov 3-19 | **Class Focus -  Chaos and Complexity in Knowing**<br><br>**Wheatley**, Chaos & Complexity: What Can Science Teach<br>**Hutchinson,** New Complexity Theories: From Theoretical<br>Innovation to Doctrinal Reform<br>**Walby,** Complexity Theory, Systems Theory, and Multiple<br>intersecting social inequalities | Schedule Conference Call<br>with Dr. Shaklee<br><br>Post to Db |
| Nov 10-16 | Writing Workshop – guidelines in Content<br><br>**Class Focus -  Knowing in different ways**<br><br>**Maxwell**, Paradigms or Toolkits<br>**Becker,** Evidence (Chapters 1 & 2) | Peer Review – Feedback<br>Form Due to<br>bshaklee@gmu.edu 11/16<br><br><br>Post to Db |

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| | **Valentine**, Theorizing Researching Intersectionality | |
| Nov 17-23 | **Class Focus -  Subversive knowing**<br><br>**Patel 2019** *Fugitive practices: Learning in a Settler Colony.*<br>**Artiles 2019 –** Reinvisioning equity research<br>**Shah & Anderson, 2020** – Feminist ontologies<br>**Routledge Handbook** –  23, 27 and 31 | Media Presentation Due<br><br>Post to Db |
| Nov 24-30 | Thanksgiving week – No readings – No postings. | |
| Dec 1-6 | **Class Focus: Wrapping Up**<br>**Routledge Handbook – 23, 27 and 31** | Post to Db<br><br>NWOK paper due –Dec 1<br>Closing Reflection - Dec 5 |

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

**EDUC 800 Performance Assessment:  Rubric for the "Knowing" Paper**

| Elements | *Does not meet standard*<br>(Little or no evidence) | *Approaches standard*<br>(Some evidence) | *Meets standard*<br>(Clear evidence) | *Exceeds standard*<br>*(Clear convincing and substantial evidence)* |
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| **Focus of paper** | 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. |
| **Presentation of Assumptions** | Assumptions about the nature of knowledge in the new way of knowing are not made clear. Key terms are not defined. | Fundamental assumptions about the nature of knowledge in the new way of knowing are explained minimally; some key terms are defined. | Fundamental assumptions about the nature of knowledge in the new way of knowing are explained clearly; the key terms necessary to understand this way of 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. |
| **Connections to research** | Neither the nature of the research questions this way of knowing has been used to explore are clear nor are the examples 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 |
| **Comparison and discussion with reflection on new way of knowing** | Minimal to no attention is given to how this way of knowing is new to you. | Includes a cursory discussion where distinctions are present, but may not be developed in depth. | Includes a discussion that reveals a delineation between your way of knowing and the new way of knowing. | Includes a rich and meaningful discussion that reveals clear delineation between your way of knowing and the new way of knowing. |
| **Resources** | Minimal or no EDUC 800 references are included; does not comply with APA (7t)h style, or contains multiple irregularities | EDUC 800 or other references are mentioned but clarity or relevance may be lacking; some APA (7th ed) style irregularities may be present. | Appropriate EDUC 800 references are included; some APA (7th ed) style irregularities may be present. | Appropriate EDUC 800 references are clearly and accurately incorporated, and are in accurate APA (7th ed) style. |

| Language and Writing | Author makes more than 5 errors in grammar, mechanics or spelling that distract the reader from the content, or there are error patterns evident. Writing is not at the level of 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. |
| --- | --- | --- | --- | --- |