



# Western Education

## ***Ph.D. Seminar 9715-001***

*Thursdays, 12-3 p.m.*

*Room FEB 2011*

**Class begins:** September 6, 2018

**Class Ends:** April 11, 2019

<b><i>Instructors:</i></b>	<b><i>Emails:</i></b>	<b><i>Office Phone</i></b>	<b><i>Office Location</i></b>	<b><i>Office Hours</i></b>
Marianne Larsen	<a href="mailto:mlarsen@uwo.ca">mlarsen@uwo.ca</a>	80159	FEB 1024	<b>By Appointment</b>

### ***Calendar Description:***

Using an inter-disciplinary approach, this seminar will provide doctoral students with a background in a variety of theoretical and methodological frameworks that are relevant to the practice of educational research. Topics presented will reflect students' research backgrounds and interests. The seminar will emphasize the connections between theory and method, and will prepare students to develop methodological and theoretical frameworks for their own doctoral research. Seminar goals are to prepare students to become reflexive members of a scholarly community through focused, intellectual discussion and inquiry, as well as through the development of specific research knowledge and skills.

### ***Aims, Goals, Objectives:***

This course aims to provide students with:

- strategies to become successful educational researchers
- theoretical and methodological tools to design and carry out Ph.D. thesis research
- opportunities to think critically about the significance of educational theories and methods, and connections between them, and
- a welcoming forum to support one another as doctoral students.

### ***Learning Outcomes***

#### **1. Research and Scholarship**

- Critically understand a range of diverse and sophisticated theoretical and methodological approaches, as well as epistemological and ontological assumptions, associated with research in their specialization area.
- Demonstrate the capacity to conceptualize, design, apply and revise educational research to contribute new knowledge in their specialization area.
- Understand the specific requirements of the dissertation genre in terms of its form/structure

#### **2. Application**

- Demonstrate competence to synthesize, evaluate and apply existing bodies of knowledge, including knowledge about the research process in the study of their chosen research problem.

- Apply understanding of relevant and innovative literature, theoretical and methodological approaches associated with one's chosen field of study in order to make informed critical judgements on complex issues surfacing in scholarly debates.

### 3. Professional Capacity/Autonomy

- Understand and articulate the values that guide their research, as well as personal practice, as educational researchers.
- Demonstrate curiosity, critical intellectual independence and passion for their area of research.
- Demonstrate the knowledge and skills to work both independently and collaboratively with others, as well as develop attitudes of openness and respect for others.

### 4. Communication

- Develop a range of oral and written skills to convey understanding and evaluation of different educational issues, topics, theories, methods, etc.

#### **Required course texts**

Cohen, L, Manion, L. & Morrison, K. (2017) *Research methods in education*. (8<sup>th</sup> ed.). New York, NY: Routledge. [Referred to below as CMM]

Strega, S. & Brown, L. (2015). *Research as Resistance: Revisiting Critical, Indigenous, and Anti-Oppressive Approaches*. Toronto: Canadian Scholars' Press [Referred to below as Strega & Brown]

#### **Other recommended texts:**

Anyon, J. (2009). *Theory and educational research: Toward critical social explanation*. New York, NY: Routledge Taylor & Francis Group.

Cresswell, J. W. & Poth, C.N. (2018). *Qualitative Inquiry and Research Design - Choosing Among Five Approaches*. Fourth Edition. Thousand Oaks, CA: Sage.

Denzin, N. & Lincoln, Y.S. (Eds.) (2018). *The SAGE handbook of qualitative research*. Thousand Oaks, CA: Sage.

Scott, D., & Usher, R. (2011). *Researching education: Data, methods and theory in educational enquiry*. London, England: Continuum International Publishing Group.

Scott, D., & Morrison, M. (2006). *Key ideas in educational research*. London, England: Continuum International Publishing Group.

Ravitch, S.M. & Riggan, M. (2017). *Reason and Rigor: How Conceptual Frameworks Guide Research*. Thousand Oaks, CA: Sage.

\*All available at the Education Library on 2-hour reserve

#### **Sakai OWL platform login instructions and technical support information:**

Your Western University login and password is required to access the course (your Western email without the @uwo.ca and its accompanying password). Access to Sakai OWL is found here: <http://owltoo.uwo.ca>.

