



COURSE OUTLINE

ECS 210
Curriculum as Cultural and Social Practice

39 HOURS
3 CREDITS

PREPARED BY: _____
C. Robinson, Instructor

DATE: _____

APPROVED BY: _____
Andrew Richardson, Dean

DATE: _____

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)

UNIVERSITY OF REGINA/YUKON COLLEGE
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Yukon College
P.O. Box 2799
Whitehorse, YT
Y1A 5K4

EQUIVALENCY OR TRANSFERABILITY

None.

LEARNING OUTCOMES

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

DELIVERY METHODS

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

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 23 to February 3, 2017 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

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.

PROFESSIONAL CONDUCT

See:

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

Responsibility for Learning Environment

A YNTEP student's attitude and behavior 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 and Respectful University Policies', Saskatchewan Teacher Federation's Code of Ethics, Yukon Teachers Association's 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP student 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. Any recordings and photos must have prior instructor approval.

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/ Admissions & Regulations 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.

CHEATING

Cheating includes, but is not limited to dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aides not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca. The LAC staff assists the student in communicating accommodations that are needed to support student success.

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. The YNTEP meets the requirements of YFN Core Competency.

OTHER STUDENT SUPPORTS

Supports are available to students in the areas of academic assistance, access to computers and technology, personal counselling services and provides further information on childcare, scholarships and many other areas as well. For further information, visit the Student Services website: https://www.yukoncollege.yk.ca/student_info

**University of Regina Grading Descriptions
(applies to all assignments and presentations)**

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%.