

EDUC 201: Introduction to Educational Studies

Fall 2016

Instructor: Dr. David Scott

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Office: EdT 742

Office Hours: by appointment

Phone: 403-220-8808

Class times: Tuesday and Thursday 2:00-3:15 pm

Location: EDC 179

Course Rationale

Introduction to Educational Studies examines fundamental questions that underpin key debates in schooling and education including:

- Why should children be educated?
- How should children be educated?
- What should children learn?
- Where should children learn?
- Who should control education?

The course aims to challenge your views and preconceptions on education and present different viewpoints for you to consider. You should come to question the opinions you hold and consider the strengths and limitations of the theories presented.

You will need to undertake a considerable amount of independent reading in order to consolidate and extend what has been discussed during each class session. To derive maximum benefit, however, **you should read the readings prior to the session**, and be prepared to do further reading throughout the course.

Student Learning Outcomes

Upon successful completion of the course, you will be:

- introduced to and engaged in key theoretical debates and issues in education;
- able to discuss the positions within educational debates and to articulate their strengths and weaknesses;
- defend and articulate an informed evidenced-based position on a key philosophical educational question.

Required Textbook

- Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). *Questioning the classroom: Perspectives on Canadian education*. Don Mills, ON: Oxford University Press.

You can order the textbook from the University of Calgary Bookstore and they will ship it to you https://www.calgarybookstore.ca/buy_courselisting.asp

You may also order it on Amazon.ca

If you have financial constraints, three textbooks will be available in the reserve collection at the Doucette Library for your use in two-hour blocks of time. In addition, five textbooks will be in the regular Doucette Library, which can be taken out for 2 weeks.

The textbook is an essential component of the course, and you should **bring it to class every day**. There are questions and case studies that you will do during the class.

Please read the chapter prior to the start of the lesson.

Assessment and Evaluation

Students will be required to complete three assignments based on a weighted average.

1. **A review of a peer-reviewed article (20%)**
Due date: October 11, 2016

Each individual will find an appropriate peer-reviewed academic article related to a key educational debate that addresses one of the weekly themes listed on the course schedule. The two-page summary shall include: 1) proper citation of the article; 2) a **two page double spaced** overview of the key points of the article; and 3) an attached hard copy of the article to which you are referring. Each student will be asked to **discuss the relevance of their topic, as well as orally communicate a summary of their article** with other members within the class.

The summary should meet the following requirements:

- 1) A cover page that includes: title of journal article, name, date, student ID
- 2) Written in 12 point font
- 2) Double spaced
- 3) Use either Times New Roman or Arial font
- 4) Have at least one-inch right and left margins
- 5) APA reference of the article at the conclusion of the summary.

Not including the cover page, the summary should be double spaced on two pages including the APA reference. **Do not go beyond the 2 pages.**

Please provide a stapled copy of the summary and the full hard copy of the accompanying journal article (the article does not need to be a clean copy, and may have notes or highlights on it).

Assessment Rubric

Criteria	Exemplary	Acceptable	Unacceptable
Peer reviewed Article 2 Marks	A clear indication that the article that has been chosen is peer-reviewed (evaluated and critiqued by researchers and experts in the same field through a blind review process before the article is published).	You have chosen a peer reviewed article, but failed to provide a hard copy of the entire article	Did not choose a peer reviewed article (e.g. chose a professional magazine, journal that is not peer reviewed, etc.)
Correct Citation of article 3 Marks	The reference is properly cited in the current version of APA.	There is one mistake found in the APA reference (e.g. missing comma, period, italics, etc). (one mark will be deducted per mistake)	There are two or more mistakes in the APA reference.
Summary of the article 10 Marks	The summary identifies the key points of the article in a concise, and coherent manner. 8-10	The summary identifies some of the key points, but may have missed the overarching aim of the article. 5-7	The summary is difficult to understand, does not accurately reflect the main points of the summary. >5
Organization and grammar 5 Marks	Organization is appropriate and contributes to a reader's understanding of the topic. Coherent and focused writing contribute to the overall quality of the paper. Largely free of grammatical errors.	Organization is moderately appropriate and generally contributes to a reader's understanding of the topic. The summary is coherent and focused. The 2 page summary including reference is slightly long or too short. Grammatical errors are somewhat common but do not detract from the overall argument.	Organization is confusing to the reader and fails to contribute to a reader's understanding of the topic. The paper lacks coherence and focus.