For help on Sakai or access contact the ITS Help Desk:

Support Services Building, Room 4100

Phone: 519-661-3800      Webform – <https://itshelp.uwo.ca>

## ***Assessment***

Rubrics explaining the evaluation criteria for all assignments will be posted on OWL. All assignments are due before class and are to be submitted through OWL.

### **Doctoral research journal (20%) –Due at end of term 1 (by Dec. 7<sup>th</sup> and by April 12<sup>th</sup>)**

The research journal is “a place to examine – thoughts, questions, struggles, ideas, and experiences with the process of learning about and engaging in various aspects of research” (Ravitch & Riggan, 2017, p. 216). Research journals provide you with an opportunity to engage in less structured, but still focused thinking about your research journey from the time you begin thinking about a topic to investigate to the completion of your dissertation. The goal of the research journal is to document the “real-time, incremental charting of insights and questions as they emerge over time” (Ravitch & Riggan, p. 218). It will help you to complete the assignments in this course, especially the final ‘conceptual framework’ assignment. While there is not a specific set of rules or expectations for your research journal, here are some broad guidelines. Try to write, doodle, draw, etc. in your journal at least twice/week. Reflect upon your own personal doctoral journey, the ups and downs, highlights and challenges. You can write about the readings you are doing in your courses; conversations you are having with others about your academic life; and other thoughts about your doctoral journey. I will post on OWL questions to reflect upon each week and provide you with a general set of expectations for the journal.

### **Qualitative Research Methods Presentation (10%) – Due Week 9**

In pairs, students will choose one qualitative research strategy and prepare a 20-minute presentation for the class. The presentation will provide students with an overview of the research strategy and one good example of how that strategy has been used to conduct an educational research study. A one-page summary of the research strategy is to be distributed in class and posted on OWL before the presentation. See Denzin and Lincoln’s *Handbook of Qualitative Research* (Methods of Collecting and Analyzing Empirical Data) and the CMM textbook (Part 4. Methods of Data Collection) for topic choices. One topic/student group please.

### **Fall term paper -Due Week 11**

This assignment aims to prepare you for the Ontario Graduate Scholarship (OGS) application, which will be due January 24, 2019. The fall term paper is a mini-research proposal that outlines a proposed research study on an educational issue that has particular relevance to your doctoral research. You will be expected to outline the significance of the issue/problem you are studying, pose research question(s), suggest a relevant research method(s) and a possible theory to guide the study. The paper (10%) must be 4000 characters maximum, including spaces. Further details will be posted on OWL.

### **Peer Review of Fall term paper (5%) – Due Week 12**

Peer review is “a reciprocal process whereby students produce feedback reviews on the work of peers and receive feedback reviews from peers on their own work” (Nicol, Thomson, & Breslin, 2014). Using the rubric developed for assessing the fall term paper, each student will be assigned one fall term paper to review and provide formative feedback on. Peer reviewers are to use the assessment rubric for the assignment, and include approximately ½ page of written comments, which should be thoughtful, constructive and clearly written. Indicate where there are areas of strength and where there is room for improvement. (Note: Fall term papers are graded solely by the instructor. Peer reviews are not a part of the final fall term paper grade, but also serve to provide formative feedback so that students can revise their ‘paper’ and submit for the OGS deadline in January.)

***Theory in Action: Mini Presentations – (10%) - Weeks 13-21***

From Weeks 13-21, we will be learning about different theories that can be used to conduct educational research studies. The week after the class on each theory, 1-2 students will present to the class an example of a research study that has used that particular theoretical approach. For example, in Week 16, the presenters will discuss a study that has drawn upon *Social and cultural capital theories in educational research*. The key is to explain HOW the theory has been used in practice, and the challenges and benefits of drawing upon that particular theoretical approach.

***Final Presentations (20%) – Weeks 23-24***

Each student will prepare a presentation of their final research paper. See details about your final paper below. Presentations will be approximately 20 minutes in length and include time for class discussion. Constructive feedback from the class and instructors should be incorporated into your final paper.

