

**University of Ottawa
Faculty of Education**

EDU 5199 W100

**Synthesis Seminar
Winter 2020, Online**

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogor kà nàgadawàbandadjig iyo akì eko weshkad.

Ako nongom ega wikàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogor kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig.

Nigijeweninmànànig ogor kà nìgàni sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

(for translation see <https://www.uottawa.ca/indigenous/>)

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Office Hours: Wednesday 3:00-4:30 pm in person, via phone, or Skype. If you cannot make that time, then you can make an appointment.

This is an online course. Our weekly activities and assignments will take place online on Brightspace. The course will consist of six online modules, which you will be required to complete over the course of 12 weeks.

COURSE OUTLINE

Calendar Description

Integration of theoretical knowledge to contribute to educational practice.

Course Rationale

Synthesis Seminar 5199 is a final graduate studies course designed to:

- 1) **Synthesize** different theoretical knowledges put forth in coursework;
- 2) **Analyze** the contributions of theoretical knowledges to educational practice; and
- 3) **Integrate** a critical analysis and synthesis of differing contributions and gaps of differing theoretical knowledges.

Course Expectations:

By the end of the course graduate students should be able to:

- 1) **Analyze** and **synthesize** the possibilities and limitations of different theoretical concepts, conceptual frameworks, and/or empirical research that were addressed in prior coursework;
- 2) **Apply** a **knowledge** and **understanding** of different theoretical concepts, conceptual frameworks, and/or empirical research in relation to “**education (professional) practice**” across different international, national, and provincial contexts;
- 3) **Communicate** via writing an **integration** of different **theoretical concepts** in relation to one’s lived experiences, professional, and/or educational practices within different institutional and cultural settings (family, public education, graduate studies, government, health, NGOs, etc.); and
- 4) **Develop** the necessary **academic writing** skills to clearly **communicate** and **represent** your **self-understanding** in relation to your graduate studies.

Through online group work, presentations, individual assignments, and thoughtful discussions you will be expected to engage the different weekly online activities. You will learn to apply a critical lens to the different theoretical knowledges you choose to integrate into your *analysis* and *synthesis* of different educational practices. You will have an opportunity to exchange interdisciplinary approaches for integrating theoretical knowledge in educational/professional practice within each of your chosen fields of study: 1. *Leadership, Evaluation, Curriculum and Policy Studies*; 2. *Studies in Teaching and Learning*; 3. *Second Language Education*; 4. *Society, Culture and Languages*; 5. *Health Professions Education*; and, *Counselling Psychology*. The expectations and online format of the course will vary each week.

Required Readings:

You will be responsible for drawing on prior course readings and additional sources to write up your final essay for this course. Videos and readings related to any activities will be provided in online modules. I have provided a sample bibliography with readings that you may consult should some of them be of interest to you.

General Course Expectations

Student Responsibilities:

1. Through small group work, online discussions, as well as individual and group writing assignments you are expected to critically engage the course material. You are also to develop your skills at curriculum theorizing that takes into account the major international, national, and provincial movements covered in this course. The format of the course will vary each week according to content and will be organized to encourage your online participation. This means that your thoughtfulness and engagement is both valued and important. At various points throughout the course, we will potentially share difficult and controversial knowledge, and thus an important expectation is that all participants will be committed to creating an intellectually stimulating, “*safe*” (if there is such a thing), and *respectful online atmosphere*.
2. Students are expected to complete required readings in each module before engaging any online activities. You should set aside at least **3-5 hours each week** to do the course readings and

related online writing activities. It will make our online discussions and your assignments richer. In all of the assignments you must demonstrate an *analysis* and *synthesis* of your knowledge in relation to your professional/educational practice.

3. Please, follow the instructions for your written assignments. **Always** include a **title/name/date** for your work. **When submitting a digital copy of your work to the professor**, make sure to include your **full name** in the **saved file name** and **title of assignment**. Assignments **will not be assessed** unless they follow these specific expectations. Make sure to read over course assignment instructions prior to beginning assignment or contact the professor with questions about the assignment.
4. For your protection, always **keep a hardcopy** of your written assignments. In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.

