Investigating Urban Schools: A Case Study Approach
Course EDUC 5476
Mondays, 2:30pm -5.30pm, Room 2046

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Teaching Assistant: Jessica Ticar

Calendar Copy
An introduction to a case study approach to investigating equity issues in urban schools. Teacher Candidates identify appropriate topics and investigative methods, and reflect upon their findings in terms of relevant literature and their own experiences in urban schools.

Course Description
This is a workshop based course, which aims to provide equip students with research skills for investigating equity issues in urban schools. Its purpose is not to provide a comprehensive view of educational research in the broadest sense and its various forms, but to introduce students to teacher focused and case study inquiry approaches, which emphasize reflective practice as a basis for professional learning and for generating evidence informed understandings about addressing equity and social justice in urban schools. In this sense it is important to realize that students are being introduced to one particular approach to doing research (i.e. case study), which places the teacher at the heart of the research process. Central to teacher focused inquiry is the professional learning journal, which is as an important method, tool and source for generating data and grounding evidence based understandings of teaching and learning in urban schools.
The course introduces students to **key components of the research process** involving teacher inquiry, such as: 1. Developing a research question or focus (i.e. topic of investigation); 2. Using a theoretical framework; 3. Engaging with relevant literature (literature review); Method (using the professional learning journal to collect data); 4. Analyzing data; 5. Implications of research findings, and 6. Ethical considerations. Given the limitations of conducting research within the context of the B.Ed. program, as well as pragmatic considerations, the teacher professional learning journal is designated as the sole method and instrument for data collection and generating evidence informed insights in light of engaging with the relevant literature. Through using the journal the course aims to equip students with research based understandings of conducting teacher based inquiry in urban schools.

### Learning Outcomes

- To develop an understanding of **reflective practice** as a basis for professional learning and for conducting school based research
- To use **the teacher professional journal** as an important data source for generating knowledge about equity and social justice in urban schools
- To understand **teacher inquiry** as a legitimate form of research
- To apply an understanding of equity informed theoretical frameworks in reflecting on practice in urban schools
- To reflect critically on existing and relevant equity focused and informed research
- To understand the purpose of and to write a short **literature review**
- To employ equity frameworks and relevant selected literature as a basis for generating analytical insights into one’s own research topic/practice
- To undertake a small scale equity focused research study on a topic of one’s choice
- To work collaboratively to generate research informed understandings of a specific equity focused topic
- To produce a **research report** which reflects a synthesis of both theory and relevant literature as well as an understanding of evidence informed practice.

### Course Materials


The **course readings** will be available on line under the **Resources** icon through the OWL class web site.
Week 1 (October 17, 2016): The Reflective Teacher

Reflective practice is central to this course and to teacher inquiry research. Teachers’ self-reflection is a tool for self-knowledge and basis for professional development and learning. In this class you will explore and apply a reflective practice framework as basis for thinking more deliberately and systematically about your own role as an educator is who is committed to addressing equity and social justice in urban schools.

Readings:


A spotlight on reflective practice

Examples of Reflective Practice:

Preparation for Class: Task 1: Reflecting on your last practicum. What lessons did you learn from your associate teacher and from students themselves? You need to try to take into consideration the perspectives and standpoints of others when reflecting on your practice. What sort of feedback did you receive from your associate teacher, for example? Did you create opportunities for students to provide feedback on your teaching or actively seek their feedback? How did you do this? Is there anything you would have done differently when thinking back on your last practicum? Is there a particular lesson that did not go well? How would you improve it? Were there specific systemic or equity issues that you identified at the school and/or in your classroom, and which you actively sought to address or just became aware of? Identify these and how they were manifested in your teaching experience at the school? This will be your first entry for the Learning Journal which we will learn more about next week [Professional Journal Entry 1: Due Week 1]

Week 2 (October 24, 2016): The Reflective Journal

The professional learning journal is a key tool or instrument for documenting critical and reflective practice. It is much more than a diary – a recording of your personal experience – and involves deliberate and purposeful action that “opens learning beyond the individual”. In this class you will learn more about the learning journal, and will share your own reflective writing on a critical incident drawn from your own practicum experiences and observations while on practicum. In this sense the professional journal is an instrument, and, hence, a means by which you can record your observations and reflections throughout the course and while you out in the field. It is important to understand that there is significant body of research committed to professional learning and development, which is known as Action Research. This approach is committed to supporting teachers as researchers in their schools through providing them with critical reflective frameworks and tools for investigating their own practice. For further details about this approach see: http://www.ascd.org/publications/books/100047/chapters/What-Is-Action-Research%C2%A2.aspx (Note: An electronic copy of this book is available through our library) and also this source: https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/act_research.pdf.