***Final Paper: Conceptual Framework (25%) –Week 25***

The final assignment provides you with an opportunity to develop a conceptual framework (CF) for your doctoral study. A CF links the various elements of the research process together, including researcher interests and goals, identity and positionality, context and setting, theory and methods. It is “an argument about why the topic one wishes to study matters, and why the means proposed to study it are appropriate and rigorous” (Ravitch & Riggan, 2017, p. 5). The research question(s) stem from the argument and the research design maps onto your study goals, questions and contexts. For this assignment, you will write a 15 page (double-spaced) CF that includes the following components: personal interests & goals; self-positionality, a brief literature review, theoretical framework, methodology and research design of your study. CFs should be integrative and coherent. This assignment gives you the opportunity to demonstrate your understanding of research design, and how theory and method intersect as a way to study a specific educational research issue or problem, and how these are grounded in your own self-positionality (values, interests), context and setting of your study. CFs change throughout the research process. Thus, although this assignment may seem like your formal proposal for your PhD thesis, more likely than not, it will change and evolve between the end of our course and the time you complete your proposal, which is normally due in the 2<sup>nd</sup> year of your program. Further details about this assignment will be provided in class and on OWL.

***SUMMARY OF ASSIGNMENTS***

<b><i>TITLE</i></b>	<b><i>WHO?</i></b>	<b><i>WEIGHT</i></b>	<b><i>DUE DATE</i></b>
Doctoral Journal	Individual	20% (10% each term)	End of week 12 & Week 24
Qualitative Research Presentations	Pairs	10%	Week 9
Fall paper	Individual	15%	Week 11
Theory in Action Mini Presentation	Individual/Pair	10%	Weeks 12-20
Final Presentation	Individual	15%	Weeks 22-24
Final Paper	Individual	20%	Week 25

## Topic Outline and Readings

### **PART I. INTRODUCTION TO EDUCATIONAL RESEARCH: PARADIGMS**

#### **Week 1- Introduction and Overview of Course (Sept. 3-9)**

Reading:

- Lord, C. G. (2004). A guide to PhD graduate school: How they keep score in the big leagues (pp. 3-16). In J.M. Darley, M.P. Zanna & H.L. Roediger III (Eds.), (2<sup>nd</sup> ed.). Washington, DC: American Psychological Association.

#### **Week 2 – Paradigms in Educational Research (Sept 10-16)**

Readings:

- CMM (2018)– Ch 1 – The Nature of Enquiry: Setting the Field (up to section 1.11)
- Lather, P. (2006). Paradigm proliferation as a good thing to think with: teaching research in education as a wild profusion. *International Journal of Qualitative Studies in Education*, 19(1), 35-57.
- Strega & Brown (2015). Ch 5 - The View from the Poststructural Margins: Epistemology and Methodology Reconsidered (pp. 119-127 only)

#### **Week 3 – Naturalistic, Interpretive and Critical Paradigms (Sept 17-23)**

Readings:

- Denzin, N.K. & Lincoln, Y.S. (2018). Introduction: The Discipline and Practice of Qualitative Research (pp. 9-21). In N.K. Denzin and Y.S. Lincoln (Eds). *Sage Handbook of Qualitative Research* Thousand Oaks, CA: Sage.
- Strega & Brown – Ch. 1 ‘Becoming an Anti-Oppressive Researcher’ by Karen L. Potts and Leslie Brown (pp. 17-21 only)
- CMM (2018)– Ch 1 ‘The Nature of Enquiry’ (from section on 1.11- end of chapter) and Ch. 3 ‘Critical Educational Research’ (only up to Feminist Research section)

### **PART II. QUALITATIVE RESEARCH DESIGN AND METHODS**

#### **Week 4 - Overview of Research Design (Sept. 24- 30)**

Readings:

- CMM – Ch. 9 - Choosing a research project, Ch. 10 – Research Questions, Ch 11 – Research Design and Planning

#### **Week 5- Case Study, Ethnography and Action Research (Oct 1-7)**

Readings:

- CMM - Ch. 15 –Qualitative, Ethnographic and Naturalistic Research; Ch. 19 – Case Studies;; and Ch 22 – Action Research

#### **Week 6 –Indigenous Methodologies: Storytelling and Insurgent Research (Oct 8-14)**

Reading:

- Strega & Brown – Ch. 2 ‘Emerging from the Margins: Indigenous Methodologies’ by Margaret Kovach

