
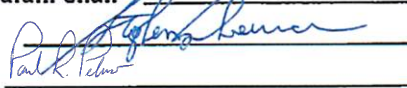
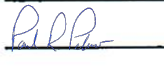



<b>FAU</b> <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	<b>Department</b> Educational Leadership & Research Methodology <b>College</b> College of Education (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )			
<b>Prefix</b> EDA <b>Number</b> 7421	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) <b>Lab Code</b> N/A	<b>Type of Course</b> Lecture	<b>Course Title</b> Introduction to Modes of Inquiry for Educational Leadership	
<b>Credits</b> (See <u>Definition of a Credit Hour</u> ) 3	<b>Grading</b> (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	<b>Course Description</b> (Syllabus must be attached; see <u>Template and Guidelines</u> ) The purpose is to prepare graduate students to think like researchers and to be able to critique and reframe studies using various modes of inquiry and critical lenses. Students will explore how our senses, intuition, along with different genres, such as the arts, are modes of inquiry. This course will build on a foundational knowledge of quantitative and qualitative research methodology. Students will have an opportunity to engage with their own research topic through multiple lenses.		
<b>Effective Date</b> (TERM & YEAR) Fall 2023				
<b>Prerequisites</b> None		<b>Academic Service Learning (ASL) course</b> <input type="checkbox"/> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
<b>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</b>		<b>Corequisites</b> None	<b>Registration Controls</b> (For example, Major, College, Level) Graduate By instructor permission only	
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		<b>List textbook information in syllabus or here</b> Eisner, E. W. (1998, reissued 2017) The enlightened eye: Qualitative inquiry and the enhancement of educational practice. Teachers College Press. English, F. & Ehrlich, L. C. (2016) Leading beautifully: educational leadership as connoisseurship. Routledge. Goodlad, J. I. (2004, reissued 2016) Romances with schools: A life of education. Rowman & Littlefield. Luttrell, W. (2020) Children framing childhoods: Working-class kids' visions of care. Policy Press.		
<b>Faculty Contact/Email/Phone</b> Daniel Reyes-Guerra/dreyes@fau.edu/7-4863		<b>List/Attach comments from departments affected by new course</b>		

<b>Approved by</b> Department Chair  College Curriculum Chair <u>Paul R. Peluso</u> College Dean  UGPC Chair  UGC Chair  Graduate College Dean <u>Robert W. Stackman Jr.</u> UFS President _____ Provost _____	<b>Date</b> <u>2/21/23</u> 3/23/2023 4/28/2023 08/17/2023 08/17/2023 08/18/2023 _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**Educational Leadership & Research Methodology  
EDA 7421 Modes of Inquiry for Educational Leadership  
Executive Track  
3 Credits**

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**Professor:**  
**Office Location:**  
**Office Hours:**  
**Email:**  
**Telephone:**  
**Classroom Meeting:**

**Values/Mission**

To review the Department of Educational Leadership and Research Methodology's values statement, please go to this link:

<https://www.fau.edu/education/academicdepartments/el/about/vision-mission-values/>

**Course Description**

The purpose is to prepare graduate students to think like researchers and to be able to critique and reframe studies using various modes of inquiry and critical lenses. Students will explore how our senses, intuition, along with different genres, such as the arts, are modes of inquiry. This course will build on a foundational knowledge of quantitative and qualitative research methodology. Students will have an opportunity to engage with their own research topic through multiple lenses.

**Instructional Method**

This is a synchronous online live course using Zoom and Canvas. There is no on-campus attendance requirement. Course materials and assignments will be accessible through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course.

**Recommended Prerequisites/Corequisites**

There are no prerequisites at this time, however, students are advised to have completed introductory methods courses. Students are expected to come to the first-class meeting with an explicit research focus and tentative research plan, such as a concept paper. That will be the basis for assignments. The course is open to all graduate program majors.

**Course Objectives/Student Learning Outcomes**

As a result of successfully completing the course, you will:

- broaden your knowledge of modes of inquiry
- identify seminal authors and develop an understanding of their contributions to inquiry
- further develop your knowledge and skills as both a consumer and a contributor of research
- be able to apply multiple modes of inquiry to a research topic.

## Course Evaluation Method

### Grading and Assignments

Glossary	5 points
Annotated Bibliography	10 points
Book Talk Seminal Authors (group assignment)	15 points
Puzzles x 3 (5 points each)	15 points
Thought Experiments x 3 (5 points each)	15 points
Final Reflection: Opening and Closing Minds	10 points
Written paper (5 points)	
Oral presentation (5 points)	
Concept Paper Draft III	20 points
Oral presentation (5 points)	
Written paper (15 points)	
Participation	10 points
Total: 100	

### Course Grading Scale

FAU GRADING SCALE		
A	94-100	4.0
A-	90-93	3.67
B+	87-89	3.33
B	84-86	3.00
B-	80-83	2.67
C+	77-79	2.33
C	74-76	2.00
C-	70-73	1.67
D+	67-69	1.33
D	64-66	1.00
D-	60-63	0.67
F	59 and below	0.00

### Policy on Makeup Tests, Late Work, and Incompletes

No late presentations will be accepted for grading. For other assignments, there will be a 1- point reduction for each day or part of the day the assignment is late.

### Classroom Etiquette Policy

Students are expected to have cameras on when we meet on Zoom and follow class norms.

### Attendance Policy

Students are expected to attend all scheduled classes and to satisfy all academic objectives as outlined by the instructor.

### **Counseling and Psychological Services (CAPS) Center**

*Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

### **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

### **Code of Academic Integrity**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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 [University Regulation 4.001](#).*

### **From the Interim Provost Memo 2022**

“One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.”

