

RESEARCH, WRITING, AND REPRESENTATION



EDST 572 (941)
Department of Educational Studies
Faculty of Education
UBC

Summer 2a, 2016
(July 4th-July 22nd, 2016)

Mon., Tue., Wed., Thu., Fri., 1:30-4:00 pm, Ponderosa Commons, 1215

Instructor: Dr. Jason Ellis (PhD, MA York; BED, OISE-U of T; BAH, Queen's)

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Course description:

EDST 572 is a required course for all students in the MA in Educational Studies degree program. **EDST 571 is a prerequisite for this course.**

EDST 572 serves two general purposes. The first is to introduce you to issues related to writing and representation in education as a field of scholarship, broadly defined. This introduction will prepare you to write a portion of your MA thesis. Writing that portion is the course's second general purpose.

Course objectives:

By the end of this course, you will...

- ...have acquired a solid understanding of the relationships among research, writing, and representation (audience, voice, ethics, etc.) in education as a field of study;

- ...have continued to develop academic writing and revising skills acquired in previous studies;
- ...have begun to develop your own individual approach to style, genre, voice, academic discipline, epistemology, etc.;
- ...understand the formats for writing an MA thesis at UBC and other policies and processes related to completing the MA degree in Educational Studies;
- ...have begun to develop skills of peer review;
- ...have completed a *draft of some portion* of your MA thesis (see “Course format and rationale” and “Assignments” section for further details).

Course format and rationale:

Writing an MA thesis is like preparing a full course meal.

Everybody eats. Different cultures and cuisines have their own unique foodstuffs, seasonings, combinations, and dishes. There are an infinite number of ways to prepare and present foods.

When you “cook up” your thesis, every one of you will use slightly different foodstuffs and seasonings – qualitative surveys, archival research, critical ethnographic notes, quantitative results, phenomenological explorations, narrative inquiries, the results of participatory action research, and so on.

Yet every full course meal – remember that an MA thesis is like a full course meal, i.e. a sumptuous spread, not a snack – consists of beginnings, middles, and ends. For example, in some cuisines it is customary to serve an appetizer (to whet the appetite), a starter to begin the meal, one or more main courses (the main substance of the meal), and a dessert.

A thesis, no matter what cuisine (i.e. discipline, methodology, epistemology, etc.) you are preparing, ordinarily has beginnings, middles, and ends.

Your major task in this course will be to prepare one part, or “dish” of your thesis, be that a beginning, middle, or end. You may choose to prepare any course you wish. You could prepare, for example, a starter: your introduction. Or, you could prepare a main: a full chapter, or several sections of a full chapter. Or, a dessert: the conclusion. Or, a more elaborate dessert: a short article that comes out of your thesis and that you would submit to a peer-reviewed publication.

No matter which dish you choose to prepare, you will present this dish to your colleagues to sample and taste. Because this is a work in progress, your colleagues will

also give you suggestions to help you improve it. We are not food critics. But we are fellow chefs, always on the lookout for opportunities to offer helpful cooking tips, to talk about new and exciting ingredients, to demonstrate preparation techniques, and of course to play around with the latest kitchen technology.

A kitchen is a workspace, clattering with noise and clambering with activity. Our classroom will be the same. You will bring your ingredients and your tools right into my fully-equipped kitchen and you will prepare, cook, and taste, alongside each other. Time will be set aside for cooking and eating. That is, you will have time to write in class, to serve your dishes to others, and have others taste (read) your work.

Finally, the craft of cooking, like the craft of writing, takes time to acquire. In this course you will only begin to develop your craft. But because this course unfolds over just three weeks, your trial by fire will introduce you to short-order cooking. For that reason, **it's important that you make the most of our short time together by being prepared.**

Here's what you need to know to get ready:

My kitchen staff (writing groups):

You will be assigned to a writing group consisting of 5-6 members. These are the people who will read your work and whose work you will read.

You will meet with your writing group regularly in class.

You will also prepare to brief peer review reports for two different colleagues in your writing group. See details in "Paying your cheque (evaluation)" below.