- Strega & Brown – Ch. 7 ‘Honouring the Oral Traditions of the Ta’t Mustimuxw (Ancestors) through Storytelling’ by Qwil’sih’yah’maht (Robina Anne Thomas) (pp. 177-198)  
OR
- Strega & Brown – Ch. 10 ‘Researching the Resurgence: Insurgent Research and Community-Engaged Methodologies in 21<sup>st</sup> Century Academic Inquiry’ by Adam Gaudry (pp. 243-265)

### **Week 7 - Mixed Methods (Oct 15-21)**

Readings:

- CMM - Ch 2 – ‘Mixed Methods Research’
- Creswell, J. W. & Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research*. Thousand Oaks, CA: Sage (excerpts).

### **Week 8 - Grounded Theory and Data Analysis (Oct 22-29)**

Reading:

- CMM 32 – ‘Approaches to Qualitative Data Analysis’ and Ch 37 ‘Grounded Theory’

### **Week 9–Qualitative Research Methods – Student presentations (Oct 29-Nov 4)**

## **PART III. EDUCATIONAL THEORIES**

### **Week 10 – What is Theory? Why Theory in Educational Research? (Nov 5-11)**

Readings:

- CMM Ch. 4 – ‘Theory in Educational Research’
- Ravitch & Riggan – Ch. 2 ‘Why Conceptual Frameworks’ (re-read pp. 21-27 only)
- Simon, R.I. (1992). The fear of theory (pp. 79-100). In R.I. Simon (Ed.) *Teaching against the grain*. Toronto: OISE Press.

### **Week 11- Functionalism/Structuralism: Focus on Parsons and Porters’ work (Nov 12-18)**

Readings:

- Parsons, T.H. (1959) *The School Class as a social system*. Harvard Educational Review 29 (Fall). Reprinted (1975) “The School Class as a social system” in *The Sociology of Education A sourcebook*. R.S. Holger (Ed.) Homewood, IL: The Dorsey Press.
- Porter, J. (1965) *The Vertical Mosaic: An Analysis of Social Class and Power in Canada*. Toronto: UTP (Excerpts).

### **Week 12 - Critical/Anti-Oppressive Theories – Introduction (Nov. 22)**

Readings:

- CMM – Ch. 3 ‘Critical Educational Research’
- Strega & Brown – Ch 3 ‘Situating Anti-Oppressive Theories within Critical and Difference-Centred Perspectives’ by Mehmoona Moosa-Mitha (only 65-73; 87-90)

**Week 13- Marx and Educational Research: Focus on Bowles and Gintis' work** (January 10)

*Theory in Action: Critical/Anti-Oppressive theories in educational research*

Readings:

- Strega & Brown – Ch 3 'Marxist and Structuralist Approaches to Research' by Mehmoona Moosa-Mitha (pp. 73-76)
- Bowles, S. & Gintis, H. (1976). Ch 4 – Education, inequality and meritocracy (pp. 102-124). In *Schooling in Capitalist America*. New York: New Books.
- Apple, M. (1970). Ch. 2 – Ideology and cultural and economic reproduction (pp. 26-42). In *Ideology and Curriculum*. London: Routledge.

**Week 14 –Critical Pedagogy: Focus on Paulo Freire's work** (January 17)

*Theory in Action: Marxism in Educational Research*

Readings:

- Freire, R. (1972). *Pedagogy of the Oppressed*. New York: Continuum.
- Freire, P. & Shor, I. (1987). 'The Dream of Social Transformation: How Do We Begin?' (pp. 171-187). In *A Pedagogy for Liberation: Dialogues on Transforming Education*. Massachusetts: Bergin and Garvey.

**Week 15 – Social and Cultural Capital: Focus on Pierre Bourdieu's work** (January 24)

*Theory in Action: Critical pedagogy in Educational Research*

Readings:

- Bourdieu, P. (1986). The forms of capital (pp. 241-258). In J.E. Richardson (Ed.) *Handbook of Theory of Research for the Sociology of Education*. London: Greenwood Press.
- Pérez, M. (2009). Low-income Latina Parents, School Choice, and Pierre Bourdieu (pp. 135-151). In Anyon, J. (Ed.) *Theory and Educational Research: Toward Critical, Social Explanation*. New York/London: Routledge.