Access Services for students needing adaptive measures: If certain barriers prevent you from integrating into university life and you may need adaptive measures to progress (physical setting, accommodations for assignments, arrangements for exams, learning strategies, etc.), please contact ***Access Service*** right away:

- In person at the Desmarais Building, Room 3172, Laurier Avenue East;
- Online at <https://web3.uottawa.ca/sass/apps/ventus/student/>, or
- By phone at 613-562-5976 - TTY: 613-562-5214.

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities. It is the responsibility of the student to register with access services in order to receive adaptive measures. For more information about the services available, please see the guide at <http://www.sass.uottawa.ca/access/students/>.

Academic Fraud

Students are advised to become familiar with the University of Ottawa's policy regulations on academic fraud. The University of Ottawa's regulations on academic fraud apply in this course. It is imperative that any ideas or styles of writing that are not yours are properly referenced and will need to be done in compliance with American Psychological Association (7th ed.) style guidelines. Failure to properly reference places you in a situation of academic fraud. Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark F for the work in question to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded. For useful guidelines to help you avoid plagiarism, please consult the following web pages:

<http://www.uottawa.ca/plagiarism.pdf>

http://web5.uottawa.ca/mcs-smc/academicintegrity/message_vp.php

http://sass.uottawa.ca/sites/sass.uottawa.ca/files/plagiarism_3.pdf

<http://sass.uottawa.ca/sites/sass.uottawa.ca/files/plagiarism.pdf>

I have also included some videos on the course website that will help to support you in APA citation practices in Module 1.

Attendance

The Faculty of Education policy that regular attendance in classes, seminars, and workshops is compulsory applies to this course. Any student who is unable complete their weekly online responsibilities must notify the instructor before their scheduled due dates.

Late Assignment Policy: Assignments which are submitted after the due date without an agreed upon extension are considered late assignments. The penalty on late assignments in all courses amounts to a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted. Submission of late assignments requires my prior consent and written verification of a medical professional or due to compassionate reasons necessitating a deadline extension. In the event of extraordinary personal circumstances that prevent completion of an assignment by the specified due date, students should speak with the instructor as soon as possible.

University Policy on Sexual Violence: The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-and-prevention.

Course Evaluations: Please take the necessary time to complete the course evaluations. The Faculty of Education and University of Ottawa use these course evaluations to assess professors' annual teaching competencies in relation to online courses. More importantly, the evaluations provide invaluable feedback to the professor who can then make the necessary revisions to enhance future students learning experiences. The online evaluation forum for this course will be open from **March 23rd to April 3rd, 2020**.

Assignments and Assessment Criteria

Your final grade will be determined arithmetically first by reducing the numerical grades for each assignment in accordance with each assignment's percentage value of the final grade (listed immediately below). Once summed, the individual figures yield a total that is the percentage grade for the course. ***This is a Pass/Fail course.*** In order to receive a passing Grade for this course, you must complete all of the course assignments. Each assignment will lead toward writing a stronger final essay which provides a synthesis of your knowledge and understanding during your course of graduate studies.

1) Intellectual Graduate Studies Biography	(25%)	Jan. 24th
2) Final essay proposal outline	(15%)	Feb. 24 th
3) Literature Review	(25 %)	Mar. 13 th
4) Final Essay	(35 %)	April 4 th

In order to receive a passing grade for this course, you must receive a C+ as an overall letter grade.