Kitchen aids (course materials):

There is one book for purchase for this course, William Zinsser, *On Writing Well: The Classic Guide to Writing Non-Fiction* (New York: Harper Collins, 2006). You may purchase this book from the UBC bookstore.

The remainder of the readings for this course are available electronically. Links are posted on Connect.

Table manners (seminar expectations):

Your success in the course – and everyone else's – depends on the contributions that you, and your colleagues, make to the class as a learning community. In a seminar course such as ours, my minimum expectation is that students will arrive having read

the assigned readings, prepared to engage conscientiously with their colleagues about key ideas and questions related to the readings, and ready to write and work. Be prepared: demonstrate good table manners!

In a graduate level course, I expect that students are self-starters who come to class with seminar questions for each other.

EDST 572 has a significant peer review component. (See "Paying your cheque, evaluation.") **For that reason, I will be paying even more attention than usual to seminar expectations.**

Paying your cheque (evaluation):

**** All assignments for this course are submitted online, on Connect. I do not – except under exceptional circumstances – accept paper or emailed copies of assignments. ****

- A) Recipe (Outline). 5%. Due: July 7th, 2016.
- B) First Tasting (First writing sample). 20%. Due: July 12th, 2016.
- C) Peer review comments I, (first tasting). 5%. Due: July 14th, 2016.
- D) Second Tasting (Second writing sample). 20%. Due: July 19th, 2016.
- E) Peer review comments, II (second tasting). 10%. Due: July 20th, 2016.
- F) Good table manners (Active class participation). 15%. Throughout the class.
- G) One dish, well prepared. (Final assignment, draft of one part of your thesis). 25%.
Due: July 27th, 2016.

A) Recipe (Outline/Plan)

5 per cent of final grade.

Due: 7 July 2016, by 11:59 PM – Submitted on Connect.

Your assignment is to prepare an outline/plan of the "dish" (part of your thesis) that you will present for your final assignment. Your outline should include:

- A clear indication of what "dish" you are preparing. E.g. is it an introduction, a chapter, or several sections of a chapter, methodology section, the conclusion, etc.?

- A clear statement, in the form of a brief paragraph, of what you wish to accomplish with this dish.
- A point form list (outline) of the different elements of the dish, in order of preparation. (E.g. for a chapter: the main argument, sub-arguments, evidence, figures, so on.)
- A checklist demonstrating work you have completed and work you have yet to complete, with an estimate for when you will complete each list item.

Important: An outline/ plan of is one part of a work in progress. By no means do I expect you to stick to this exact outline/ plan as your work progresses. In the writing process plans change often. Instead, the purpose of this exercise is for you to demonstrate to me the extent of your knowledge about planning for writing. It is also an opportunity for you to discuss planning with your classmates in order to support each other.

- The outline/ plan will be 1 to 3 pages in length, double-spaced, 12 point font.
- The outline/ plan must be appropriately referenced; it must correctly employ the formatting conventions for an MA thesis at UBC. (I.e. title page, footnotes or parenthetical references, bibliography, proper margins, etc.) See: <https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation/style-guides-computer-tools>
- Your **outline/plan will be evaluated** on its completeness, feasibility, and organization.

B) First tasting (first writing sample)

20 per cent of final grade.

Due: 12 July 2016, by 11:59 PM - Submitted on Connect.

The basic requirement for this assignment is for you to demonstrate to me that you have made reasonable progress towards the preparation of your “dish” (final course assignment).

You need not submit a complete draft, or highly polished piece of writing. Instead, submit your progress to date.

You will be evaluated on the amount of progress you have demonstrated; on the quality of the content; on the organization of the piece and its coherence (in accordance with the

conventions of the genre, discipline, epistemological tradition that you are writing within); on style; and on formatting (follows appropriate UBC formatting for an MA thesis).

C) Peer review comments, I (first tasting)

5 per cent of final grade.

Due: 14 July 2016, by 11:59 PM – Submitted on Connect.

