



COURSE OUTLINE

ECS 100

KNOWLEDGE, SCHOOLING AND SOCIETY

45 HOURS
3 CREDITS

PREPARED BY: Mark Connell

DATE: October 15th, 2015

APPROVED BY: [Signature]

DATE: Dec. 10, 2015

APPROVED BY ACADEMIC COUNCIL: _____

RENEWED BY ACADEMIC COUNCIL: _____



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KNOWLEDGE, SCHOOLING AND SOCIETY

INSTRUCTOR: Mark Connell Hon B.A., B.Ed.,
M. Ed. OISE - U of Toronto

OFFICE HOURS: 9:00am to 4:00pm

OFFICE LOCATION: A 2911 C

CLASSROOM: A 2101

E-MAIL: mconnell@yukoncollege.yk.ca

TIME: Monday & Wednesdays,
1pm - 2:30 pm

TELEPHONE: 867.668.8837

DATES: January 6, April 27, 2016

FIELD PLACEMENT: 8:00 am to 12:00 pm - Eight Friday morning - Schedule TBA

COURSE DESCRIPTION

This course introduces students to historical and foundational questions: what counts as knowledge and how has knowledge been “produced” and reproduced through schooling and its administration in the past and the present.

Teachers-in-training will explore these questions in various ways, including observations in contemporary schools and communities. This course begins the complex process of constructing foundational knowledge.

PREREQUISITES

ECS 100 is usually completed after ECS 110.

RELATED COURSE REQUIREMENTS

ECS 100 also includes eight half days in a school placement. Placements will take place on Friday mornings. Specific requirements for the placements are outlined in the ECS 100 practicum manual.

LEARNING OUTCOMES

Students will:

1. Examine the history and politics of Canadian schooling and purposes it has served.
2. Understand that within these contexts, knowledge has been constructed from and reflects various worldviews and values.
3. Learn to think critically and creatively about the construction of knowledge and educational systems.
4. Relate the construction of knowledge to the construction of their identity as a teacher.
5. Gain information literacy and research skills.
6. Successfully complete the field placement component.

COURSE FORMAT

Classes will consist of lectures, hands-on activities, class discussions and cooperative work and school visitations. The text will be used extensively and will be the main resource; however, other readings, curriculum materials and guest speakers may be used to supplement the text. Students are expected to attend regularly, complete all assignments, come to class ready and prepared to learn, and participate actively in class activities.

Attendance

Attendance is mandatory. Full attendance and punctuality are expected as you join a professional learning community. Students with unresolved attendance and / or punctuality issues may be excluded from writing the final exam.

Each YNTEP student is responsible for:

1. Contacting your instructor prior to a class to report your absence. In an urgent situation you can contact the YNTEP reception at 668.8781.
2. Catching up on missed material and any incomplete assignments.
3. Obtain proper documentation (ex. doctor's note) in the event that a serious health concern affects attendance (3 or more classes).
4. Familiarizing oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

Responsibility for Learning Environment

A YNTEP student's attitude and behaviour must be consistent with their own status as a professional teacher in training. Students are required to know and follow the University of Regina 'Harassment Policy', Yukon Teachers Associations 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP handbook for more details.

Cell Phone Use / Social Networking

Cell phones must be turned off during class time.

If laptops / tablets are being used for class notes, social networking applications /

platforms / sites (facebook, twitter, etc.) should not be accessed.

Late Assignments

As YNTEP is a professional program, due dates are strongly enforced. Moodle posts that are not submitted online before class will not be graded. Major assignments, presentations and essays that are handed in late will receive a penalty of 10% per day. A student may be granted an extension on a particular assignment if they make arrangements prior to the deadline. Extenuating circumstances may be considered at the discretion of the instructor.

Submission of Assignments

All assignments are to be submitted in both hard copy and digital format via email to mconnell@yukoncollege.yk.ca. All assignments must properly reference outside sources following APA guidelines. All submissions should meet basic standards of language competence (grammar and spelling).

