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Fall 08.*

Specialization Theory and Practice: Locating the Professional in Inquiry-Based Practice

Calendar Description

An individualized study of both theory and practice in Community Rehabilitation

This course is designed for course-based master degree students in the final stages of their study. It invites students to choose an area of inquiry based on their studies and experience and conduct an inquiry into how learning informs practice and practice informs learning.

Content/Objectives

- Theory related to personal inquiry, capacity building
- Choice of theoretical stance for conducting inquiry eg. Critical discourse analysis, case study, research project, narrative inquiry, policy development or critical policy review, critical literature review, collaborative inquiry.
- In depth understanding of personal stance within the issues related to topic of inquiry.
- Preparation of proposal
- Follow through of proposal
- Presentation of final product to other students on the internet.

Outcomes/Competencies

- Reflection on personal standpoint theory as it relates to personal and professional understanding of topic
- Conduct a personal inquiry in an area that arises from academic study and personal experience using a chosen methodological stance.
- Present poster/ product / paper of topic of inquiry

Assignments

1. **Personal standpoint in relation to area of inquiry.** **Value 30%**
Online guided exploration of your relationship to the area of inquiry. Each of the online inquiries are iterative with instructor and fellow students. Due. Nov 1, 2008
2. **Project outline and rationale.** **Value 20%**
The outline will include strategies of Inquiry with literature references for stance chosen, Literatures to be explored, activities to be conducted, and potential products. Due Jan 6, 2009
3. **Final Paper/ Product.** **Value 50%**
The final product will be submitted for detailed review by April 15. It will be no longer than 15 pages and will be written in APA style (or alternative style for specific journal, presentation etc). Final presentation /paper to be negotiated at the end of winter semester.

Resources

Reading will be provided by the instructors and will be individualized according to the student's area of specialization.

Suggested Readings

Malhotra Bentz, Valerie and Jeremy J. Shapiro (1998). *Mindful Inquiry In Social Research*. Thousand Oaks: Sage Publications.

Seale, Clive (1998). *Researching Society and Culture*. Thousand Oaks: Sage Publications.

Hughes, John and Wes Sharrock (1990) 3rd Addition. *The Philosophy Of Social Research*. London: Longman Group UK Limited.

Flyvbjerg, Bent (2001). *Making Social Science Matter: Why social inquiry fails and how it can succeed again*. Steven Sampson "Trans". Aalborg University, Denmark: Cambridge University Press.

Prior readings from CORE 603.01, CORE 603.10 and CORE 676.

Details for current course offerings are available at: www.creds.org

Instructor and Course Information

COURSE: Core 624.16

INSTRUCTOR: Nancy Marlett

TERM: Fall / Winter, 2008/9

TELEPHONE: 220-5657

SECTION: L01

FAX: 220-6494

TIME/DATE:

EMAIL marlett@ucalgary.ca

LOCATION: Online and conference calls

OFFICE HOURS:

Course Content

Details of Assignments

In completing the above process the student will assume ownership of their own learning and responsibility for building a collaborative community of support for others. The student will develop inquiry based opportunities for others in the group and will develop a presentation to incoming graduate students to demonstrate the process of inquiry based learning at both an individual and group level.

In the fall term students will be part of an online community discussing inquiry based learning and practice strategies and will contribute to the discussion from the perspective of their individual work. The frequency of online events will be finalized in consultation with students.

In the winter term, students will conduct their inquiry and will prepare their work for review by instructor by the beginning of April in order to have their final product ready by: **date to be negotiated**.

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

NOTE:

*The last day to change/register for courses and pay balance of fees for the Fall session is **September 19th, 2008**.
The last day to withdraw is **December 5th, 2008**.*

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca/ Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4