

**University of Ottawa
Faculty of Education**

EDU 8105

Contemporary Issues
Winter 2022, Online Synchronous

Ni manàdjiyànànìg Màmìwininì Anishinàbeg, ogo kà nàgadawàbandadjig iyo akì eko weshkad.

Ako nongom ega wikàd kì mìgiwewàdj.

Ni manàdjiyànànìg kakina Anishinàbeg ondaje kaye ogo kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànànìg kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig.

Nigijewenimànànìg ogo kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

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

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Office Hours: Friday 2:45-3:45 pm in person, via phone, Teams or Zoom. If you cannot make that time, then you can make an appointment.

This is an online asynchronous course. Our weekly activities and assignments will take place online via zoom. The course will consist of 12 sessions on zoom, which you will be required to complete. I will create a Brightspace platform for us to have online conversations and to share our discussions and writings with each other.

COURSE OUTLINE

Calendar Description

Examination of current issues in education from multiple research traditions; exploration of students' prospective PhD projects in relation to major trends in educational research.

Course Rationale

Seminar in Curriculum Studies EDU 8105 is an online synchronous course designed to:

- 1) Analyze** different scholarship put forth in coursework;
- 2) Synthesize** the contributions of scholars' intellectual theoretical frameworks, research methodologies, contemporary trends; and
- 3) Integrate** a critical analysis and synthesis of the contributions and gaps of different provincial, international and national research in relation to your chosen fields of study.

Course Curricular Expectations:

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

- 1) **Analyze** the possibilities and limitations of different theoretical concepts, conceptual frameworks, methodological and/or empirical research in relation to current issues in society;
- 2) **Synthesize knowledge and understanding** of theoretical concepts, conceptual frameworks, and/or empirical research in relation to different international, national, provincial, and/or territorial contexts.
- 3) **Communicate** via writing, video logs, presentations, discussions, and/or podcasts your knowledge and understanding of different historical and contemporary **research trends** in relation to one's lived experiences, professional, and/or educational practices within different institutional and cultural settings (COVID-19 Pandemic, family, public and private education, graduate studies, government, health, NGOs, etc.); and
- 4) **Develop and apply** different **academic writing** skills to clearly **communicate** and **represent** your **self-understanding** (a critical stance) in relation to your analysis and synthesis of different scholarship and respective implications for current issues.

Through online group work, presentations, individual assignments, and thoughtful discussions you will be expected to engage the different weekly online activities. Each week, you will be afforded pedagogical opportunities to apply a critical lens to the concepts put forth by different educational researchers. Consequently, we will read samples of their intellectual scholarship.

Required Readings:

hooks, b. (1997). *Wounds of Passion: A Writing Life*. Henry Holt and Company Inc.

Henry, F., James, C., Li, P. S., Kobayashi, A., Smith, M. S., Ramos, H., & Enakshi, D. (2017). *The Equity Myth: Racialization and Indigeneity at Canadian universities*. UBC Press. (available at Ottawa U library online)

Schechter, S. R. & James, C. E. (2022). *Critical Approaches Toward a Cosmopolitan Education*. Routledge.

Additional weekly videos and readings related to any activities will be provided via course syllabus, emails, and/or Brightspace online modules. You are expected to complete required readings prior to our synchronous online meetings. **These readings will comprise part the first part of our weekly discussions.**

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 will also develop skills at academic writing. 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. **Online community engagement:** Please ensure that you engage your fellow colleagues each week via the different *online discussion boards* as well as in your *professional writing groups*. Each of you will be a member of a professional writing group. These groups have been created for you to support each other during the *copyediting phases* of writing up the different course assignments. Moreover, you will collaborate with colleagues in these groups for any group assignments taken up in the course.
3. Students are expected to complete required readings, watch videos, and listen to the podcasts in each module before engaging any online activities or coming to our synchronous zoom gathering. Please set aside at least **4-6 hours each week** to do the course readings, watch videos, listen to podcast, and related online writing activities. It will make our online discussions and your assignments richer. In all the assignments you must demonstrate an *analysis* and *synthesis* of your knowledge and understanding in relation to the concepts put forth in peer-reviewed research.
4. 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**, 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.
5. For your protection, always **keep a hardcopy** of your written assignments. **Or back it up** on an external hard drive and/or cloud drive. 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 to receive adaptive measures. For more information about the services available, please see the guide at <http://www.sass.uottawa.ca/access/students/>. Let me know, please. 😊

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 (6th or 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. If you are not sure, ask me.

