

George Mason University
College of Education and Human Development
PhD in Education

EDUC 800.001– Ways of Knowing
3 Credits, Fall 2023
Mondays/4:30 pm -7:10 pm, Thompson Hall Room L013 – Fairfax Campus

Faculty

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

Prerequisites/Corequisites

Admission to the PhD program or permission of instructor

University Catalog Course Description

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

Course Overview

This course is a foundation course for the Ph.D. in Education program. The purpose of the course is to explore how we come to know and accept a method(s) of inquiry among the various ways of knowing. Using a seminar approach structured around readings, reflections on those readings, class discussions, and individual research, we seek 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.

Course Delivery Method

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 online, 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.
- *Critical Friend Study Groups* – to foster collaboration, critical feedback and deepen understanding of the material.

The teaching style in this course revolves around dialogic interaction. It is expected that *students will read in advance of class* and find the bigger picture as they sort through the findings and move from one author/study to the next. In addition to attendance and participation as well as online interactions, students 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. It has been our experience that students with higher levels of engagement are the most successful in EDUC 800 and in the PhD program.

This course will be delivered in a blended format with both face-to-face and online components via Blackboard Learning Management system (LMS) housed in the MyMason portal. Students will log in to the Blackboard (Bb) course site using their Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available prior to the start of the Fall 2023 semester.

Expectations

- Course Week: EDUC 800 Section 001 will meet on Mondays 4:30 pm -7:10 pm each week. There are some asynchronous weeks noted on the course schedule. The course week will begin on Monday at 4:30 pm, and finish on Sunday by 11:59 pm (additional information will be posted to Blackboard)
- Each week students will receive a communication by Monday outlining the week's plan. This is a CRITICAL email with specific requests and tasks so please read it carefully and ask questions if anything is unclear.
- Log-in Frequency: Students must actively and frequently check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials. Students are required to check Blackboard and their email at least **3 times** per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes reading all assignments one week in advance viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Active and informed participation is a critical part of your grade.
- Technical Competence: 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 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.
- **Writing Support:** Mastery of academic writing is a process. The APA Manual (required) is the style guide to be used for this course and the PhD program in terms of composition, format, requirements of various types of writing found in this course and throughout the PhD program. APA provides a tutorial on the requirements (see our Bb: Library Resources). *If APA is new to you, I strongly recommend you complete the tutorial before the class begins.* Mastery of APA requirements at the *professional level* is required in the PhD program.
- **Mason Writing Center:** EDUC 800 is not designed to teach students to write academically. There are services provided through the Mason Writing Center, <https://writingcenter.gmu.edu/about-the-wc>, in support of your writing development. Students do need to plan ahead and make an appointment if support is needed.
- **Course Environment:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment or misspoken in class can be misconstrued. Students must always re-read their responses carefully before posting them, so others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* This is not a competitive environment but rather a space for sharing information with and learning from classmates. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services. The instructor will work closely with GMU Disabilities Services to make the course accessible to you.

Technical Requirements

To participate in the online aspects of 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 (recommended)
- 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/

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.

Learner Outcomes or Objectives

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

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.

Professional Standards

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

American Psychological Association. (2020). *Publication manual* (7th ed.). Author.

If your field of study requires a different style manual, please notify your instructor at the beginning of class. All students are expected to master APA or the style manual of their discipline both in terms of citations and in style of writing.

Court, D. (2020). *A brief history of knowledge for social science researchers: Before method*. Routledge. **(Available via the Blackboard course site)**

Thomson, P., & Walker, M. (Eds.). (2010). *The Routledge doctoral student's companion*. Routledge. **(Available via the Blackboard course site)**

Additional readings will be accessed through the Blackboard course site at:

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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

- **Assignments and/or Examinations**

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, study groups and activities throughout the week. Because of the importance of readings, discussions, and activities to the total learning experience, students are strongly encouraged to be fully engaged in all aspects of the work in and outside the scope of the class.

Class sessions are typically 2.5 hours. Graduate classes typically require a minimum of 8-12 hours of preparation, reading, participation in online discussions, analysis, and other activities outside of the class session. It is very important to set a calendar and to manage time well in the PhD program.

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%)

Students 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 through the Assignments link. 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 connections between readings and your thinking; prompts are in the Journal section of Bb and cannot be submitted in advance of the appropriate discussion.

The intent of these brief papers (2 pages, double-spaced) is to help students become thoughtful and analytic about some rather conceptual, and sometimes complex, course content. Students should look upon these papers as an opportunity to engage the instructor and classmates in discussion to foster growth over the semester. They are also exercises in concise writing, so please keep to the two pages. Journal reflections are personal demonstration of your understandings and do not use APA format unless references are used within the body of the reflection.

