



EDF 5853

## COMPARATIVE EDUCATION

Fall Semester 2009, Mondays, 3:55 – 6:40 PM, G150 STB

Instructor: Peter Easton

Office Hours: Mondays, 2-3:30 PM or by appointment

Email: [peaston@fsu.edu](mailto:peaston@fsu.edu)

### COURSE OVERVIEW

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The purpose of this course is to *familiarize students with the methods of comparative education and with some of the insights that emerge from comparative study of different aspects of educational practice*— like instructional methods, teacher training, curriculum design, assessment or accountability strategies, school administration and educational policy -- *across national and cultural boundaries and between different levels of the systems involved*. The underlying goal is to make you better able to study educational work in comparative perspective and to use that activity – advisedly and critically -- as a means both for improving education and for better understanding what explains the different forms that it so often takes.

More specifically, by the end of the semester you should be able to –

- (a) Analyze the issue of appropriate methodology in comparative education from at least two different viewpoints;
- (b) Identify three different theoretical perspectives on the basis for international education comparison and the interpretation of comparative data;
- (c) Illustrate the insight that comparison of educational practice and policy in developing countries can furnish, as well as precautions that must be adopted in interpreting them, by direct examples drawn from personal experience and the literature.
- (d) Demonstrate improved capacity to design, carry out and write-up cogently the kernel of a comparative international study appropriate for national conference presentation or use in the development of MS or PhD theses.

In this course, we consider education throughout the world – in both East and West and in both developing and industrialized countries. However, given the great variety of educational experience in our world and the obvious limits of a three-credit hour one semester class, we can only undertake that task very *selectively*. We will do so by picking cases and issues that are illustrative of how comparative educators work and of the value of the lessons that may be drawn from their research. We will therefore emphasize the importance of getting a good grasp of how comparison can best be done and of what may be learned from it over any pretensions at thorough coverage of the topic.

Students themselves have nonetheless an opportunity to pursue particular dimensions of the subject that interest them more thoroughly through the Reflection Notes and the Term Paper assignments that are further discussed below. Two particular “axes” of variation that may be of particular concern to class members and that you can consider individually (or in small groups) to a greater extent have to do with (a) the *level of education* at which comparisons are made and (b) the *particular countries or regions* involved.

As concerns the “level of education,” while we will give some consideration to comparisons of entire educational systems, for many purposes it is useful to examine approaches and methods at one or another of the different tiers of those systems: primary (and preprimary) schooling, secondary schooling, tertiary or university education, vocational-technical training and adult/nonformal learning. We will draw some examples from each of these realms, but particular students may wish to focus their reflection on one level or another.

Second, class members may have particular geographical interests: e.g., comparing developing countries with each other; contrasting North American and European education; examining parallels and differences between Chinese, American and Japanese methods; making more focused comparisons among Latin American countries; and so forth. There is some latitude for this as well, particularly in the topic that you select for your term paper. We will have an occasion to discuss the choices in more detail as the semester progresses.

## **COURSE REQUIREMENTS**

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The class meets in G150 STB from 3:55 to 6:40 PM each Monday of the semester, except on Labor Day (Monday, September 6<sup>th</sup>) and excluding as well one class time that coincides with a period of absence of the instructor (Monday, October 2<sup>nd</sup>). In the case of both missed classes, we will “meet” and carry on work to some extent online, in order to avoid skipping important parts of the course – though without infringing on Labor Day weekend itself!

To that end and others as well, we will be using a Blackboard website for communication outside of class. It will also serve as a means of additional enrichment. This system has three distinct advantages for the course:

- It offers an avenue of participation for any members – including the instructor – who may need to be absent from the course for unavoidable reasons at a given time during the semester.
- It creates a supplemental means for enabling input and contributions from resource people who are not able to join us physically for class sessions.
- It provides an additional modality for diversifying and enriching the content of the course.

