

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Curriculum & Instruction College Education		
Current Course Prefix and Number EDF 7578		Current Course Title Critical Foundations of Educational Inquiry	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: Delete existing pre-requisite courses: EDA 6415; EDF 6481 No pre-requisites to be listed. Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Sabrina Sembiente / ssembiente@fau.edu / (786) 541-6020			
Approved by Department Chair <u>Charles Dubois</u> College Curriculum Chair <u>Paul R. Peluso</u> College Dean <u>[Signature]</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date <u>1/31/2023</u> _____ 2/7/2023 _____ 2/13/2023 _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

EDF 7578 – Critical Foundations of Educational Inquiry

Rationale for the Removal of Pre-requisites

The prerequisites were initially intended to ensure that students had some exposure to research methods prior to taking this course. Over the years we have learned that a) most students have had this exposure in their master's programs b) the current courses specified do not always support students' plans of study and sequencing and c) many students prefer to take the currently recommended pre-requisite courses after this course so that they can better apply the information in their research methods courses.

The removal of the pre-requisites allows the students and their advisors the flexibility to sequence the courses in ways that make the best sense for students.

Catalog Description change

Critical Foundations of Education Inquiry (EDF 7578) 3 credits

~~*Prerequisites: EDA 6415, EDF 6481, or permission of instructor*~~

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.

Subject: Re: proposed course and admission changes
Date: Tuesday, September 27, 2022 at 8:22:41 AM Eastern Daylight Time
From: Carman Gill
To: Rangasamy Ramasamy, Charles Dukes, Robert Shockley, Dale Williams
Attachments: image002.jpg, image003.gif, image001.jpg

Good morning,
No conflicts for CE. Have a good week,
Carman

From: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Sent: Monday, September 26, 2022 4:39 PM
To: Charles Dukes <cdukes@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@health.fau.edu>
Subject: RE: proposed course and admission changes

Hello Charles,

I reviewed your course changes and admission requirements for doctoral programs. These changes do not conflict with the Department of Special Education programs.

Regards,
R. Ramasamy



Rangasamy Ramasamy, Ph.D.
Professor & Interim Chair
Department of Special Education
Coordinator: Holmes Scholars Program
Florida Atlantic University
Boca Raton FL, 33431
(561) 297-3281
rramasam@fau.edu

For information about FAU-Special Education Degree Programs, Events/Activities, or Faculty/Research: [CLICK HERE](#) or scan this QR code:



From: Charles Dukes
Sent: Wednesday, September 21, 2022 9:22 AM
To: Robert Shockley <SHOCKLEY@fau.edu>; Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@health.fau.edu>; Rangasamy Ramasamy <RRAMASAM@fau.edu>

Subject: RE: proposed course and admission changes
Date: Wednesday, September 21, 2022 at 4:08:54 PM Eastern Daylight Time
From: Dale Williams
To: Charles Dukes
Attachments: image002.jpg

No conflicts.

From: Charles Dukes
Sent: Wednesday, September 21, 2022 9:22 AM
To: Robert Shockley <SHOCKLEY@fau.edu>; Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@health.fau.edu>; Rangasamy Ramasamy <RRAMASAM@fau.edu>
Subject: proposed course and admission changes

Colleagues,
The Department of Curriculum and Instruction would like to make some changes to a course in the PhD program as well as admissions for our EdS and PhD programs.

Documents 1 and 2 detail the course change we would like to make. Specifically, we wish to remove EDA 6415 and EDF 6481 as pre-requisites for EDF 7578 *Critical Foundations of Educational Inquiry*.

Documents 3 and 4 detail the admission changes we would like to make for the PhD program in Curriculum and Instruction. Specifically, we would like to remove the GRE and add specificity to other admission requirements (e.g., detail specific requirements for personal statement).

Document 5 and 6 detail the admission changes we would like to make the EdS program. Specifically, we would like to remove the GRE requirement and add a personal statement.