ASSESSMENTS AND EVALUATION

Observation / Conversation	10
Double Entry Journal	20
Topic Exploration Paper	20
Field Logs	20
Professional Portfolio	20
Final Exam	10
Total	100%

Field Placement: Pass / Fail

*Students require at Criminal Record check for school placements.

Observations and Conversations

This mark will be based on student participation in classroom based learning activities such as discussion, making connections to course reading as well as conversation, critical reflection, insightful questions, co-construction of criteria, and participation in small-group activities. Criteria will be co-constructed with the class and posted in the classroom.

Double Entry Journal

This mark will be based on the student's ability to demonstrate in-depth understanding and make insightful connections to readings. Double entry journal responses will be assigned weekly. Criteria for these regular assignments will be posted.

Exploration Paper

During lectures, seminars and reading the textbook, you will find ideas, issues,

opinions, and controversies that intrigue you. For this assignment, you will select one educational topic that interests you. This topic could arise from other classes, your experiences, or current events. You will find 3 peer-reviewed articles (recent, i.e. written within the past 5-10 years) that address your topic using the UofR library database to write a document following APA format.

Topic Exploration Process: 7-8 page document (INCLUDING title pg, abstract, reference list)

1. Summarize each article (using your own words)
2. Respond to each article using your own experience, opinions, beliefs.
3. Synthesize ALL articles to connect key messages.
4. Create a Title Page, Abstract and Reference List.

This topic exploration paper must follow APA style.

Note: Your written portion of this assignment will be 4-5 pages in length as the title page, abstract and reference list are included in the 7-8 page expectation.

An assessment rubric will be given for this project.

Field Logs

After each of your weekly field experiences you will write a field log reflection. You will make jot notes during each of your field experiences and then prepare a one-page Word document *draft* summary (or professional blog) based on the posed 'field focus *question of the week*'. You must bring your draft weekly completed summary to your following seminar. If you blog your responses you must print out your weekly reflections to bring to seminar for discussion purposes.

You will hand in your field logs midway semester and at the completion of your field experience. This final copies **MUST** be carefully proofread.

Professional Portfolio

A professional portfolio (ePortfolio is encouraged so you can build throughout your program) is a place to show a collection of your professional work, goals and growth; to explore the complexities associated with teaching and learning; to continually collect, refine, reflect; to evaluate own learning and set future goals and to provide evidence of learning. A professional portfolio is meant to demonstrate your professional growth and learning over a period of time. Choose carefully what you include in your portfolio - quality over quantity; thoughtful selections must be done.

REQUIRED TEXTBOOKS AND MATERIALS

TEXTBOOKS:

Parkay, F., Hardcastle Stanford, B., Vaillancourt, J., Stephens, H. & Harris, J. (2012). *Becoming a teacher*. 4th Canadian Edition, Toronto: Pearson.
This text is also available as an ebook.

ECS 100 Field Placement Manual

MATERIALS: One 2" three ring binder (for class notes and handouts)
Two pocket folders

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca/downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

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.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

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 lassist@yukoncollege.yk.ca.

LORENE ROBERTSON WRITING CENTRE

All students are encouraged to make the Lorene Robertson Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website:

http://www.yukoncollege.yk.ca/student_info/pages/writing_centre

**University of Regina & Faculty of Education
Summary of Academic Regulations & Reminders (Undergraduate)**

As a student at the University of Regina it is your responsibility to be aware of and to follow all academic regulations in the Undergraduate Calendar available at <http://www.uregina.ca/student/registrar/calendars-schedule.html>. Please pay particular attention to “Responsibilities of Students” (§5.1), “Student Behaviour” (§5.13) and note the policies, expectations and information as outlined below:

