

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

**EDUC 800.003 ~ *Ways of Knowing*  
3 Credits, CRN 84365  
Fall 2021**

<b>Instructor:</b> Dr. Margaret (Peggy) King-Sears (she, her, hers)	<b>Meeting Dates:</b> August 23 to December 6, 2021
<b>Phone:</b> 703.993.3916 <i>but use email, please</i>	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> <a href="mailto:mkingsea@gmu.edu">mkingsea@gmu.edu</a>	<b>Meeting Time(s):</b> 7:20 to 10:00pm
<b>Office Hours:</b> Mon and Thurs 4:30 to 6:00 by appointment; <i>must be scheduled 24 hours in advance</i> ; other times available, so please ask; Zoom link for virtual meetings <a href="https://gmu.zoom.us/j/6746945454">https://gmu.zoom.us/j/6746945454</a>	<b>Meeting Location:</b> Zoom link available in Bb; synchronous online course (real time online class sessions)
<b>Office Location:</b> Finley Building, Room 218	<b>Other Phone:</b> NA

## 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. *No Prerequisites.*

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

### LEARNER OUTCOMES/OBJECTIVES:

As a result of this course, students 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 capacity 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, 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

American Psychological Association. (2020). [\*Publication manual of the American Psychological Association\*](#) (7th ed.). Washington, DC: Author.

Weekly readings are posted on the course Blackboard site at: <https://mymasonportal.gmu.edu/> under Weekly Sessions or are available at the GMU library (e.g., chapters from books). Additional readings will be acquired by students via the GMU library.

**NOTE:** All PhD students are fully responsible for mastering APA style, inclusive of written language, technical aspects (e.g., citations; levels of headings), and ethical requirements for all papers, projects, and research completed in the PhD program. See the APA guide in the syllabus for the sections of APA most relevant for your writing at this time.

## COURSE EXPECTATIONS

- **Attendance:** Virtual attendance for each class session is necessary to maximize your contributions to and take-aways from learning opportunities. Active participation in class discussions is essential to achieving the course objectives. Consequently, carefully schedule your time so as to arrive on time and remain the duration of each class session.
- **Participation:** Participation points are earned *between* and *during* class sessions.
  - **Between** class sessions:
    - Engage with peers about the reading/s or other relevant prompts on six occasions prior to class time. The engagement includes you posting your response to the prompt so that peers can engage with you and you engaging with peers relevant to their responses. Because your posting and engaging with peers must occur *prior to midnight on the day before* the class session, plan your time carefully so you are not posting or engaging at the last minute, which may impact your points.
    - The format for the prompt and responses vary throughout the semester (e.g., Discussion Board; Flipgrid; Padlet). If you have apps you would like used for these dialogues, please share with the Instructor!
    - Complete all assigned readings and view assigned videos *prior to* class ...
  - **During** class sessions:
    - ...so you can more confidently contribute to and learn *during* class discussions.
    - Please be attuned to and respectful of group dynamics to promote active participation of all. That is, during group interactions, ensure each peer has one or more opportunities to engage.

- **Absence:** If you must miss a class, alert the professor, when possible, *in advance* and arrange to acquire, within 48 hours after the missed class, information about the class from two peers so you can stay informed. When appropriate, a video recording may be available of large-group content; review within three days to sufficiently prepare for the next class session. If you anticipate being absent for two or more classes, immediately discuss withdrawal with the professor, and plan to complete this class during a semester when you can fully participate. ***Please communicate with the professor to discuss options specific to pandemic issues or illness.***
- **Assignments:** All assignments must be completed in MS Word and submitted to Blackboard by the due date and time, ***but can be submitted prior to due dates and times.*** Consider the due date and time the final date and time by which assignments should be submitted. ***All deadlines are by midnight EST on the day before the class session.*** Full earned credit for assignments submitted on time. There is a 48-hour grace period after the due date / time before a 5%-point deduction of the original points will occur.
- **GMU email and Bb:** Check the course Blackboard site and GMU email for communications from the instructor, class discussions, and/or access to course materials at least four times per week.