The major requirements of the course and their contribution to your final grade for the semester are detailed in the table at the top of the next page. Further details on each major assignment will be given in writing by the “assignment available” dates specified in the table. The Assignment Sheet (AS) for each task or deliverable will include as well a grading rubric indicating the criteria by which submissions will be assessed and the weight given to each in the overall grade. The scale used for all grades is explained beginning on page 13 of the syllabus.

## **READINGS AND RESOURCE MATERIALS**

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We will be using two textbooks in this class. Both are available for purchase at the FSU Bookstore, though you may also obtain them online, if you wish. They are the following:

- Bray, M., Adamson, B. & Mason, M. (Eds.) (2007) *Comparative Education Research: Approaches and Methods*. Hong Kong: Comparative Education Research Centre.
- Mundy, K. et al. (2008) *Comparative and International Education: Issues for Teachers*. New York: Teacher’s College Press.

COMPONENT	ASSIGNMENTS	IMPORTANT DATES		PERCENT OF FINAL GRADE		
		Assignment Available	Item Due	ASSGN	COMP	
Active Participation	Attendance at all classes (unless previously excused) and active participation in discussions. <i>Best 10 of 12 class grades for Weeks 4-13 count toward final course grade.</i>	8/24	Each week	1.5% per class	15%	
Discussion Leadership	Organization and facilitation of class discussion for a given week of the course in collaboration with instructor	8/31	TBA		10%	
Reflection Notes	Three short (2 page) reflection pieces in response to questions on each of the first three major units of the course (one per unit). <i>Best two of three count in final grade</i>	RN1 Nature of Comparative Ed	8/31	9/27	(12.5%)	(Best 2 of 3) 25%
		RN2 Comparing Ed Systems	9/14	10/18	(12.5%)	
		RN3 Comparing Ed Practice	9/21	11/1	(12.5%)	
Term Paper	Modest research paper (10-15 double-spaced pages, exclusive of references) on a comparative education topic of the student's choosing.	Proposal	9/6	9/28	2.5%	25%
		First Draft		11/9	2.5%	
		Final Paper		11/23	15%	
		Presentation		TBA	5%	
Final Take-Home Examination	Short-answer essay examination (your choice of four out of six questions) to be completed in one week. Answers 400-700 words in length.	Descriptn 10/26 Exam 12/1	12/9		25%	
<b>TOTAL</b>					<b>100%</b>	

As the category of “active participation” indicated above suggest, for every one of our class sessions there will be an activity – whether panel discussion, mini-presentation, teamwork product or short-answer written questions -- that is designed both

- (a) to consolidate your mastery of the week’s material, and
- (b) to serve as an indicator of the level and quality of your class preparation or participation.

Your grade on these activities will depend more on evidence of careful preparation for the class session and willing participation with classmates than it will on the refinement of your answers or products. The nature of the activity for each week, if not otherwise indicated in this syllabus, will be described in the Weekly Class Bulletin made available at least ten days before the session in question. Students who must miss class sessions will need to perform a make-up assignment of similar length and content.

Readings from the two required textbooks will be supplemented by chapters from the other recent works cited below and by a few current articles from periodical literature – both made available digitally on our Blackboard website -- as well as by selected visits and presentations by outside speakers.

- Alexander, R. (2000). *Culture and Pedagogy: International Comparisons in Primary Education*. Oxford: Blackwell Publishers.

- Arnove, R. & Torres, C. A. (2008) (Eds.) *Comparative Education: The Dialectic of the Global and the Local*. Third edition. Lanham, MD: Rowan and Littlefield Publishers.
- Crossley, M. & Watson, K. (2003) *Comparative and International Research in Education: Globalisation, Context and Difference*. London: Routledge Falmer.
- Nannes, P. & Mehta, S. (2004) (Eds.) *Re-Imagining Comparative Education: Postfoundational Ideas and Applications for Critical Times*. New York: Routledge Falmer.
- Phillips, D. & Schweisfurth, M. (2006) *Comparative and International Education: An Introduction to the Theory, Method and Practice*. London: Continuum International Publishing Group.
- Steiner-Khamsi, G. (2004) (Ed.) *The Global Politics of Educational Borrowing and Lending*. New York: Teachers' College Press.
- Steiner-Khamsi, G. & Stolpe, I. (2006). *Educational Import: Local Encounters and Global Forces in Mongolia*. New York: Palgrave MacMillan.