2. **Small group poster presentation: (40%)**

Due date: November 15th, 2016

Please post a digital copy of your Poster Presentation in PDF or PowerPoint form onto D2L

In groups of four individuals, groups are asked to create a poster related to one of the plenary session topics for discussion with other participants in the class (40%). The poster is a stand-alone visual display which comprises: a visual message and written text; reference and link to literature and; an accompanying hand out material.

Once groups have been created, a group may notify the instructor if one participant has not been contributing to the preparation of the poster presentation. Upon **written** notification, the instructor may use the discretion to remove that individual and reassign that individual to another group. **Notification for request to remove an individual from the group must be received no later than Tuesday, November 1, 2016.**

We are waiting to hear if this poster presentation can occur at the Taylor Institute for Teaching and Learning, which would allow for digital presentations. However, if this is not possible, we will be using printed posters. Professional poster printing can be found at:

Imagine Printing Services

Location

Education Tower Basement
Room EDT03

Hours

Monday through Friday
8:30am – 4:30pm

Cost: \$5.00 proof (PDF files); One square foot version (this is recommended in order to see whether the layout is correct)

Poster Size: 3 feet by4 feet: \$60.00

Imagine Printing will accept: PDF, Publisher, or any Adobe program (pdf to the size of the poster)

USB, CD, or email to: printem@ucalgary.ca

Cash or cheque only: Cheques made payable to: University of Calgary

Alternately, Home Depot and other printing services can be found throughout Calgary (I have heard from students that the one in Brentwood is very quick).

Please provide a minimum of two days for the poster to be printed.

An exemplar template is available on D2L.

You may use other printing services, but please ask about printing times.

Poster Rubric

Criteria	Exemplary	Good	Acceptable	Unacceptable	Score
Poster Idea	Clearly and succinctly summarizes the key points of the debate that has been chosen.	Clearly summarizes the poster, although is less succinct.	Summarizes the poster but misses some salient aspects or is overly wordy.	Misses significant aspects of the key topic or is unclear.	/10
Theory	Describes the chosen theory in succinct detail.	Describes the chosen theory but less succinct or	Describes the chosen theory but misses some salient	Misses significant aspect of the theory, misunderstands the theory, or is unclear.	/10

		sophisticated in understanding.	aspects or is overly wordy.		
Organization	The poster's organization clearly guides the reader through the information with sophistication. Varied sentence structure; scholarly style; easy to read; Few to no errors in information.	The poster's organization guides the reader through the information with limited sophistication. Varied sentence structure; scholarly style; few awkward passages; Rare errors	The poster's organization is clear but simplistic, Some variety of sentence structure; informal tone; a few awkward passages; Noticeable error.	The poster is disorganized Limited variety of sentences; informal style, awkward wording; Many errors significantly detract from clarity.	/10
Graphics, Creativity, & Neatness	Poster is aesthetically pleasing and engaging; represents a high level of professionalism; utilizes graphics that support the content; Lists contributors' names on the front of the poster.	Poster is aesthetically pleasing and engaging; neat and carefully done; most graphics support the content	Poster is neat and carefully done but not particularly engaging; some of the graphics support the content	Poster is sloppy and not particularly engaging; few of the graphics support the content.	/5
Brochure Handout (2 page handout, double sided)	Brochure is aesthetically pleasing and engaging; represents a high level of professionalism; utilizes graphics that support the content; Lists contributors' names on the front of the poster.	Brochure is aesthetically pleasing and engaging; neat and carefully done; most graphics support the content	Brochure is neat and carefully done but not particularly engaging; some of the graphics support the content	Brochure is sloppy and not particularly engaging; few of the graphics support the content.	/5

3. **A position paper: (40%)**
Due: December 8, 2016

For your final assignment you are asked to write 5-7 page position paper including references related to one of the issues addressed in the plenary sessions. Key questions will be distributed out in class. The paper should demonstrate an appropriate understanding of the issues central to the course and apply theoretical perspectives to practice. Critique of both theory and practice must be provided in the defense of your argument.

Your assignments should meet the following requirements:

- 1) 12 point font
- 2) Double spaced
- 3) Times New Roman or Arial font
- 4) At least one inch margins on the left and right side
- 5) Include accurate APA citations of works referred to in the paper
- 6) Include a properly constructed bibliography at the end.