Your task is to prepare up to two pages of constructive criticism on the work of a peer in your writing group. You will give this feedback to the person to use to improve their work.

Your peer review should address general areas where the author has excelled and areas where improvement is possible. You should address issues such as clarity, organization, argumentation, evidence, and style, and any other area where you feel your comments will be helpful.

You may prepare your comments in any style you wish: a narrative, a set of annotations with page numbers, a bullet point list, etc., or a combination of these. Choose the format you think you communicate best in.

D) Second tasting (second writing sample)

20 per cent of final grade.

Due: 19 July 2016, by 11:59 PM – Submitted on Connect.

For your second tasting, you must demonstrate again to me that you have made reasonable progress towards the preparation of your “dish” (final course assignment). This could include significant additions to what you wrote for your first tasting; or, no new additions but a significant re-writing of your first tasting.

You should demonstrate as well that you have made some effort to incorporate peer review comments into your second tasting.

Other than this, the requirements are the same as they were for the first tasting.

E) Peer review comments, II (second tasting)

10 per cent of final grade.

Due: 20 July 2016, by 11:59 PM – Submitted on Connect.

(Same requirements as Peer review comments I, first tasting, but for a different peer.)

F) Good table manners (Active class participation)

15 per cent of final grade.

Throughout the class.

See “Table Manners (seminar expectations) above.

G) One dish, well prepared. (Final assignment, draft of one portion of your thesis.)

25 per cent of final grade.

Due: 27 July 2016, by 11:59 PM – Submitted on Connect.

The assignment you submit should be a **complete draft** of one portion of your thesis. This is not a highly polished piece. You will re-write this draft many more times yet before it becomes part of your thesis. But you should submit a complete section (e.g. complete chapter, complete literature review, complete methodology section, complete introduction, complete article draft, etc.) and this complete section should be in the form of a late stage draft (i.e. no parts missing, complete sentences, etc.).

You will be evaluated in the final assignment on how much you have progressed in your work from the first tasting. You will also be evaluated on the quality of the content; on the organization of the piece and its coherence (in accordance with the conventions of the genre, discipline, epistemological tradition that you are writing within); on style; and on formatting (follows the appropriate UBC formatting for an MA thesis).

Spoiled food (academic honesty, i.e. plagiarism and cheating):

UBC has a clear academic integrity policy. You are expected to review and understand that policy:

<http://www.calendar.ubc.ca/vancouver/?tree=3,54,111,959>

UBC Library also has a helpful set of suggestions for referencing work and citations:

<http://www.library.ubc.ca/home/plagiarism/>

All work submitted for this course must comprise your own words and ideas, and must not contain any material that is copied from any other source, unless that material is accurately quoted and/or acknowledged, and referenced. The penalties for academic misconduct are very serious and range from a letter of reprimand to degree revocation.

Should you ever have any question about how to quote, acknowledge, or cite material, **please consult with me in advance of submitting your work.**

Menu (reading list):

Monday July 4th 2016. Soup's On! (Introductions.)

Tuesday July 5th 2016. Light Fare. (Writing well is not as heavy as you think.)

Read (required, before class):

- Rachel Toor, "Bad Writing and Bad Thinking," *The Chronicle of Higher Education* online (15 April 2010): <http://chronicle.com/article/Bad-WritingBad-Thinking/65031/>
- Tom Sandborn, "Marxists Examine 2008 Meltdown," Review of McCormack and Workman, *The Servant State*, in *Vancouver Sun* (21 May 2016): **F6**.
<http://vancouversun.com/entertainment/books/review-marxist-authors-examine-2008-meltdown>
- William Zinsser, *On Writing Well: The Classic Guide to Writing Non-Fiction* (New York: Harper Collins, 2006), Part I "Principles" and Part II "Methods," **pp. 3-94**.

Wednesday, July 6th 2016. A Tour of Cookbooks. (Introducing writing in educational fields.)

Read (required before class):

- David Labaree, "The Peculiar Problems of Doing Educational Research," in Labaree, *The Trouble with Ed Schools* (New Haven: Yale University Press, 2004), **pp. 62-82**.