Intellectual Graduate Studies Biography (20%): Congratulations on nearing the completion of your graduate studies coursework. For this first writing assignment, you are asked to reflect on your “lived experiences” in our graduate studies program and write an intellectual biography. Part of this course is to develop a capacity to draw on theoretical knowledge to **critically analyze** and then **synthesize** the ways in which your “lived experiences” within the contexts of a graduate studies program have worked to shape your intellectual perspectives about the world and others. How have you integrated such theoretical knowledges to understand the contributions and limitations of different educational practices? For this assignment consider some of the following curricular questions: What does it mean to “be” a graduate student in education? What has been your "lived experiences" within the contexts of graduate studies? What do you now see as your chosen field of study? Who have been the key scholars in that field of study? How have their theoretical works informed your intellectual study in relation to different educational practices? What are some of the major debates taking place within your chosen field of study? Please make sure to cite your course readings to support an **analysis** and **synthesis** of your **integration of theoretical knowledges** during graduate studies coursework?

This assignment will give you a chance to write about which courses, readings, and scholars really provoked your intellectual studies as a graduate student. Be sure to make references to some of the readings from those courses, different activities, and how they have in turn shaped your perspectives and/or thinking as a graduate student and/or emergent educational researcher. **Please do not reproduce writing** put forth for final assignments in prior courses. Rather this assignment should describe your lived experiences, indeed your intellectual studies, in relation to the theoretical knowledge studied in prior coursework. However, you can **consult** and **cite** prior writing assignments in this essay as representations of your thinking. And you are encouraged to **analyze** and **synthesize** the thinking put forth in those assignments in terms of where you are now at in your graduate studies program.

For this assignment, you are encouraged to take risks with your academic writing (**500-1000 words max, not including references**). The professor will utilize this assignment to **assess your capacities to use APA referencing** in relation to your **analysis** and **synthesis** of your **past educational experiences with our program**. So, please practice different citing practices in this first essay. I have included some sample works in Module 1. **This assignment is due on January 24th, 2020. Activities related to this writing assignment will be provided in Module 2.**

Final Essay Outline (15%): In the first assignment, you had an opportunity to review and reflect on your past lived experiences in our graduate studies program. Based on those reflections, you will formulate a final essay proposal outline for your final essay. You must sign-up during the last two weeks of January to meet with professor virtually, or in person, to go over your essay proposal outline. The outline should include the following:

1. Tentative title;
2. Research question/thesis statement;
3. Description of context that research question/thesis statement is being situated within;
4. Tentative names and organization of different sections of final essay; and
5. Initial list of research literature that will inform final essay.

Dr. Ng-A-Fook will share sign-up google doc spread sheet after January 20th, 2020. The in-person meetings will take place during the week of February 24th, 2020. *Activities related to this writing assignment will be provided in Module 3.*

Literature Review (25%): You will have had several opportunities to review different educational research literature during your graduate studies coursework. For this assignment you are asked to write an *analysis* and *synthesis* of a body of literature (theoretical knowledges) within your chosen field of study. What are the key journals to which scholars in your field of study disseminate their research? Who are the key educational researchers in your chosen field of study? What has their research contributed to that field of study? What are the differing intellectual perspectives in that field of study? How are such perspectives debated in terms of their respective possibilities and limitations? How has their theoretical knowledge contributed to the public sphere and respective stakeholders? Your literature review can be an overview of empirical research, conceptual, and/or theoretical research. The literature review should consist of **at least 20-25 articles** from peer-reviewed journals that represent your chosen field of study.

This writing assignment will afford you an opportunity to practice and develop the following:

1. Quality of writing in terms of style (aesthetics of referencing, narrative structure, etc.);
2. Ability to *analyze* the differing theoretical knowledge put forth in readings; and
3. *Synthesize* the possibility and limitations of the theoretical knowledges reviewed.

The literature review should be between 1000-1500 words including references (*Times Roman, 4-6 pages*). This assignment will be one of the core sections of your final essay for the course. **This assignment is due on March 13th, 2020.** *Activities related to this writing assignment will be provided in Module 4.*

Final Essay Paper (25%): In your literature review assignment, you had the opportunity to review the work of different educational researcher and/or scholars (theorists) who have published their research in the approved educational journals for this course (*You can find a list of sample journals at the end of the syllabus*). For your final essay, you can continue to work on one of your prior writing assignments (intellectual biography, essay proposal outline, and literature review). **Your writing in this course is your writing!** Therefore, the point of this final assignment is to use the feedback that Dr. Ng-A-Fook provided on these prior writing assignments to extend your overarching thesis argument with further support from the literature you have taken up both inside and outside of your coursework.