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. *Please give me a shout out via email if you are having any difficulties completing assignments especially during these unprecedented times.*

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**](http://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 teaching online, blended, and/or face-to-face courses. More importantly, the evaluations ***provide invaluable feedback*** to the professor who can ***then make the necessary revisions*** to enhance future students' lived experiences. The online evaluation forum for this course will be open from **in March 28-April 8, 2022.**

Grading framework:

Grade	Percentage	Description
A+	90 - 100 %	Exceptional (Publishable)
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.

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.

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|---|-------|
| 1) Doctoral Program Study Schedule | (25%) |
| 2) Taking A Critical Stance | (25%) |
| 3) Supervisor Intellectual Biography | (15%) |
| 4) Systematic Literature Review: A Comprehensive Exam | (35%) |

Doctoral Program Study Schedule (25%): Navigating the different academic demands of a doctoral studies program in relation to our other responsibilities and/or unforeseen disruptions in life is not easy during the best of times, let alone during the 4th wave of a global pandemic. Consequently, taking the time to create an academic calendar that maps out the next 3 1/2 years of your academic program is crucial toward successfully negotiating a doctoral studies program. What helped me navigate my doctoral studies program 20 years ago, was the creation of doctoral study program schedule for myself as part of a course assignment. I still have the original hardcopy of this calendar in my office. For this assignment then, you are tasked with creating and living your proposed doctoral studies calendar for the duration of the course. This assignment is comprised of the following two parts:

Part 1 Creation of Doctoral Studies Calendar (10%): The calendar should be comprised of specific dates, days, hours, and activities that promise to contribute toward the successful completion of your doctoral studies program. For example, how monthly, weekly, and daily times are allotted to coursework, reading, studying, writing, research assistantships, meetings with supervisor and/or peers, teaching, mental health and well-being, family, and/or any other personal or professional responsibilities. A final draft of **calendar is due on January 21st, 2022**. The following components should be included in your submission:

1. A calendar monthly outline for the next 3 ½ years.
2. Introductory explanation and rationale of proposed monthly, weekly, and daily schedule.
3. Discussion of potential barriers to living your proposed academic schedule.
4. Proposed strategies for addressing and/or negotiating such barriers.

Part 2 Autobiographical Accounts (15%): You will be given time at the end of each class, to discuss how you are living your proposed doctoral studies schedule in small groups. You are responsible for documenting your lived experiences each week and discussions with peers. At the end of the course, you are invited to submit an autobiographical account of your lived experiences in relation to your doctoral studies calendar schedule where you revisit your initial explanation, rationale, and strategies for negotiating successes and barriers that arose during the Winter Term of 2022. And, how you propose to continue in coming months and years. **Due no later than April 14th, 2022 and 1000-1500 word maximum not including references.**

Taking A Critical Stance Assignment (25%): Students must sign-up during the third week of class to present a critical stance response over the course of this term. As part of this assignment, you will be responsible for a peer-reviewed article in your chosen field of study. The sign-up sheet will be available as a Google document and have a limited number of spaces for each week. I will send link and/or invite you to Google sign-up sheet during the first week of scheduled classes. Your critical stance should stimulate an ensuing conversation in terms of potential impacts and limitations of that article in relation to current issues. The critical stance response need only focus on one of the assigned readings for the week in question. Refer to prior peer-reviewed articles, books, and/or book chapters that can support a critical stance in relation to the findings, main thesis arguments, and/or theoretical concepts put forth in your chosen article. *The assignment should not be a straight summary of the chosen article.* Instead, try to utilize other articles or book chapters as a conceptual lens, if you will, to put forth your critical stance on the historical and/or contemporary issues you decide to analyze and put forth to fellow colleagues. **Please send a draft** of your assignment to me **at least one week prior** to assigned date for sharing with colleagues during our zoom sessions together. **This is an opportunity for you and me to work closely on translating your thinking through a certain kind of academic writing.** It also affords us a pedagogical opportunity, to assess where you are at in terms of your academic writing competencies. This assignment seeks to prepare you, in terms of the writing expectations for your comprehensive exam.

