

Disciplined Inquiry

EDUC 2200

Spring 2019

Mondays 4:30 - 7:10 pm

3 Credits

Classroom: 5130 Posvar Hall
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Office location: 5107 Posvar Hall
Office hours: By Appointment

Course Description

In this course, you will learn to reflect upon your instruction in an intellectually honest and rigorous way by forming arguments that appeal to evidence about your instruction. The process of documenting and reflecting upon your instruction will repeat itself through four portfolio entries, which when completed will comprise your DI Teaching Portfolio. Your DI Teaching Portfolio will then represent a clear set of conceptual and practical accomplishments in your development as a teacher in the MAT program. As you work on your Teaching Portfolio, you will identify some problems, critical issues, or professional concerns involving your instruction and student learning. You may choose one of these problems, issues, or concerns as a subject of further empirical study (that is, pursuing a question by collecting data) in your MAT Teaching Project. You will complete the first half of your Teaching Project by the end of this course, and then you will complete the entire Project during Research Seminar in Summer 1.

NOTE: This is a hybrid course and will meet face to face biweekly. See the class schedule for dates of face to face meetings. During our “online” weeks, you may be asked to read things and respond to various different tasks and prompts. These readings and assignments will respond to the emergent needs of the class as they arise. Please be sure to check CourseWeb frequently for announcements.

Learning Goals

At the end of the course you will be able to:

- Form scholarly arguments about your teaching practice
- Collect evidence to support these arguments
- Reflect upon this evidence to gain insight into your teaching practice
- Use these insights to inform or change your practice
- Pursue continued professional development by reflecting on your practice more habitually and less formally

Course Design

In preparing portfolio entries, you will develop an intellectually honest and rigorous habit of reflecting upon your instruction and learn to use evidence of teaching and learning, in a variety of forms, to support your claims about your practice.

The process of arguing, documenting, and reflecting on your teaching in portfolio entries will support your effort to plan and implement a quality Teaching Project that will serve as a Master's Thesis for your MAT degree.

Your ability to construct quality arguments (that articulate claims sufficiently supported by evidence) will be supported by critiquing the arguments of your peers.

Grading and Assignments

- **Four Portfolio Entries** (15 points each; 60 points total)

Each portfolio entry is a typed (4-6 pages) response to a specific prompt that asks for an evidence-based argument on a particular aspect of your teaching. Evidence includes artifacts and documented field experiences that provide the basis upon which you are able to make claims. Claims may be provisional depending on the depth and breadth of evidence you have available. They should be backed by warrants, or agreeable theoretical principles, that illustrate how the evidence is connected to the claim. Please see our CourseWeb site for the specific prompts related to each portfolio entry.

- **One In-Depth Article Critique** (15 points)

You will identify an article that reports on practitioner-led research (sometimes referred to as Action Research, Practitioner Inquiry, or Design Based Research) within your content area. Then, you will present an in-depth critique of the article, concentrating on the quality of the research questions, data collected, methods of analysis, and conclusions drawn. These presentations will be recorded and shared with the class via CourseWeb.

- **MAT Teaching Project - Introduction and Methods** (25 points)

This culminating assignment will allow you to prepare for your Research Seminar by developing a set of sustainable research questions and a plan for collecting and analyzing data that will allow you to investigate those questions. There will be several stages of drafting and revising your initial questions prior to submitting your completed paper.

Competence Policy

It is expected that all students receive at least a minimum level of competence on each assignment, defined by a grade of B in order to pass the course. Assignments that receive a grade below a B must be revised and resubmitted within two weeks.

Grading Scale:

A+ = 99-100 points A= 94-98 points A- 90-93 points B+ = 88-89 points B = 84-87 B = 80-83 C+ = 78-79 points C = 74-77 points C- = 70-73 points Fail = below 70 points

Other Information

You must attend and participate in all required classes and activities (including any online discussions), come to class on time with all required assignments and readings, and be actively involved and on task in class discussions and activities. Any absences will decrease your final grade except religious holidays and documented emergencies. If you need to miss class due to religious observances, you must notify me in advance and arrange to make up the work you miss. I will be monitoring your reading, so please make sure to bring annotated articles/books each week.

