



COURSE OUTLINE

ECS 110

EDUCATIONAL CORE STUDIES: SELF AND OTHER

39 HOURS

3 CREDITS

PREPARED BY: _____
C. Robinson, Instructor

DATE: July 15, 2016

APPROVED BY: _____
A. Richardson, Dean

DATE: July 15, 2016

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

YUKON COLLEGE

July, 2016

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Course Outline prepared by C. Robinson, May, 2016, 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.

EDUCATION CORE STUDIES: SELF AND OTHER

INSTRUCTOR: C. Robinson	OFFICE HOURS: By appt. <u>Not Wednesdays.</u>
OFFICE LOCATION: A2007	CLASSROOM: TBA
E-MAIL: crobinson@yukoncollege.yk.ca	TIME: Tuesdays & Thursdays, 10:30 am - Noon
TELEPHONE: 867.668.8749	DATES: September 8 - December 20, 2016

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. This is an open course.

EQUIVALENCY OR TRANSFERABILITY

N/A

LEARNING OUTCOMES

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

- To review and examine the role of schooling and schools through northern and First Nations cultural practices.
- To identify and develop perceptions of self and other within the context of an emerging teacher identity through ethical and socially responsible practice.
- To engage in activities and complete assignments which will support an understanding of teacher/student identity formation.
- 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. Poster Presentation	20%
3. Weekly Writing Responses	10%
4. Mid-Term (Closed Book in class)	25%
5. Final Exam (Open Book Take Home)	25%
TOTAL	100%

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

- Trifold Poster Board (available for purchase at Staples)
- 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.)

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/Admission & Registration web page.

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 www.stf.sk.ca

University of Regina www.uregina.ca

Yukon Department of Education www.education.gov.yk.ca

Yukon Teacher's Association www.yta.yk.ca

Yukon College Academic Regulations and Procedures
yukoncollege.yk.ca

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:

YC Student Number	UR Student Number

TOPIC OUTLINE & DATES FOR READINGS - Guideline only.

Week:	Readings/Topics:	Assignments Due:	Comments:
1	NO CLASS.	Read the course outline. Preview course materials.	Will have to make up the first day.
2	Ch. 1 Critical Thinking & Critical Theory Introduction to Social Justice	September 13 & 15	Weekly Writing Response due weekly on Thursdays.
3	Ch. 2 Socialization	September 20 & 22	Critical Autobiography due on 22nd.
4	Ch. 3 Prejudice & Discrimination	September 27 & September 30	Writing Response due 30
5	Ch. 4 Oppression & Power	October 4 & 6	Writing Response due 6th
6	Ch. 5 Privilege	October 11 & 13	Writing Response due 13th
7	Ch. 6 The Invisibility of Oppression ('isms & Sexism)	October 18 & 20	Mid-Term Exam on 20th NO WEEKLY WRITING RESPONSE
8	Ch. 7 Racism	October 25 & 27	Writing Response Due 27th
9	Ch. 8 White Supremacy	November 1 & 3	Writing Response Due 3rd
10	Ch. 9 Common		Writing Response Due 10th

	questions, objection and Critiques	November 8 & 10	
11	Poster Presentations	November 15 & 17	Due over both days (Sign up sheet)
12	Ch. 10 Summary	November 22 & 24th	Writing response Due 24th
13	Guest Speaker	December 29 & 1st	Writing response Due 1st
	FINAL EXAM - Take home exam	Final Exam to take place during exam week. This exam will be an open book take home exam.	More details in November

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%.