1. **Students with Special Needs** - Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student Accessibility, located in Riddell Centre 251, phone 306-585-4631, or email accessibility@uregina.ca.
2. **Language Competence** - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.
3. **Attendance & Punctuality** (§5.3) - *Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty, including being dropped from the course or being barred from writing the final examination. One written warning will be provided to the student before such action is taken.*
4. **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 the course syllabus. (For example, some instructors deduct one mark for each day late.) Normally, all required elements of the program must be successfully completed by each student.
5. **Professional Conduct** - Teaching is a helping profession. In order for the profession to achieve its goals and values, to enhance the quality of public education in the Province, and protect its members and those whom it serves the Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education. The procedures specify processes for screening, regulating and monitoring their professional conduct. The Faculty of Education has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in terms of criteria outlined in the following documents. It will take appropriate actions in accordance with the following legislation, policies and guidelines:
 - The University of Regina Academic Regulations
 - The Canadian Teachers' Federation Code of Ethics
 - The Saskatchewan Teachers' Federation Code of Ethics
 - The Education Act, 1995, Saskatchewan
 - The Board of Teacher Education and Certification, Guiding Principles and Beliefs
 - Student Review Policy, Faculty of Education.
6. **Progress in the Program** (§11.5.2) - *Under current faculty regulations, progress in the program is based on academic standing and professional development. Faculty selection and review committees determine students' eligibility to progress into all professional semesters, including internship. It is the responsibility of each student to become familiar with the selection criteria and procedures.*

Faculty Action: At the end of each semester, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action. Students will be required to discontinue or will be placed on faculty probation.
7. **Student Behaviour** (§5.13) - *Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and*

regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.

8. **Academic Misconduct (§5.13.2.2)** - Acts of academic dishonesty or misconduct include acts which contravene the general principles described in §5.13.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.13.5.

Cheating - Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;

- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

Plagiarism - Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

Note: The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources.

9. **Withdrawal from a Course** - Students who are not attending but haven't formally withdrawn are still registered, are liable for fees, and will be assigned a grade of "NP" for failing to complete the course. Students may drop classes in UR Self-Service up to the deadline for withdrawing from a course without a failing grade. Changes after

the deadline, must be made in their Faculty or College office, or students may mail, fax or email registration requests (students should check with their Faculty or College office). Please consult §1.2 of the Undergraduate Calendar for refund deadlines and §3.3.5 for making changes to course registration.

10. **Deferrals** - If you become unable to complete your term work or final exams (i.e. due to illness, accident, or a death in the family), you may be eligible to apply for a deferral of final examinations and/or term work. Please consult section §5.7 of the Undergraduate Calendar and contact the Faculty of Education's Student Program Centre (ED 354, phone 306-585-4537 or email Education.Counselling@uregina.ca) or your faculty student services office as soon as possible for advice regarding deferrals.
11. **Invigilators' Rights** - An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the examination. If the student refuses to cooperate, the invigilator can not do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.
12. **Harassment & Discrimination Prevention Policy (§8.4.5)** - All members of the University community 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 University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. Anyone with inquiries, seeking advice or information, looking to resolve conflict arising from harassment and discrimination or wishing to discuss alternate resolution options or file a complaint can visit HDPCRS in RC 251.14 or call 306-585-5400 or email at respect@uregina.ca.
13. **U of R Email** (<https://webmail.uregina.ca/>) -The Registrar's Office uses EMAIL SENT TO YOUR UNIVERSITY OF REGINA EMAIL ACCOUNT as an OFFICIAL MEANS OF COMMUNICATION. For many purposes, the office will make no other form of contact. **Please ensure that you monitor your university email account regularly.** All students are provided email, Novell and Unix accounts. Students have a **2GB** quota for email and can obtain information about their email address and password at www.uregina.ca/is/student/. If you are not receiving email, check to see if you are over quota or if you have enabled email forwarding. **Email delivery cannot be guaranteed if it is being forwarded.**
14. **UR Self-Service and Contact Information** - Please update your contact information at the beginning of each semester (address, email, phone numbers, etc.) at UR Self-Service: https://banner.uregina.ca/prod/sct/twbkwbis.P_WWWLogin. Using UR Self-Service, you can also change your PIN (strongly recommended); register for or drop classes; check class schedules; check grades and transfer credits; search up-to-date credit and non-credit course timetables; consult course descriptions; order & pay for textbooks; settle accounts by credit card; view and print T2202A Education Deduction Certificate; and view and print a confirmation of enrolment or unofficial transcript.