All you need to be aware of is that this course draws on an action research-qualitative approach to research, and builds on traditions of naturalistic inquiry and participant observation. For these reasons I have included the reading on Observation by Cohen, Manion & Morrison (2007) because it will help you to conceive of your own observations and critical reflections as legitimate methods and data sources.

Readings:
Journal Focus:
Exploring a learning journal:

The reflective teacher: www.mheducation.co.uk/openup/chapters/9780335222407.pdf
Critical Incident Focus:
A critical reflection framework (Critical incident focus):


http://danieljayres.blogspot.ca/2013/12/critical-incidents.html

Gorski, P. & Pothini, S. (2014) Chapter 4: Cases on religion (pp. 33-43)

Additional Reading:

Observation as a Method Focus:


| Preparation for Class: Task 2: Reflect much more specifically on a particular incident drawn from your practicum experiences or from your own experience as a student in class. Think about an incident which relates in some way to an equity concern in light of your previous reading for Urban Schools in year one of your B.Ed. program. Describe the incident or particular experience in detail. How does your previous reading help you to make sense of this experience? [Professional Journal Entry 2: Due October 24, 2016 before 2.30pm] |

Week 3 (October 31, 2016): Case Study and Equity infused Frameworks

Theory is central to research. Theory may be defined as a lens or framework for thinking about and informing your thinking about your research. Notice how we have been employing Gorski & Pothini’s equity literacy framework and how is has been used a template for reflecting on specific critical incidents and approaches to addressing equity in urban schools. Theory provides us with key concepts and can help us to reflect more deeply on experience in classrooms and schools, for example. You might want to revisit Kumashiro’s (2000) anti-oppression education framework, and also some of the key concepts in social justice education that Sensoy and DiAngelo (2012) have introduced in their book: *Is everyone really equal?* Rands’ (2009) Gender complex approach to thinking about gender in schools is also a useful framework that that provides us with useful concepts for thinking about gender justice in schools. You might also want to read sj miller’s (2015) *queer literacy framework* paper. I have included all of these sources for you on-line so please see OWL class web site and click on Week 3 to access these courses.
Readings:

**Research Rundowns:** Introduction to educational research  
https://researchrundowns.com/intro/whatisedresearch/

**Dell'Angelo, T.** (2014) Creating classrooms for social justice:  
http://www.edutopia.org/blog/creating-classrooms-for-social-justice-tabitha-dellangelo

Gorski, P. & Pothini, S. (2014) Chapter 2: Analyzing cases using the equity literacy framework (pp. 11-20)

**Applying Equity frameworks:**  

**Task 3:** Continue to think about your experience in the classroom and schools in light of Gorski’s equity literacy framework. You might also want to incorporate Kumashiro, and others such as Sensory and DiAngelo, into your reflection on your experiences. These scholars provide us with certain concepts that help us to really think through equity and unequal power relations in schools in light of our own experiences. Do any of the concepts ring true to you in light of your experiences that you are reflecting on? How is your thinking being informed by your engagement with these frameworks. In this entry you are deliberately thinking about your experience in light of these frameworks and the insights they afford you in making sense of your own experiences of equity and social justice in schools. [Professional journal Entry 3: Due October 31, before 2.30pm]

**Thinking Ahead:** In the second part of the class, time will be allocated to start thinking about a potential research topic so you can start to develop your Action plan which must be submitted on November 15. You need to start thinking about organizing yourselves into groups according to a specific case study focus. These research hubs will be organized around the following broad areas for thinking about equity infused practice in urban schools:
1. Race/Ethnicity:
2. Sexuality/Sexual Orientation
3. Gender Identity
4. Socioeconomic status
5. Curriculum Specific focus (Mathematics, Science, English, History, Health and Physical Education)
6. Other suggested area

More specific case study foci might include:
1. How is racial and ethnic diversity addressed in the curriculum? How do I see myself addressing racial and ethnic diversity in the curriculum? What does it mean to engage in anti-racist and/or anti-Islamaphobic education in urban schools? How do I see myself doing this in my own classroom/curriculum field?

