

**EDL 7011: MultiDisciplinary Seminar: Emerging Issues I
Theoretical Considerations for Research & Practice**

Fall 2016

Wednesdays, 3-5:30 pm

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Office Hours

Office Hours: Tuesdays and Thursdays, 10-12 (office or online), Wednesdays, 2-3 (office or online), or by arrangement. Please make an appointment.

Office hours online can be accessed via the Zoom meeting link in our AsULearn page. If you are in Boone, we could meet in my office by appointment. Other online options are available upon request.

Email Policy

The best way to reach me is by email. I will try to respond to your emails within 24 hours during the week (Mon-Fri). If the email is sent after 5 pm, I will do my best to get back to you, but it might be the next day. Emails sent over the weekend will get a response on Monday.

The expectation is that we will all write emails like professionals; therefore, all emails should be respectful and detailed. At a basic level, this means sending emails with complete sentences, a respectful tone throughout, and a proper salutation (“Hello, Dr. Pyles”) and closing (“Sincerely, [Your Name]”). Professionalism in emails and other correspondence also means making sure before you email that your question isn’t already answered in the syllabus, assignment, or online resources, e.g., video tutorials, or that it isn’t better answered by others instead, e.g., a question about AsULearn being asked of an expert in Learning Technology Services. Please do not wait until the last minute, such as asking questions the night before a deadline. Last, and importantly, in your emails, please discuss with plenty of specific details what you’ve already done to solve your situation and what you still need help with from me. I will, of course, also send professional emails to you as well.

Emails are meant to be brief communication, so anything requiring discussion should happen in person (face-to-face or Google Hangouts) during office hours or by an appointment instead of over email. Here are some examples of discussions that are best done face-to-face: questions/concerns about assignments or grades, e.g., a

dispute with an assignment grade; interpersonal issues, e.g., dealing with a group member who is not contributing; or questions about how to apply your own situation to the assignments, e.g., brainstorming what to do for your lessons given your field or interest, and so on.

Course Purpose and Goals

This course asks students to engage with questions that are central to understanding the connections and interplay between epistemology, research paradigms, and methodology. Students will investigate a number of research paradigms and gain a basic understanding of methodologies informed by these research paradigms. The content of this course focuses on the aspects of epistemology and theoretical perspectives as connected to methodology and methods to guide students in their future research. The aim of the course is not to advance a particular methodological or theoretical approach, but rather to cultivate a critical awareness of many positions that inform inquiry.

Course Goals and Objectives

The broad goal of the course is for doctoral students to critically engage and come to understand how standpoints influence research and practice in education while acknowledging the connectedness between society and education. Over the scope of the course, students will:

- 1) Examine the interrelationship between ontology, epistemology, and ideology and develop an understanding of how these influence educational policy and practice as well as conceptual frameworks, methodology, and topic choices in research (and everything, really!).
- 2) Identify and analyze how identity and positionality affect experiences, lives, discourses, and decisions.
- 3) Explore theoretical conceptual frameworks and methodologies for inquiry into societal and educational issues.
- 4) Reflect critically on one's epistemology, particularly as it relates to personal beliefs, attitudes, and experiences.
- 5) Effectively communicate ideas and questions, thoughtfully and critically, verbally and in writing.
- 6) Participate fully and intellectually in a critical and analytical learning community.

- 7) Learn to more fully appreciate intellectual, political, moral, and cultural diversity within and outside of education institutions.
- 8) Gain a sense of the importance of ongoing and critical professional development as an educational leader and researcher.

Required Books and Readings

1. Robert Jensen-
2. Jeffrey Nealon & Susan Searls Giroux-
3. Michael Crotty-
4. Bridget Somekh & Cathy Lewin-
5. Additional Articles on AsU Learn and/or Student Selected

** Note: Books 2, 3 & 4 will also be used in EDL 7012. Also, books 2, 3, & 4 are available at Belk Library as well.

Requirements and Assignments

Nurturing a Learning Community: Attendance, Preparation, and Participation

You are expected to come to class on time and prepared for each course session and participate fully in class discussions and activities. Preparation suggests that you have read assigned material, attempted to make sense of the main ideas contained in readings, and prepared your reading summary and reflection. I understand that participation takes many different forms; however, if you don't participate you won't get much out of the course.

