



COURSE OUTLINE

ECS 110

Educational Core Studies: Self and Other

**39 Hours
3.0 Credits**

PREPARED BY: _____ DATE: May 16, 2017
C. Robinson, Instructor

APPROVED BY: _____ DATE: May 19, 2017
A. Richardson, Dean

YUKON COLLEGE

July, 2017

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Course Outline prepared by C. Robinson, May, 2017, informed by the University of Regina course outlines for courses of the same title.

Yukon College
P.O. Box 2799
Whitehorse, YT
Y1A 5K4

IMPORTANT:

Students are advised to retain a copy of their program and course outline for future reference.

Educational Core Studies: Self and Other

INSTRUCTOR:	C. Robinson	OFFICE HOURS:	By appointment. <u>Not Wednesdays.</u>
OFFICE LOCATION:	A2007	CLASSROOM:	A2101
E-MAIL:	<u>crobinson@yukoncollege.yk.ca</u>	TIME:	9.- 12:00 Noon
TELEPHONE:	867.668.8749	DATES:	Tuesdays beginning

You are advised to keep a copy of your program and course outline for future reference and/or transferability.

COURSE DESCRIPTION
(University of Regina, Undergraduate Calendar)

“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. The implications of anti-oppressive and other orientations to families, communities and schooling are explored.”

This course reflects the Faculty of Education’s commitment to preparing teachers who are knowledgeable and compassionate in their professional practice and who will be guided by a sense of social and ethical responsibility in relation to their students and the wider society. The course is intended to stimulate prospective teacher’s critical reflection upon their persona assumptions about educational issues in relation to understanding of identity and to complement the implication of those assumptions for ethical and equitable teaching and curricular practices.

PREREQUISITES

None.

EQUIVALENCY OR TRANSFERABILITY

N/A

LEARNING OUTCOMES

Upon completion of the course, students will have a demonstrated ability:

1. To review and examine the role of schooling and schools through northern and First Nations cultural practices.
2. To identify and develop perceptions of self and other within the context of an emerging teacher identity through ethical and socially responsible practice.
3. To engage in activities and complete assignments which will support an understanding of teacher/student identity formation.
4. To critically examine and discuss educational issues relevant to school and society as a whole as well as within a northern context.

DELIVERY METHODS

May include but not restricted to:

- Group Discussion
- Small Group activities
- Instructor Lecture
- Student Presentations
- Guest Speaker(s)

COURSE FORMAT

Classroom Climate and Community Expectations:

Attendance, engagement and participation are crucial in this course. There will be opportunity for interaction, in both large and small group settings. Thoughtful, thought provoking and respectful contributions to the class discussions are expected and will assist you in becoming intellectually and personally involved in the material covered in the course.

It is the student responsibility to come to class prepared: completing homework assignments, completing readings, and handing in assignments on time. Respectful discourse between students and the instructor is expected.

COURSE REQUIREMENTS & EVALUATION

1. Critical Autobiography	20%
2. Audio/Visual Presentation	20%
3. Weekly Writing Responses	10%
4. Mid-Term (Closed Book in class)	25%
5. Final Exam (Open Book Take Home)	25%

NOTE:

- Classroom Community Expectations: Attendance, Engagement, Participation, and Professionalism (must be met in order to achieve a pass). Attendance will be recorded.
- You must pass the final exam by 65% in order to pass the course.
- See the University of Regina Grading Description, attached for all assignments.

Respectful University Guidelines from the University of Regina are to be followed.

REQUIRED TEXTBOOKS AND MATERIALS

- Repro-text containing articles for weekly class discussions
- *Is Everyone Really Equal?* Ozlem Sensoy and Robin Di Angelo
- Access to Moodle through your student account

REFERENCE LIST

- Canadian Charter of Rights and Freedoms
- United Nations: Convention on the Rights of the Child
- United Nations: Universal Declaration of Human Rights
- YNTEP Home through Moodle (List/Links to useful historical and contemporary documents for easy access and personal interest or research.)

OTHER

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If you require academic accommodation, YOU should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

STAY INFORMED

Saskatchewan Teacher's Federation	<u>www.stf.sk.ca</u>
University of Regina	<u>www.uregina.ca</u>
Yukon Department of Education	<u>www.education.gov.yk.ca</u>
Yukon Teacher's Association	<u>www.yta.yk.ca</u>
Yukon College Academic Regulations and Procedures	<u>yukoncollege.yk.ca</u>

Any other online resources that would be helpful:

STAY ORGANIZED

Write your student numbers down. You will need your student numbers to access grades and for registration purposes throughout your 4 years:

YC Student Number	UR Student Number

TOPIC OUTLINE & DATES FOR READINGS – Guideline only.