Please review the proposed changes and let me know if there is any conflict with programming in your respective departments.

Charles Dukes, EdD, PhD
Interim Chair, Department of Curriculum and Instruction
Doctoral Coordinator & Professor, Department of Special Education
Florida Atlantic University
777 Glades Road Boca Raton, FL 33431
E-mail: cdukes@fau.edu
office-561 297 1081
fax-561 297 2507

To learn more about me and my research,

Sabrina Sembiante

From: Charles Dukes
Sent: Monday, November 7, 2022 3:18 PM
To: Sabrina Sembiante
Subject: FW: proposed course and admission changes

Please see the message below. I think this should complete our packet for the proposal.

Charles Dukes, EdD, PhD
Interim Chair, Department of Curriculum and Instruction
Doctoral Coordinator & Professor, Department of Special Education
Florida Atlantic University
777 Glades Road Boca Raton, FL 33431
E-mail: cdukes@fau.edu
office-561 297 1081
fax-561 297 2507

To learn more about me and my research,
go to <https://www.fau.edu/education/faculty/dukes/>

For information about FAU-ESE Degree Programs, Events/Activities,
or faculty/research visit: <http://www.fau.edu/education/academicdepartments/ese/contacts/>
or scan this QR code:



From: Robert Shockley <SHOCKLEY@fau.edu>
Date: Monday, November 7, 2022 at 3:02 PM
To: Charles Dukes <cdukes@fau.edu>
Cc: Maria Vasquez <mvasque3@fau.edu>, Mary Lieberman <mlieberm@fau.edu>, Michael DeDonno <mmedonno@health.fau.edu>
Subject: RE: proposed course and admission changes

Charles,

After consultation with our Research Methodology faculty, this is to let you know that ELRM has no conflict with your proposal. We do ask that you include in your advising materials that EDA 6415 and EDF 6481 be listed as suggested or recommended pre-requisites, rather than required pre-requisites for EDF 7578 *Critical Foundations of Educational Inquiry*. We understand why you would like to drop the required pre-requisites for EDF 7578. Please see me if there are questions. Bob

Robert Shockley, Chair
Educational Leadership and Research Methodology
ED 47 Room 260A
777 Glades Rd.
Boca Raton, FL 33431
(561)297-3551



From: Charles Dukes <cdukes@fau.edu>

Sent: Wednesday, September 21, 2022 9:22 AM

To: Robert Shockley <SHOCKLEY@fau.edu>; Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@health.fau.edu>; Rangasamy Ramasamy <RRAMASAM@fau.edu>

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Charles Dukes, EdD, PhD
Interim Chair, Department of Curriculum and Instruction
Doctoral Coordinator & Professor, Department of Special Education
Florida Atlantic University

777 Glades Road Boca Raton, FL 33431
E-mail: cdukes@fau.edu
office-561 297 1081
fax-561 297 2507

To learn more about me and my research,
go to <https://www.fau.edu/education/faculty/dukes/>

For information about FAU-ESE Degree Programs, Events/Activities,
or faculty/research visit: <http://www.fau.edu/education/academicdepartments/ease/contacts/>
or scan this QR code:



Subject: RE: proposed course and admission changes
Date: Monday, September 26, 2022 at 4:39:31 PM Eastern Daylight Time
From: Rangasamy Ramasamy
To: Charles Dukes, Robert Shockley, Carman Gill, Dale Williams
Attachments: image002.jpg, image003.gif, image001.jpg

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R. Ramasamy



Rangasamy Ramasamy, Ph.D.
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EDF 7578: CRITICAL FOUNDATIONS OF EDUCATIONAL INQUIRY

Department of Curriculum and Instruction

Instructor:

Office Location:

Office Hours:

Instructional mode:

Email:

Phone:

COURSE PREREQUISITES

None; Instructor Permission needed.

COURSE 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.