Participation suggests that **you are present**, you ask and respond to questions raised in class, analyze and reflect on your own experiences and how they shape your understanding of course material, and push yourself and others in the class to broaden your/their perspectives. Students should be prepared to understand and

address the academic and professional dilemmas which evolve out of the topics and issues raised in the course. The material is difficult - the arguments are layered and intersect multiple discourses. I invite questions and critiques, and expect dialogue to be central to our class discussions as we explore these issues together. Importantly, disagreement is part of the larger process of testing ideas, not a sign that the learning process has broken down. If you are absent from class, contact a classmate to find out what you missed. All deadlines must be met, even if you are absent, so be sure to turn in any work that is due. No late work is accepted, even with an absence.

Reading Summary & Reflections

Each week you will complete a reading summary and reflection over the readings (one reflection for all the readings assigned for that week). Your reflection should be 2-3 pages, double spaced, that summarizes the main ideas and concepts from the readings and applies them to living theory. Living theory should take us beyond the "text" in some way and it should be represented in the reflection, e.g., a thick description and a link, image, video link, etc. In the past, students have brought in things such as a current event or element of media and/or popular culture that connects to the reading, a metaphoric response, and so on.

The purpose of the reading summary and reflection is for you to gain a better understanding of the authors' perspectives, for you to articulate how you are grappling with the material, and to improve the quality of our in-class dialogue. It will also prepare you for the final writing assignment for the course. Please be sure to upload your reflection to AsULearn by 7:30am each Wednesday and bring a copy of your reflection to class each week.

As you write, think about what connections can be made with this reading:

- ❖ Who is the author? To who was the author speaking and why? What do the author's assumptions seem to be? What sorts of evidence and methods are used? What specific passages support your interpretation of the author's argument? Where are you agreeing? Disagreeing? Where does the author echo your own discourses? Challenge them?
- ❖ Consider the text's functions within the course, its connections to other readings, and its connection to living theory. What connections can be made to something concrete in real life, e.g., a current event, an example from pop culture, etc.?
- ❖ What connections can be made to something concrete that is happening in real life (e.g., a current event, an example from pop culture, discourse in social media, etc.). Be specific with this living theory example, and link out to a specific image, story, article, video, etc, whenever possible.

Note: For some weeks, I may ask that you reflect on particular ideas, concepts, or lived experiences. I will specify those requests on AsULearn.

Discussion Co-Facilitators

In pairs, you will be responsible for co-facilitating a portion of class twice during the semester. You will come to class prepared to facilitate discussion over the week's assigned material. You will craft approximately 8 questions (total) over the week's readings (or over specific readings as I will indicate in our course schedule. Questions should start broad for the purposes of developing shared understandings of key concepts and ideas. When preparing your discussion, consider the following questions: Which key concepts from the readings do you want to convey or highlight in the discussion? What do you want your colleagues to learn from your discussion? **Discussion questions should lead participants in a deep and meaningful discussion . While making connections to personal experience is important, facilitators should avoid crafting questions that solely focus on stories of personal experience or opinion without making deeper theoretical connections. It is also the responsibility of facilitators to (lovingly) push your colleagues in their thinking and their analyses about the reading(s).** You will submit your discussion questions to me at the end of class.

Final Course Assignment

You will have a culminating project due toward the end of the semester. Details TBA.

