

Curriculum as Cultural and Social Practice

INSTRUCTOR: Carrie-Lyn Robinson **OFFICE HOURS:** By appointment.
OFFICE LOCATION: A2007 **CLASSROOM:** A2712
E-MAIL: crobinson@yukoncollege.yk.ca **TIME:** Tuesdays, 1 - 4 pm
TELEPHONE: 668-8749 **DATES:** January 12 - April 27, 2016
Additional Practicum time required.

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

PREREQUISITES: EFLD 100 with embedded practicum

EQUIVALENCY OR TRANSFERABILITY

None.

LEARNING OUTCOMES

DELIVERY METHODS

- Lecture
- Guest speakers
- Student presentations
- Group and individual work
- Individual reflection
- Class discussions

COURSE FORMAT:

ASSESSMENTS

This is a pass or fail course. Your final grade will reflect a P/F on your transcript.

University of Regina Grading Descriptions will apply.

Attendance & Participation

- Ten points for each class attended. 100

Assignments

- Weekly Readings and Reflective Responses 100

Practicum Assignments

- Practicum Jack Hulland Elementary School
January 25-February 5 100

REQUIRED TEXTBOOKS AND MATERIALS

Kumanshiro, K.K. (2009). *Against common sense: teaching and learning toward social justice*. 3rd Ed. New York: NY. Routledge.

Any other assigned readings, articles, materials.

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

PROFESSIONAL CONDUCT

See:

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

University of Regina Grading Descriptions apply

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 and 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.

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

See also the Undergraduate Calendar, University of Regina.

NOTE: 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%.