Please hand in your assignment in D2L in Microsoft Word.

Criteria for final assignment

	Excellent	Acceptable	Needs work / In progress
TOPIC AND THESIS 5 marks	Essay has a clearly stated and arguable thesis. The topic selected is related to course content and is appropriately narrow.	Thesis is arguable, but needs to be stated more clearly. The topic selected is related to course content, but it is a little too broad or narrow.	Thesis is neither clear nor arguable. The topic is too broad or too narrow to complete the assignment effectively.
RESEARCH 10 marks	The paper is thoroughly researched, and the student uses the research effectively. The student uses the most current research available and draws upon literature in the field of education.	The paper uses a modest amount of research that generally helps communicate the writer's ideas to the audience. Research used could be more current and/or focused more on educational research.	The paper is inadequately researched and does little to assist the writer communicate effectively with the audience. Research is either not used or is not current or related to education. In general, the topic has not been researched adequately.
CONTENT 10 marks	The essay presents thoughtful and persuasive reasoning in support of position(s) taken. The paper shows the writer's clear ability to use relevant theoretical approaches to understanding issues in education.	Reasons are provided in support of positions, but they sometimes fail to provide strong support for the argument. The paper engages to some degree with the course themes, but could be expressed more clearly.	The essay either fails to take a clear position on an issue or fails to support the position with thoughtful and appropriate argumentation. The paper fails to engage adequately with the course themes. The paper needs improvement in terms of demonstrating the writer's ability to use relevant theoretical approaches to understanding issues in education.
ORGANIZATION 5 marks	Organization is appropriate and contributes to a reader's understanding of the subject. Coherent and focused writing contribute to the overall quality of the paper.	Organization is moderately appropriate and generally contributes to a reader's understanding of the subject. Most sections of the paper are coherent and focused. The paper is slightly long or too short.	Organization is confusing to the reader and fails to contribute to a reader's understanding of the subject. The paper lacks coherence and focus.
WRITING 5 marks	Writing is clear, concise, appropriate, and largely free of grammatical errors.	Writing is somewhat clear, concise, and appropriate. Grammatical errors are somewhat common but do not detract from the overall argument.	Writing is unclear and is not concise or appropriate. Grammatical errors are common and detract from the overall argument.
REFERENCES 5 marks	All references are listed in one consistent style at the end of the paper. The writer cites all research in a consistent and scholarly way.	All references are listed in one consistent style at the end of the paper. The writer cites most research in a consistent and scholarly way.	Most references are listed in one consistent style at the end of the paper. (Alternatively, the style used is not consistent or scholarly.) The writer does not cite all research.

Plagiarism

Plagiarism (the unacknowledged use of others' work or the presentation of others' work as your own) will result in an automatic fail on the course and will be brought to the attention of the Associate Dean. You are likely to be considered to have plagiarized if you do not properly cite the literature upon which you draw. Please read the University regulations regarding plagiarism if you are not familiar with the policies or schedule a meeting with the instructor if you are unclear about how to properly cite your own or other's work.

1. **Plagiarism** - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

2. **Cheating** is an extremely serious academic offence. Cheating at tests or examinations includes but is not limited to dishonest or attempted dishonest conduct such as speaking to other candidates or communicating with them under any circumstances whatsoever; bringing into the examination room any textbook, notebook, memorandum, other written material or mechanical or electronic device not authorized by the examiner; writing an examination or part of it, or consulting any person or materials outside the confines of the examination room without permission to do so, or leaving answer papers exposed to view, or persistent attempts to read other students' examination papers.

3. **Other Academic Misconduct** - Other academic misconduct includes, but is not limited to, tampering or attempts to tamper with examination scripts, class work, grades and/or class records; failure to abide by directions by an instructor regarding the individuality of work handed in; the acquisition, attempted acquisition, possession, and/or distribution of examination materials or information not authorized by the instructor; the impersonation of another student in an examination or other class assignment; the falsification or fabrication of clinical or laboratory reports; the non-authorized tape recording of lectures.