### **Required Texts/Readings**

You will be assigned one book for the seminal author book critique assignment. You are expected to read the other books. You will also read an array of articles, short stories, essays and poems, listen to music and view videos.

The following books are required for this course:

Eisner, E. W. (1998, reissued 2017) *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Teachers College Press.

English, F. & Ehrich, L. C. (2016) *Leading beautifully: educational leadership as connoisseurship*. Routledge.

Goodlad, J. I. (2004, reissued 2016) *Romances with schools: A life of education*. Rowman & Littlefield.

Luttrell, W. (2020) *Children framing childhoods: Working-class kids' visions of care*. Policy Press.

### Supplementary/Recommended Readings

Supplementary, recommended and in-class readings and materials are provided on Canvas. They are linked to the modules.

### Course Topical Outline

Please be sure to review each module within Canvas for course resources. Note that module topics cross over with each other. Information provided on the syllabus is extended on Canvas.

Module	Topic	Assignment Due/Class Activity
<b>Module 1</b>	Introduction to Modes of Inquiry. The medium is the message. Review Canvas site, expectations and assignments.	<i>Assignment due:</i> <i>Prepare by reviewing Canvas, modules and syllabus.</i> <i>Obtain and begin reading assigned course texts. (Book assignments posted before start of semester.)</i> <i>Bring your draft concept paper to class.</i> Class activities: Read articles, view/listen to recordings embedded in module. Participate in class discussion. Meet with Thought Partner(s). Join reading group for Book Talk Assignment
<b>Module 2</b>	Can we trust our senses to know what we know? When Seeing and Listening are not Enough Art as Sensemaking Guest scholar	<i>Thought Experiment 1 Reframing due</i> <i>Puzzle 1 Observing due</i> <i>Presentation 1 of Draft Concept Paper: Visual due</i> <i>Read Boske, Gershon, Benavente-McEnery, Speights-Binet (2019) The 'dead ends': Reconsidering place for school leaders. Theory in Action.</i> Class activities: Read articles, view/listen to recordings embedded in module. Participate in class discussion.

Module	Topic	Assignment Due/Class Activity
<b>Module 3</b>	Participatory research Inserting Self: Subjectivities as Auto This and Auto That Guest scholars Book Talk #1 (Goodlad) conversation about seminal author's contribution to inquiry Book Talk #2 (Luttrell) conversation about seminal author's contribution to inquiry	<i>Presentation II of Draft Concept Paper: Visual due</i> <i>Thought Experiment 2 Blind Spots due</i> <i>Book Talks #1 and #2. Interactive group</i> <i>presentation/facilitation due (group assignment)</i> <i>3 photographs due</i> <i>Read Ch 2 &amp; Ch 3, pp 93-118. Antonia Darder, (2018).</i> <i>The student guide to Freire's pedagogy of the oppressed</i> <i>Read Maslin-Ostrowski, P., Drago-Severson, E.,</i> <i>Ferguson, J., Marsick, V., &amp; Hallett, M. (2017). An</i> <i>innovative, international community engagement</i> <i>approach: Story circles as catalysts for transformative</i> <i>learning. Journal of Transformative Education.</i> Class activities: Read articles, view/listen to recordings embedded in module. Participate in class discussion. Group interactive presentation. Whole class book talks.
<b>Module 4</b>	Arts based Inquiry Guest scholar Book Talk #3 (Eisner) conversation about seminal author's contribution to inquiry	<i>Presentation III of Draft Concept Paper: Visual due</i> <i>Book Talk #3. Interactive group</i> <i>presentation/facilitation due. (Group assignment)</i> <i>Read Luttrell, W. "Good enough" methods for</i> <i>ethnographic research. Harvard Educational Review.</i> <i>Winter 2000</i> <i>Read Foster, W. (1989). Chapter 2. Toward a critical</i> <i>practice of leadership. In Critical Perspectives on</i> <i>Educational Leadership.</i> Class activities: In class Thought Experiment. Read articles, view/listen to recordings embedded in module. Participate in class discussion. Group interactive presentation. Whole class book talk.

<b>Module</b>	<b>Topic</b>	<b>Assignment Due/Class Activity</b>
<b>Module 5</b>	Critical Meanings and Inquiry Guest scholar Book Talk #4 (English) conversation about seminal author's contribution to inquiry	<i>Presentation IV of Draft Concept Paper: Visual due</i> <i>Puzzle 3 Intuition due</i> <i>Thought Experiment 3 Inserting Self/Graphic Novel due</i> <i>Book Talk #4. Interactive group presentation/facilitation due (group assignment)</i> <i>Read Lozano, A. Salinas, C. &amp; Orozco, R. (2021) Constructing meaning of the term Latinx: a trioethnography through Platicas. International Journal of Qualitative Studies in Education.</i> <i>Read Schoorman, D. &amp; Bogotch, I. (2010). What is a critical multicultural researcher? A self-reflective study of the role of the researcher. Education, Citizenship and Social Justice 5(3) 249-264.</i> Class activities: Read articles, view/listen to recordings embedded in module. Participate in class discussion. Group interactive presentation. Whole class book talk.
	We do not meet on Zoom	<i>Glossary due</i> <i>Annotated bibliography due</i>
<b>Module 6</b>	Reflections on "My Work" Guest scholar Demonstration of learning journey. How has your thinking changed? Integrate course themes with your own work Celebration!	<i>"Final" Concept paper III due</i>  <i>Reflection: Opening and Closing Minds due (written and oral)</i>  <i>Read Bogotch, I. &amp; Ruccolo, L. (2017) Keeping the beat: why music drives leadership and life. Educational leadership and music. Information Age Publishing.</i>  Course evaluation due. SPOTs due.

### **Time Commitment Per Credit Hour**

This course has three (3) credit hours. For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort is required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

*Professor reserves the right to adjust this syllabus as necessary.*