## Graduate Programs—NEW COURSE PROPOSAL

<table>
<thead>
<tr>
<th>DEPARTMENT NAME: CURRICULUM, CULTURE AND EDUCATIONAL INQUIRY</th>
<th>COLLEGE OF: EDUCATION</th>
</tr>
</thead>
</table>

### RECOMMENDED COURSE IDENTIFICATION:

- **PREFIX**: EDF
- **COURSE NUMBER**: 7578
- **LAB CODE** (L or C): _____

*To obtain a course number, contact erudolph@fau.edu*

### COMPLETE COURSE TITLE:

**Critical Foundations of Education Inquiry**

### EFFECTIVE DATE

**Fall 2009**

### CREDITS:

3

### TEXTBOOK INFORMATION:

- A packet of supplementary readings

### GRADING (SELECT ONLY ONE GRADING OPTION):

- Regular [X]
- Pass/Fail
- Satisfactory/Unsatisfactory

### COURSE DESCRIPTION, NO MORE THAN 3 LINES:

A survey of the multiple forms of critical theory in educational inquiry and their methodological implications. Students will analyze critical research studies and develop theoretical and methodological frameworks for research involving diverse populations.

### PREREQUISITES W/MINIMUM GRADE:

- EDF 6481 – C
- EDA 6415 – C

(or equivalent)

### PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

*Default minimum grade is D-.

### MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

- Doctoral Degree in Education or Allied Field with Critical Theory Emphasis; Current Research Activity Using Critical Frameworks.

### SUPPORTING MATERIALS

Email this form and syllabus to sfulks@fau.edu and egiro@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

---

Dilys Schoorman, dschoorm@fau.edu, 561 297-3003
Faculty Contact, Email, Complete Phone Number
EDF 7578  Critical Foundations of Educational Inquiry

Rationale

The location of Florida Atlantic University makes it inevitable that many doctoral dissertations conducted in the local public schools and in the community will address - directly or indirectly - issues related to diversity. This makes it vitally important for students to receive specific guidance on conducting research grounded in the theoretical frameworks and methodological approaches central to the field of multicultural education. Critical Theory, in its varied forms, has emerged as a core component of the theoretical and methodological frameworks adopted in the study of diverse populations. This course will provide students with a survey of the history of the field of critical theory, its theoretical diversity, and the methodological implications of critical research frameworks. Although located in the Department of Curriculum, Culture, and Educational Inquiry, it is a course designed for students in multiple departments within the college.

The course supports the commitment of the College of Education to provide education to promote and sustain authentic change, excellence and equity in diverse fields of study and upholds the mission of the Department of Curriculum, Culture and Educational Inquiry to integrate established and emergent theory and research in our preparation of professionals who are critical thinkers who value diverse national and international perspectives.

This course is designed as an elective to be taken by doctoral students at the mid-point of their course work. Typically, it would be taken after they have completed at least 50% their doctoral core in their content areas (e.g. Curriculum and Instruction, Educational Leadership, Counselor Education, Exceptional Student Education) and after the introductory courses in Qualitative Methods (EDA 6415) and Educational Research (EDF 6481). For students in Curriculum and Instruction, it is best taken prior to Research in Curriculum and Instruction (EDG 7944; the “Literature Review” course).

Two pre-requisites – Introduction to Qualitative Methods (EDA 6415) and Educational Research (EDF 6481) or their equivalents in other colleges or universities – have been listed because the course will apply the principles of critical theory to current research paradigms and methodologies for which students will require a basic knowledge of topics from these courses.
EDF 7578: Critical Foundations of Educational Inquiry

CATALOG DESCRIPTION:
A survey of the multiple forms of critical theory in educational inquiry and their methodological implications. Students will analyze critical research studies and develop theoretical and methodological frameworks for research involving diverse populations.