In addition, students are expected to identify and review other relevant readings for the Semester Term Paper assignment. There is a rich harvest of material on comparative education available in a variety of scholarly and professional journals like those listed below, most of which can be consulted online through FSU Libraries – not to speak of the numerous published works on related topics that may be found on the shelves of Strozier Library.

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|---|--|
| • Alternatives                                      | • International Journal of Ed'l Research       |
| • Anthropology of Education                         | • Int'l Journal of Qualitative Studies in Ed   |
| • Comparative Education                             | • International Journal of Science Education   |
| • Comparative Educational Review                    | • International Organization                   |
| • Compare   | • International Review of Education            |
| • Convergence                                       | • International Studies in the Sociology of Ed |
| • Discourse: Studies in the Cultural Politics of Ed | • Journal of African Studies                   |
| • Economics of Education Review                     | • Journal of Educational Policy                |
| • European Journal of Education                     | • Journal of Moral Education                   |
| • Gender and Education                              | • Oxford Review of Education                   |
| • Harvard Educational Review                        | • Prospects (UNESCO)                           |
| • Higher Education                                  | • Race, Ethnicity, and Education               |
| • Higher Education Policy                           | • Sociology of Education                       |
| • International Education                           | • Studies in International Education           |
| • International Higher Education                    | • Third World Quarterly                        |
| • International Journal of Early Childhood          | • Women's Studies International Forum          |
| • International Journal of Ed'l Development         | • World Development                            |

Readings average 60-75 pages a week, but may occasionally exceed those numbers. Though the reading load is not particularly heavy by graduate standards, this course does require a good deal of reflection and writing. As a “second tier” graduate course in international education –if one of interest to MS as well as PhD students from a variety of majors who may take it without prerequisites – EDF 5853 presumes either some familiarity with graduate study or the ability to adjust with relative ease to its requirements. The instructor stands ready to help any students who may experience temporary difficulties in this regard.

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## COURSE SCHEDULE

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**NOTA BENE:**

*Readings from the textbook material listed above are referenced in the class schedule only by last name of principal authors or editors. Readings from other periodical literature are generally indicated in fuller detail on the Weekly Course Bulletin. That bulletin includes an agenda or “program” for the class and will be distributed electronically at least two days prior to our session. It indicates as well supplemental reading materials or instructions that are relevant for the following week.*

### INTRODUCTION

#### Week 1 (August 24)

#### The Nature and Importance of Comparative Education

The first session of the course is devoted to –

- Distribution and examination of the syllabus,
- Consideration of class organization,
- Projection and discussion of an opening video and
- Familiarization with the class Blackboard website.

Deliverable Update: The nature of the first class exercise to be carried out during our Week 2 class will be discussed today.

### UNIT I: A SOLID FOUNDATION FOR COMPARATIVE EDUCATION

#### Week 2 (August 31)

#### Trying Our Hand: Primary Schooling Across Five Countries

Synopsis. In this second class of the semester, we will be “trying our hand” at an initial exercise in comparative education – examining side by side profiles of the primary educational systems of five countries: France, Russia, India, USA and England. Written and oral instructions will be given during and immediately after the class of August 24<sup>th</sup>.

Required Readings (average of 62 pages): Three chapters from Alexander, all available in digital form on our Blackboard website: Two of the country chapters (France, Russia, India, USA and/or England) plus Chapter 5 “Primary Education and the State.” Selection of country chapters for each class member to read will be made in class on August 24<sup>th</sup>.

