



COURSE OUTLINE

ECS 210
Curriculum as Cultural and Social Practice

39 HOURS
3 CREDITS

PREPARED BY: C. Robinson, Instructor/Faculty Advisor

DATE: December 6, 2020

APPROVED BY: A. Richardson, Dean

DATE: December 6, 2020

APPROVED BY ACADEMIC COUNCIL: _____

RENEWED BY ACADEMIC COUNCIL: _____

Curriculum as Cultural and Social Practice

INSTRUCTOR:	C. Robinson	OFFICE HOURS:	By appointment.
OFFICE LOCATION:	A2007	CLASSROOM:	t.b.a.
E-MAIL:	crobinson@yukoncollege.yk.ca	TIME:	Wednesdays, 1-4 p.m.
TELEPHONE:	668-8749 inclusive	DATES:	January 8 to April 15, 2020,
PRACTICUM:	Imbedded practicum, Pass/Fail . January 20 to January 31 st , 2020 at Jack Hulland Elementary School		

COURSE DESCRIPTION

This course will engage students in understanding education and curriculum as cultural and social practice.

Additional Information:

This course will explore the intersections of socioeconomic, political, cultural, geographical, religious, gender and sexual orientation differences with educational and curricular practices. It will also examine how different teacher, administrator and learner identities are shaped by these practices.

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 teachers' critical reflection upon their personal assumptions about educational issues in relation to understanding of identity and to contemplate the implications of those assumptions for ethical and equitable teaching practice. This course examines the teacher's role as curriculum designer; someone able to construct meaningful, supportive and intellectually challenging learning environments for all students.

NOTE: This is not a course on teaching methods. It will encourage reflection upon enhancing equitable teaching practices.

ACKNOWLEDGEMENT

Respectfully acknowledging that we are living and working within the joint traditional territories of the Ta'an Kwa'chan and the Kwanlin Dun First Nations.

PREREQUISITES: EFLD 100 with embedded practicum

EQUIVALENCY OR TRANSFERABILITY

None.

COURSE OBJECTIVES:

1. To understand multiple definitions and perspectives on curriculum;
2. To examine how structures of education and curriculum both advance and impede educational opportunities in a diverse pluralistic society;
3. To explore the implications of an anti-oppressive orientation to curriculum design;
4. To understand that teachers can exercise a high degree of agency in various ways in relation to curriculum
5. To explore the implications of curriculum design for teachers and learners, especially around issues of equity through digital storytelling.

DELIVERY METHODS

- Lecture
- Guest speakers
- Student presentations
- Group, partners and individual work
- Class discussions
- Practicum experiences
- 2 Field Trips

COURSE FORMAT, REQUIREMENTS AND ASSESSMENTS

This is a graded course. University of Regina Grading Descriptions will apply, Instructor grading, and peer grading for presentations.

Attendance & Participation (At the discretion of the instructor.) P/F

Practicum Assignments

- Practicum Jack Hulland Elementary School
January 20 to January 31, 2020 P/F

Assignments

- Curriculum Theorists as Guides (research, reflective, 4-5 pages, APA format) 25%
- Curriculum Critique (research/original work, 3 pages, APA format) 25%
- Curriculum as Written, Planned and Taught (integrating Indigenous content & perspectives into the curriculum) 25%
- Curriculum as Process—Summary of Learning (final project to tell your curriculum journey through the term digital storytelling and presentation) 25%

Total: 100%

REQUIRED TEXTBOOKS AND MATERIALS

Improvising the Curriculum: Alternatives to Scripted Schooling, Michael Corbett, Ann Vibert, and Mary Green with Jennifer N. Rowe

Any other assigned readings, articles, materials.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism may result in dismissal from a program of study or the College.

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.

PROFESSIONAL CONDUCT

See:

- University of Regina Regulations
- YNTEP Handbook
- Yukon Teacher's Association
- Yukon College Academic Regulations

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 a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or orlassist@yukoncollege.yk.ca.