**Course Delivery and Confidentiality.** This is a virtual face-to-face synchronous (real time) 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 course objectives. Although the major format for the course sessions is synchronous, there are also multiple asynchronous on-line, cooperative, and individualized instructional approaches. Exemplars for course delivery:

- Synchronous virtual cooperative and collaborative learning (i.e., small group learning interactions emphasizing learning from and with others).
- Synchronous virtual and asynchronous discussions (i.e., active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction).
- Virtual student- and professor-directed discussions and dialogic participation.
- Multimedia, inclusive of multiple platforms for real-time discussions as well as software participatory apps for active participation.
- Blackboard web-based course management system to extend classroom learning and foster individual and collaborative reflection.

Should you need assistive technology support, GMU wants to be responsive to that need as soon as possible. Please notify the professor immediately (by the 2<sup>nd</sup> class session) and access services at Mason's Assistive Technology Initiative <https://ati.gmu.edu/>.

**Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment may be misconstrued. Consequently, please re-read comments and responses carefully before posting them so others are unlikely to 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. Refer to other netiquette norms and expectations in separate documents for routines and processes during synchronous course instruction.

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

Some of our synchronous meetings in this class may be recorded to provide necessary information for students. Recordings will be stored on Blackboard and will only be accessible to students taking this course during this semester. Video recordings of class meetings are shared only with the instructors and students officially enrolled in a class. As such, these recordings do not violate FERPA or any other privacy expectation.

All course materials posted to Blackboard or other course site are private; by federal law. Any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.

Live Video Conference Meetings (e.g., Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household or otherwise. If viewing in a public space, ensure your video screen cannot be seen by anyone.

**Inclement Weather:** Due to the online nature of this course, inclement weather will not be an impact on course meetings in the same way as if this was an in-person face-to-face course. Should there be electricity outages, depending on how widespread, class sessions may be recorded and / or asynchronous activities developed / required. If the latter occurs, students should access recordings as soon as possible within 48 hours after the class session.

## TECHNOLOGY REQUIREMENTS

For all online courses at Mason, refer to content on this link <https://masononline.gmu.edu/what-technologies-do-i-need/>

### Hardware:

- You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). High speed internet with hardwiring reduces lag time and disruptions. Ensure you have updated operating systems.
- A laptop screen is needed for sufficient visibility during online instruction as well as of course material (do not use your phone or similarly small device, even an iPad, for online course instruction). Several programs used during and between class sessions have functions that will not work on a phone or iPad. Full participation will be impacted if not using a laptop.
- Headset with a microphone/headphone in one to reduce echo and feedback. *Do not plan to use wireless because more issues likely with wireless.*
- For the amount of Hard Disk Space required taking a distance education course, consider and allow for the storage amount needed to install any additional software and space to store work that you will do for the course.
- If you consider the purchase of a new computer, please go to [Patriot Tech](https://www2.gmu.edu/student-life/where-shop) <https://www2.gmu.edu/student-life/where-shop> to see recommendations.
- Ensure your technological setup for participating in the synchronous online course is sufficient. For example, for Zoom, the following system requirements are needed: <https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux>
- Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be considered on time based on individual technical issues.
- Students participating at home should advise others in the home they may not use the Internet for online games, movies, streaming TV, etc. during class time. Avoid public Wi-Fi if at all possible; the bandwidth is shared, and you may experience dropout or shutdown. *Test your system before the first class using the Zoom link for Class 1 located on the course Bb site.*

### Software:

- Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](#). See [supported browsers and operating systems](#).
- Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details.
- Online courses typically use [Acrobat Reader](#), [Flash](#), [Java](#), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#), which are free downloads. Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](#).

- Ability to download software and apps. Students will need to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. This is particularly important if you are using a school system or someone else's computer because you must have administrative rights are often needed to install apps and software. Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.
- Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [this video](#) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows. Deal with any set ups needed prior to the class session so programs and apps function well during class.
- Students must maintain consistent and reliable access to their GMU email and Blackboard because these are the official methods of communication for this course.