- Alexander text, Chapter 2 France: 49-63 (15 pages)
- Alexander text, Chapter 3 Russia: 64-81 (18 pages)
- Alexander text, Chapter 4 India: 82-100 (19 pages)
- Alexander text, Chapter 5 USA: 101-119 (20 pages)

- Alexander text, Chapter 6 England: 120-153 (34 pages)
- Alexander text, Chapter 7 “Primary Education and the State”: 154-172 (19 pages)

Deliverable Update: Three important Assignment Sheets will be made available today.

- a) The *Class Participation Assignment Sheet* (AS) will be distributed and discussed in class and also posted to the class Blackboard site. Active class participation is expected every week of the semester.
- b) The *Discussion Leadership TRS* will likewise be available. Due dates for Discussion Leadership duties will vary by class member but will be initially established during this class session.
- c) Finally, we will review the Assignment Sheet for the initial *Reflection Note* (RN1). RN1 is due via electronic submission by midnight on Sunday, September 27<sup>th</sup>, the evening before our Week 6 class.

### **Week 3 (September 7- Labor Day)** **Where We Are Coming From: The History of the Field**

Synopsis: Our class does not actually meet on this day. I may be demanding at times, but there are limits! ☺ However, you have some reading to do during our week-long break from face-to-face work. It is detailed below and offers an overview of the origins and different approaches to the comparative study of education from the early 19<sup>th</sup> century through the present day in order to attune ourselves to how scholars have historically thought about these issues and the ways in which perspectives have changed and differentiated themselves over the years.

Required Readings (32 pages):

- Bray et al. textbook, Introduction: 1-11 (12 pages)
- Mundy et al. textbook, Chapter 1: 1-19 (20 pages)

### **Week 4 (September 14)** **Learning to Compare: Methodological Approaches**

Synopsis: This week we venture a bit further into the question of the different kinds of comparisons that may be made between educational procedures and systems in varying regions of a country or nations of our world and the methods that make that task the most fruitful.

Required Readings: (61 pages)

- Alexander text, Chapter 1: 9-45 (37 pages)
- Bray et al. textbook, Chapter 2 by Gregory Fairbrother: 39-62 (24 pages)

Deliverable Update: Remember that RN1 is due in just under two weeks time! Today, moreover, you will receive *both*

- the Assignment Sheet for RN2, which is not due until just after the end of Unit II of the course – namely, by midnight on Sunday, October 11<sup>th</sup>; and
- the full assignment for the course Term Paper, with all its stages and procedures, which will be discussed fully in class (and is due in final form on November 22<sup>nd</sup>).

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**Week 5 (September 21)**  
**Considering the Context: Actors, Institutions and Global Forces**

Synopsis: Educational practice is significantly related to and determined by the environment in which it develops – the immediate cultural environment, the historical one for the region or polity in question and the larger “global” one that has a major influence on what is possible and which models for educational development are available. During this week, we apply ourselves to better understanding how those relations between education and its context operate and how they can best be taken into account when making cross-cultural or cross-national comparisons of educational practice.

Required Readings: (71 pages)

- Bray et al. textbook, Chapter 1 by Bray, Adamson and Mason: 15-38 (24 pages)
- Crossley and Watson text, Chapter 4: 50-69 (20 pages)
- Samoff (Chapter 2) in Arnové & Torres text: 47-73 (27 pages)

Deliverable Update: RN1 is due in one week’s time! And by today at the latest you receive the Assignment Sheet for RN3, which will be due on Sunday evening, November 1<sup>st</sup>, the day before our Week 11 class.

**UNIT II: COMPARING EDUCATIONAL SYSTEMS**



**Reflection Note 1 due by electronic submission before Sunday, September 27<sup>th</sup> at midnight.**

**Week 6 (September 28)**  
**Differing Structures and Goals**

Synopsis: We begin our detailed work on educational comparison at the “macro” level and through consideration of the varying structures and goals that characterize educational systems in different countries – a topic foreshadowed a bit by our initial exercise in Week 2 of the course.