- All cell phones should be turned off during class.
- You are encouraged to bring laptops or other devices to class, as we will frequently be looking for resources or creating projects and plans during class. However, they are to be kept closed in class unless in use. Please do not use laptops, phones, or other devices for personal or off-topic work during class. Stay engaged.
- All assignments must be completed in order to pass the course. Assignments are due at or before the beginning of class or as specified for electronic submissions.
- All of the writing you do for this seminar should be wordprocessed in 12 point font (yielding approximately 250-300 words/page) with one inch margins. Proficiency with the conventions of Academic Written English must be demonstrated as part of the professional competence of all prospective teachers of English.
- At any point during the semester if you are not doing satisfactory work, I will let you know in writing immediately.
- Most assignments will be returned to you within a week with written feedback and evaluation.
- You can expect that I will respond to your emails within 24 hours Monday through Friday and 48 hours over the weekend.
- University Policy on Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.
- If you need to miss class for a religious observance, please notify me as early as possible in the term so that we can arrange make up work.
- If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.
- You are expected to maintain your responsibility towards academic integrity as stated in the University of Pittsburgh academic policies and as stated in the English Education handbook.

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may

bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Food/Housing Insecurity

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course you are welcome to speak with me if you need support in contacting the right people/offices:

Pitt Pantry (Food Pantry available to the wider University community)

<https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/>

Off-Campus Housing Office: <http://www.ocl.pitt.edu/>

Community/Civility Statement

As educators, we will operate from a standpoint that everyone believes that all students deserve a quality education in a respectful setting. The same can be said for university learning. A university classroom is, by definition, a space where free exchange of ideas must happen, but where consideration for others, their views and their life experiences is also paramount. When you are uncomfortable with an idea, it is your right to speak up about that. As we learn with and about people with very different life experiences and beliefs from our own, it is imperative that we respect these perspectives and use respectful language in discussing and challenging ideas. Our goal is to create a community where productive disruption and uncertainty are cultivated. Carefully consider your language choices to ensure that all learners feel valued and that encourage a growth mindset from all of us. If at any time, you are uncomfortable please feel free to speak up and/or speak to me privately.

Disability/Special Needs.

We want to fully include persons with disabilities or special needs in our classrooms. If a student requires special circumstances to enable his/her participation in the course, he/she should talk to the instructor as soon as possible. Important NOTE TO STUDENTS:

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the Disability Resources and Services no later than the 2nd week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TTD) to schedule an appointment. The Office is located in 216 William Pitt Union.

Academic Integrity.

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity (a link is provided on our Blackboard site). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination (or written work) of any individual suspected of violating University Policy.

Schedule of Class Meetings and Assignments

Note: Face to Face meetings are in **bold**

Date and Format	Topic	Assignments Due
Jan. 7 - Online	Course Introduction	Review CourseWeb site and course syllabus
Jan. 14 - Face to Face	Entry #1: Formative Assessment	Bring to class an example of a formative assessment you have used in your placement site with evidence of student response (please remove names and identifiers)
Jan. 21	Martin Luther King Jr. Day - NO CLASS	
Jan. 28 - Face to Face	Entry #2: Classroom Discourse	DRAFT of Entry #1 due - submit to CourseWeb Bring to class a set of questions or discussion prompts you have used in your placement
Feb. 4 - Online		Identify an article for your in-depth critique and send it to me for approval
Feb. 11 - Face to Face	Entry #3: Varied Instructional Practices	DRAFT of Entry # 2 due - submit to CourseWeb
Feb. 18 - Online		
Feb. 25 - Face to Face	Entry #4: Theory into Practice	In-Depth Critiques due - post them to CourseWeb
Mar. 4 - Online		DRAFT of Entry # 3 due - submit to CourseWeb
Mar. 11	Spring Break No Class	
Mar. 18 - Online		Draft of Entry #4 due - submit to CourseWeb
Mar. 25 - Face to Face	Generating Research Questions	Initial research questions for MAT project due - submit to CourseWeb
Apr. 1 - Online		FINAL SUBMISSION DATE FOR ALL REVISED PORTFOLIO ENTRIES
Apr. 8 - Face to Face	Data Collection and Analysis	Revised research questions for MAT project due - submit to CourseWeb
Apr. 15 - online		
Apr. 22 - Face to Face	MAT Projects	MAT Project - Introduction and Methods due - submit to CourseWeb