I am hoping everyone, will think of this course, as a writer's workshop, to help prepare you to improve your academic writing as you move forward in the program to either complete your comprehensive exam. As such, you will be grouped into small online academic writing groups. In those groups I want you to help each other edit your writing prior its submission. Once we have completed a final draft of your analysis, you will present and then post it on the discussion board associated with its specific weekly online course module. **The due dates will be outlined in the course calendar schedule at end of document.** In this assignment, I encourage you to play with the theoretical and/or methodological underpinnings of each article and/or book chapter. How do the various theoretical concepts inform your educative experiences both inside and outside the institutional walls of schools, higher education, and/or your profession in terms of current issues? Or, how do your lived experiences inform and/or create tensions with the articles or book chapters in terms of current issues? Please keep critical stance response between 1000-1500 words (which is 4 to 6 pages double-spaced in 12 font Times New Roman, no more than 1500 words). These will commence during week four of the course. I will send out the link to the Google docs sign-up sheet *no later than January 21st, 2022.*

Doctoral Supervisor Intellectual Biography (20%): You are invited to review the scholarship of your thesis supervisor. You are required to find at least 3-4 publications related to their work. For this assignment, review the historical and intellectual work of your supervisor. The format of your review should be written up as word document that will generate content for a blog post that provides an overview of their work. Please include embedded hyperlinks to the scholar's website(s), articles, reviews, and/or to other websites that provide information about the scholar (which showcase video interviews, photos, or audio podcasts). Please review at least 3-4 articles, book chapters, or books published by your chosen scholar. In your review of that work make sure to comment on how each of those works either individually or collectively have helped to advance knowledge and/or research within the broader international field of educational research.

When doing this assignment, consider the following guiding questions: What is your supervisor's (personal and professional) biography? How does their work speak to your individual and/or collective educational interests? What has and does their academic work focused on in relation

to current issues? What major concepts have they put forth in relation to such issues? What theoretical and methodological frameworks do they draw upon? As future educational researchers, administrators, teachers, graduate students, and/or wider public what can we learn from their work? What major contributions have they made to the field of studies and/or other areas of educational research? Again, these are just sample guiding questions.

I am open to alternative presentations formats. You can incorporate various media into your word document for example (photos, videos, audio, etc.). However, whatever format you choose, please make sure that review is organized into different sections that speak to your supervisor's professional career as a scholar. This assignment should be between 1000 words maximum not including references. You are required to submit this assignment no later than **February 21st, 2022**. After receiving feedback, you can then share with colleagues on a discussion board during the week **March 8th, 2022**.

Comprehensive Exam Question (35%): Over the course of the semester, you should assemble a reading list of *at least 25-30 different articles* from prior course readings, university of Ottawa online journal databases, books, and/or book chapters. A draft of reading list with stated area of study should be presented to your professional writing groups during our **March 4th, 2022**, class together. This list should focus on one of the following: existing empirical, theoretical, epistemological, and/or methodological peer-reviewed published research, historical debates, and/or current trends in a chosen area of study to be reviewed as part of the comprehensive exam preparation process. ***During the week of February 8th, 2022, please schedule*** a meeting at one of the provided timeslots to review your reading list and create a mock comprehensive exam question with Dr. Ng-A-Fook. ***These timeslots will be provided for you to sign-up no later than the week before.*** Regardless of the chosen area of study, or exam question, the final essay should include the following sections:

- 1) Write an introduction that ***provides an overview*** of what your essay will address. Your intro should outline the main thesis research question address and ***should indicate to the reader*** what the rest of your essay will address;
- 2) ***Research and write a systematic literature review*** section of any relevant articles within the ***course readings and/or reading list*** that speak to area of study; and then
- 3) Draw on course readings, articles, books, or book chapters to respond to the mock comprehensive exam question. You should **demonstrate an ability** to ***analyze*** the theories, methodologies, findings, and/or arguments put forth in the different readings to answer your proposed comprehensive exam questions. Typically, comprehensive exam questions call upon doctoral students to demonstrate their knowledge and understanding in relation to historical and contemporary debates, epistemological, and/or methodological possibilities, contributions, and/or limitations. Finally, comprehensive exams invite doctoral students to take a “**critical stance**” and offer a ***synthesize of the possibilities and limitations*** put forth in the historical and/or contemporary research that they have chosen to review. Therefore, in the final section of your essay how might you draw on your analysis to offer a commentary on a current issue and its implication for the wider international, national, and/or local citizens that you work promises to impact.