These 4 formal reflections along with personal reflections (kept throughout the course) and discussion board posts will be used to construct the final Closing Reflection Paper at the end of the course. As a researcher it is important to learn how to capture thinking, note important ideas, and document resources. This is the beginning of that process.

Project on a New Way of Knowing (40%)

Students will select and explore a way of knowing that is new to them, e.g. a new theory in the student's field, an area within the arts, sciences, or social sciences, or an interdisciplinary area of inquiry. Students will write a paper (about 3500-4000 words not including references) that explains how this approach a new way of knowing to them. The NWOK process is a recursive process with each component building upon the other so that in each iteration, new ideas are added, misperceptions are corrected, and improvements are made to the final paper. 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 students will work as researchers and in the dissertation process as they engage in dialogue about 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 the paper, students will submit via email a one-page description of the proposed project.

The outline should address the following questions:

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

Peer Review (8 points). Students will work with a peer to share critical feedback of paper drafts. Specific details for this activity will be provided in class.

Multi-Media presentations (7 points). As part of the final work in this class, students will present their NWOK as a multi-media presentation. Specific details for this activity will be provided in class.

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, ability to compare to your understandings at the beginning of the course, a demonstrated understanding of the implications for research, and clear organization and writing (*see scoring rubric overview attached*)

Closing Reflection on Ways of Knowing (10%)

Students 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 students to connect course material to their own experiences and to critically analyze the course readings. Using the four formal reflections, the personal reflections and discussion board posts, students will 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, appropriate citations of journal entries (formal/informal) and discussion board posts, 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 to the instructor via the Email link in Blackboard by the due date specified in the syllabus and on Blackboard. PDF or files without your name on them will not be accepted.

Format Example: Reflection #1 first initial. Last name

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.

Professional Dispositions

Class Schedule

Class Date	Course Topic and Readings	Assignments/ Due Date
Week 1	<p>Class Focus - Introduction: How do we know?</p> <ul style="list-style-type: none"> • How to be a Successful Doctoral Student (Bb) • Schmidt/Hansson (2018). <i>Doctoral students well being</i> <p>Ellerton (2017) <i>How do you know what you know is true?</i></p>	<p>Personal Goal Statement to</p> <p>Study Group Assignments</p>
Week 2	<p>Class Focus - A historical perspective</p> <p>Court (2020) Chapters 1-4</p>	<p>Mind Map I – the process</p>
Week 3 Asynchronous	<p>Class Focus - History catching up to contemporary times</p> <p>View: David James <i>How to Get Clear</i></p> <p>Court (2020) Chapters 5-8</p> <p>Thomson & Walker (2010) Handbook pp. 31–51</p>	<p>Study Group Required</p>
Week 4	<p>Class Focus - Movement from Matter to Mind as ways of knowing</p> <p>Descartes <i>Meditations on first philosophy</i> (pp. 1-45) “Doubt”</p> <p>Introduction to Descartes Method: 4 Rules https://faustoaarya.wordpress.com/2010/11/10/introduction-to-descartess-method-4-rules/</p> <p>Thomson & Walker (2010) Handbook – pp. 52-67</p> <p>Rose (2013) On reflection (Chapter 2) Taggart’s Levels of Reflection How to Write a Reflective Essay Writing your journal reflections assignments</p>	<p>Journal Reflection #1 Open Bb</p> <p>Mind Map I – first draft due</p>
Week 5	<p>Class Focus - Measurement and Science as ways of knowing</p>	<p>Journal Reflection #1</p>

