

Applied Arts
School of Health Education and Human Services
Yukon Native Teacher Education Program
University of Regina Credit Course
ECS 110
Winter 2014



COURSE OUTLINE

ECS 110: Self and Other

45 HOURS

3 CREDITS

PREPARED BY: C. Robinson, Instructor

YUKON COLLEGE

November, 2013

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Course outline prepared by C. Robinson, November 2013.

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ECS 110

Educational Core Studies: Self and Other

Instructor:	Carrie-Lyn Robinson, B.Ed., M.Ed.
Contact Information:	crobinson@yukoncollege.yk.ca 668-8749
Date, Time and Place:	Tuesdays and Thursdays, 1-2:30, Room A2101 Classes begins January 6, 2013
Practicum:	April 28 to May 9, 2014 (10 working days from 0800 to 1600)

Course Description and Rationale:

This course contributes to students' understanding of their emerging teacher-identities, including the following topics: cultural and psychological discourses producing the roles of teacher; constructs of self and other in relation to difference; and agency in the development of teacher identity.

Teachers-in-Training will:

- Examine the role of schooling, societal and cultural practices in shaping perceptions of self and other;
- Examine schools as actual and potential sites of both social oppression and liberation.
- Engage in activities that will support an understanding of identity formation
- Explore the connections between schooling and institutionalized power
- Examine assumptions underlying approaches to teaching/learning in relation to difference and the need for pedagogical commitments to ethics.

Required Texts, Readings and Materials:

- Readings as assigned.
- Students are responsible for printing and bringing articles to class for participation.
- Babad, E. (2010). *The social psychology of the classroom*. NY: Routledge.

Course Delivery:

- Lecture
 - Discussion
- Field Trip(s)
Individual, small group work

- Guest speakers (large group)

Interdisciplinary Group Project

Course Requirements Description

Exams: 40% (20% each)

Due Date	Exam	Requirement
February 20, 2014	Mid-Term	Closed book, in-class Essay to take home and to hand in on the day of the exam.
Exam week April 14 - 25, 2014	Final	Take Home exam to be returned during the exam period. Date t.b.a.

Attendance: 5%

- Regular and punctual attendance at classes provides a foundation for academic success and is expected of all students. See attendance policies for the UofR, YC, and YNTEP for more in-depth description.

Projects: 30%

- Individual (Genealogy Project) (10%)
- Group (Planning group event (Teacher's Appreciation Tea) and presentation) (15%)
- Interdisciplinary Group Project February 14, 1100-1430 AND February 18, 0800 to 1300. (5%)

Lesson Planning and Delivery: 25%

TOTAL 100%

GRADING DESCRIPTIONS (University of Regina Calendar)

90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 An unacceptable performance

YNTEP & University of Regina, Faculty of Education

Summary of Academic Regulations, Professional Obligations and Reminders

The Yukon Native Teacher Education Program is designed to be an experiential model of teacher development. Major goals of this program include: excellence in teaching; development of Yukon First Nations and Yukon curricular content; knowledge of educational issues for First Nations students as a part of all courses; ability to teach in cross cultural settings and rural Yukon communities. YNTEP students are encouraged to consider these topics in their course assignments whenever an opportunity presents itself.

Professionalism

YNTEP recognizes that those most suited to teaching are committed to the evolving goals and values of the profession and acknowledge the extent of the trust placed in teachers. Students in YNTEP therefore, must develop and practice a set of professional values and attitudes that include: respect and concern for others, discretion, honesty, open-mindedness, cooperativeness, and courage (YNTEP Handbook p. 5).

Some ways of demonstrating this include:

- 1) exemplary standards for attendance and punctuality and timely notification of absences from class;
- 2) attending class prepared to contribute by completing the identified readings and assignments;
- 3) avoiding distractions in class such as the use of cell phones, eating, or addressing individual student issues that are not part of the course syllabus during class time.

Attendance and Punctuality

Regular and punctual attendance is very important in YNTEP because courses are often based on participation and experiential learning. In general, students may have 10% excused absences (including lates) from a class and can expect to lose marks for these absences. In a regular 39 hour course this would be 3.9 hours of class time. Note: Student with unresolved attendance and punctuality problems in a particular course may be excluded from writing the final exam.

Please note that the student is responsible for:

1. contacting individual instructors prior to class to report your absence. In an urgent situation you may leave a message at the YNTEP main reception 668-8781.
2. obtaining assignments and course notes from a missed class from a student who acts on your behalf.

3. obtaining a doctor's certificate in the case of a serious health issue where a student is absent for 3 or more consecutive classes. This certificate must be presented to the instructor and is also to be placed in the student's file.
4. being familiar with YNTEP Handbook on Regulations and Procedures on Attendance and Punctuality, page 4.

Responsibilities for Learning and Participating in Class

A YNTEP student's attitudes and behaviour must be consistent with his/her status as a professional teacher in training. Students will be expected to follow the Yukon Teachers' Association Code of Ethics while interacting with peers, Yukon College staff, school staff and the parents and children they may come into contact in student placements. The YTA Code of Ethics is posted in each YNTEP classroom and each student will have received a copy of it in their student teaching manuals. Students are expected to be familiar with YNTEP Handbook on Regulations and Procedures on Professionalism pages 5-6.

Harassment

All members of Yukon College are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the College community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others.

Late Assignments

Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments, are noted in each course outline. Note: not all instructors allow late assignments. In any event, any extension or special considerations for submitting a late assignment must be arranged with instructor in advance of the deadline. Note: printer/computer failure on an assignment due date is not considered a valid reason for an extension. Be sure to back-up your data.

Submitting Assignments

Instructor expectations also vary in regard to how assignments may be submitted to them. Some instructors accept paper copies only; others may allow assignments to be emailed. Be sure to clarify this. Expect all assignments to meet recommended standards of language competence as part of graduation requirements for YNTEP and the University of Regina and follow APA reference guidelines. See attached: Language Competence Policy Statement, U. of R., Faculty of Education.

Cheating

Cheating includes, but is not limited to dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aides not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams. (YNTEP Handbook p. 11)

Plagiarism

Plagiarism is a form of academic dishonesty in which a student submits or presents the work/ideas of another person as his/her own. Scholarship rests upon examining and referring to the thoughts and writings of others; however whenever such thoughts or writing are used, it is the student's responsibility to acknowledge their sources when submitting or presenting assignments. See page 11 of the Handbook for details on penalties.

Grounds for Faculty Probation

Action may be taken any time a YNTEP student is suspected of unprofessional conduct, unresolved attendance/punctuality issues, poor effort/attitude toward learning and teaching, and poor grades. A student who believes that she/he has been unjustly treated at the College is encouraged to seek all appropriate avenues of redress, including discussing the concern with the instructor (an expected starting point), a Chair/ Coordinator, or a student counselor, or the Dean of Applied Arts. After such discussion if the issue remains unresolved, the student may initiate a formal appeal in writing by informing the Registrar within 10 working days of the incident or within 5 working days of receiving a final decision from the Dean. See YNTEP Handbook on Regulations and Procedures on Grounds for Action, Faculty Probation and Appeal Policy for YNTEP pages 5-8.

Students with Disabilities or Chronic Conditions

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.