### **Course-specific Hardware/Software**

- Hardware or software required for your course or program may be available for purchase at [Patriot Computers](#) (the University's computer store that offers educational discounts and special deals).
- Activities and assignments in this course will regularly use the Blackboard learning system, available at <https://mymason.gmu.edu>. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.)
- Activities and assignments in this course will regularly use web-conferencing software (Blackboard Collaborate / Zoom / WebEx). In addition to the requirements above, students are required to have a device with a functional camera and non-wire-less microphone (non-wire-less headset required). In an emergency, students can connect for audio through a telephone call, but video and laptop connection is the expected norm.



## MASON POLICIES and RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 and other announcements for class 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 Disability Services (DS). Please inform the professor, officially and in writing, no later than the second class session so accommodations are in place when needed. See [Disability Services](https://ds.gmu.edu/) (<https://ds.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. Please respect our limited instructional time together; distractions impede the quality and quantity of that time.
- Regarding electronic devices (e.g., cell phones or laptop access to screen content other than course related), please be respectful of peers and the professor; avoid engaging in activities unrelated to class. *Refer to professionalism and participation points.*
- Laptop computers are necessary for accessing and participating in the synchronous course and may be used to take notes or review readings during class. Laptops or other devices must not be used for internet exploration, to send or receive emails, or to engage in other non-class activities during class time. *Refer to professionalism and participation points.*

## COVID

- Given the changing nature of COVID requirements at GMU as this syllabus is being written in August, please refer to GMU emails you receive as well as content on GMU web sites so you know and can comply with GMU's *current* guidance <https://www2.gmu.edu/safe-return-campus>. Most likely, that guidance will change across the semester, dependent on changing conditions.
- ***Please access me as your professor if anything pandemic-related or otherwise disrupts your semester; we may be able to develop a plan of action and support as/if needed.***
- Whether you are in an online or in-person class this semester, GMU provides guidance on your vaccination status and wearing of masks. For all in-person meetings and courses, at this time, masks are required.

## 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 the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. All PhD students are expected to abide by the ethical standards of their respective disciplines, the APA guidelines on ethical conduct in research, <http://www.apa.org/ethics/code/>, and the University guidelines on human subjects review, <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/>. Failure to abide by ethical standards in the field will be considered an Honor Code violation and may result in removal from the program.

### 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.



Promoting Learning & Development Across the Lifespan

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



## COURSE ASSIGNMENTS

	<i>Keep up with what you earn:</i>	<i>Points available:</i>
Participation & Professionalism		24
Critical Thinking Reflections (4 @ 6.5 points each)		26
New Way of Knowing Part 1: Outline		3
New Way of Knowing Part 2: Peer Review		3
New Way of Knowing Part 3: Multimedia Presentation		8
New Way of Knowing Part 4: Paper		28
Closing Reflection on Ways of Knowing		8
<b>Total Points</b>		<b>100</b>

All assignments must be completed in MS Word and submitted via Blackboard by the due date and time specified in the syllabus.

### Feedback on Assignment Using APA Numeric Codes

Throughout scored course assignments, there may be numbers that correspond to the feedback below.

<b>APA Style Guide</b>	
<b>This # ...</b>	<b>... means examine this APA chapter / pages for information.</b>
<b>1</b>	Chapter 4: Writing styles and grammar; pp. 111-130
<b>2</b>	Chapter 5: Bias-free language guidelines; pp. 131-152
<b>3</b>	Chapter 6: Mechanics of style; pp. 153-194
<b>4</b>	Chapter 8: Works credited in the text; pp. 253-280 <b>NOTE: No quotations in any assignments for this course. Paraphrase!</b>
<b>5</b>	Chapter 9: Reference list; pp. 281-313
<b>Helpful examples:</b>	
<ul style="list-style-type: none"> <li>• Sample papers start on page 50; cross-references to relevant sections of APA</li> <li>• Chapter 10 provides Reference Examples</li> </ul>	
<i>PKS March 2020</i>	

**Participation & Professionalism** (24% @ 24 points: 1.5 points during each of 14 class sessions = 21 points; .5 points prior to 6 class sessions = 3 points)

Prior to each class, all readings are completed, and students are prepared to participate in class discussions. Students work individually or in small groups during each class session throughout the semester. Students will also participate in online Discussions (e.g., via Discussion Boards; Flipgrid) on six occasions outside of class time. Because of the importance of lecture and discussion to the total learning experience, be completely engaged in all aspects of your work during and outside the scope of our synchronous class meeting times.

