



**COURSE OUTLINE**

**ECS 200**

**CONSTRUCTIONS OF THE STUDENT, THE LEARNER AND THE SCHOOL**

**39 HOURS + 20 Hours Alternative Placement  
3 CREDITS**

PREPARED BY: Mark Connell

DATE: May 2017

APPROVED BY: Dr Andrew Richardson

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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**Constructions of the Student, the Learner and the School**

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**INSTRUCTOR:** Mark Connell Hon B.A., B.Ed., M. Ed. OISE - U of Toronto      **OFFICE HOURS:** MWF 1-3pm

**OFFICE LOCATION:** A 2911 C

**CLASSROOM:** A 2101

**E-MAIL:** mconnell@yukoncollege.yk.ca

**TIME:** M/W, 10:30am - 12pm

**TELEPHONE:** 867.668.8837

**DATES:** Sept 6 - Dec 21, 2017

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**COURSE DESCRIPTION**

This course allows pre-service teachers to critically engage with the diverse ways in which the student, the learner and the school have been constructed at specific historical moments. Through an examination of the historical, philosophical, ethical and political roots underlying these ‘constructs’, students will analyse how dominant ideas about students, learners and schools impact and shape both educational institutions and their own practice. Particular attention will be paid to the ways in which Canada’s colonial legacy has affected both the educational paradigm and practice within schools.

ECS 200 will also survey schools of thought regarding human development, diversity theory, anti-oppression / decolonizing pedagogy and methods of differentiation within classroom practice. This course will also include a community service placement, through which readings and content will be evaluated and discussed.

**PREREQUISITES**

ECS 200 is normally taken after ECS 100 and ECS 110.

**LEARNING OUTCOMES**

**Upon successful completion of the course students will:**

- Demonstrate an understanding of the historical ways in which the learner, students and child have been constructed.
- Demonstrate a critical understanding of the consequences of the different consequences of the different constructions of the learner, child and school.
- Describe the various theories relating to human development and how these theories inform teaching practice.
- Recognize the importance of self-reflective practice, particularly in light of the challenges presented by critical pedagogy, indigenous scholarship and diversity theory.
- Describe and determine their own personal teaching and learning philosophy.

## CONTENT OUTLINE

- I. What is knowledge?
  - A. Brief survey of epistemological approaches - empiricism, idealism, rationalism, constructivism and how they impact how students are treated and how school operate.
- II. Language and identity in public discourse: What does it mean to “construct” someone?
  - A. Language, discourse, and subject positions
  - B. Case study - Maus by Art Spiegelman and/or Outside Circle
  - C. Western European constructions of the child and their influence today (These will be overviewed.)
  - D. Divergent constructions of the child within the colonial context - assimilation and marginalization.
  - E. Historical overview of the various ways the ‘purpose of publically funded schooling’ has been understood within Canada and the Yukon.
- III. Psychological and Scientific Constructions of Child and Adolescent
  - A. Theory and research in Human Development: Alternative perspectives and issues in development of the child and youth (Bronfennbrenner, Erickson, Freud, Piaget, Vygotsky, Skinner, Bandura, Case)
  - B. Growth and Physical Development across the lifespan
  - C. Cognitive and Language development
  - D. Personality, Identity and Social Understanding
  - E. Environments for Human Development: Families, Peer Groups, Schools, and Cultures
- IV. From theory to Practice - Highlighting the moral agency and ethical responsibility of the Teacher
  - A. Freire, Fanon and Alfred - Education as a mode of resistance
  - B. Organization of Space and Impact on the subject
  - C. The importance of self-reflective practice and theoretical engagement
  - D. One size does not fit all: how does public education accommodate and provide for the needs of the learner in a diverse, and pluralistic cultural context?
  - E. Ethical and legal Responsibilities of the Educator: The Constitution, Charter of Rights and Freedoms, Yukon Act, YTA Code of Ethics

## DELIVERY METHODS

- Lecture
- Group Presentations / Class Discussions
- Guest Lecturers
- Moodle Discussion Forum
- Lab school visits
- Community Social Justice Placement

## 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.**

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 unless they are being utilized for course purposes. 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](mailto: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**

### **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 and participation in the online component of the course (Google+ Forum and Twitter). An assessment rubric is available on the Moodle for this category of tasks.

### **Double Entry Journals**

Journals will be completed weekly summary of topics covered, required readings, additional resources and assignments. Since, we will be referencing your journal submissions during class, you are required to submit all weekly assignments prior to class on Wednesday. Submissions received after class on Tuesday will not be considered for evaluation. The length of journal will vary week to week and will be specified in the specific assignment

description.

Within each post, students should reference and make connections to readings and lecture content.

While not a formal 'essay', journals should be proof read and meet basic requirements relating to grammar/spelling/structure. In the first class we will collectively create a marking criteria for these posts.

An assessment rubric is available on the Moodle for this category of tasks.

### **Service Placement Reflection**

After you have completed your placement at a service organization, you are required to write a short reflection paper outlining the insights you have gained from your time working with this organization, particularly in relation to your role as a future teacher.

### **Final Paper**

The final paper is a take home research paper in which you are to evaluate/engage with Chelsea Vowel's text *Indigenous Writes: A Guide to First Nations, Métis and Inuit Issues in Canada*. More details will be provided in class.

### **Assignments and Evaluation**

Double Entry Journals	20%
Observations/Contribution	10%
Service Placement Reflection	20%
Seminar Presentation	15%
Ed. Psyche Arts Based Project	10%
Final Paper	20%
Final Paper Process	5%

Documented successful completion of the field component (pass required)

**Total: 100%**

### **Other**

As noted, students will be required to complete 20 hours at a service placement to complete the requirements for this course.

### **REQUIRED TEXTBOOKS AND MATERIALS**

*Vowel, Chelsea. Indigenous Writes: A Guide to First Nations, Métis, and Inuit Issues in Canada, 2016.*

### **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 & 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.

## **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](http://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](mailto:lassist@yukoncollege.yk.ca).

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

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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](mailto: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](mailto: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](mailto: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/](http://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](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.