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| **EDCI 6094: Doctoral Seminar in Curriculum and Instruction:** **Theoretical Frameworks and Language** Topic: *Foundational Perspectives on Language: Vygotskian Implications for Building Theoretical Frameworks in Education*Spring 2016 SyllabusUniversity of ConnecticutNeag School of EducationDept. of Curriculum & Instruction |

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| ***Office:*** Gentry 413A | ***Office Phone:*** 860-486-2880 ***Cell Phone:*** 860-933-8373 |
| ***Office Hours:***  Tuesdays, 3:30 p.m. – 6 p.m.; Fridays, 9:30 a.m. – 1 p.m. and by appointment |
| ***Class Time:*** Wednesdays 1:25 p.m.-3:55 p.m. | ***Location:*** Rowe 321 |
| ***HuskyCT*** (Discussion Board, Readings, etc.) Login to HuskyCT 🡪 <https://lms.uconn.edu> 🡪 EDCI 6094-Seminar: Theoretical Frrmwrk &Lang.-SEC))1-1163 |

## COURSE OVERVIEW

This doctoral seminar will focus on how theoretical frameworks provide necessary structure and support for educational research. To this end, Vygotksy’s *Thought and Language* and *Mind in Society* will be used as vehicles to explore theories that connect language, learning, and related educational research. Through reading, discussion, writing, and presentations, doctoral students will have opportunities to trace how this line of theory and research has influenced their own field, as well as opportunities to integrate related theory and practice into their own scholarship. Additionally, this seminar will provide a forum for exploring, developing, and sharing theoretical frameworks that support doctoral student’s individual research interests and goals.

## COURSE OBJECTIVES

As a doctoral students in this course, you will

* critically read, analyze, and reflect on educational theory with particular emphasis on Vygotsky’s work and theories building from this work;
* trace how Vygotskian theory has influenced your own field, as well as integrate related theory and practice into your own scholarship;
* enhance your understanding of how theoretical frameworks provide structure and support for educational research;
* investigate and articulate connections between theoretical frameworks and your own academic discipline and educational research interests;
* propose and develop a project related to developing a theoretical framework aligned with your own scholarly interests and goals;
* serve as a member of a collaborative learning community working to support each others scholarly goals

## *COURSE READINGS*

**Required Texts:**

Vygotsky, L. S. (2002). *Thought and language* (13th Ed.) (A. Kozulin, Ed. & Trans.). Cambridge, MA: MIT Press. (Original work published 1934)

(It is okay to have earlier or later editions of this text – for example, there is a 2012 edition.)

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Cambridge, MA: Harvard University Press.

Additional Required Reading:

Grant, C., & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your “house”. *Administrative Issues Journal: Connecting Education, Practice, and Research, 4(*2), 12-25. (on HuskyCT)

Additional readings will be drawn from a range of books, journals, and other resources and will be available electronically and/or distributed in class and/or available via the UConn library. Along with core readings, selections will be drawn in part from topics and interests that emerge during the course. Some readings will be assigned to all participants; others will be tailored to meet individual needs and interests. Additionally, individual graduate students will identify and read relevant literature based on scholarly interests and goals – with particular emphasis on analyzing and/or developing theoretical frameworks.

The following references represent examples of literature with connections to Vygotsky’s work and/or related theories. We will add to this list as we identify relevant literature that resonates with your research interests and goals.

Bakhtin, M. M. (1981). *The dialogic imagination: Four essays* *by M. M. Bakhtin*. (M. Holquist, Ed.; C. Emerson & M. Holquist, Trans.). Austin: University of Texas Press. (Original work published in the 1930s)

Bakhtin, M. M. (1986). *Speech genres and other late essays* (1st ed.) (C. Emerson & M. Holquist, Eds.; V. W. McGee, Trans.). Austin: University of Texas Press. (Original work published in 1979)

Barnes, D. R. (1992). *From communication to curriculum* (2nd ed.). Portsmouth, NH: Boynton/Cook Publishers.

Cazden, C. B. (1993). Vygotsky, Hymes, and Bakhtin: From word to utterance and voice. In E. A. Forman, N. Minick, & C. A. Stone (Eds.), *Contexts for learning: Sociocultural dynamics in children’s development* (pp. 197–212). Oxford, UK: Oxford University Press.

Cazden, C. B. (2001). *Classroom discourse: The language of teaching and learning* (2 ed.). Portsmouth: Heinemann.

Coulthard, M., & Brazil, D. (1981). Exchange structure. In M. Coulthard & M. Montgomery (Eds.), *Studies in discourse analysis* (pp. 82–106). London: Routledge & Kegan Paul.

Forman, E. A., Minick, N. E., & Stone, C. (1993). *Contexts for learning: Sociocultural dynamics in children's development*. New York: Oxford University Press.

Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. Baltimore: University Park Press.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge England ; New York: Cambridge University Press.

Lemke, J. L. (1990). *Talking science: Language, learning, and values.* Norwood, NJ: Ablex.