In this assignment you are expected to demonstrate your knowledge and understanding of the course material, capacity to apply different theoretical and/or methodological frameworks to your analysis and synthesis, and clearly take and communicate a critical stance via academic writing. The paper should

be between **3000-4000 words (12-15 pages max including references)**. Please include a ***cover title page*** that includes your comprehensive exam question.

Make sure to follow the ***most recent APA referencing style***. The 6th edition is accepted. Please draw upon your professional writing group for support to edit an initial first draft of your final paper within our professional writing groups. A **first draft** should be posted and shared within your professional writing group no later than ***April 1st, 2022***, and worth **10%**. You will receive the full **10%** if your first draft is complete and shared with your professional writing group. A final draft of the paper is due no later than ***April 9th, 2022, and*** worth **25%**.

Week	Module	Assigned Reading	Activities/Assignments	Dates
1	Module 1: Synchronous Online	Required reading: hooks, b. (1997). <i>Wounds of Passion: A Writing Life</i> . Henry Holt and Company Inc. (Preface-Ch. 16)	Overview of course syllabus Sign-up for Critical Stance	Jan. 14 th
2	Module 2: Synchronous Online	Required reading: hooks, b. (1997). <i>Wounds of Passion: A Writing Life</i> . Henry Holt and Company Inc. (Ch. 16-32)	Academic Calendar Due	Jan. 21 st
3	Module 3: Synchronous Online	Required reading: Henry, F., James, C., Li, P. S., Kobayashi, A., Smith, M. S., Ramos, H., & Enakshi, D. (2017). <i>The Equity Myth: Racialization and Indigeneity at Canadian universities</i> . UBC Press. (Chapters 1-4)		Jan. 28 th
4	Module 4: Synchronous Online	Required reading: Henry, F., James, C., Li, P. S., Kobayashi, A., Smith, M. S., Ramos, H., & Enakshi, D. (2017). <i>The Equity Myth: Racialization and Indigeneity at Canadian universities</i> . UBC Press. (Chapters 5-8)	Critical Stance Responses	Feb. 4 th
5	Module 5: Synchronous Online	Required reading: Henry, F., James, C., Li, P. S., Kobayashi, A., Smith, M. S., Ramos, H., & Enakshi, D. (2017). <i>The Equity Myth: Racialization and Indigeneity at Canadian universities</i> . UBC Press. (Chapters 9-12)	Critical Stance Responses	Feb. 11 th
6	Module 6: Synchronous Online	Required reading: Read, summarize, and comment on 3-4 of your supervisor's peer-reviewed publications as part of the intellectual biography assignment. Make sure to address sample questions outlined in assignment description.	Comps question sign-up	Feb. 18 th
		Spring Break: Read 5-6 articles on comprehensive exam reading list.		Feb. 25 th
7	Module 7: Synchronous Online	Required reading: Schecter, S. R. & James, C. E. (2022). <i>Critical Approaches Toward a Cosmopolitan Education</i> . Routledge. (Part 1)	Critical Stance Responses	Mar. 4 th
8	Module 8: Synchronous Online	Re Required reading: Schecter, S. R. & James, C. E. (2022). <i>Critical Approaches Toward a Cosmopolitan Education</i> . Routledge. (Part 2)	Critical Stance Responses	Mar. 11 th
9	Module 9: Synchronous Online	Required reading: Read 5-6 articles on comprehensive exam reading list.		Mar. 18 th
10	Module 10: Synchronous Online	Re Required reading: Schecter, S. R. & James, C. E. (2022). <i>Critical Approaches Toward a Cosmopolitan Education</i> . Routledge. (Part 3)	Critical Stance Responses	Mar. 25 th
11	Module 11: Synchronous Online	Required reading: Schecter, S. R. & James, C. E. (2022). <i>Critical Approaches Toward a Cosmopolitan Education</i> . Routledge. (Part 4)	Critical Stance Responses	April 1 st
12	Module 12: Synchronous Online	Comprehensive Exam Draft Presentations.		April 7 th