**Week 16 – Discourse, Power, and the Subject: Focus on Foucault's work** (January 31)

*Theory in Action: Social and cultural capital theories in educational research*

Readings:

- Strega & Brown – Ch 3 'Postmodern theories' by Mehmoona Moosa-Mitha (pp. 80-84); Ch 5 'The View from the Poststructural Margins' (pp. 133-144) by Susan Strega; and Ch 9 'On the footsteps of Foucault: Doing Foucauldian Discourse Analysis in Social Justice Research' by Teresa Macias (pp. 221-242)

**Week 17 –Critical Policy Sociology** (February 7<sup>th</sup>)

*Theory in Action: Foucault and educational research*

Readings:

- Ball, S. J. (1993) What is policy? Texts, trajectories and toolboxes. *Discourse, 13*(2), 10-17.
- Rizvi, F., & Lingard, B. (2010). Globalizing Education Policy Analysis (pp. 44-63). In F. Rizvi & B. Lingard (Eds.), *Globalizing education policy*. London/New York: Routledge.
- Taylor, S., Rizvi, F., Lingard, B., & Henry, M. (1997). Doing policy analysis (pp. 36-44). In *Educational policy and the politics of change*. London/New York: Routledge

### **Week 18 Feminist, Gender and Gender-Queer Theories (Feb. 14)**

*Theory in Action: Critical Policy Sociology*

Readings:

- CMM – Ch. 3 – section on ‘Feminist Research’
- Strega & Brown – Ch 3 ‘Feminist Theories’ by Mehmoona Moosa-Mitha (pp.76-80 and 84-87); Ch. 5 ‘The View from the Poststructural Margins’ by Strega (pp. 128-133); Ch. 8 ‘AIDS, Men, and Sex: Challenges of a Genderqueer Methodology’ by Elizabeth (Eli) Manning (pp. 199-219)

### **Week 19 – Critical Race Theories (Feb 21)**

*Theory in Action: Feminist, Gender and/or Gender-Queer Theories in Educational Research*

Readings:

- Delgado, R. & Stefancic, J. (2017). Introduction (pp. 1-16). In *Critical Race Theory: An Introduction*. New York: New York University.
- Dunbar, C. Jr. (2008). Critical race theory and indigenous methodologies (pp. 85-99 only). In N.K. Denzin & Y.S. Lincoln (Eds.) *Handbook on Critical Race Theory and Indigenous Methodologies*. Thousand Oaks, CA: Sage.
- Parker, L. & Lynn, M. (2002). What’s race got to do with it? Critical Race Theory’s conflicts with and connections to qualitative research methodology and epistemology. *Qualitative Inquiry*, 8(1), 7-22.

### **Week 20- Socio-Material Theories: Focus on Actor Network Theory (Feb 28)**

*Theory in Action: Critical Race Theories in Educational Research*

Readings:

- Fenwick, T., Edwards, R. & Sawchuk, P. (2011). Why socio-materiality in education? An introduction (pp. 1-17). *Emerging approaches to educational research: Tracing the Sociomaterial*. London: Routledge.
- Additional Reading on Actor Network Theory

### **Week 21- Spatial and Mobility Theories (March 7)**

*Theory in Action: Socio-material Theories in Educational Research*

Readings:

- Larsen, M. & Beech, J. (2014). Spatial theorizing in comparative and international education research. *Comparative Education Review*, 58(2), 191-214.
- Fenwick, T., Edwards, R. & Sawchuk, P. (2011). Spatial theory in educational research (pp. 148-164). *Emerging approaches to educational research: Tracing the Sociomaterial*. London: Routledge.