Required Readings: (65 pages)

- Bray et al. textbook, Chapter 5 on “Comparing Systems”: 123-145 (23 pages)
- Arnové & Torres text, Chapter 12 on Latin America: 277-295 (19 pages)
- Arnové & Torres text, Chapter 14 on the Middle East: 311-333 (23 pages)

Deliverable Update: RN1 is [was] due... last night! And by today at the latest you will receive the TRS for Reflection Note 3, which will be due on Sunday evening, November 1<sup>st</sup>, the day before our Week 11 class.

**Week 7 (October 5)**  
**Centralization and Decentralization: Differing Approaches**

**Synopsis:** One key issue in educational management at the macro level that provides a good template or criterion for cross-national comparisons is the degree of centralization or decentralization of the system, its evolution in this regard and the operational meaning that these terms have for the actors concerned.

**Required Readings:** (67 pages)

- Arnove & Torres text, Chapter 8 on the “Control of Education”: 175-196 (22 pages)
- Arnove & Torres text, Chapter 11 on “Higher Education Restructuring”: 257-276 (20 pages)
- Ninnés & Mehta text, Chapter 14 on “Mapping Diverse Perspectives on School Decentralization: 255-279 (25 pages)

**Deliverable Update:** RN2 falls due in just under another two weeks: by midnight on Sunday, October 18<sup>th</sup>, the eve of our Week 9 class.

### **Week 8 (October 12)** **School-to-Work and Education-Employment Linkages**

**Synopsis:** How school and training programs are “dovetailed” with the world of work is another key characteristic of educational systems that varies markedly from one region of the world to another and has recently been a focus of concern in the United States under headings like “school-to-work” and “Workforce 2000.” During this week we will consider some of that variety of linkage and the factors that may help explain the variation.

**Required Readings:** (TBA) Readings this week are taken from the periodical literature. They will be detailed in the Weekly CompEd Bulletin, available by October 2<sup>nd</sup>, and will be available in digital form on our website.

**Deliverable Update:** One more week until RN2 falls due.

## **UNIT III: COMPARING EDUCATIONAL PRACTICE**



**Reflection Note 2 due by electronic submission before Sunday, October 18<sup>th</sup> at midnight.**

### **Week 9 (October 19)** **Curriculum, Teaching and Pedagogical Method**

**Synopsis:** If instruction lies at the heart of any educational program of system, then consideration of the various ways in which students are taught, teachers trained and curriculum established must be a very central part of comparative education. That is our subject this week.

**Required Readings:** (90 pages)

- Mundy et al. textbook, Chapter 5, “Teaching and Learning to Teach”: 107-129 (23 pages)
- Bray et al. textbook, Chapter 11 “Comparing Curricula”: (21 pages)
- Bray et al. textbook, Chapter 13 “Comparing Ways of Learning”: (17 pages)
- Alexander text, Chapter 13 “Organization, Task and Activity”: 320-355) (29 pages of text)

*Additional Resources*

- Mundy et al. textbook, Chapter 6, “Understanding Pedagogy: Comparative Insights from Central Asia”: 133-157 (25 pages)
- Bray et al. textbook, Chapter 14 “Comparing Pedagogical Innovations”: (16 pages)

Deliverable Update: RN2 is [was] due... last night!

**Week 10 (October 26)**  
**Administration and School Organization**

Synopsis: Arguably students learn as much from the way in which their school or training program is organized and run as they do from the specific curricula taught. In any case, those organizational factors exercise a strong influence on the results of teaching and learning – and they operate in very distinct ways from one cultural and national context to another.

Required Readings: (66 pages)

- Alexander text, Chapter 8, “Buildings and People”: 175-194 (20 pages)
- Alexander text, Chapter 9, “The Idea of a School”: 195-225 (29 pages)
- Bray et al textbook, Chapter 12 “Educational Organizations” (17 pages)

Deliverable Update: Next week your first draft Term Paper is due. Two more weeks before your final Reflection Note is finished – and today you get the Assignment Sheet for the Final Take-Home Exam.