PRE-REQUISITES: Educational Research (EDF 6481); Introduction to Qualitative Inquiry (EDA 6415) or equivalent courses.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK
This course supports the development of the knowledge, skills and dispositions for reflective, ethical decisions making among our graduate students by providing them knowledge of a central paradigm within the field and the skills to identify research methodology that exemplifies the critical paradigm. The conscientization that occurs in this course, an essentially ethical undertaking on behalf of under-represented groups/perspectives, will occur through the study of a critical theorist, an analysis of a critical research study and the development of an emergent theoretical framework.

REQUIRED TEXTS:

A packet of supplementary readings will also be used. See “References” for reading list.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES
University of Washington, Center for Multicultural Education - Principles and Concepts for Democracy and Diversity = (C-MCE)
   Specifically Concept #2 – Diversity; Concept #6 - Prejudice, Discrimination, and Racism; Concept #9 – Multiple perspectives

National Association for Multicultural Education = (NAME)
   Standard #2 – Diverse Perspectives
   Standard #3 – Alternative Epistemologies
   Standard #5 – Social Justice

Florida Educator Accomplished Practices = (FEAP)
   FEAP #3 – Continuous Improvement; # 5 – Diversity; #4-Critical Thinking;

National Council for the Accreditation of Colleges of Teacher Education = (NCATE)
   Standard #4: Diversity

COURSE OBJECTIVES
This course is designed to support the work of students who intend to conduct research focusing on issues central to diverse and marginalized populations. Towards this end, the course will enable students to:
- identify multiple theoretical frameworks that are grounded in critical education theory (NAME #2; #3; C-MCE #9; FEAP #4)
- identify the key components of critical pedagogy, its historical and philosophical antecedents, and its implications for teaching and research (C-MCE #2; #6; #9; NAME #2, #5; FEAP #5; NCATE - #4)
- identify the contributions of critical race theory, feminist pedagogy, cultural studies, and critical media literacy to educational research (NAME #2; #3; C-MCE #9; FEAP #4; #5; NCATE - #4)
- establish sound connections between theoretical and methodological frameworks in critical studies of education (NAME #3; FEAP #3)
- examine research designs that support critical inquiry as options for their own methodology (NAME #3; #5; FEAP #3)
- present a preliminary theoretical framework that establishes links between critical approaches and their area of research specialization (NAME #3; #5; FEAP #3; #4)
- demonstrate appropriate presentation skills in a conference-style presentation of an analysis of a critical study in their area of specialization (FEAP #3)

**COURSE REQUIREMENTS**

**Study of a critical theorist (30%)**
The purpose of this assignment is to conduct a study of a critical theorist chosen by each student (a list of scholars will be provided) in order to facilitate in-depth knowledge about an array of critical scholars. The study will be based on at least one book and two articles written by the author and one scholarly article (preferably research-based) that references the work of this author as central to the theoretical or methodological framework of that article.

Students will then present a summary of this research in a brief class presentation (approximately 15 minutes) and a written report. Each of these products should include (not necessarily in this order):

a) brief biographical sketch
b) the key ideas/ concepts central to the author’s work
c) a reflection on how these key ideas could impact the conceptualization, investigation, analysis or understanding of educational phenomena
d) representative quotations from the author that address the purpose of education, curriculum and/or research and
e) any additional information of significance about the work of this scholar. Students will be encouraged to be creative about the format of this assignment.

**Analysis of research study (30%)**
In this assignment, students will choose a study undertaken from a critical perspective that pertains to their area of specialization for their dissertation. They will analyze the article to identify the critical nature of the study in terms of its

a) research context
b) research questions
c) theoretical framework
d) design and methodology
e) results and implications.

Each student will present the results of this analysis in a conference-style presentation in which they highlight the aforementioned research components, their inter-relatedness and their connectedness to critical theoretical perspectives.

Students will be provided a list of studies, compiled through the contributions of faculty members, from which to choose their study; they will also be encouraged to locate
relevant articles for approval by the instructor. To accompany their presentation, students will be required to provide a two-page summary of their research analysis.