Some questions to ask yourself as you're reading:

- 1) What is important?
- 2) So what? That is, why is it important?
- 3) Now what? That is, what might you do with this new information as a researcher?
- 4) *What are critical questions you can ask peers about this set of readings?*  
*Analysis. Synthesis. Reflection.*

Attendance, punctuality, preparation, and active contribution to small and large group discussions during and between class sessions are essential. These elements reflect the professional attitude aligned with the course goals and account for 24% of the course grade.

During course discussions and otherwise, exhibit appropriate professional behaviors. Note that varied perspectives are anticipated and should be expressed respectfully and, likely, at times with varying degrees of passion. We are not a monolithic group, nor are our experiences and perspectives the same. Our capacity to listen to and understand others' perspectives (with 'other' referring to authors read and each other) will expand throughout the semester. There may be times when we struggle with understanding our own perspectives as well as that of others as well as articulating why we know as we know, believe as we believe, etc. You are urged to be comfortable with discussing topics that are uncomfortable for you; together, we strive to make our course environment a safe space within which we

Students who miss a class must notify the professor in advance (when possible) or within 24 hours after the class and take responsibility for contacting two peers to acquire information missed (exchange of information occurs within 48 hours after that class session). Due to the nature of the course, make-up points are not possible, but students do still need each session's content.

Discussion Board, FlipGrid, and other formats for conversations on six occasions between class sessions comprise a portion of the Participation points. Each member of the class is expected to actively engage others in conversation and extending learning through responding to prompts related to the designated readings or topics. Comments such as "I agree" or similar superficial reactions are insufficient for points, as are overly long comments or irrelevant commentary. Refer to the rubric as well as examples and non-examples, with emphasis on examples representative of rich thoughtful contributions.

Doctoral classes can require eight to 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 eight to 12 hours for reading, preparation, and activities required for the course. Set a calendar and experiment to determine effective time management skills to use in this course as well as throughout the PhD program.

**Critical Thinking Reflection Papers** (4 papers x 6.5 points each = 26% @ 26 points)

To promote critical thinking reflection on weekly readings, class activities, and class discussions, four reflection papers are due (all submissions are due prior to the class start time). Reflections are designed so you demonstrate understanding and growth of how you are assimilating authors' work at high levels as you progress across the course. Additionally, the intent of these critical thinking reflections (2 pages, double-spaced) is to promote thoughtful analysis and synthesis of conceptual, and sometimes complex, course content. These papers are also opportunities to engage with the professor via written discussion throughout the semester as well as develop scholarly writing skills, particularly for brevity in writing substantive content. Follow directions and align submission with the corresponding rubric on Bb. APA format for written language and technical aspects required.

You will use these papers along with your personal reflections (kept on your own; see next page on Closing Reflection) and conversations with peers to construct your 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.

**New Way of Knowing (NWOK) Part 1: Outline** (3% = 3 points)

As part of the development of your paper, develop a one-page single spaced description of your proposed project, with relevant citations within the outline and a Reference page (two pages total). The outline represents that much preliminary work has occurred, prior to the full assignment's due date. More detail and the rubric will be posted on Bb. The outline structure aligns with the NWOK rubric:

- Sequence / organize content in the paper aligned with the four 'elements' in rubric on last syllabus page.
- Include citations in the outline and a Reference page.

**NWOK Part 2: Peer Review** (3% = 3 points)

Review a peer's NWOK draft. More detail and the rubric will be posted on Bb.

**NWOK Part 3: Multimedia Presentation** (8% = 8 points)

Develop a multimedia presentation (typically a narrated PPT) about the NWOK paper. Content comprised of the NWOK elements located on last syllabus page. More detail and the rubric will be posted on Bb.