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:

- 1) Identify multiple theoretical frameworks in which critical education theory and research might be grounded, explore their historical and philosophical antecedents, and evaluate their implications for research in education
- 2) Identify the key principles/ characteristics of critical approaches to educational inquiry and their implications for/ applicability in research design
- 3) Establish sound connections between theoretical and methodological frameworks in critical studies of education
- 4) Examine research designs that support critical inquiry as options for their own methodology
- 5) Present a preliminary theoretical framework that establishes links between critical approaches and their area of research specialization

REQUIRED TEXTS & MATERIALS

All required readings will be posted on Canvas.

COURSE DELIVERY MODE

The course instructional is designated as mixed online and classroom. We will meet every [Insert day/time] . The class designated is [insert room #] and virtual sessions will be held synchronously via Zoom. Please make sure to go to Zoom.us and download the Zoom app to your devices (computer/ phone) so you may participate without a problem. All course materials will be posted on the designated Canvas site for this class. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#). Office hours and student appointments will be conducted via Zoom or in person upon request, with appropriate CDC health guidelines observed.

This class will be run as a seminar, which means that learning takes place **dialogically**. This necessitates that students come to class meetings having read the assigned readings, ready to participate in meaningful discussions. The topics in class are intended to spark critical thinking and to engage in critical reflection on taken-for-granted assumptions. You are not expected to agree with everything you read or hear. However, you are expected to engage with ideas with an open mind and communicate as a respectful listener eager to learn from/with others.

Learning will be a **collective, collaborative** process in a classroom community that is safe and welcoming of divergent perspectives, healthy and insightful debate and collegial disagreement. This is how we will demonstrate that we value diversity. Learning will take place through **critical reflection** on the readings and class discussions, **guest presentations, individualized instruction** through consultation with the instructor on assignments, oral **student presentations**, and **written assignments**. **Canvas** will be used as an electronic forum to supplement in-class discussions, support student research and to provide additional information and directions on assignments. Students will be expected to check Canvas and their FAU emails regularly.

COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

All assessments in this class are intended to support students' individual and collective aspirations as critical educators and scholars. You are strongly encouraged to find ways to make the suggested activities “work” for you in the pursuit of emancipatory research experiences and outcomes. Consult with your instructor as needed.

Critical Perspectives Analysis [20%]

What does it mean to understand something from a “critical” perspective? Your task in this assignment is to examine a topic of your choice from a critical theoretical perspective so as to highlight the unique contribution that such a perspective offers to the framing/ understanding of the topic. In so doing, you need to contrast this perspective with ‘traditional’ or ‘mainstream’ perspectives and explore the implications of the contrasts. Part 1 of this exercise will consist of

a table of at least two columns that highlight the distinctions. [Per Schoorman & Zainuddin (2008) you may have three columns that include 'traditional', 'progressive' and critical perspectives.] Part 2 of the assignment will include a brief discussion of the significance of the findings illustrated in the table.

To complete the table, you should review at least two scholarly articles. Ideally, one article should be by a leading author/ scholar/ theorist who frames a critical perspective on your topic. The second article should be one that operationalizes this perspective in a study. More studies will allow for a more robust comparison.

Criteria for evaluation will include the nature/ scope of the topic; the depth/ nuance of the scholarship reviewed; the clarity in the distinctions drawn; the meaningfulness of the contrasts and their implications identified.

Theory-Methods connection essay [20%]

What is/should be the connection between critical theories and critical methodologies? Drawing on the readings/ discussions in class, explore the connection between the ontology, epistemology and methodology of research design and the tenets of diverse critical theories that underscore the important connections between why and how theory and methodology are interconnected. Where appropriate discuss the proposed research design of your dissertation and explore its criticality.

This essay (5-6 pages) should be a synthesis of the many articles and topics discussed in class and should showcase your knowledge about critical theory and methodology, your conceptual skills in the manner in which ideas are synthesized and arguments are supported.