5.9 GRADING SYSTEM AND DESCRIPTIONS (University of Regina 2015-2016 UG Calendar – p. 39)

The University of Regina employs a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.

5.9.1 GRADING DESCRIPTIONS

5.9.1.1 Percentage grades

90-100

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

Unacceptable performance.

5.9.1.2 Alphabetical grades

With the exception of the grades of NP and XF (see "Calculation of Grade Point Averages," below), none of the following grades has a numeric value. Grades of AG, C, and P are passing grades. Grades of F, N, NP, and XF are failing grades. The remaining grades are neutral.

AG	Aegrotat standing	IP	In Progress
AU	Audit, no credit	MC	Maintenance of Candidacy
AW	Audit withdrawal	N	No Credit for Hours Shown
C	Credit for hours shown	NP	Not Passed
CW	Compulsory withdrawal	NR	Not Yet Reported
DE	Deferred examination	P	Pass Standing
F	Failure	W	Withdrew from Course
IN	Incomplete	XF	Academic Misconduct

ECS 100 Weekly Schedule				
Week	Topic	Readings	Assignments	
1	Jan. 4	Welcome and Course Overview	Ch. 1: Your Chosen Profession	<p>Double Entry for reading due on second lecture this week</p> <p>Complete forms: Criminal Record Check - submit to RCMP</p> <p>Explore ECS 100 Moodle</p>
2	Jan 11	Exploring Teacher Professionalism and Legal Obligation	YTA Code of Ethics, Teacher Professionalism: A Public Trust	Reflection on Professional Responsibility
3	Jan.18	Exploring the History of Education in Canada and the Yukon	<p>Text: Education in Canada - 79-83.</p> <p>B) Text: pp. 112-122 & pp. 298-303</p>	<p>Double Entry for reading due on second lecture this week</p> <p>Discuss topics for research paper</p> <p>If you are not familiar with Reseach process, take YC Library Research Tutorial</p>
4	Jan 25	Developing a Philosophy of Education	B) Text: pp. 112-122 & pp. 298-303	<p>A)Sharing possible topics for paper On-line research</p> <p>B) Educational and Teaching Philosophies and Portfolios</p>
5	Jan 25	The mechanics of teaching / introduction to the curriculum	<p>Text: Ch. 2 - Learning to Teach</p> <p>B) Text: Ch.8 pp. 232-245</p> <p>Reading: Professional Target Document and ECS 100 Field Manual</p>	Sample Lesson Plan due 2nd Class of the week.
6	Feb1		A)Text:: Ch. 5 - Social and	

		Deconstructing Social and Racial Identities	Cultural Realities pp. 132-150 B) Ch.5- pp.150-159	Reflection Questions from teaching placement
7	Feb 8	Changing Models of Inclusive Education	Text: Ch. 6 - Addressing Learners' Individual Needs pp.164-195	Field Focus Question - Inclusive Education
8	Feb 15	Gender and Sexual Identity	Department of Education - Sexual and Gender Diversity Document	Research Paper due
	Feb 22	READING BREAK		
8	Feb 29	Examining the Role of Technology in the Classroom	Ch. 9 - The Role of Technology in Education pp. 261-275.	Field Focus Questions
9	March 7	Authentic Assessment and the debate around testing	Ch. 12 - Education Issues for the Twenty-First Century pp.348-368.	Field Focus Questions
10	March 14	Revisiting the Role of the Teacher through the lens of Philosophy	TBA	
11	March 21	Building a Professional Portfolio		Philosophy of Education Paper due
12	March 28	The Importance of Self Reflective Practice	TBA	No class on Easter Monday! Professional Portfolio Due
13	April 4th	Final Exam		