**NWOK Part 4: Paper** (28% = 28 points)

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; an interdisciplinary area of inquiry). Explore this new way of knowing. Prepare a paper (about 2500 words/10 pages) that demonstrates your understanding of the NWOK (follow structure of the elements on syllabus last page). Note: Depth and analysis are more important than breadth. APA format for written language and technical aspects required.

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 the rubric on the last page of this syllabus.

**Closing Reflection on Ways of Knowing (8% = 8 points)**

Students are encouraged to maintain journal writings that are reflective and analytical in nature as they progress through the semester. Use this 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 to connect course material to individual personal experiences and to analyze the course readings critically. Journal writings then become the source for developing the Closing Reflection.

For this Closing Reflection, consider the entire semester’s readings, discussions, learning, growth, and corresponding effects on you. Guiding content for the Closing Reflection includes:

1. 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 program? For your scholarly work?

Criteria for assessment includes: Evidence of serious, deep, authentic, and meaningful reflection and analysis is developed at a high level of thought. The paper is organized very well with excellent writing (see Bb for rubric). Technical APA (e.g., cites) is not required but cites may be used.

**Grading Scale:**

The system for grading in this course is as follows:

Grade	GRADING	Graduate Courses
A	90-100	Highly Satisfactory / Passing
B	80-89.9	Satisfactory / Passing
C	70-79.9	Does not meet requirements of the Graduate School of Education
F	<69.9	Does not meet requirements of the Graduate School of Education

## EDUC 800-Ways of Knowing Class Schedule\*

\*Professor reserves the right to modify the schedule based on needs of the class and timelines as well as other circumstances that may arise during the semester. Students will be informed of any modifications through GMU email and/or Blackboard.

Class	Date	Topic & Readings Per Class Session	Assignment Due
1	Aug 23	<b>Class Focus: Who are we? How are we? How do we know things?</b> <ul style="list-style-type: none"> <li>• Ellerton (2017): How do you know what you know is true?</li> <li>• Schmidt and Hansson (2018): Doctoral students' well-being: A literature review</li> </ul>	
2	Aug 30	<b>Class Focus: Historical perspectives</b> <ul style="list-style-type: none"> <li>• Court (2020): Chapters 1, 2, 3, and 4</li> <li>• Thomson and Walker (2010): Chapter 1</li> <li>• Directions for Writing Analytical Reflections</li> </ul>	<i>Introductions and dialogue with peers on Flipgrid completed by Sunday (Aug 29) midnight</i>
<b>Labor Day – GMU Closed</b>			
3	Sept 13	<b>Class Focus: History and catching up to current times</b> <ul style="list-style-type: none"> <li>• Court (2020): Chapters 5, 6, 7, and 8</li> <li>• Thomson and Walker (2010): Chapters 2 and 3</li> <li>• Rose (2013): Chapter 2</li> <li>• Video clips to be viewed with readings prior to class</li> </ul>	<i>Respond to prompt for this week's reading/s by Sunday midnight</i>
4	Sept 20	<b>Class Focus: Measurement and science as ways of knowing</b> <ul style="list-style-type: none"> <li>• Weinberger (2012): Shift happens (in lieu of Kuhn)</li> <li>• Stone (2020): Chapter 1 There's no such thing as a raw number</li> <li>• Morrison (2006): Complexity theory and education</li> <li>• Thomson and Walker (2010): Chapter 4</li> <li>• Video clips to be viewed with readings prior to class</li> </ul>	Critical Thinking Reflection 1
5	Sept 27	<b>Class Focus: Movement from matter to mind</b> <ul style="list-style-type: none"> <li>• Descartes (1637): pp. 1-54</li> <li>• Lopez-Alvarado (2017): Educational research: Educational purposes, the nature of knowledge and ethical issues</li> <li>• Thomson and Walker (2010): Chapters 5 and 7</li> <li>• Video clips to be viewed with readings prior to class</li> </ul>	<i>Respond to prompt for this week's reading/s by Sunday midnight</i>