* Written communication skills are very important. Therefore, it is imperative that you construct and edit multiple drafts of your papers. If you know you have writing difficulties, see me as soon as possible, so we can discuss them, your goals for improvement, and how I can be helpful directly or how you can find assistance through The University Writing Center in the Belk Library & Information Commons, Room 008 (282.262.3144). or <http://writingcenter.appstate.edu/>. Online writing assistance is also provided by visiting <http://writingcenter.appstate.edu/campus-online-services>.

**For assistance with your research, our library liaison for the College of Education is Margaret Gregor (gregormn@appstate.edu; 828.262.8088).

Grading Rubric

| Attendance, Participation, & Preparation | 45 points |
|--|------------|
| Discussion Co-Facilitators | 40 points |
| Reading Summaries & Reflections | 45 points |
| Final Course Assignment | 60 points |
| | |
| Total Points | 190 points |

Assessment

I will use the following grading system:

A 93-100%; A- 90-92%; B+ 87-89%; B 83-86%; B- 80-82%; C+ 77-79%;
C 73-76%; C- 70-72%

Contingency Plan for Class Meeting and/or Class Cancellation

For days where class has to be canceled due to weather or other circumstances, I will place an announcement on our AsULearn site in the "news forum", and this message will also automatically go out to your Appalachian State email. class sessions will be held in our Zoom meeting link (found on AsULearn) during our normal class with half of the class meeting for the first half hour of class and the second half meeting for the next half hour of class. If meeting online is not an option for the class, then further instructions will be given. If you have any reason to wonder whether class has been

canceled, first check the “News Forum” in AsULearn. If there is no message there about class being canceled, please assume class is meeting.

Other Course Policies and Other Information

Utilizing AsULearn

Utilizing AsULearn is a required component of the course. If you are unfamiliar with this medium please refer to this website for assistance (www.asulearn.appstate.edu). **ALL** assignments unless otherwise noted by the professor will be submitted and returned via AsULearn within the “Assignments” link on our course site. I sometimes send emails through the News Forum on AsULearn. It is imperative that your email address in AsULearn is current. You will be held responsible for any information sent through the AsULearn News Forum.

Late Assignments

Students are expected to meet assignment deadlines. If you have extenuating circumstances, please communicate with me as expediently as possible.

University Policies

(For more information please visit: <http://academicaffairs.appstate.edu>)

Statement Concerning Academic Integrity: As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Website: www.studentconduct.appstate.edu.

Accommodations for Students with Disabilities: Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University’s courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or www.ods.appstate.edu). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

Religious Observance Policy Requirement: Students must be allowed a minimum of two excused absences each academic year for religious observances. Except in extraordinary circumstances, student requests for excused absences for religious

observances must be submitted to instructors in writing no later than three weeks after the first class day of the term. Students must be afforded the opportunity to make up tests or other work missed due to an excused absence for a religious observance. The phrase “religious observances” shall include religious holidays or holy days or similar observances required by a student’s religion and that require absence from class.

AsULearn, Email, and Computer Access

Accessing AsULearn is a required component of the course. If you are unfamiliar with this course management system, please seek assistance at:
www.asulearn.appstate.edu.

You are expected to check our course AsULearn site daily during the times that campus-based courses are running. Familiarize yourself completely with all elements of the course as represented by documentation housed on our site, including the syllabus, weekly modules and activities, assignments, etc.

I will employ the “News and Announcements” feature of AsULearn throughout the semester, broadcasting important information to your student Appstate email accounts. In conjunction with consistent attention to AsULearn, you are expected to check your AppState University email daily.

It is your responsibility as a student to follow-up with classmates or the professor if your computer or email is malfunctioning. If you need assistance with your AppState email account, please contact Academic Computing Services at 828-262-6272. If you need computer access, there are always computer labs open on the Appstate campus, and you can find a list of computer labs [here](#).

If you are having technical difficulties with your email or computer (or other software), it is still up to you to make arrangements to use other options for computers, email, etc to meet all deadlines. No late work is accepted in this course.