4. Any student who voluntarily and consciously aids another student in the commission of one of these offences is also guilty of academic misconduct. **Please read the Undergraduate program calendar on plagiarism, penalties and procedures:** <http://www.ucalgary.ca/pubs/calendar/current/k-2-2.html>

Late Submissions

Any late submissions must be accompanied by written documentation of their extenuating circumstances (e.g. doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted upon the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

Student Appeals

The instructor is willing to listen to any student who feels that they have received an unfair mark and would like it to be remarked. The student should be prepared to articulate where an increase of marks should be given in relation to the specific rubric for each assignment. A remark will be given, but the mark may be subject to an *increase* or a *decrease* in percent.

Please see the University Calendar for procedures for **reappraisal of final mark:**

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Course Reading list and schedule of deadlines

Week of	Topic/Assignments Due	Readings
September 12 th	Introduction: What is education?	Introduction Chapter: Gereluk, D., Martin, C., Maxwell, B., & Norris, T. (2016). <i>Introduction: what's the point?!</i> Don Mills, ON: Oxford University Press. Chapter 1: <i>What are the values or aims of education?</i>
September 19 th	What are the best ways to educate future citizens?	Chapter 2: <i>Can we educate for Canadian identity?</i> Sears, A. (2004). In search of good citizens: Citizenship education and social studies in Canada. In A. Sears & I. Wright (Eds.), <i>Challenges & prospects for Canadian social studies</i> (pp. 91-106). Vancouver: Pacific Education Press. Retrieved from http://www.learnalberta.ca/content/sspp/html/pdf/in_search_of_good_citizens.pdf
September 26 th	How should we teach?	Chapter 3: <i>What are our main conceptions of education? Where did they originate? How do they inform our current practices?</i> Guest Speakers: Barb Brydges and Tammy Flounders. How to find a peer reviewed article.
October 3 rd	What should be taught in the curriculum?	Chapter 5: <i>What should be taught on the curriculum?</i> Apple, M. (1990). Is there a curriculum voice to reclaim? <i>The Phi Delta Kappan</i> , 71(7), 526-530. Retrieved from

	Whose knowledge is of most worth?	http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/20404202 Writing workshop with the Student Success Centre
October 10 th	Should educators teach students about controversial issues?	Chapter 6: <i>Should teachers teach about controversial subjects?</i> Hess, D. (2005). How do teachers' political views influence teaching about controversial issues? <i>Social Education</i> , 69, 47-48. Retrieved from http://go.galegroup.com/ps/i.do?id=GALE%7CA128604238&v=2.1&u=ucalgary&it=r&p=AONE&sw=w&asid=52d606158ed50be92438acdab8b4cb43 Further recommended reading: Gereluk, D. (2013). The democratic imperative to address sexual equality rights in schools. <i>Educational Theory</i> , 63(5) 511-523. Retrieved from http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/edth.12038/epdf Assignment one due Tuesday October 11th
October 17 th	Where should children learn?	Chapter 7: <i>Place- based education and the rural school ethic</i> Assignment one article summary: small group discussions
October 24 th	How should student learning be evaluated?	Tara, M. (2005). Assessment – Summative and formative – some theoretical foundations. <i>British Journal of Educational Studies</i> , 53(4), 466-478. Retrieved from http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1111/j.1467-8527.2005.00307.x Leahy, S., Lyon, C. Thompson, S. & Williams, D. (2005). Classroom assessment: Minute by minute, day by day. <i>Educational Leadership</i> , 63(3), 19-24. Retrieved from http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx Guest speakers from the Galileo Educational Network on how to build formative assessment into your practice: http://galileo.org/teachers/designing-learning/resources/inquiry-and-assessment/
October 31 st	Should parents decide how their children are educated?	Chapter 10: <i>Should parents decide how children are educated?</i> McLaughlin, T. (1984). Parental rights and the religious upbringing of children. <i>Journal of Philosophy of Education</i> , 17, 75-83. Retrieved from http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1467-9752.1984.tb00046.x/epdf