Criteria for evaluation will include the skillful integration of diverse readings, arguments and perspectives in an essay that showcases YOUR unique sensemaking; the depth and scope of the ideas presented; the philosophical/theoretical accuracy and nuance of the ideas; clarity and clear organization in the writing, with evidence of proof reading and use of APA in in-text citations and references.

Final Project [30%]

This assignment should be uniquely tailored to your needs as a student. A few options are suggested to accommodate the different range of potential needs of students. All plans/formats for the final paper must be discussed with your instructor and approved by June 13th. Specific criteria for evaluation will depend on the option chosen. All projects must reflect knowledge and application of critical perspectives to the central subject matter.

Option 1:

Your final project could entail writing a chapter for your dissertation. This could be the theoretical framework, parts of the review of literature, the methodology or the problem statement. We will discuss page limits based on your needs.

Option 2:

Your final product could entail a proposal for a study or for a conference (best to have a specific conference in mind, as some require that you have data collected and analyzed.)

Option 3:

You may aim to write the first draft of a paper for publication. It is advised that you have a clear idea of the purpose of the paper and the type of journal/ publication outlet you wish to submit to. We might use the review criteria as a guide for developing the nature, scope and evaluation of the paper.

Option 4:

You may use this as an opportunity to develop a social action project that draws on the theory and methodology used in this class to engage in emancipatory community engagement, action research, policy advocacy or public pedagogy.

Discussion Leadership/ Community Building [20%]

In keeping with the principles of critical theoretical perspectives central to this class, class interactions are meant to facilitate a dialogic – sometimes dialectical – generation of collective understandings, rather than a transmission of information. Democratic participation is both a goal and a process. Community building takes intentional effort in order to make it part of your lifestyle as a scholar.

There are multiple opportunities for leadership and community building and I hope to see your/our engagement in all of them, even as we might lean in with our strengths and work on areas that need improvement. These include;

- Volunteering to lead discussion of readings each week
- Meaningful weekly discussion board posts
- Supportive responses to peers' ideas – in class and on the canvas discussion board
- Actively eliciting the participation of students who are silent/ silenced
- Consciously contributing to a climate that is welcoming of diverse perspectives
- Being open and willing to challenge one's own assumptions and perspectives
- Thoughtful provocations to deeper learning through critical questions
- Actively seeking and providing peer review and feedback
- Advocating for the collective on critically meaningful matters
- Active community building through seeking consensus/ common ground where appropriate and exploring compromise as needed

Note: this is about how much you contribute, not how much you say – an important difference! Please be mindful of notions of intersectional privilege and marginalization as we collectively seek to interrupt these patterns. This will not be easy; we will all be engaged in the praxis collectively and help each other get there. While points are allocated for community building, it is best achieved when such grades are not the incentive for the actions taken. Herein lies the paradigm shift in which we are engaging.

Attendance, Participation and Presence [10%]

In a democracy, the first step is showing up and being counted! At a basic this means:

- Attendance in class (I recognize that everyone has reasons for having to miss class)
- Bring present physically and intellectually, consistently throughout class sessions
- Being on camera when meeting virtually
- Being prepared for class with readings completed
- Participating in discussions without dominating them
- Providing the instructor constructive feedback on how the class could be improved

These are important ‘first steps’ in the obligation to our community of learners. These points will also be used for other aspects of participation identified by students and not (yet) accounted for.

Format for written work

Please use the format “Name – Assignment” in the title of your submitted word document. **No PDFS please!** Documents should be double spaced, with pages numbered. Times New Roman font size 12 is recommended. Please save and back up your ongoing work consistently. It is assumed that work will be turned in on time. The instructor reserves the right to assign late work a "0". All written assignments should be submitted in electronic format via Canvas. All submissions are subject to being reviewed for plagiarism via ‘Turnitin.’