**Deliverable: Draft Term Paper due via electronic submission by Sunday, November 1<sup>st</sup> at midnight.**

**Week 11 (November 2)**  
**Policy, School Improvement and Reform**

Synopsis: How schools and school systems reform and seek to improve their offerings – or how they pretend to do so – is a universal a variable in comparative education as the static characteristics of these institutions, and it is a topic directly tied to educational policy, our middle name in the ELPS Department. During this 11<sup>th</sup> week of the semester we will “ascend” to the level of educational reform and policy and try to compare those phenomena while distinguishing bottom up efforts from top-down ones, local inspirations from borrowed fashions and real effects from cosmetic ones.

Required Readings: (73 pages)

- Bray et al. textbook, Chapter 9 on “Comparing Educational Achievements”: (26 pages)
- Bray et al. textbook, Chapter 10 on “Comparing Policies”: (23 pages)
- Mundy et al. textbook, Chapter 2, “Philosophy and Comparative Education: What Can We Learn from East Asia?”: 23-46 (24 pages)

Deliverable Update: Your draft Term Paper has now been submitted and you will be getting feedback within the week. In the meantime, be sure to finish up your third Reflection Note, due next Sunday by midnight at the latest.

**UNIT IV: COMPARING KEY CHALLENGES AND SOLUTIONS**

**Reflection Note 3 due by electronic submission before Sunday, November 8<sup>th</sup> at midnight.**

**Week 12 (November 9)  
Social Equity and Conflict Resolution**

Synopsis: In this next-to-last unit of the course, we focus on how educational practitioners in different cultures handle some of the key challenges that their schools and training programs now confront. Often nothing reveals the essential characteristics of a system, the culture it serves or the people who work in it more indelibly than the way in which these actors and institutions deal with adversity and novelty. The first week of this short unit is devoted to issue of social equity and of educational provision under circumstances of conflict.

Required Readings: (70 pages)

- Arnove & Torres text, Chapter 6 on “Equality of Education”: 129-146 (18 pages)
- Mundy et al textbook, Chapter 9 on “Gender Education”: 215-245 (31 pages)
- Mundy et al textbook, Chapter 10 on “Education for Conflict Resolution and Peace-Building”: 249-269 (21 pages)

Deliverable Update: RN1 is [was] due... last night! And by today at the latest you will receive the TRS for Reflection Note 3, which will be due on Sunday evening, November 1<sup>st</sup>, the day before our Week 11 class.

**Week 13 (November 16)  
Technology: Differing Access and Use**

Synopsis: In the second week of this mini-unit on key challenges in comparative perspective, we turn from adversity to opportunity and innovation: how do different countries and systems make use of new educational technologies?

Required Readings: (TBA) Readings this week are taken from the periodical literature. They will be detailed in the Weekly CompEd Bulletin, available by November 6th, and will be available in digital form on our website.

Deliverable Update: RN1 is [was] due... last night! And by today at the latest you will receive the TRS for Reflection Note 3, which will be due on Sunday evening, November 1<sup>st</sup>, the day before our Week 11 class.

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**UNIT IV: DRAWING CONCLUSIONS, SETTING SIGHTS**

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**Deliverable: Final Term Paper due via electronic submission by Sunday, November 22<sup>nd</sup> at midnight.**

**Week 14 (November 23)  
The Future of Comparative Studies**

Synopsis: We are nearly to the end of the line but need, before concluding the semester, to turn from the achievements of comparative education to its future outlook. As the word itself becomes more trans-national and intercultural, how will the functions, methods and roles of comparative education change – and in what new ways will we be likely to use it? Substantive reading and topic matter will be spread out over these last two weeks in alternation with the class presentation of students' Term Papers.

Required Readings: (40 pages)

- Alexander text, Chapter 17 on “Culture and Pedagogy”: 531-570 (40 pages)

Deliverable Update: RN1 is [was] due... last night! And by today at the latest you will receive the TRS for Reflection Note 3, which will be due on Sunday evening, November 1<sup>st</sup>, the day before our Week 11 class.

**Week 15 (November 30)  
Student Term Paper Presentations and Final Exam Review**

Synopsis: In this last week, we continue with the work begun in the previous class: presentation of term papers, conclusions from our semester of work and preparations for the Final Exam.