How might you now apply the different theoretical knowledges put forth in your coursework to the analysis of a given topic, area of study, and/or educational practice? For example, if you choose to analyze a film, TV show, policy document, government initiative, institutional initiative, or newspaper article, what kinds of educational practices are (or are not) being represented? What kinds of “best practices” are being implemented? According to your literature review, what are the possibilities or limitations of those educational perspectives and/or “best practices” in terms of the theoretical knowledges you have reviewed? For example, the film *School of Rock* can be analyzed for and against contemporary perspectives on assessment (EQAO in Ontario, or Math exam for teacher certification in Ontario). You might also choose documentaries or TV shows such as, but not limited to *Waiting for Superman, Rise, Glee, Shameless, Mr. Dee*, etc. Or, you can draw on readings to analyze policy document for a given subject area (Mathematics, Science, Language, History, Physical Education etc.). **Feel free to suggest other ideas for final papers.** The only **requirement** is that you **utilize the theoretical knowledge reviewed** to conduct an analysis of your chosen area of study. Remember, you need to demonstrate an understanding of how different theoretical knowledges have contributed to different conceptions of educational practice. ***You should make reference to at least 20-25 different peer-reviewed articles, books, and/or book chapters in your final essay.***

Regardless of the chosen topic, the final essay should include the following sections:

- 1) Write an introduction that ***provides an overview*** of what the essay will address. You can begin your essay with an autobiographical narrative, an example from the media, a story, movie, etc. But at the end of this section, you ***should indicate to the reader*** what the rest of your essay will address;
- 2) ***Research and write a literature review*** section of any relevant articles within the ***course readings*** and/or approved ***educational research journals*** that speak to your topic of interest; and then
- 3) Utilize course readings, other articles or book chapters, and what you learned from online discussions to ***analyze and synthesize the possibilities and limitations*** of differing theoretical knowledges in relation to your topic of interest and in terms of contributions to educational practices. Or, how different scholars' research might help to ***complicate our prior assumptions and/or historical and present understandings*** of your chosen topic of study.

In this assignment you are expected to demonstrate your knowledge and understanding of graduate studies in education, a capacity to apply different theoretical knowledges to your analysis and synthesis, and clearly communicate your stance as an emerging educational scholar via writing. The essay should be between ***2000-2500 words*** long. You must include a ***cover title page***, abstract with your final paper submission. Please follow the ***most recent APA referencing style***. Make sure to draw upon your peer writing groups for support to copyedit an initial first draft of your final paper. A ***first draft*** should be posted and shared within your peer support writing group no later than ***March 23rd, 2020*** and will be worth ***10%***. You will receive a Passing Grade if your first draft is complete and shared with your peers to review in your assigned online group.

You must also book an appointment during the week of March 30th, 2020 to discuss first draft. Dr. Ng-A-Fook will provide a ***sign-up sheet*** during the week of ***March 23rd, 2020***.

The final draft of the paper is due no later than ***April 6th, 2020*** and is worth ***15%***. ***Activities related to this final writing assignment will be provided in Modules 5 and 6.***

Grading framework:

Grades are awarded according to the following scale:

Grade	Percentage	Description
A+	90 - 100 %	Exceptional
A	85 - 90 %	Excellent
A-	80 - 84 %	Excellent
B+	75 - 79 %	Very good
B	70 - 74 %	Very good
C+	65 - 69 %	Good
C	60 - 64	Fail

All grades below C (60-64 %) are failing grades for graduate students.