2. How is homophobia being addressed in your practicum school? Is there any evidence that specific policies exist in the school that are committed to anti-homophobic education? How is sexual diversity being addressed in the curriculum? How do you see yourself addressing it? Are there spaces where you can incorporate a LGBT focus in your teaching in terms of specific content? Does your particular school have a GSA? What can you learn about the GSA in terms of the students who are members, the teacher advisor and also its activities? You could make a concerted effort to become involved in the GSA and to record your experiences and reflections.

3. How are issues related to gender diversity and gender justice being addressed in the school curriculum? Are there specific policies related to supporting transgender and gender diverse students? What knowledge and understandings of trans students and their needs exist in your particular school community?

4. How are issues related to social class reflected in your school community? How do you see yourself engaging in anti-classist and anti-poverty education in your teaching? How can you support students from economically disadvantaged backgrounds? What evidence can you find that these students are actually being supported or not?

5. How do you see yourself addressing equity and social justice within your own curriculum-subject specific area? How do you see yourself implementing or applying productive pedagogies principles and with what particular effects?

Other topics might include a focus on disability or religion etc., or you might choose to think about addressing equity and social justice within the context of the curriculum in your particular subject area such as Mathematics or Science or English etc.

Once you decide on a topic, you will need to search for a relevant article which relates to the topic, and which will further inform their understanding of the specific problem/equity issue that you want to investigate and reflect on. For example, if you want to focus on the role of GSAs in your school you will need to search for specific literature/research articles about GSAs. If you are interested in investigating anti-racist education, you will need to search for specific research literature that deals with this topic. Prior to the next class, you will need to share any sources on-line with one another and to bring specific sources to class in week 4. Don’t worry I will help you with your search.

**Task 4:** Before next class each member needs to start searching for a journal/book/on-line source, which relates specifically to your topic. Share this source on-line with other students in your research hub before next week's class. Read your chosen paper carefully and be prepared to discuss it within your research hub. Also bring your laptops to class so that you can continue to search for relevant sources on-line as you think through and discuss your topic in your research hub next week.
Week 4 (November 7, 2016): Generating Case Study Topics: Research Hubs and Literature Reviews

Outlining your research topic and deciding upon an action plan are central outcomes for this class. You will work collaboratively to generate an action plan as basis for generating reflections on your practice in light of your case study research topic. Central to this process is also an understanding of the importance of engaging with relevant literature that speaks directly to your topic. At this stage each group member is only be asked to search for one relevant or related source and to reflect on this in light of their agreed upon research focus. You will continue to build on this knowledge base throughout the course. Continued reading of relevant literature throughout the course is central to informing your thinking about your practice and to any deliberate and purposeful action that you take. Professional journal writing entries should continue to reflect some engagement with the relevant literature as a basis for reflecting on your practice, and in light of your developing understandings of addressing equity issues in schools.

Readings:
Collaborative Action Learning Groups:

Literature Review:
Skene, A. Writing a literature review (2 pages)

University of the Fraser Valley: Writing a literature Review (4 pages)

Fry, P. Literature review Template. Thomas Rivers University (1 page)

Task: You need to be able to generate an action plan during this class. An Action Plan and be prepared to present your action plan to the rest of the class next week:

Action Plan Template

1. **Topic:** Define your topic and focus of investigation. What is your actual case study focus and overall concern that you want to address? What do you want to learn more about exactly? What is your overall research question or problem or issue that you want to address and/or learn more about?

2. **Purpose:** What is the purpose for your investigation? Why is it important to you personally and for teachers professionally?

3. **Framework:** Explain how Gorski and any other frameworks inform your thinking/current understandings about your case? (Kumashiro/Productive Pedagogies/miller/Sensory & D’Angelo/Rands). How exactly will an equity infused framework be employed and help you to think thorough specific equity concerns that are relevant and related to your topic? In other words key concepts will inform your research and thinking about your topic?
4. **Relevant Literature:** List and briefly outline some relevant literature - other than the theoretical sources listed in the previous section - that has informed your case study focus. This will involve citing literature which group members have read and which relates specifically to your topic. Don’t worry it is only a preliminary-initial reading list that has been generated by the research hub collaboratively.