### **Week 22 – Presentations (March 21)**

### **Week 23 – Presentations (March 28)**

### **Week 24 – Presentations, Tidying up and Goodbyes (April 4<sup>th</sup>)**



## **ADDITIONAL PRACTICAL RESOURCES**

### **Ph.D. Thesis Guide (UWO Faculty of Education)**

- [https://www.edu.uwo.ca/graduate.../PhDThesisGuide\\_v2014.pdf](https://www.edu.uwo.ca/graduate.../PhDThesisGuide_v2014.pdf)

### **Ethics in Research**

- Ethics Review Website (Faculty of Education)
  - <http://www.edu.uwo.ca/research/ethics.html>
- Course on Research Ethics (strongly recommend that you complete this)  
<http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/>
- Frequently Asked Questions (Faculty of Education)
  - <http://www.edu.uwo.ca/research/faq.html>
- Tri-Council Policy Statement:
  - <http://www.pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/> (Chapters 1 – 5, Chapter 9 – if planning to do research with First Nations groups, Chapter 10 – Qualitative Research)

### **Faculty-Student Mentorship**

Baskerville, R. & Russo, N. L. (2005). Metaphors for PhD Study, In D. E. Avison, & J. Pries-Heje (Eds.), *Research in information systems: A handbook for research supervisors and their students* (pp. 57-74). Oxford, England: Elsevier.

- Western School of Graduate and Postdoctoral Studies, Graduate Supervision Website:
  - [http://grad.uwo.ca/current\\_students/graduate\\_supervision/index.htm](http://grad.uwo.ca/current_students/graduate_supervision/index.htm)

Wellington, J. J. (2010). *Making supervision work for you; A student's guide*. (Excerpts). Thousand Oaks, CA: Sage. Retrieved from <http://alpha.lib.uwo.ca/search/?searchtype=t&searcharg=making+supervision+work+for+you&searchscope=20>

### **Grant Applications**

Grant Writing Tips:

- <http://www.edu.uwo.ca/research/grant-applications.html>

Sternberg, R. J. (2004). Obtaining a research grant: The applicant's view, In J.M. Darley, M.P. Zanna, & H.L. Roediger III (Eds.), *The compleat academic: A career guide* (2<sup>nd</sup> ed.) (pp. 169-184). Washington, DC: American Psychological Association.

### **Literature Searching and Writing a Literature Review**

Punch, K. F. (2009). Literature Searching and Reviewing. In *Introduction to research methods in education*. (pp. 93-110). Thousand Oaks, CA: Sage Publications Inc.

Kamler, B., & Thomson, P. (2007) Rethinking doctoral writing as text work and identity work. In B. Somekh & T.A. Schwandt (Eds.) *Knowledge Production: Research Work in Interesting Times*. (pp. 166-179). New York, NY: Routledge.

Writing a literature review

- <http://advice.writing.utoronto.ca/types-of-writing/literature-review/>

### **Publishing in Scholarly Journals**

- Cole, A. (2000). Academic freedom and the publish or perish paradox in schools of education. *Teacher Education Quarterly*, 2, 33-48.
- Klingner, J.K., Scanlon, D. & Pressley, M. (2005) How to publish in scholarly journals. *Educational Researcher*, 34(8), 14-20.

### **Time Management**

- May, D. (1998). Planning time, In N. Graves, & V. Varma (Eds.), *Working for a doctorate: A Guide for the Humanities and Social Sciences*. (pp. 59-75), London, England: Routledge.

### **Writing an Abstract**

- American Psychological Association (2010). Manuscript structure and content, In *Publication manual of the American psychological association* (6<sup>th</sup> ed.). (pp. 25- 26). Washington, DC: American Psychological Association.

- Kamler, B. and P. Thomson (2004) Driven to abstraction: doctoral supervision and writing pedagogies. *Teaching in Higher Education*. 9 (2): 195-209.

### **Writing a CV**

- The Student Success Centre, Western University (n.d.). Curriculum Vitae (CVs):
  - [http://www.success.uwo.ca/careers/resumes\\_letters/curriculum\\_vitae.html](http://www.success.uwo.ca/careers/resumes_letters/curriculum_vitae.html)

### **Writing a Book Review**

- How to write book reviews
  - <http://library.queensu.ca/research/guide/book-reviews/how-write>
- The Book Review or Article Critique:
  - <http://advice.writing.utoronto.ca/types-of-writing/book-review/>

### **Writing Up Your Research**

- Kamler, B. & Thomson, P. (2008). The failure of dissertation advice books: Toward alternative pedagogies for doctoral writing. *Educational Researcher*, 37(8), 507-514.

### **Writing with Style**

- American Psychological Association (2010). Writing clearly and concisely, In *Publication manual of the American psychological association* (6<sup>th</sup> ed.). (pp. 61- 86). Washington, DC: American Psychological Association.