Assessment	Points	Weight (%)
Critical Perspectives Analysis	20	20%
Theory-Methods Connection - essay	20	20%
Final Project	30	30%
Discussion Leadership/ Community Building	20	20%
Attendance/ participation/ presence	10	10%

GRADE SCALE

Grade	Total (%)
A	100 – 93
A-	92 – 90
B+	89 – 87
B	86 – 83
B-	82 – 80
C+	79 – 77
C	76 – 73
C-	72 – 70
D+	69 – 67
D	66 – 63

Grade	Total (%)
D-	62 – 60
F	59 – 0

COURSE POLICIES

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is 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 to 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 [University Regulation 4.001](#).

PLAGIARISM

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

ATTENDANCE POLICY

This course is a doctoral seminar and not intended to be a passive transmission of information. Consequently, students' active engagement is central to the curriculum, instruction and learning outcomes of the course. Please let me know if you have to miss class, ideally *prior* to the absence, but if not, within the week. Reasonable accommodations will be made for religious observances or FAU-related travel/ obligations. Unless otherwise agreed upon in writing, absences beyond two sessions will be penalized three points per class. Points will be deducted for class time missed, tardiness, or cell phone interruptions. For those joining class remotely, it is expected that you will be 'fully present' during class meetings with minimal distractions. It will be ideal to have your cameras on for maximum engagement so we can come as close as possible to the 'in-person' experience.

LATE ASSIGNMENTS POLICY

Deadlines and timelines are thoughtfully constructed to optimize the learning in this course. Unless otherwise discussed a head of time, late work will be penalized. Your instructor reserves the right to assign a "0" for work turned in late with no prior consultation/ documentation.

NETIQUETTE

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR POLICY STATEMENT

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct. For more information, please see the [FAU Office of Student Conduct](#).

TIME COMMITMENT PER CREDIT HOUR

This course consists of three [3] credit hours. For each credit hour, a minimum of two (2) hours of out-of-class student work should be planned each week. As doctoral students, I anticipate you will be putting in more than 6 hours of out-of-class work into the course each week.

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)
- [Adobe Flash Player](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- [Specifications](#)

Peripherals

- A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:

- a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements/ Emails

You are responsible for reading all announcements and course email notifications posted/ sent by the instructor. Make sure you check you FAU email regularly.

Course-Related Questions

Post course-related questions to the “Questions about the Course” discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

Electronic Communication Policy

In addition to the University’s policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender’s name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology’s policies on [Cyber Security Awareness](#)

SUPPORT SERVICES & ONLINE RESOURCES

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Services](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

Contact

- **Boca Raton:** (561) 297-3880
Fax: (561) 297-2184, TTY: 711
- **Davie:** (954) 236-1222
Fax: (954) 236-1123, TTY: 711
- **Jupiter:** (561) 799-8721
Fax: (561) 799-8721, TTY: 711

GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.

- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

UNIVERSITY APPROVED ABSENCE POLICY STATEMENT

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

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The instructor reserves the right to adjust this syllabus as necessary.

SCHEDULE

Week 1 What does it mean to be 'critical' as a researcher?

Overview of central principles and concepts in critical research

Reading:

Schoorman, D. (2014). How should researchers act in the context of social injustice? Reflections on the role of the researcher as a social justice leader. In I. Bogotch & C. Shields, (Eds.), *International Handbook of Social [In]Justice and Educational Leadership*. (pp. 217-232). Springer.

Reflection:

How do we 'translate' the principles of critical pedagogy into our research practices? What are the advantages and the challenges of doing so? How is research enhanced / diminished by a critical perspective?

Weeks 2-3 Understanding your topic/field/world from a critical perspective

What is the difference between 'traditional'/monocultural vs. 'liberal/ progressive' vs. critical approaches to a topic area?

Readings:

Schoorman, D., & Zainuddin, H. (2008) What does empowerment in literacy education look like? An analysis of a family literacy program for Guatemalan Maya families. In *Journal on Diaspora, Indigenous and Minority Education*, 2, 169-187.