Required Readings: (39 pages)

- Bray et al. textbook, Chapter 15 on “Scholarly Inquiry and the Field of Comparative Education”: (19 pages)
- Bray et al. textbook, Chapter 16 on “Different Models, Different Emphases, Different Insights”: (20 pages)

Deliverable Update: It's all over but the shouting – well, except for the Final Take-Home Exam. That brain teaser will be sent to you electronically tomorrow morning, December 1<sup>st</sup>, and your answers will be due by submission through our Blackboard site by Wednesday, December 9<sup>th</sup>.

## **GENERAL GUIDELINES FOR WRITTEN ASSIGNMENTS:**

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Below are some guidelines for writing. Good writing is an essential part of successful study and competent research, policy-making and administration. It has several parts. The most mechanical ones are accurate grammar and spelling plus consistent and appropriate layout. For those you may obtain help if needed from the writing clinics here at the University. The other part, with which I will be happy to help, is clear thinking: scoping out ahead of time what you want to say, outlining it and making sure that the ideas flow to a persuasive conclusion and that you have the documentation, arguments and/or facts needed to support your point of view.

I will provide opportunities for feedback and revision in written assignments—good writing is not about “getting it right the first time;” but about developing a critical eye and learning to revise, revise, revise. We will discuss writing more in the online forums, but here are some general guidelines for assignments:

1. Double-space type all academically written material (i.e. reflection papers, critical incident paper, learning project, etc).
2. Follow the APA Manual, 5<sup>th</sup> Edition for style and citation guidelines. Access information about APA citation guidelines at <http://www.apastyle.org/electref.html>.
3. Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to women and men) in your writing.
4. Academic writing should not be overly formal for formality’s sake. Good academic writing is carefully planned and yields a well-crafted argument or position.
5. Ensure that the quality of your written work reflects the quality of your paper’s content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.
6. Quality written assignments generally meet the following criteria:
  - Includes the title, name of the author, date, course number (ADE 5083), and the instructor’s name at the beginning of the paper.
  - Clearly identifies the question being addressed or the purpose of the paper.
  - Provides an overview of the structure and organization in the introductory section of the paper.
  - Defines key terms, concepts and slogans.
  - Gives examples when they enhance the understanding of the concept being discussed.
  - Applies theory from the assigned Theme or elsewhere.
  - Demonstrates the ability to self-reflect and discover core values and beliefs.
  - Considers implications and/or consequences.
  - Provides a strong summary or conclusion.

## **THE MYSTERIES OF GRADING**

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In order to make the criteria for assessment of exercises, papers and exams clear to everyone concerned, grading rubrics are used for each assignment and included in the Assignment Requirements Sheet. They

resemble the one below, though their specification will vary a bit from one assignment to the next depending on the nature of the work.

**NAME**

Rubric	Criteria	Max Pts	Your Pts	Wt.	Tot.	Remarks
Introduction & Methodology	Engaging introduction of topic and explanation of methods used for investigation	4.0		15%	0.00	
Data Presentation	Clear presentation of data from observation and appropriate usage of data to establish a portrait of the activity.	4.0		30%	0.00	
Analysis and Conclusions	Careful examination of data to throw light on success of lesson and relevance to existing adult learning theory	4.0		25%	0.00	
Conformity	Norms for formatting and presentation of deliverables and LOR are faithfully observed	4.0		15%	0.00	
Clarity	Editing, proofreading, syntax and expression are adequate for clear understanding.	4.0		15%	0.00	
POINT TOTAL OR AVERAGE		4.0		100%	0.00	
Grade Equivalent		A				

Assignments are all graded on a *continuous 4 point scale*, which is the same as the one used by the University to calculate your GPA (grade point average). The equivalence between points on that scale and letter grades is the following:

Letter Grade	Point Range
A	3.67 – 4.00
A-	3.34 – 3.66
B+	3.01 – 3.33
B	2.67 – 3.00
B-	2.34 – 2.66
C+	2.01 – 2.33
C	1.67 – 2.00
C-	1.34 – 1.66
D+	1.01 – 1.33
D	0.67 – 1.00
D-	0.34 – 0.66
F	Below 0.34

I do not use a 100-point scale for grading assignments, as the bottom 60 points in that scale have no practical meaning.