	<ul style="list-style-type: none"> • Kuhn: An Update on <u>The Structure of Scientific Revolutions</u>,” Shift Happens” • Stone (2020) Ch 1 + video from cspan:, https://www.c-span.org/video/?476967-1/after-words-deborah-stone <p>Lopez-Alvarado (2017) <i>Educational research: Education purposes, the nature of knowledge and ethical issues</i></p> <p>Thomson & Walker (2010) Handbook – 9</p>	<p>DUE Before 4:30</p> <p>Study Group Required</p>
Week 6	<p>Class Focus - Culture and action in education research</p> <p>John Dewey: https://www.neh.gov/article/john-dewey-portrait-progressive-thinker</p> <ul style="list-style-type: none"> • Neubert, S. et al. 2009: <i>Pragmatism, constructivism and the theory of culture</i> • Kaushik & Walsh (2019): <i>Pragmatism as a Research Paradigm</i> <p>On Jerome Bruner, Culture Mind & Education: Takaya (2008) <i>Jerome Brunner’s Theory of Education</i></p> <ul style="list-style-type: none"> • View <i>The anatomy of trust</i> • Thomson & Walker (2010) Handbook - 12 	
Week 7	<p>Class Focus - Revolution as a way of knowing</p> <p>Freire (1970) <i>Pedagogy of the oppressed</i> (Chapter 1) View: <i>Seeing through Paolo’s glasses</i></p> <p>hooks (2015) <i>Black looks: Race and representation</i> (Introduction & Chapter 3)</p> <p>West (1987) <i>The dilemma of the black intellectual</i></p>	<p>NWOK Outline due</p>
Week 8	<p>Class Focus - Rethinking how we know what we know</p> <p>Gupta & Ferguson (1992) <i>Beyond ‘Culture’: Space, Identity and the Politics of Difference</i></p> <p>Patel (2019) <i>Fugitive practices: Learning in a Settler Colony</i></p> <p>Said (1978) <i>Orientalism</i> (Introduction & Chapter 1)</p> <p>View: <i>The Archeology of the Self</i></p>	<p>Journal Reflection #3 Bb</p> <p>Study Group Required</p>

Week 9	<p>Class Focus - Criticality as a theory in knowing</p> <p>Nichols & Allen Brown (2001) <i>Critical Theory and Educational Technology</i></p> <p>Annamma et al, (2014) <i>Dis/ability critical race studies(DisCrit): theorizing at the intersections of race and dis/ability</i></p> <p>Bernal (2002) <i>Critical Race Theory, Latino Critical Theory...</i></p>	
Week 10	<p>Class Focus: Criticality as a theory of knowing continued</p> <p>Allen (2022) <i>Feminist Theory, method and praxis</i></p> <p>Delgado & Stefancic (2005), <i>The Derrick Bell Reader: Introduction</i></p> <p>Lin (2022) <i>Exposing the chameleon-like nature of racism: a multidisciplinary look at critical race theory in higher education</i></p>	Journal Reflection #4 DUE
Week 11 Asynchronous	<p>Class Focus NWOK Draft Review</p> <p>Guidelines for Critical Friends Peer Review Guidelines</p>	Peer Review due
Week 12	<p>Class Focus - Rethinking equity and intersectionality</p> <p>Hill Collins (2019) <i>Intersectionality as Critical Social Theory</i></p> <p>Valentine (2007) <i>Theorizing Researching Intersectionality</i></p> <p>Crenshaw (2015) <i>Race, Gender, Inequality & Intersectionality</i> https://www.youtube.com/watch?v=KNKbGFoYC1Q</p>	
Week 13	<p>Class Focus - Subversive knowing</p> <p>Artiles (2019) – <i>Re-invisioning equity research</i></p> <p>Caraballo, Lozenski, Lyiscott & Morrell (2017) – <i>YPAR and Critical Epistemologies: Rethinking Education Research</i></p>	Mind Map II Due in class

Week 14	Virtual review of NWOK Media Presentations	Media Presentation Due
Asynchronous	Individual appointments with instructor	Required Discussion board Feedback on 2 Media Presentations Due
Week 15	<p>Class Focus: Wrapping Up</p> <p>The future of Education Research https://www.edweek.org/teaching-learning/opinion-the-past-and-future-of-education-research/2022/02</p> <p>Building Researcher Resilience</p>	<p>Closing Reflection Due</p> <p>Final NWOK Paper Due</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 <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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/> .

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

Elements	<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)
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.

<p>Closing Summary/Reflection</p>	<p>Summary and closing reflection are absent.</p>	<p>Includes a summary for the paper but little or no connection to what was learned; little or no reflection.</p>	<p>Includes a summary for the paper and some description of your deeper learning from this assignment.</p>	<p>Describes clearly what you've learned from this assignment; shows critical reflection and connection to future research.</p>
<p>Resources</p>	<p>Minimal or no EDUC 800 references are included; does not comply with APA (7th ed.) style, contains multiple Errors irregularities.</p>	<p>EDUC 800 or other references are mentioned but clarity or relevance may be lacking; some APA (7th ed.) style irregularities may be present.</p>	<p>Appropriate EDUC 800 references are included; some APA (7th ed.) style irregularities may be present.</p>	<p>Appropriate EDUC 800 references are clearly and accurately incorporated and are in accurate APA (7th ed.) style.</p>
<p>Language and Writing</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