Class	Date	Topic & Readings Per Class Session	Assignment Due
6	Oct 4	<p><b>Class Focus: Culture and action in education research</b></p> <ul style="list-style-type: none"> <li>• Kaufmann (1959): John Dewey's theory of inquiry (in lieu of Dewey)</li> <li>• Schon (2002): The theory of inquiry: Dewey's legacy to education (in lieu of Dewey)</li> <li>• Takaya (2008): Jerome Bruner's theory of education from early Bruner to later Bruner (in lieu of Bruner)</li> <li>• Video clips to be viewed with readings prior to class</li> </ul>	Critical Thinking Reflection 2
	Oct 12 <b>TUESDAY CLASS SESSION</b>	<p><b>Class Focus: Revolution as a way of knowing</b></p> <ul style="list-style-type: none"> <li>• Annamma et al. (2013): Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and disability</li> <li>• hooks (1992): Black looks: Race and representation Introduction and Chapter 3</li> <li>• Freire (1970): Chapter 1 Pedagogy of the oppressed</li> <li>• Video clips to be viewed with readings prior to class</li> </ul>	<i>Respond to prompt for this week's reading/s by Sunday midnight</i>
8	Oct 18	<p><b>Class Focus: Criticality in knowing</b></p> <ul style="list-style-type: none"> <li>• Said (1978): <i>Orientalism</i>; Introduction and Chapter 1</li> <li>• Gupta and Ferguson (1992): Beyond "culture:" Space, identity, and the politics of difference</li> <li>• Patel (2019): Fugitive practices: Learning in a settler colony</li> <li>• Video clips to be viewed with readings prior to class</li> </ul>	Critical Thinking Reflection 3
9	Oct 25	<p><b>Class Focus: Rethinking how we know what we know</b></p> <ul style="list-style-type: none"> <li>• Kellner (2003): Toward a critical theory of education</li> <li>• Bernal (2002): Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge</li> <li>• Delgado and Stefancic (2005) on Derrick Bell</li> <li>• Video clips to be viewed with readings prior to class</li> </ul>	<p>Last date to submit NWOK Outline</p> <p><i>Respond to prompt for this week's reading/s by Sunday midnight</i></p>
10	Nov 1	<p><b>Class Focus: Chaos and complexity in knowing</b></p> <ul style="list-style-type: none"> <li>• Artiles (2019): Reenvisioning equity research: Disability identification disparities as a case in point</li> <li>• Shah and Anderson (2020): Feminist ontologies</li> <li>• Valentine (2007): Theorizing and researching intersectionality</li> <li>• Video clips to be viewed with readings prior to class</li> </ul>	Critical Thinking Reflection 4



Class	Date	Topic & Readings Per Class Session	Assignment Due
11	Nov 8	<b>Class Focus: Subversive knowing</b> <ul style="list-style-type: none"> <li>• Becker (2017): Evidence: Chapters 1 and 2</li> <li>• Yosso (2005): Whose culture has capital? A critical race theory discussion of community cultural wealth</li> <li>• Video clips to be viewed with readings</li> </ul>	Peer review of NWOK DRAFT paper occurs <i>prior to class</i>
12	Nov 15	<b>Class Focus: Knowing as a PhD student</b> <ul style="list-style-type: none"> <li>• Thomson and Walker (2010): Chapters 9, 11, 23, 27, and 31</li> </ul>	
13	Nov 22	<b>Class Focus: Multimedia presentations of NWOK</b>  <b>ASYNCHRONOUS MEETING THIS WEEK to review peers' multimedia presentations of NWOK</b>	NWOK Multimedia Presentation  <i>Respond to prompt for this week's viewings of presentations by Sunday midnight</i>
14	Nov 29	<b>Class Focus: Wrapping up</b> <ul style="list-style-type: none"> <li>• Course Wrap-Up and Reflection: Implications for Research and Doctoral Coursework</li> <li>• Student Ratings of Instruction for the course</li> </ul>	NWOK paper due no later than Dec 6  Closing Reflection due no later than Dec 6

### EDUC 800 Performance Assessment: Rubric for the “New Way of 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 (7 <sup>th</sup> ed) style irregularities may be present.	Appropriate EDUC 800 references are included; some APA (7 <sup>th</sup> ed) style irregularities may be present.	Appropriate EDUC 800 references are clearly and accurately incorporated, and are in accurate APA (7 <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.