American Psychological Association's (APA) Apology for racism

<https://www.apa.org/about/policy/racism-apology>

APA's Resolution on dismantling systemic racism

<https://www.apa.org/about/policy/dismantling-systemic-racism>

Garrity-Bond, C. (2018). Ecofeminist epistemology in Vandana Shiva's the feminist principle of prakriti and Ivone Gebara's Trinitarian Cosmology. *Feminist Theology* 26(2), 185-194.

Homework:

For each of the readings assigned come to class with a table that compares and contrasts the 'traditional' or 'mainstream' perspective on the topic and the more critical/ equity-conscious perspective.

Reflection:

What does a critical perspective add to our understanding of a topic?

Critical Perspectives Analysis due

Weeks 4 - 5 Research Paradigms

Readings:

Guba, E. (1990). The alternative paradigm dialogue. In E. G. Guba, (Ed.), *The Paradigm Dialog* (pp. 17-27). Sage.

Smith. L. T. (2012). Decolonizing methodologies: Research and indigenous people. Ch. 3-4). <https://nycstandswithstandingrock.files.wordpress.com/2016/10/linda-tuhiwai-smith-decolonizing-methodologies-research-and-indigenous-peoples.pdf>

Reflection: In what ways do the conceptual differences in research paradigms make a material difference in the lives of the researched or the researcher? What might be first steps that we might take to decolonize our own approach to research?

Weeks 5- 8 Topics in Critical Methodology

[Topics will be selected by students]

Autoethnography
Critical ethnography
Bricolage
Documentary as methodology
Discourse Analysis

Readings:

Ellis, C., Adams, T. E., & Bochner, A. P. (2011). Autoethnography: An Overview [40 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 12(1), Art. 10, <http://nbn-resolving.de/urn:nbn:de:0114-fqs1101108>.

Dennis, B. (2009). Theater of the oppressed as critical ethnography. *International Journal of Qualitative Methods* 8(2), 65-96.

Kincheloe, J., McLaren, P., Steinberg, S., Monzo, L. (2018). Critical pedagogy and qualitative research: Advancing the bricolage. In N. Denzin and Y. Lincoln, (Eds.). *Sage Handbook of Qualitative Research*, (5th ed. 235- 260). Sage.
https://www.academia.edu/45672729/Criticality_and_Research

Warburton, T. (2016). Turning the lens: Reflexivity in research and teaching with critical discourse analysis. *Critical Questions in Education*, 7(3), 249- 267.

Additional Readings: TBA

Reflection:

Under what circumstances might autoethnography be an appropriate design?
How might the concept of bricolage allow for greater methodological freedom and authenticity?

Weeks 9-12 Critical Theories in Educational Inquiry

[Topics will be selected by the students]

Feminist theory

Queer Theory
Critical Race Theory
Postcolonialism

Readings:

hooks, b. (1994). Theory as liberatory practice. In: What is feminist theory? What is feminism? 37-42.

Steinmetz, K. (Feb. 20, 2020). Interview with Kimberlé Crenshaw.

Lerner, G. (1986). The creation of patriarchy. (pp. 212 – 229).

Filax, G. (2006). Politicising action research through queer theory. *Educational Action Research*, 14(1), 139-145.

Renn, K. (2010). LGBT and Queer research in higher education: The state and status of the field. *Educational Researcher*, 39(2), 132-141.

Delgado, R., & Stefancic, J. (2012). Critical Race Theory: An Introduction.

<https://www.coursehero.com/file/97281900/Richard-Delgado-and-Jean-Stefancic-Critical-Race-Theorypdf/>

Ladson-Billings, G. (1998) Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1) 7-24, DOI: 10.1080/095183998236863

Reflection:

How might a Feminist/ Queer/ Postcolonial/ CRT lens enhance or challenge what might be considered research findings in a study?

Theory-Methods Connection Essay due

Weeks 13- 15 Special Topics/ Writing Consultations

Final Project due

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