



COURSE OUTLINE

ECS 200

Constructions of the Student, the Learner and the School

**39 Hours
3 Credits**

PREPARED BY: Mark Connell
Instructor

DATE: May 5th, 2015

APPROVED BY: _____
Dr. Andrew Richardson, Dean

DATE: _____

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Course Outline prepared by Mark Connell, May 5th, 2015.

Yukon College
P.O. Box 2799
Whitehorse, YT
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ECS 200: Constructions of the Student, the Learner and the School

INSTRUCTOR: Mark Connell, Hon B.A., B.Ed,
M.Ed.

OFFICE HOURS: Mon / Wed:
12:00 - 2:00 pm

OFFICE LOCATION: A - 2911c

CLASSROOM: A2101

E-MAIL: mconnell@yukoncollege.yk.ca

TIME: 1:00 pm to 2:30 pm

TELEPHONE: 867.668.8861

DATES: Monday, Wednesday

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.
- Analyse course content in relationship to a service-learning placement (20 hours).

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

This course meets on Mondays and Wednesdays from 1:00 pm to 2:30 pm.

COURSE REQUIREMENTS

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 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).

Assignments and Evaluation

Reading Response Moodle Posts	30%
Service Placement Reflection	10%
Seminar Presentation	20%
Final Paper	40%

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

Alfred, T. (2005). *Wasáse: Indigenous Pathways of Action and Freedom* (First Edition). Peterborough, Ont. ; Orchard Park, N.Y: University of Toronto Press, Higher Education Division.

SUPPORTING REFERENCES AND MATERIALS

Woolfolk, A. E., Winne, P. H., & Perry, N. E. (2005). *Educational Psychology, Third Canadian Edition* (3 edition). Toronto: Pearson Education Canada.

Battiste, M. A., & Barman, J. (1995). *First Nations Education in Canada: The Circle Unfolds*. UBC Press.

Bauman, Z. (2001). *Modernity and the Holocaust*. Ithaca, NY: Cornell University Press.

Freire, P. (2000). *Pedagogy of the Oppressed: 30th Anniversary Edition* (30th Edition). New York: Bloomsbury Academic.

Hill, G., & Churchill, W. (2010). *The 500 Years of Resistance Comic Book* (Reprint edition). Vancouver: Arsenal Pulp Press.

King, T. (2013). *A Short History of Indians in Canada: Stories*. Minneapolis: Univ Of Minnesota Press.

King, T. (2003). *The Truth About Stories* (1st Edition edition). Toronto, ON: House of Anansi Press.

Laboucane-Benson, P. (2015). *The Outside Circle: A Graphic Novel*. Berkeley, CA: House of Anansi Press.

Mann, C. C. (2006). *1491 (Second Edition): New Revelations of the Americas Before Columbus* (Sixteenth Impression edition). New York: Vintage.

Spiegelman, A. (1993). *Maus I & II Paperback Boxed Set* (Box Rep edition). New York: Pantheon.

Thobani, S. (2007). *Exalted Subjects: Studies in the Making of Race and Nation in Canada* (1 edition). Toronto ; Buffalo: University of Toronto Press, Scholarly Publishing Division.

Web Based Documents (all available on YNTEP Moodle Site):

UN Declaration of the Rights of Indigenous Peoples:

http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Yukon Teachers Association Code of Ethics:

http://www.yta.yk.ca/documents/pdfs/yta_code_of_ethics.pdf

Canadian Charter of Rights and Freedoms:

<http://www.pch.gc.ca/eng/1356631760121/1356631904950>

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.

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.

CRITERIA FOR ASSIGNMENTS

READ CAREFULLY

Ensure that you carefully read the instructions for each assignment. If you have any questions, or wish to clarify the assignment expectations, please see me.

Each assignment is to have a cover sheet stating:

name of course
name of Assignment
number of the Assignment
name of the student
instructor's name

Each page is to have a margin on the left side of the page for remarks.

Each Assignment:

- must be typed
- have no crossed-out words or sentences

Reports should be written in paragraph form using correct grammar and spelling to the best of your ability. Use a dictionary if you are unsure of your spelling. Study Skills, will also be willing to give you assistance with written work.

Students are expected to respect copyrights. Reports must follow APA Documentation techniques.

When references (e.g. books, articles, websites etc.) are used for an Assignment, a bibliography in alphabetical order must appear at the end of the Assignment and the reference should be acknowledged when appropriate in the body of your report.

<http://yclibw.yukoncollege.yk.ca/Handouts/APAInTextReferences-2014.pdf>

<http://yclibw.yukoncollege.yk.ca/Handouts/APA6thReferencesList-2014.pdf>

It is very important that you proofread your Assignments prior to handing them in to ensure that you have used correct grammar and spelling and to ensure the reports express your thoughts clearly.