5. **Actions:** What deliberate and intentional actions are you going to take during your practicum so that you can generate reflections specifically related to addressing your topic? Note these need not be conceived as additional requirements, but need to be understood as actions which can be incorporated into your already existing practicum/lesson planning/overall schooling experience. In this sense, these actions will not be additional, but entail a deliberate attention and focus so that you can record your reflections on these specific actions/interventions in your professional learning journal. For example, you might make an effort to speak to other teachers or students informally about the GSA at your school and to record in your journal what you learn from them. Overall, you must outline specific tasks and potential activities/lessons that you will target intentionally and deliberately while on practicum. These actions must be thought about in concrete terms which enable you to generate observations about practice and evidence based reflective data. You will also need to provide a rationale for these actions and your thinking behind them.

**Note:** You need to be aware of specific ethical considerations. Under no circumstances must you refer to the name of the specific school where you are undertaking your practicum. You must ensure that names of any teachers or students you write about cannot be identified in any way. This will require you using pseudonyms. Any interaction you have with students or observations that you record are considered to be part of what you would normally do as part of your practicum, and so there is no consent required from any of the participants. You are just being deliberate in your focus to learn more about your topic as part of your teaching experience in the school. *This teacher inquiry case study research approach is designed to help you reflect on your practice, and to generate reflective writing entries in your journal, which can then be used as data sources for generating knowledge and understanding about equity in urban schools.*

**Week 5 (November 14, 2016): Group Presentations: Plans of Action**

**Task 5: PowerPoint Presentations:** Each research hub will present their action plans to the rest of the class. You are encouraged to follow the above template but your focus will be on Topic, Purpose and Actions. Sharing your templates with the class will also allow for some feedback and also help you to be clear about your actions in light of your specific topic and purpose for collecting data. Each PowerPoint presentation should be submitted electronically – one per group - and will be included as part of your overall participation grade. Each group will have no more than 25 minutes to deliver their presentation. You must email the final PP on November 14.
**Task 6: Individual Action Plans (1000 words):** Each student will be expected to submit an individual action plan including all of the above components as listed in the template. In this sense, it allows each individual student the opportunity to provide further explicit and detailed information, as it relates specifically to deliberate actions that will be taken during the practicum, and in light of their specific reading. This action plan is crucial because it will guide your reflections and subsequent journal writing entries that will be important evidence-based data sources.

1. Topic Discussion (1 paragraph)
2. Purpose and Significance (1-2 paragraphs)
3. Framework (3 paragraphs)
4. Literature (1-2 paragraphs)
5. Actions (1-2 pages)

**Note:** Action Plan needs to be submitted on **November 15** and should be submitted on-line.

**Field Notes-Journey Writing on Practicum**

I want to encourage you to use your *Professional Learning Journal* during your practicum. While you will be very busy you must try to make some time to take notes at key points in the execution of your action plan. You should make note of any critical incidents that occur, for example. This sort of recording is important because it will be easy to forget important details by the time your practicum is over. So try to create some time or space to reflect deliberately on your practice throughout the practicum. Try to take notes so that these can be used at later point – when you have more time - to assist you in your reflective and critical writing for your professional journal. You will be expected to include **at least 4 entries** in your final journal, and to share your reflections in your research hubs when you return to class on January 9 in the New Year.

**Task 7:** In preparation for our January 9 class, you should complete at least **two journal entries** which detail your reflections in light of your action plan. In addition, you might also want to detail any critical incidents that you can share with your research hub. These journal entries must be completed and submitted before **2.30pm on January 9, 2017 [Professional Journal Entries 4 & 5]**. The remaining two journal entries must be submitted on **January 23, 2017 [Professional Journal Entries 7 & 8]**.
Week 6 (January 9, 2017): Reflecting on Journal Writing Entries (What did you learn?)

In this workshop you will share your individual research findings in your research hubs only. It is space for you to talk and to think through the implications of your research findings and to refine your reflections further. In this session it is my hope that you will learn from one another by sharing your reflections on the execution of your action plans and research findings. What did you learn? Was there a particular critical incident that was significant? Outline any similarities or differences in your findings. Did other students' experiences and reflections on their experience resonate with you? Why? Why not? In hindsight, is there anything that you would have done differently? How will you improve or develop your practice for your next practicum? You might want to start thinking about creating a particular case scenario, along the lines that Gorski and Pothini do in their book, and to share it with the rest of the class as part of your group presentations in Weeks 4 & 5.