Write (in class):

- 60 minutes. Arranging the ingredients and preparing the recipe for your dish. In class you will write an outline (recipe) of the longer piece that you wish to write.

Thursday July 7th 2016. Something Chewy? (Writing as inquiry.)

Read (required, before class):

- Laurel Richardson and Elizabeth Adams St. Pierre, "Writing: A Method of Inquiry," in Norman Denzin and Yvonna S. Lincoln eds., *The Sage Handbook of*

Qualitative Research 3rd ed. (Thousand Oaks, CA: Sage, 2005), **pp. 959-79.**

Write (in class):

- 60 minutes. First meeting with your writing group.
- 30 minutes. Work on first tasting.

**** Recipe due ** Submitted on Connect, no later than 11:59PM.**

Friday July 8th 2016. Heirloom Tomatoes. (Writing in the History of Education.)

Read (required, before class):

- William J. Reese, "Story Telling and History," in Wayne J. Urban ed. *Leaders in the Historical Study of American Education* (Rotterdam: Sense, 2011), **pp. 241-254.**
- Short excerpt from William J. Reese, *Power and the Promise of School Reform: Grassroots Movements during the Progressive Era* (Boston: Routledge, 1986), **pp. 1-10.**

Read (required):

- <https://www.grad.ubc.ca/handbook-graduate-supervision/writing-process>

Write (in class):

- 60 minutes. Write your first tasting.

Monday July 11th 2016. Cooking for One? (Audience.)

Read (required, before class):

- Linda Flower, "Writer-Based Prose: A Cognitive Basis for Problems in Writing," *College English* 41, no. 1 (September 1979): **pp. 19-37.**
- "Thesis basics" (skim this for any unanswered questions you have)

<https://www.grad.ubc.ca/current-students/dissertation-thesis-preparation>

Write (in class):

- 30 minutes. Second meeting with your writing group.
- 60 minutes. Work on first tasting.

Tuesday July 12th 2016 Voilà! The first dish! (Writing and revising, revising, revising....)

Read (required, before class):

- Lisa Ede, "Chapter 7: Strategies for Successful Revision: Managing the Revision Process," in *Work in Progress: A Guide to Writing and Revising* 2nd ed. (New York: St. Martin's Press, 1992), **pp. 134-158.** (*Ignore the exercises the author asks you to complete.)

Write (in class):

- 90 minutes. Work on first tasting.

**** First tasting due. Submitted on Connect, no later than 11:59 PM ****

Wednesday July 13th 2016. How to draw [not eat!] an Owl. (Writing in philosophy of education.)

Celebrity Chef (mystery guest).

Read (required before class):

- Samuel D. Rocha, "Incarnate Reading: A Cerebralist, Cows, Cannibals, and Back Again," *Philosophy of Education* (2013): **pp. 120-8.**

Read (optional):

- Samuel Rocha, Review Essay, "Michel Foucault, Remarks on Marx: Conversations with Duccio Trombadori. Translated by R. James Goldstein and James Cascaito (New York: Semio-text(e), 1991) & Michel Foucault, Power: Essential Works of Michel Foucault 1954-1984. Translated by Robert Hurley (New York: The New Press, 2000)," *Foucault Studies* 7 (September 2009): **pp. 131-141.**

Thursday July 14th 2016. Selecting Ingredients? (Voice.)

Read (required):

- Andy Hargreaves, "Revisiting Voice," *Educational Researcher* 25, no.1 (January-February 1996), **pp. 12-19.**

Read (optional):

- Kate Rousmaniere, "Where Haley Stood: Margaret Haley, Teachers' Work, and the Problem of Teacher Identity," in Kathleen Weiler and Sue Middleton eds., *Telling Women's Lives: Narrative Inquiries in the History of Women's Education* (Buckingham, UK: Open University Press, 1999), **pp. 147-161.**

Read (required, but we will read them in class):

- First tasting of the members of your writing group.

