Course Information:

Instructor: Dr. Andrzejewski

Students: Kate Durham; Payton Hoover

Course Description:

Special study in which the student's learning efforts are guided toward desired objectives. Course may be repeated for a maximum of 6 credit hours. This study will look into silence and racial talk of white preservice teachers.

Learning Objectives:

* Think critically about aspects of race talk and whiteness (whiteness as power; emotionality; whiteness as racial comfort/whiteness as good and innocent) in teacher education
* Explore how vignettes can be used as a tool to navigate race talk situations for white preservice teachers
* Explore how white preservice teachers imagine situational race talk
* Complete a paper for submission that builds a claim that race talk matters and teacher education programs need to consider what can be done for white students to imagine contributing to race talk dialogue

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| **Week** | **Guiding Work/ Questions** | **Assignment Due** |
| 8/19/21 | Review notes from meeting 8/2 | Syllabus Draft |
| **8/26/21** | Adjust and come up with more vignettes concentrating on race (Black) holidays, library, etc. | Vignettes Draft 2 |
| 9/2/21 | Pick final vignettes and incorporate them into survey; Do we have a section of vignettes or incorporate throughout? | Finalized Instrument; Send to IRB? |
| **9/9/21** | What journals address race talk/CWS? Higher Ed or Teaching? | Send Out Survey; List of Journals to Submit |
| 9/16/21 | Narrow down language and citations to address: race talk matters and can white students imagine engaging in race talk; Need to decide which direction to go (Helms, Matias, Sue) | Intro Draft 2 |
| **9/23/21** | After receiving feedback how can we can continue to drive our claim? | Make Edits to Draft 2 |
| 9/30/21 | Look up sources for using vignettes; theoretical framing; how are we analyzing our data | Methods Draft (Instrument) |
| 10/7/21 | Fall Break | Collection Ends |
| **10/14/21** | What themes stick out? Find other pieces of research to support | First Review Data Collection |
| 10/21/21 | How do we want to lay out methods section? What would be best for the reader to know about participants and why we conducted the study the way we did? | Methods (Participants/Data Source) |
| **10/28/21** | Compare big themes and create the narrative of study | Methods edits/Findings Outline |
| 11/4/21 | Find pieces of evidence that will be most impactful and incorporate in writing | Findings Draft |
| **11/11/21** | Take time this week to examine flow of paper- what needs to be changed? | Findings Edits/ Conclusion Outline |
| 11/18/21 | How is the conclusion tying back to previously cited studies and theory? | Conclusion Draft |
| 11/25/21 | Thanksgiving Break |  |
| **12/3/21** | Reflect on process and this experience; what else needs to be done to send to journal?; set up timeline for future | Draft of Full Paper |

\*Bold are weeks we meet on Zoom