Reading:

Task 8: What did you learn from other members in your research hub about their experiences in schools? What is your response to the Darkling-Hammond paper? Did anything in particular stand out for you in light of both your recent experience in schools and your research hub experience in class today? [Professional Journal Entry 6 to be submitted Friday, January 14]

Note: Professional Journal Entries 4 & 5 Due Today

Week 7 (January 16, 2017): Reflecting on Relevant Literature (How is the relevant literature useful in reflecting on what you have learned?)

Now that you have generated reflections and insights on the basis of intentional and deliberate action you will need to return to the relevant literature in the field. Each individual student will need to undertake a short literature review in light of their reflections. You will review three literature sources in light of your reflections. In this class each student will bring one literature source (in addition to the one chosen for Week 4 in the Fall term), and share it in their research hubs. What is relevant about this source and how does it inform your analysis and thinking about your research and specific reflections on your practice? Does your experience on practicum resonate in any way with any of the points/comments that are made in the literature source?

Task 9: Literature Review: Due January 20
Week 8 (January 23, 2017) Preparing for Group Research Presentations

This workshop will be devoted to preparing the collaborative research hub presentations. Each group will be allocated 45 minutes.

Preparation Guidelines:

**Topic:** Outline your topic and purpose briefly.

**Framework:** Explain the specific framework, concepts that inform your understanding of your case.

**Method:** Provide a brief overview of the actions/interventions taken.

**Research Findings:** You will need to provide some synthesis of research findings for your research hub. You will need to describe what you discovered and then to talk about its significance for thinking about practice and for improving it. Here you might want to refer to some of the significant literature which you have read and which informs/speaks to your analysis (35 minutes)

**Implications:** Outline what you consider to be the implications of your research.

**Note:** Remaining 2 journal entries based on implementation of action plan are due before 2.30pm January 23, 2017. [Professional Journal Entries 7 & 8]

Week 9 (January 30, 2017) Presentations (Sharing Research Findings)

Week 10 (February 6, 2017) Presentations (Sharing Research Findings)
Assignments and Other Course Requirements

Class Attendance and Participation: 15% On-Going
Attend every class
Complete the required readings and tasks for that week
Be prepared to participate in small group/research hub discussions/activities
Use allocated class time wisely to work collaboratively on relevant tasks, especially those involving research hub presentations
Be respectful of and listen to others’ point of view/perspectives

Professional Learning Journal (8 Entries): 30% On-Going
Each entry should be at least 500 words. What is being assessed is the quality of the reflection and the extent to which there is an effort to incorporate critical insights that are informed by your engagement with key equity/social justice concepts and other relevant literature.
Please see Professional learning Journal Rubric for entry writing requirements.
Submission Dates:
Professional Journal Entry 1: Fall Week 1 (October 18, 2016)
Professional Journal Entry 2: Fall Week 2 (October 24, 2016)
Professional Journal Entry 3: Fall Week 3 (October 31, 2016)

Note: Please note that while you are being asked to submit officially only 8 journal entries, you are not limited to only submitting 8. You may use the journal to record additional reflections on your practice that you consider are relevant and important data sources that you can draw on in your final research report.

Action Plan 10% (1000 words) Due: November 14, 2016
See week 5 of course outline and Action Plan Rubric for more detail.

Mini-Literature Review 15% (1500 words) Due: January 20, 2017
In this mini-literature review you are not expected “to survey everything that has been written about [your] topic” (Skene). You will choose three literature sources and explain their significance in light of your case study focus. What knowledge and insights do they provide in terms of thinking about your own research and analysis? Criteria are listed below but please see Mini-Literature Review Rubric.

Criteria:
- Provides a brief summary of the content of each source
- Explains the relevance of each source in relation to chosen research topic
- Identifies important themes across all three sources and explains how these relate to own research topic
• Provides evidence of critical reflection and deep thinking beyond just describing the content of each source
• Draws connections between the three sources and illustrates how each source has contributed to knowledge of the topic
• Expression is clear and there is clear evidence of editing to ensure that grammatical errors have been addressed
• A reference list using APA Style is provided

**Individual Research Report: 30% Due: February 20, 2017**

This is based on your research hub presentation on research findings, but enables you to tailor your report much more specifically to your own research school site, as well as to demonstrate what you learned from others in a more sustained and detailed manner than that allowed for in the class presentation which requires some negotiation about what to include to ensure representation of research findings across all research hub members. presentation. Please see general outline below and the more detailed Individual Research Report Rubric.