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## OTHER COURSE POLICIES

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### Incompletes

By University regulation, a grade of “incomplete” (I) can only be given in a course of this nature in cases where the student has accomplished the bulk of the work required for the semester and is unable to complete the remaining tasks because of special personal, work-related or family circumstances that are of a nature to temporarily make the satisfaction of all requirements impossible. The student must in this case request an incomplete grade of the instructor in writing and explain the circumstances justifying the request.

Incomplete grades are only good for one semester unless extended by the instructor at the end of each succeeding term. If not extended, or at the end of one year, whichever occurs first, the “I” grade automatically converts into an “IE” (“incomplete expired”), which affects overall grade point average in the same way as an “F” would: that is, the credit hours count in the denominator but the grade is worth 0 points in the numerator. Up to this point, however, the incomplete may be converted into a true course grade *if* the student carries out the missing work and submits the related assignments or materials to the instructor, who then grades these exercises, replaces the missing grades in the student’s record, calculates a final grade for the course and submits a request to substitute this grade for the “I.”

### General Expectations

- We will endeavor to create a democratic and inclusive learning climate and community that allows for freedom of expression, critical reflection, careful listening, constructive dialogue, meaningful participation and enhanced understanding.
- It is expected that you will actively participate in all class exercises and discussions. Active participation includes raising thoughtful questions, making useful observations about the course content and process, engaging in critical reflection on your own and others’ assumptions in a respectful manner, sharing ideas, providing useful feedback, and undertaking ongoing evaluation of different aspects of the course and your own learning.
- It is expected that everyone will provide constructive feedback on the quality of the course content, methods of instruction and learning processes. A mid-term assessment of the course experience will be carried out by students themselves to provide us with guidance regarding needed revisions.
- You are expected to complete the assigned readings in a timely manner and to submit written assignments on time. Written assignments are to be submitted via the appropriate function on our Blackboard website unless otherwise specified.
- A final and very important note: If you know that forces beyond your control will make it impossible for you to participate in any upcoming week – or as soon as you experience an obstacle of this nature concerning your current participation – *please be sure to notify the instructor of this fact AND to alert the members of any Group or Team in which you are participating* at the time. Emergencies arise in all of our lives. I am very sympathetic to cases of genuine constraint, but *can only assist you if you let me know ahead of time* or – in a worst case scenario – shortly after the unexpected obstacle becomes evident.



**IMPT**

### ADA Requirements

Students with disabilities needing academic accommodations should within the first week of class:

- Register with and provide documentation to the Student Disability Resource Center (SDRC).
- Send a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of class.

(This syllabus and other class materials are available in alternative formats upon request.)

For more information about services available to FSU students with disabilities, contact the Assistant Dean of Students by e-mail at [sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu) or at Disabled Student Services, 08 Kellum Hall, Florida State University, Tallahassee, FL 32306-4066, (850) 644-9566.

### **Honor Code**

Students are expected to conform with the FSU Academic Honor Code. The Academic Honor Code System of Florida State University is based on the premise that each student has the responsibility to:

- Uphold the highest standards of academic integrity in the student's own work.
- Refuse to tolerate violations of academic integrity in the University community.
- Foster a high sense of integrity and social responsibility on the part of the academic community.

For a full statement of the Honor Code, see the FSU Student Handbook; or click on <http://www.fsu.edu/Books/Student-Handbook/codes/conduct.html> (or paste it into the URL line of your browser).

In particular, plagiarism of material (that is, direct or near-direct incorporation of text written by others without attribution) is not tolerated and any evidence for it will lead, on the first occasion, to invalidation of the assignment in question and a warning – and, on the second occasion, to a failing grade for the course.