Levine, T. H., & Marcus, A. S. (2010). How the structure and focus of teachers’ collaborative activities facilitate and constrain teacher learning. *Teaching and Teacher Education 26*(3), 389-398.

Lotman, Y. M. (1988). Text within a text. *Soviet Psychology, 24*, 32–51.

Lotman, Y. M. (2000). *Universe of the mind: A semiotic theory of culture* (A. Shukman, Trans.). London: I. B. Tauris & Co Ltd. (Original work published in 1990)

Mehan, H. (1985). *The structure of classroom discourse.* In T. A. van Dijk (Ed.), *Handbook of discourse analysis: Vol. 3. Discourse and Dialogue* (pp. 119–131). London: Academic Press.

Mercer, N., & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. *Learning, Culture and Social Interaction*, 12-21*.*

Moll, L. C. (1992). Vygotsky and Education: Instructional implications and applications of sociohistorical psychology. Cambridge University Press.

Moschkovich, J. (2002). A situated and sociocultural perspective on bilingual mathematics learners. *Mathematical Thinking and Learning, 4*(2 & 3), 189-212.

Nystrand, M. (1997). *Opening dialogue: Understanding the dynamics of language and learning in the English classroom*. New York: Teachers College Press.

Nystrand, M., Wu, L. L., Gamoran, A., Zeiser, S., & Long, D. (2003). Questions in time: Investigating the structure and dynamics of unfolding classroom discourse. *Discourse Processes, 35*(2), 135-199.

Sherin, M. G. (2002). A balancing act: Developing a discourse community in a mathematics classroom. *Journal of Mathematics Teacher Education, 5*, 205–233.

Sinclair, J. M., & Coulthard, R. M. (1975). *Towards an analysis of discourse: The English used by teachers and pupils*. London: Oxford University Press.

Truxaw, M. P., & DeFranco, T. (2008). Mapping mathematics classroom discourse and its implications for models of teaching. *Journal for Research in Mathematics Education, 39*(5)489-525.

Wells, G. (1999). *Dialogic inquiry: Toward a sociocultural practice and theory of education*. New York: Cambridge University Press.

Wertsch, J. V. (1985). *Vygotsky and the social formation of mind*. Cambridge, MA: Harvard University Press.

Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge, MA: Harvard University Press.

Wertsch, J. V. (1998). *Mind as action*. New York: Oxford University Press.

Wertsch, J. V., & Toma, C. (1995). Discourse and learning in the classroom: A sociocultural approach. In L. P. Steffe & J. Gale (Eds.), *Constructivism in education*. Hillsdale, NJ: Erlbaum.

## *COURSE ACTIVITIES and EVALUATION*

**General Requirements:**

You are required to actively participate in class, complete assignments, and submit assignments on time (unless negotiated in advance). If you have particular scheduling needs or constraints or you need to miss a class, please let Mary know as far in advance as possible. Active communication is key to negotiating experiences that meet your needs and also the requirements of the seminar.

**Course Evaluation Requirements:**

Because this is a doctoral seminar rather than a traditional course, the course evaluation requirements may shift based on communication and collaboration with the seminar participants. Because doctoral students come with a variety of experiences and goals, I offer you the option of proposing modifications and/or alternative assignments that might better meet your scholarly needs. All alternative proposals must be approved in advance. This syllabus serves as a guide for how the course will unfold, but will be modified as needed. Revisions to the evaluation or policies will be shared in class and/or posted on HuskyCT.

The basic elements that will go into determining grades for this course follow. Guidelines and criteria for evaluation will accompany each assignment and be distributed in class and/or posted on HuskyCT.

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| * Class Participation: In-class activities, reading discussions, & miscellaneous assignments …
 | 20% |
| * Discussion leader, discussion board posts, and written reflections ..........................................
 | 15% |
| * Theoretical Framework Support Team (TFST) ………………………………..……………..
 | 15% |
| * Connecting your discipline &/or research to Vygotskian theory (brief paper & presentation)
 | 15% |
| * Analysis of a theoretical framework from a dissertation (paper) …...………………………..
 | 15% |
| * Culminating project (development of a theoretical framework) (paper & presentation) …….
 | 20% |

**Major Assignments:**

* ***Class Participation* – 15%**

Your attendance and participation in class are critical to the success of this seminar. It is expected that you will come to class on time, prepared to actively interpret the readings, share your ideas, and engage in activities. In-class reflections & activities and miscellaneous assignments will be factored into the participation grade.