Possible Educational Research Journals you might consult:

1. Transnational Curriculum Inquiry
2. Journal of Curriculum Studies
3. Journal of Curriculum Theorizing
4. Journal of Curriculum Inquiry
5. Journal of Curriculum and Pedagogy
6. Journal of Curriculum and Teacher Dialogue
7. Curriculum Theory Network
8. Language, Curriculum, and Culture
9. Journal of the Canadian Association of Curriculum Studies
10. Journal of the American Association for the Advancement of Curriculum Studies
11. Canadian Journal of Education
12. Inside Education
13. Contemporary Issues in Technology and Education
14. Education Policy Analysis Archives
15. Educational Researcher
16. Harvard Educational Review
17. Journal of Second Language Teaching and Research
18. Studies in Second Language Learning and Teaching
19. Second Language Research
20. Second Language Studies
21. British Journal of Educational Technology
22. Educational Communication and Technology
23. Australian Journal of Educational Technology
24. Journal of Educational Technology
25. Canadian Journal of Counselling
26. Canadian Journal of Counselling and Psychotherapy
27. The European Journal of Counselling Psychology
28. British Journal of Guidance & Counselling
29. Educational Studies in Mathematics
30. Journal for Research in Mathematics Education
31. ZDM Mathematics Education
32. For the Learning of Mathematics
33. Canadian Journal of Mathematics, Science, & Technology Education
34. International Journal of Science and Mathematics Education
35. Educational Studies in Mathematics
36. Advances in Mathematics Education
37. Journal of Mathematics Teacher Education

Visit the E-journal database available through the University of Ottawa Library for other educational research journals that might interest you. If there are other journals that you would like future students to consult, please send me the link for approval. Once approved, I will add to this list for all students to consult.

Sample Bibliography:

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Week	Thematic Content	Readings	Activities and Assignments	Due Dates
1	Module 1	<p>Ng-A-Fook, N. (2016). Becoming an International: Curriculum Theory, <i>Currere</i>, and Subjectivity. In Mary Aswell Doll and Marla Morris (Eds.). <i>The Reconceptualization of Curriculum Studies: A Festschrift in Honor of William F. Pinar</i>, pp. 121-129. New York, New York: Routledge.</p> <p>Ng-A-Fook, N. (2019). Addressing “Curriculum” as an Inspired Letter. In M. Quinn (Ed.). <i>Complexifying Curriculum Studies: From the Echo of God’s Laughter: Essays on the Generative and Generous Gifts of William E. Doll Jr.</i>, (pp. 153-162). New York, New York: Routledge.</p> <p>Ng-A-Fook, N., & Radford, L., & *Norris, T., & *Yazdanian, S. (2013, spring). Empowering Marginalized Youth: Curriculum, Media Studies, and Character Development. Canadian Journal of Action Research, 14 (1), pp. 38-50.</p>	Module 1 Discussion Post	Jan. 17 th
2	Module 2	Please ensure that you draw on at least 8-10 readings from your prior courses for this Module.	Intellectual Graduate Studies Biography due	Jan 24 th
3	Module 3	Please ensure that you draw on at least 8-10 readings from your prior courses for this Module. They can be the same readings used for Intellectual Graduate Studies Biography.	Essay outline due Face-to-face and virtual meetings to go over outline are that week	Feb. 24 th
4	Module 4	Please ensure that you draw on at least 20-25 readings from your prior courses for this Module. They can be the same readings used for Intellectual Graduate Studies Biography.	Lit. Review due	Mar. 13 th
5	Module 5	Please ensure that you draw on at least 20-25 readings from your prior courses for this Module. They can be the same readings used for Intellectual Graduate Studies Biography.	First draft due and most be posted in professional writing group Course evaluations Face-to-face meetings with prof to discuss first draft are that week	Mar. 23 rd Mar. 30 th
6	Module 6	Please ensure that you draw on at least 20-25 readings from your prior courses for this Module. They can be the same readings used for Intellectual Graduate Studies Biography.	Final draft due	Apr. 6 th