Write (in class):

- 90 minutes. Work on peer review comments.

**** Peer review comments on first tasting due. Submitted on Connect, no later than 11:59 PM ****

Friday July 15th 2016. Sharing and Respecting Recipes.

Read (required, before class):

- Julie Cruikshank in collaboration with Angela Sidney, Kitty Smith, and Annie Ned, "Preface," "Part 1, Introduction," and "Sections 1-3," *Life Lived Like a Story*, 2004 reprinted edition (UBC Press: Vancouver, 2004 [1990]), **pp. ix-xii, 21-52.**

Write (in class):

- 30 minutes. Third meeting with your writing group. *Bring and discuss* the revisions and additions to you have made since your first tasting.
- 60 minutes. Work on second tasting.

Monday July 18th 2016. Fusion cuisine? (Ethics and Debates in research, writing, and representation, Part 1.)

Read (required, before class):

- Marie Battiste, "Research Ethics for Protecting Indigenous Knowledge and Heritage: Institutional and Researcher Responsibilities," in *Handbook of Critical and Indigenous Methodologies*, eds. Norman K. Denzin & Yvonna S. Lincoln & Linda Tuhiwai Smith (Los Angeles: Sage, 2008), **pp. 479-511.**

Write (in class):

- 120 minutes. Write your second tasting.

Tuesday July 19th 2016. Foodfight!?! (Ethics and Debates in research, writing, and representation, Part 2.)

Read (required, before class):

- Martha C. Nussbaum, "The Professor of Parody," *New Republic* 220, no. 8 (22 February 1999): **pp. 37-45.**

Write (in class):

- 120 minutes. Write your second tasting.

**** Second tasting due. Submitted on Connect, no later than 11:59 PM ****

Wednesday July 20th 2016. Foodfight continues. (Ethics and Debates in research, writing, and representation, Part 3.)

Read (required, before class):

- Ian Hacking, "Taking Bad Arguments Seriously," *London Review of Books* 19, no. 16 (21 August 1997): **14-16.**
- Meera Nanda, "Against social de(con)struction of Science: Cautionary tales from

the third world," in Ellen Meiskins Wood and John Foster Bellamy eds., *In Defense of History: Marxism and the Postmodern Agenda* (New York: Monthly Review Press, 1997), **pp. 74-96.**

Read (required, but we will read them in class):

- Second tasting of the members of your writing group.

Write (in class):

- 120 minutes. Work on peer review.

**** Peer review comments on second tasting due. Submitted on Connect, no later than 11:59 PM ****

Thursday July 21st 2016. Opening Your Own Restaurant. (Writing that article.)

Read (required, before class):

- Daryl J. Bem, "Writing the Empirical Journal Article" in John M. Darley, Mark P. Zanna, and Henry L. Roediger III eds., *The Compleat Academic: A Career Guide*, 2nd ed. (Washington: American Psychological Association, 2004).

Write:

- 30 minutes. Meet with your writing groups
- 90 minutes. Work on final tasting.

Friday July 22nd 2016. Yikes! There's a food critic at Table 7! (A workshop on publishing and peer review.)

Read (required, before class):

- Jason Ellis, "'All methods – and wedded to none': The Deaf Education Methods Debate and Progressive Educational Reform in Toronto, Canada, 1922-1945." **Version submitted 31 December 2011.**
- Jason Ellis, "'All methods – and wedded to none': The Deaf Education Methods Debate and Progressive Educational Reform in Toronto, Canada, 1922-1945." **Version submitted 31 May 2013.**
- Jason Ellis, "'All Methods–and wedded to none': The deaf education methods debate and progressive educational reform in Toronto, Canada, 1922-1945," *Paedagogica Historica* 50, no. 3 (2014): **371-389.**

Read (in class):

- First round anonymous peer review comments, Re: Jason Ellis. 12 March 2012.

Write (in class):

- 120 minutes. Work on final assignment.

July 27th, 2016 ** Final assignment due. Submitted on Connect, no later than 11:59 PM