* **Online background survey**: <https://www.surveymonkey.com/s/TS36RY9> (link on HuskyCT)
* **Miscellaneous assignments:** Other assignments and activities will be explained during class and will vary in scope and focus.
* ***Serving as a discussion leader, discussion board posts, and written reflections* – 15%**
* **Discussion Leader (DL)**

Doctoral studentswill rotate the role of leading discussions and/or activities related to particular assigned reading (suggested length for discussion/activity will vary and will be shown in the course calendar). The discussion/activity does not need to “cover” all aspects of the reading; rather, it should highlight and provoke thinking about some aspect(s) of what has been read. You must be a DL at least twice during the semester. Typically, 2 DLs will be assigned per reading. DLs for the same reading may decide how to work together to prepare for the discussion (e.g., dividing it up or planning together). Two days prior to the class when the discussion is to take place, the DLs will send Mary (via email) discussion questions and/or a brief description of an activity that will be used to help the group make sense of the reading. *Details will follow in class.*

* **HuskyCT Discussion Posts and written reflections**

Typically, discussion posts should be posted on HuskyCT the day *prior* to class. Details of each post will be shown within HuskyCT. If a different forum for sharing reading responses is required (e.g., a formal written response to be turned in), details will be shared in class &/or on HuskyCT.

* ***Theoretical Framework Support Team (TFST)* – 15%**

Across the course of the semester, doctoral students will develop and work on analyzing and developing theoretical frameworks related to their academic and research interests. *Theoretical Framework Support Teams* (TFSTs) will provide and receive targeted support related to this work. Doctoral students will rotate through roles of being presenters, facilitators, and debriefers, using structured protocols. To prepare for the TFST meetings, presenters will identify a specific challenge or issue related to the analysis or development of a theoretical framework. Additionally, presenters will write a brief summary of relevant background to understand the challenge (e.g., disciplinary or research area, research questions, potential context for investigating the RQs, and theory aimed at framing this work). At least a week in advance, presenters should share this information with Mary for initial feedback. On the day of the TFST meeting, the presenter will bring necessary background materials (e.g., summary and focused question/problem) so that the TFST can productively support their work and help them with their challenge. After presenting, the presenter will provide a written reflection on their experience. Details will be shared in class and posted on HuskyCT.

###### *Connecting your discipline &/or research interests to Vygotskian theory* (paper & presentation) – 15%

###### You will identify 3 research articles in your disciplinary field &/or in a research area of interest that reference Vygotsky or related theorists. You will select one of these articles and write a brief paper (~2-3 pages) briefly describing the research and how it is connected to Vygotskian (or related) theory. Additionally, you will critique how well the article uses theory to support the research (the Grant & Osanloo article will help you with this). You will also prepare a brief (~5-10 minute) presentation for the seminar using this article to highlight how Vygotksian theory can support research in your disciplinary field or research area of interest. Details will follow.

###### *Analysis of a theoretical framework from a dissertation* (paper) – 15%

You will identify an educational theory that you would consider using in your own work (this may be based on sociocultural theory or some other theory that is more relevant to your work). You will identify 3 doctoral dissertations (e.g., via <http://www.proquest.com> or ask your doctoral advisor) with theoretical frameworks that include the identified theory. You will select one dissertation and carefully read the chapter that includes the theoretical framework. Additionally, you will read enough of the dissertation to get a sense of the problem, the purpose, and the research questions. You will write a brief paper (~3-5 pages) describing and analyzing the theoretical framework in terms of its connections (or lack of) to the problem, the purpose, and the research questions. Details will follow.

* ***Culminating Project* (paper and presentation) – 20%**

You will propose and develop a final project that supports your own research interests and goals. Because the emphasis of this seminar is on theoretical frameworks, for most doctoral students, the project will involve work toward developing a theoretical framework. It is expected that this project will include some written component and also a presentation to the seminar group. This project and other assignments and activities for this course should have some overlap. For example, TFST should help the individuals to refine ideas for this project. It is not required that proposed projects are completed by the end of the semester; rather, the aim will be to demonstrate progress toward the stated goals.

## *POLICIES AND INFORMATION*

# **Reasonable Accommodations:** The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please contact the course instructor or the appropriate University office (Center for Students with Disabilities, University Program for Students with Learning Disabilities) to discuss your needs.

Please contact me to discuss academic accommodations that may be needed during the semester due to a documented disability. If you have a disability for which you wish to request academic accommodations and have not contacted the Center for Students with Disabilities (CSD), please do so as soon as possible. The CSD engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. The CSD collaborates with students and their faculty to coordinate approved accommodations and services. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the process to request accommodations is available on the CSD website at www.csd.uconn.edu.

**Some Useful Contact Information:**

* Center for Students with Disabilities: <http://www.csd.uconn.edu/>
* Counseling and Mental Health Services: 486-4705 (after hours: 486-3427) [www.cmhs.uconn.edu](http://www.cmhs.uconn.edu)
* Alcohol and Other Drug Services: 486-9431 [www.aod.uconn.edu](http://www.aod.uconn.edu)
* Dean of Students Office: 486-3426 [www.dos.uconn.edu](http://www.dos.uconn.edu)

**Academic Integrity:**

Please refresh yourself with the University of Connecticut student code of conduct and academic integrity policy:

<http://community.uconn.edu/the-student-code-appendix-a/>

**Observation of Religious Holidays:**

After reviewing the syllabus, please contact the instructors if you foresee a conflict between the due date for a major assignment and your religious observances.

## *COURSE CALENDAR*

The course calendar is in a separate document.