

George Mason University
College of Education and Human Development
EDUC 805, Sec 001
Doctoral Seminar in Education
Spring 2005

Meeting Day/time: Wednesdays 7:20 – 8:30 p.m.

Location: Robinson A248

Professor: Jeff Gorrell, Ph.D.

Dean, College of Education and Human Development

Office Hours: Monday-Friday 8:30-5:00 (appointments encouraged)

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Course Description: The purpose of this course is to introduce doctoral students to selected faculty members in the Graduate School of Education and to introduce the students to the topics in education these faculty members research. Students participate in an information exchange with other students, faculty members, and other scholars concerning current research interests and scholarship.

Objectives: As a result of this course, the students will:

- Become familiar with various education issues and scholarship on those issues.
- Become familiar with current topical literature.
- Develop initial skills appropriate to reviewing, evaluating, and using educational research.
- Become more familiar with the research interests and expertise with the faculty of the College of Education and Human Development.

Course Requirements:

- Before each class: Reading assigned articles **before** each class and read the bio for each faculty member (posted on the GSE web site).
- Between classes on Blackboard: In teams, leaders will pose questions or discussion points and students will respond once by Friday midnight and again by Tuesday noon.
- Students are expected to attend all class sessions on time. In case an emergency prevents you from attending class, please call or e-mail the instructor in advance.
- Write a one-page mid-term and final reflection regarding the impact of presentations on your current thinking and professional/research interests.

Grades: Please see the grading rubric on the next page.

The College of Education and Human Development expects all students to abide by the following:

- ✓ Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.
- ✓ Students must know and follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full Honor Code.
- ✓ Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- ✓ Students with disabilities to seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/students/drc or call 703-003-2474 to access the DRC.

Grading Rubric: EDUC 805 Doctoral Seminar

Grade/Points	Group Activity	Blackboard Participation & Reflections
A	Outstanding. Participates in and promotes conversation focused on the topic. Comments demonstrate a high level of understanding.	Exceeds Expectations: Postings and mid-term & final reflection demonstrate deep reflection, analysis and synthesis. Written work is error free.
A-	Well above the average doctoral student; actively advances the intellectual level of the discussion.	Well above average doctoral student: Postings and mid-term & final reflection demonstrate reflection, analysis and synthesis. Written material is primarily error free.
B+	Reliable participant in discussions; questions and comments reveal some thought and reflection.	Postings and mid-term & final reflection demonstrate some reflection, analysis and synthesis. Grammar or spelling errors on written materials do not distract the reader.
B	Doesn't contribute often, but generally reveals some thought and reflection. Follows rather than leads group activities.	Postings and mid-term & final reflection demonstrate some reflection, analysis and synthesis but key points are missing. Analytic work is generally sound but may have some gaps in logic. Grammar or spelling errors on written materials do not distract the reader.
B-	Few meaningful contributions to class discussions. Little evidence of participation.	Although there is evidence of work, postings generally not objective or complete; multiple key points are not covered or are misrepresented. Grammar or spelling errors on written materials distract the reader.
C	Weak or minimal participation; passive; often sidetracks group.	Multiple key points are not covered or are misrepresented and reflection, analysis, and synthesis are not evident. Written materials are unclear.
F 72 and below	No constructive participation; destructive; demeaning toward other points of view.	Assignments are not done or are significantly incomplete.

EDUC 805
CLASS SCHEDULE
 Spring Semester 2005

Date	Presentations	General Topic
January 26	Introduction to Course; Jeff Gorrell	Communities of Practice
February 2	Anastasia Kitsantas	Educational Psychology
February 9	Shelley Wong	Multilingual and Multicultural Education
February 16	Panel: Steve White, Cheryl Cozart, Kevin Clark, Margaret Hjalmarson	Why I Do Research
February 23	Penny Earley	Education Policy
March 2	Patricia Moyer-Packenham	Mathematics Education
March 9	Panel: Nada Dabbagh, David Anderson, Gerald Bracey, Susan Burns	Research and Policy
March 16	Spring Break: No Class	
March 23	Eamonn Kelly	Research Design
March 30	Class Discussion	
April 6	Marjorie Haley	Foreign Language Education
April 13	Mark Hicks	Initiatives in Education Transformation
April 20	Poster Session: CEHD Faculty	Faculty Research
April 27	Mike Behrmann	Special Education
May 4	Poster Session: CEHD Doctoral Students	Doctoral Student Dissertations