Strunk, W., & White, E. B. (1979). *The elements of style*. New York, NY: Macmillan.

University of Toronto: Writing Advice – see many links on this page

- <http://advice.writing.utoronto.ca/revising/>

Van Wageningen, R.K. (1991). Chapter 7: Writing with style, In *Writing a thesis*. (pp. 120-148). Englewood Cliffs, NJ: Prentice Hall.

**Policy Statements:**

Please see the “Policies” page of the Graduate Programs & Research website for further details on course and program policies: <http://www.edu.uwo.ca/graduate/policies.html>

**Attendance:** Students are expected to attend all classes. In the case of absence, instructors may assign additional course work. Normally, students who are absent from one-quarter or more of their classes will be assigned a grade of "F" (Fail), (Graduate Studies Subcommittee - December 3, 1999). As an example, most onsite half courses (with the exception of some Counselling Psychology classes) meet 12 times during a term, so students in these courses cannot miss more than two classes.

**Language Proficiency:** "Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level. To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades." A student who, after admission, shows an inadequate command of spoken or written English must improve his or her proficiency to the satisfaction of the graduate program or department. (<http://www.uwo.ca/univsec/handbook/exam/english.pdf>)

**Evaluation:** Graduate students must maintain at least a "B" average in their program. Although only numeric grades are assigned by instructors in the Faculty of Education, the following alpha grade ranges are provided for your information.

<b>A</b>	=	80%	and	above
<b>B</b>	=	70%	-	79%
<b>C</b>	=	60%	-	69%

**F** = Fail - less than 60%

The following guidelines for assigning grades are in effect at the Faculty of Education.

- A:** Reserved for those students whose work is excellent. Their work will contain an element of originality, creativity, or thoroughness. It will be well organized and expressed, and will reflect a particularly clear command of techniques and principles, incisive judgements, sound critical evaluations, and so on.
- B:** Assigned for proof of good competent work. A "B" grade indicates that a student has mastered the course material and can manipulate it, can write clear prose, can demonstrate an ability to critically evaluate and synthesize material, and can apply the course material to relevant situations or problems.
- C:** Assigned because a student does not meet one or more of the above criteria. Even though the student may be conscientious, he or she has not demonstrated a mastery of the graduate work in the course. A lack of mastery may include any number of characteristics such as an inability to write clearly, to research a topic adequately, to synthesize material, or to make basic judgements about relevance, and so on.
- F:** Glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics. In general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

**INC:** (Incomplete) An INC may be granted for a course where the student has not been able to complete the assigned work in the normal timeline due to exceptional circumstances. Permission to carry an INC must be sought from the Chair, Graduate Education before the end of the term. The INC must be completed by the end of the following term or a grade of F (FAIL) will be assigned. According to SGPS policy, **NO** exceptions will be granted to this rule.

A numerical grade submitted for an INC grade, or an F grade resulting for an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either such grade except on documented medical or compassionate grounds.

Instructors shall inform students, both in class and in the course outline, as to any policies and/or penalties concerning late submission of assignments.

**IPR:** (In Progress) assigned during preparation for Thesis or Directed Research Project or a half or full course which extends over two or more terms.

**Statement on Academic Offences:** Scholastic offences are taken seriously; a student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university, as well as criminal proceedings where appropriate. Students are strongly encouraged to review the appropriate policy document, and specifically, the definition of what constitutes a Scholastic Offence: [Scholastic Discipline for Graduate Students](#).

**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar [reproduced below]).

**Plagiarism Checking:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The Academic Calendar states: Scholastic Offences include, but are not limited to, the following:

1. Plagiarism which may be defined as: 'The act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one's own mind.' Excerpted from H. C. Black, Black's Law Dictionary, West Publishing Co., 1979, 5th Ed., p. 1035. This concept applies with equal force to all assignments including laboratory reports, diagrams, and computer projects.

8. Submitting for credit in any course or program of study, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

A student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university.

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact me if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact the Faculty of Education Graduate Programs & Research Office at (519) 661-2099 and/or Services for Students with Disabilities (SSD) at (519) 661-2111 X 82147 for information about requesting academic accommodation, or go to the following website: [http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_disabilities\\_handbook.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_disabilities_handbook.pdf)