Week:	Readings/Topics:	Assignments Due:	Comments:
1 Sept. 12	Ch. 1 Critical Thinking & Critical Theory Introduction to Social Justice	Read the course outline. Preview course materials & Assignments	Introduction to Social Justice
2 Sept. 19	Ch. 2 Socialization	Weekly Reflection #Ch.1	
3 Sept. 26	Ch. 3 Prejudice & Discrimination	Assignment #1: Critical Autobiography due Weekly Reflection #Ch.2	
4 Oct. 3	Ch. 4 Oppression & Power	Weekly Reflection #Ch.3	
5 Oct. 10	Ch. 5 Privilege	Weekly Reflection #Ch.4	
6 Oct. 17	Ch. 6 The Invisibility of Oppression ('isms & Sexism)	Weekly Reflection #Ch.5	
7 Oct. 24	Mid-Term Exam Up to and including Chapter 6.	Mid-Term Exam	Mid-Term Exam
8 Oct. 31	Ch. 7 Racism	Weekly Reflection #Ch.6	
9 Nov. 7	Ch. 8 White Supremacy	Weekly Reflection #Ch.7	
10 Nov. 14	Ch. 9 Common questions, objection and Critiques Ch. 10 Summary	Weekly Reflection #Ch.8	
11 Nov. 21	Audio/Visual Presentations	Weekly Reflection #Ch.9	
12 Nov. 28	Audio/Visual Presentations		
13 Dec. 5	Guest Speaker (I hope...)	Final Exam to be provided in class. (<u>Take home/open book</u>)	
December 11	FINAL EXAM	Final Exam is due @ 4 p.m. No lates will be accepted. Hard Copy only.	*Have your exam date and time stamped before handed in.

University of Regina Grading Descriptions

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.

Note: (For example, 18/20 or higher) An exceptional grade is given for a response that demonstrates a thorough knowledge of, and engagement with, all relevant concepts and which is presented in a clear, coherent and effective manner. In terms of insight, perspective, or knowledge which distinguishes an A+ from an A. Exceptional responses are outstanding and are rare.

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.

Note: (For example, 16/20, 17/20) A very good grade is given for a response that demonstrates a thorough knowledge of, and engagement with, several concepts. While the work is largely complete and clear, a minor aspect of the work which may pertain to content and/or communication is lacking.

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.

Note: (For example, 14/20, 15/20). An above average grade is given for work that demonstrates knowledge of, and engagement with, relevant concepts. However, one or more important aspects of the course material presented have been overlooked and/or there are difficulties in effective communication, coherence, and/or clarity.

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.

Note: (For example, 12/20, 13/20) A satisfactory grade is given for work that demonstrates adequate knowledge of, or engagement with relevant concepts. However, multiple aspects of course materials presented have been overlooked and there are substantial difficulties in effective communication, coherence, and/or clarity.

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.

Note: (For example, 10/20, 11/20). A pass demonstrates a minimally acceptable level of knowledge of, and engagement with, relevant concepts to satisfy the requirements of the final exam or the course. Substantive aspects of the course materials presented have been overlooked and the difficulties in communication are such that readers or listeners consistently struggle to comprehend the meaning of what is said or written.

0-49 An unacceptable performance.

Failure. A failure demonstrates an unacceptable level of knowledge of, and engagement with relevant concepts to satisfy the requirements of the final exam or the course.

Note: (For example, 9/20 or less)

See also the Undergraduate Calendar, University of Regina.

As directed by the Associate Dean of Faculty Development and Human Resources, instructors are to stay within the grading norms for the Faculty. The mean (or average) grade for each assignment/exam/course should be approximately 75% and most students should receive a mark that falls within the range of 67-82%.

Who knows you better than you?

This assignment is a critically reflective narrative about yourself and your journey to become school teacher/educator. Consider your life journey to this point, your academic history, your work history, and your motivation to come this far. This narrative is supported by your life facts.

What influences you to teach? What are your beliefs about teaching and learning? What do you know or have learned about culture, race, gender, social class?

Think about:

- Experiences in other cultures through travel, living abroad, relations with people from other cultures
- Ethnicity (your own and your experiences with others)
- Regional backgrounds
- Your religion
- Your gender preferences
- Disability/difference (physical, intellectual, emotional, etc.)
- Social class (wealthy, middle class, low income, etc.)
- Age/Generation (elderly, infants, toddlers, teenagers, etc.)
- Family structure (diverse, adoption, same gender parents, single parent, family members in prison, extended families, biracial)
- Reflections on your own education experiences in learning

Questions that will help you to reflect:

- What is present as a part of your life history?
- What is missing?
- Both negative and positive experiences shape and help us to grow. How have your educational experiences shaped what you know about learning? About children?
- What are the implications for your own teaching practice?
- What are the implications of these findings for the children with whom you will work?
- What kinds of goals for your own professional growth can you make based on your reflections?
- Where do you see yourself a year from now? Four years from now?
- What barriers have you encountered?
- What experiences have you had that will help you in your career choice?
- Family and friends can be a great support—what supports do you have in place for your self care?