**Emergent theoretical framework** (30%)
As a culminating assignment, students will have an opportunity to provide a synopsis of the information they learned throughout the course and a critical reflection on its impact, by developing their own theoretical framework that draws on at least four theorists, to address both philosophical and methodological implications of critical theory in education. The assignment will be framed in the form of a ‘comprehensive exam question’ but will be formulated with students ahead of time. In keeping with the principles of critical pedagogy, this evaluation will model a process and product that is collaborative and rigorous.

**Participation** (10%)
Although participation in a doctoral seminar is assumed, this grade acknowledges the effort and skills of students working towards engaging in democratic participation within a learning community; these should not be taken for granted. Appropriate participation will include preparation for class in the form of outlines of key ideas from the week’s readings, reflective discussions on Bb, participation in discussions without dominating them, constructive responses to your peers’ work, enhancing the quality and caliber of class discussions, and the ability to create an atmosphere that invites the participation of others. Punctuality and attendance in class are assumed. Absenteeism, beyond one day, will be penalized.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study of a critical theorist</td>
<td>30</td>
</tr>
<tr>
<td>Analysis of research study</td>
<td>30</td>
</tr>
<tr>
<td>Emergent theoretical framework</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percent</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-91</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>76-77</td>
<td>2.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percent</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>67-69</td>
<td>1.33</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>59-00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY**
According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances, based on prior and timely consultation with the instructor.

**STUDENTS WITH DISABILITIES**
In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and
follow all OSD procedures. The purpose of the Office for Students with Disabilities “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**HONOR CODE**
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

**REFERENCES**

**Reading List**
In addition to the assigned textbooks, students will be assigned the following readings throughout the semester.


**Recommended articles for research analysis**


<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course; key concepts</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Critical Pedagogy: History and Purpose</td>
<td>Kincheloe 1-59</td>
</tr>
<tr>
<td>3</td>
<td>Key Figures in the Emergence of Critical Pedagogy</td>
<td>Kincheloe 59-96; Bogotch 2002</td>
</tr>
<tr>
<td>4</td>
<td>Critical Pedagogy in Schools and Educational Inquiry</td>
<td>Kincheloe 97-137; Guba &amp; Lincoln; Schoorman &amp; Zainuddin; Soto</td>
</tr>
<tr>
<td>5</td>
<td>Theoretical Genres in Critical Inquiry: Critical Race Theory &amp; Post- colonialism in Education</td>
<td>Lopez &amp; Parker 1-29; Ladson-Billings; Scheurich &amp; Young; Slemon; Villenas; Grande;</td>
</tr>
<tr>
<td>6</td>
<td>Theoretical Genres in Critical Inquiry: Feminism and Critical Media Literacy in the classroom</td>
<td>Harding &amp; Norberg; Fonow &amp; Cook; Oleson; Boutte; Kellner; Giroux 2004;</td>
</tr>
<tr>
<td>7</td>
<td>Studies of Critical Theorists: Student Presentations</td>
<td>Presentations</td>
</tr>
<tr>
<td>8</td>
<td>Critical theory in educational research: Purpose and Epistemology</td>
<td>Kincheloe &amp; McLaren; Hostetler; Schoorman &amp; Bogotch;</td>
</tr>
<tr>
<td>9</td>
<td>Critical Theory in Educational Research: Design and Methodology</td>
<td>Lopez &amp; Parker 29-48; 145-212; Bogotch &amp; Schoorman</td>
</tr>
<tr>
<td>10</td>
<td>Critical Studies in Education Design: Critical Action Research</td>
<td>Noffke; Kemmis; McTaggart; Johansson &amp; Lindhult; Ornelas;</td>
</tr>
<tr>
<td>11</td>
<td>Critical Studies in Education: Designs: Critical Ethnography, Critical Narrative Research</td>
<td>Foley &amp; Valenzuela; Lopez &amp; Parker 29-69; Mitchell;</td>
</tr>
<tr>
<td>12</td>
<td>Critical Studies in Education: Designs: Document, Text, and/or Critical Discourse Analysis</td>
<td>Fairclough; Prins &amp; Toso; Siu-Runyan; Giroux 1994;</td>
</tr>
<tr>
<td>13</td>
<td>Critical Analysis of Educational contexts: Presentations of research analysis</td>
<td>Presentations</td>
</tr>
<tr>
<td>14</td>
<td>Critical Analysis of Educational contexts: Presentations of research analysis</td>
<td>Presentations</td>
</tr>
<tr>
<td></td>
<td>Final: Emergent Theoretical Framework</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