		<p>Callan, E. (1985) McLaughlin on parental rights. <i>Journal of Philosophy of Education, 19</i>(1), 111-118. Retrieved from http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1467-9752.1985.tb00082.x/epdf</p>
November 7 th	Should cultural restoration be an aim of education?	<p>Chapter 9: <i>Should cultural restoration be an aim of education? Justice, reconciliation, and Aboriginal education</i></p> <p>Louie, D., & Scott, D. (2016). Examining differing notions of a “real” education within Aboriginal communities. <i>Critical Education, 7</i>(3). Retrieved from http://ojs.library.ubc.ca/index.php/criticaled/article/view/186095</p> <p>November 10th no class (Mid Term Break November 10-13)</p>
November 14 th	Should School choice be fostered in public education?	<p>Chapter 8: <i>Should school choice be fostered in public education?</i></p> <p>Guest lecturer Associate Dean Dr. Dianne Gereluk</p> <p>Writing workshop with the Student Success Centre</p> <p>Small group poster presentation due Tuesday November 15th - please post a digital copy of your PowerPoint to D2L</p>
November 21 st	What is the role of teacher’s professional identity?	<p>Chapter 11 and 12: <i>To what extent do teachers have professional autonomy? Conclusion: Teaching for the Canadian ethical environment</i></p> <p>How do teachers make judgments about ethical and unethical behaviours? Toward the development of a code of conduct for teachers. <i>Teaching and Teacher Education, 28</i>, 890-898. http://www.sciencedirect.com.ezproxy.lib.ucalgary.ca/science/article/pii/S0742051X12000662</p> <p>Poster Fair November 22nd and November 25th</p>
November 28 th	What does it mean to self-identify as a professional educator? And Conclusion	<p>Chong, S., Low, E.L., & Goh, K. (2011). Emerging professional teacher identity of pre-service teachers. <i>Australian Journal of Teacher Education, 36</i>(8) 50-64. Retrieved from http://files.eric.ed.gov/fulltext/EJ937005.pdf</p> <p>Alberta Teachers’ Association (2004) Code of Professional Conduct. Edmonton: Alberta Teachers’ Association. Retrieved from http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Teachers-as-Professionals/IM-4E%20Code%20of%20Professional%20Conduct.pdf</p>
December 5 th	Concluding thoughts and summation	<p>Final wrap up and farewell</p> <p>Final paper due Thursday December 8th by midnight. Please submit the essay as a word document onto D2L</p>

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Distribution of Grades: Undergraduate Grade Scale

Grade	Grade Point Value	Percentage	Description
A+	4.00	95-100	Outstanding
A	4.00	90-94	Excellent-superior performance, showing comprehensive understanding of subject matter.
A-	3.70	85-89	
B+	3.30	80-84	
B	3.00	75-79	Good - clearly above average performance with knowledge of subject matter generally complete.
B-	2.70	70-74	
C+	2.30	65-69	
C	2.00	60-64	Satisfactory - basic understanding of the subject matter.
C-	1.70	55-60	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)
*D+	1.30	50-54	
*D	1.00	45-50	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.
F	0	Below 45	Fail - unsatisfactory performance or failure to meet course requirements.
**I	0		Incomplete - unsatisfactory (effective January 2007).

Academic Accommodation

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with Student Accessibility Services <http://www.ucalgary.ca/access/> MacEwan Student Centre 452, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student's responsibility to register with the **Student Accessibility Services** and to request academic accommodation, if required. **Students who have not registered with the Student Accessibility Services are not eligible for formal academic accommodation.**

B.1.1 Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the appropriate Associate Dean, Department Head or the department/faculty designated contact person. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, **visit www.ucalgary.ca/access/**

Emergency Evacuation/Assembly Points

For the Education Block and Education Tower: Scurfield Hall [Primary Assembly Point]; Atrium Professional Faculties Food Court [Alternate Assembly Point]

Safewalk: Promoting Campus Safety and Awareness

Twenty-four hours a day, seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors. Safewalks are done in male/female pairs. The volunteers walk anywhere on campus (including McMahon Stadium, Health Sciences, Student Family Housing, the Alberta Children's Hospital and the University LRT station). To request a Safewalk volunteer to walk with you,

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk.

Werklund School of Education Student Union Representative (2016 – 2017): Carson Reveen,
careveen@ucalgary.ca, educrep@su.ucalgary.ca

Education Students Association (ESA) President: Christopher Klune, cmklune@ucalgary.ca

Student Ombudsman's Office:

www.su.ucalgary.ca/page/quality-education/academic-services/student-rights.

*Passing grades; the number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy. ** Not all work has been submitted. Or may be used if instructor knows that an application for a Deferred Exam has been made. If all work is submitted, but unsatisfactory, an F-grade would be awarded.