How to Do Well in this Course

Submit original and high-quality work

All work submitted for this course should be your own original work. Complete references/citations for research articles and other sources, both print and online, must be cited using correct APA format. The inclusion of brief quotes, block quotes, and paraphrased ideas and concepts must also be cited in-text using correct APA format. Course work should not be overly reliant on verbatim quotes from other

sources. Instead, your work should be original, but evidenced, demonstrating your own critical application and synthesis of course materials. See also University Policy on Academic Integrity.

It is your responsibility to always keep a back-up copy of all work submitted. When work has been graded and returned to students, students are expected to keep the work until the end of semester and the posting of final grades.

Writing Proficiency

Writing proficiency is a minimum requirement for satisfactory completion of this course. If you know you have writing difficulties, see me as soon as possible so we can discuss them, your goals for improvement, and how I can be helpful in directing you to find assistance.

I also highly recommend that you take advantage of the University Writing Center, which is a free resource for all students and is located in the Belk Library & Information Commons, Room 008 (282.262.3144) or <http://writingcenter.appstate.edu/>.

Online writing assistance is also provided by visiting <http://writingcenter.appstate.edu/campus-online-services>.

Excellent writing requires multiple drafts of edits before submission. Please edit your work carefully and check for spelling/typographical and grammar errors before turning it in, and allow enough time to write multiple drafts and proofread before turning in your work for grading.

Students Seeking Help

If at any time during the semester, you are having difficulty comprehending the material, are concerned about your performance, and/or have personal issues/situations that adversely affect your ability to perform the required course activities or assignment, please let me know and we will work together to improve the situation. However, as is possible, you must notify me of difficulties as soon as possible, preferably before classroom performance is affected, so that effective action may be followed. Email me to set up a time to meet face-to-face or online to create a plan of action for you.

Media Viewing/Listening Clause

As part of our study in this course, we will be viewing/listening to media clips from a variety of sources including: magazines, comic books, TV, films/movies, documentaries, popular music, web-based media, etc. In some cases, media selections for viewing/listening may contain brief sections of coarse language, violence, or images of sexuality. While the professor will do her best to alert and inform students if a given media clip contains graphic content, it is ultimately the

student's responsibility to close or not watch content he/she finds uncomfortable. If you have questions or concerns about media viewing/listening, please feel free to discuss your feelings with the professor.

A Note about Copyright

In practice, it is best for you to create and compose your own original materials for use in your professional portfolio and endeavors. However, recent changes in the Digital Millennium Copyright Act (DMCA) influence the work of those enrolled in media studies courses in higher education. Certain higher-education students and teachers now can rip movie excerpts legally to make commentaries and compilations, as well as other works.

Hobbs, who teaches courses in media literacy and media's effects on children and society, says the change will help college-level professors and students use excerpts from copyrighted materials to create "remix" videos for a wide variety of instructional purposes.

Students can legally rip movie excerpts only for their work in film or media studies courses—meaning students in subjects like history and sociology won't have the exemption.

"Media literacy educators depend on the use of copyrighted materials," Hobbs said. "We can't do our job without using them. Educators want to be lawful, and we didn't want to bypass encryption when it wasn't legal to do so."

Unfortunately, the Copyright Office deemed K-12 teachers and students ineligible for the exemption, and instead indicated that they should use only screen captures of a film, because K-12 education doesn't need access to visually high-quality clips, officials ruled.

Source: Renee Hobbs Seeks Change in Law to Allow Teachers to Copy DVDs for Class Use, April 11, 2012.

In this course, you will be creating multimedia materials from scratch that integrate original images/audio/video. Yet, you may also be asked to employ or remix copyrighted popular media for your projects. As often as possible, employ fair use or use materials in the public domain (suggested sites are provided in our project descriptions) for projects. In all cases, cite your sources completely using proper APA citation format in a 'References' section. For our course projects, you will also add the following clause: "Note: Media on this site has been compiled for Educational purposes. Ownership of the content, including resources, images, and multimedia is not claimed except where noted."