Structure to follow:

- No more than 5 pages.
- No references required.
- No cover sheet.
- Double spaced.
- Times New Roman 12 font.
- Auto Page Number in the footer.
- Use a Footer that will include the following identifying information your Name, Title, Class and date.
- Should follow essay and paragraph structure – (document should not be one paragraph).
- Be error free, in your spelling, grammar and punctuation—please proofread or have someone else proofread for you. Don't rely on the computer—especially when you're in a hurry.

Yes—it's all about you! This is your story!

The following is a suggestion for formatting and organizing your reflection:

1. Introduce yourself. (About you. Personal.) Review the questions and statements above. To include your own cultural lens that you view the world within.
2. Your work life/experiences and how they have contributed to the person you are today and to your pursuit of becoming not only a life-long learner but to becoming a well-respected, knowledgeable professional educator/teacher.
3. What's your motivation for searching out a Bachelor of Education in First Nations and Northern specialties?
4. Development of your Teaching and Learning Philosophy: how will you teach so others can learn?
5. What would you like me to remember about you?

GRADING: University of Regina Grading Descriptions will be applied. See your course outline for more details. You will receive a mark out of 10. This assignment contributes to 20% of your course requirements.

Please hand in your assignment on time by 4 p.m. on the due date: Hard copy only. Have your assignment date and time stamped before placing in my box.

Assignment #2

Due: November 21 OR 28

Your Name: _____ Total Score: _____/230

ECS 110, Audio/Visual Research Presentation

- Grading Scale:
- 1 You got up for this?
 - 2 Not satisfactory
 - 3 Satisfactory
 - 4 Very Good
 - 5 Excellent - (You rock in every way!)

SELF ASSESSMENT	1	2	3	4	5	Total /90
Presentation Skills: /25 <ul style="list-style-type: none">• Eye Contact• Well-modulated voice (could be heard but not yelling)• I was prepared.• Rehearsed beforehand, equipment worked, technology was available/requested.• Timing: Met the 45 minute time limit - started on time and finished on time.						
Research Presentation: /25 <ul style="list-style-type: none">• Was organized by sections/headings from assignment criteria• Had an interesting and engaging title/question• Artistic and creative• Clear font; easy read• Pictures and diagrams have a purpose						
Self-Evaluation Comments: /40						
Total					Sub	

SELF-EVALUATION COMMENTS: (/40)

Please type and hand in separately. Provide a justification using the UofR Grading Descriptions. Give yourself a mark out of 40.

Hand in to me no later than Wednesday at 4 p.m. so that I can include your mark in the overall assessment.

Thank you. C.

PEER ASSESSMENT	1	2	3	4	5	Total /50
Presentation Skills /25 <ul style="list-style-type: none"> • Voice well-modulated • Face/body to the audience • Eye Contact was appropriate • Did not read directly from the slides; slides/ notes were a guide • No gum chewing; no food in mouth or piercing in the way of your speech. 						
Poster: /25 <ul style="list-style-type: none"> • Was organized by sections/headings from assignment criteria • Had an interesting and engaging title/question appropriate to social justice issue in education • Organized and Prepared/Researched • Artistic and creative • Clear font; easy to read 						
Total	Sub					

COMMENTS:

INSTRUCTOR ASSESSMENT	1	2	3	4	5	Total /90
Presentation Skills: /20 <ul style="list-style-type: none"> • Eye Contact • Well-modulated voice (could be heard but not yelling) • You were prepared and organized to deliver. • No gum chewing; no food in mouth or piercing in the way of your speech. 						
Timing: /5 <ul style="list-style-type: none"> • Kept to 45 minute time limit • Started on time and finished on time. 						
Poster: /25 <ul style="list-style-type: none"> • Was organized by sections/headings from assignment criteria • Had an interesting and engaging title/question • Artistic and creative • Clear font; easy to read • If technology was used, knew how to use it. 						
Research /30 + /10 = /40 <ul style="list-style-type: none"> • Min. 4 sources/references at least 2 peer reviewed journal articles; 2 other • It was clear to me that you had a social justice issue related to education • The topic could be tied back and connected to course readings, class discussions, or other materials/videos • Reference page in APA Style • 3 pages including the Reference page (/30) <hr/> <ul style="list-style-type: none"> • University of Regina Grading Criteria apply (/10) 						
Total					Sub	

COMMENTS:

Weekly Writing Responses

I will take in 9 Weekly Reflections all together.

Students will read the chapter and article to prepare a one-to-two page (no more than 2 pages) well-articulated reflective response as it relates to the social justice issues, and/or education. Be prepared for class discussion on the readings each week.

Weekly Reflection Due dates are in the topic outline provided with your course outline.

Assignment Grading:

Grading: University of Regina Grading Descriptions will be applied. Each weekly writing response to the article will receive a mark out of 10 to maximum of 90.

Each response that is not handed in will receive a 0/10; no lates will be accepted.

I will be looking for your critical response of the topic(s) explored in the readings; outline/summarize the main points; provide your personal opinion.

The assignment culminates into 10% of your term grade.