EDF 7578 Departmental Comments

From: H. James McLaughlin [mailto:jmclau17@fau.edu]
Sent: Tuesday, January 27, 2009 10:14 AM
To: Mike Brady; Sue Graves; ijohnso9@fau.edu; Barbara Ridener; Robert Shockley; wener@fau.edu
Cc: Valerie Bristor
Subject: Syllabi for 2 new courses

Colleagues:

I have attached the syllabi for two proposed new courses that have been unanimously supported by the faculty in the Department of Curriculum, Culture, and Educational Inquiry. EDF 7578, Critical Theory, is a doctoral-level course that presents philosophical and political perspectives to deepen our students’ understandings of foundational theoretical issues in education. This course will provide students with a survey of the history of the field of critical theory, its theoretical diversity, and the methodological implications of critical research frameworks.

It is designed as an elective to be taken by doctoral students at the midpoint of their course work, after they have taken courses in Qualitative Methods (EDA 6415) and Advanced Statistics (STA 7114). Although located in the Department of Curriculum, Culture, and Educational Inquiry, we hope that it might address the needs of students in multiple departments within the college.

EDF 2600, The Educated Citizen in a Global Context, is being offered as an option for the Global Citizenship Track in the Undergraduate Core Curriculum. This is a great opportunity for the College of Education to be represented in the Core. EDF 2600 is not being proposed for inclusion in any undergraduate program in our college, and if it happens that an education major takes this course in their core, it will not compromise the value of any of the courses currently offered.

The course was designed to be interdisciplinary with an explicit focus on diversity/global issues in different professional fields. The courses currently offered are very field-specific (i.e., specific to the professional field of education and to multicultural education, with explicit state and/or college requirements.) EDF 2600 will focus on the role of the educated citizen from a political and systemic perspective, and will link local and global cultural issues.

Please let me know if you see any possible conflict with your department. Thanks, and take care.

Yours,

Jim McLaughlin

Dr. H. James McLaughlin
Interim Chair
Department of Curriculum, Culture, and Educational Inquiry
351 Education Building
Florida Atlantic University
Boca Raton, FL 33431
Jim, our department does not have any conflict with the two courses. Regards, Sue

B. Sue Graves, Ed.D., FACSM, HFS, FISSN
Chair, Department of Exercise Science and Health Promotion

Dear Jim,

I would like to follow up regarding the course proposal: EDF 7578, Critical Foundations of Educational Inquiry. I appreciate that your faculty were able to meet with faculty from Educational Leadership. Faculty report that it was helpful to clarify concerns, such as the course will focus on critical theory and critical research rather than designing research. The syllabus was circulated among the faculty from both programs, as you know, and reflects minor agreed upon modifications based on the discussion. Thus, the proposal can go forward to the Graduate Program Committee with departmental support. Thank you!

Sincerely,

Bob Shockley
Chair, Department of Educational Leadership

Hello Jim:

The Counselor Education Department does not have a conflict or overlap with these courses. Good Luck!

Irene Johnson
Counselor Ed Department Chair

Jim

I reviewed the syllabi for both courses (EDF 7578 and EDF 2600). Interesting work! Neither of the courses conflicts with the courses or curriculum in ESE. Good luck with them.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education

Dear Dr. McLaughlin,
Thank you for giving me an opportunity to review the two new courses being proposed by the Department of Curriculum, Culture, and Educational Inquiry. I do not see any conflict or duplication in content in EDF 7578 - Critical Theory or EDF 2600 - The Educated Citizen in a Global Context with any of the courses currently offered in the Department of Communication Sciences and Disorders.

Good luck as your proposals go forward.

With best regards,
Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP
Associate Professor and Chair
Department of Communication Sciences and Disorders