**Topic:** Outline your topic and purpose briefly.

**Framework:** Explain the specific framework, concepts that inform your understanding of your case.

**Method:** Explain your method and reflect explicitly on your fieldwork and observation.

**Research Findings:** You will need to provide some synthesis of research findings for your research hub. You will need to describe what you discovered and then to talk about its significance for thinking about practice and for improving it. Here you will need to refer to some of the significant literature which you have read and which informs/speaks to your analysis.

**Implications:** Outline what you consider to be the implications of your research. Does your specific case study and what you have learned have any implications for students who are not in the Urban Schools cohort and/or for teacher education students more broadly in terms of our curriculum and instruction here in the Faculty of Education?

### Assessment Overview: Due Dates

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<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tr>
<td>Journal Entry 1</td>
<td>October 18, 2016</td>
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<td>Journal entry 2</td>
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<td>Individual Research Report</td>
<td>February 20, 2017</td>
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**Assignment Submission:** Please submit all assignments on-line as a word document through the OWL class website. Click on Assignments icon.
Policy Statements

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf.

Attendance: The B.Ed. program is an intense and demanding program of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy online: http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf.

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, all teacher candidates must demonstrate the ability to write clearly and correctly. Work which shows a lack of proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to the teacher candidate for revision to a literate level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (for which a doctor’s statement may be required) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf.

Plagiarism: Plagiarism means presenting someone else’s words or ideas as one’s own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, teacher candidates may consult their instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found on the Teacher Education website:
Plagiarism-Checking:

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnit.com).

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please engage in personal networking and non-course communication only outside class time – before or after class, or at the break.

SUPPORT SERVICES

A variety of support services are available at Western.

If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/service/the-peer-support-network/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES:  zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166
Additional Information

About the Course:

The University of Western Ontario and the Faculty of Education interpret letter grades as follows. All assignments in this course are marked on this basis.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
<td>outstanding work which can hardly be bettered</td>
</tr>
<tr>
<td>A</td>
<td>80-89%</td>
<td>superior work which is clearly above average</td>
</tr>
<tr>
<td>B</td>
<td>70-79%</td>
<td>good work, meeting all the requirements, and eminently satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>competent work but not of the standard normally expected in the Faculty</td>
</tr>
<tr>
<td>D</td>
<td>50-59%</td>
<td>inferior work which is clearly deficient but minimally acceptable</td>
</tr>
<tr>
<td>E</td>
<td>40-49%</td>
<td>work that is not acceptable but which qualifies for a supplementary examination to achieve a passing grade of 50%</td>
</tr>
<tr>
<td>F</td>
<td>Below 40%</td>
<td>work which is below minimally acceptable standards and which, while it is subject to the normal rights of appeal, does not automatically qualify for supplementary examination privileges.</td>
</tr>
</tbody>
</table>

Equity and Social Justice Frameworks

Gorski, P. & Pothini, S. (2014) Chapter 2: Analyzing cases using the equity literacy framework (pp. 11-20)

Productive Pedagogies: Classroom Reflection Manual (Department of Education, Queensland)


Relevant Journals & Web Sites

*Canadian Journal of Education*
http://www.cje-rce.ca/index.php/cje-rce/issue/archive
Critical Studies in Education
http://www.tandfonline.com/loi/rcse20#.V6iErTVSHZU

Cult of Pedagogy (A collection of resources for teaching social justice):
http://www.cultofpedagogy.com/social-justice-resources/

Discourse: Studies in the Cultural Politics of Education
http://www.tandfonline.com/loi/cdis20#.V6iEgjVSHZU

Education Canada

Equity and Excellence in Education
http://www.tandfonline.com/loi/ueee20#.V6iDhDVSHZU

Gender and Education
http://www.tandfonline.com/loi/cgee20#.V6iDRjVSHZU

Gender Spectrum: https://www.genderspectrum.org/explore-topics/education/
GLSEN (Gay, Lesbian and Straight Education network): http://www.glsen.org/research

Journal of LGBT Youth
http://www.tandfonline.com/loi/wjly20#.V6iDuDVSHZU

Our Schools/Our Selves
https://www.policyalternatives.ca/publications/ourschools-ourselves

Race, Ethnicity and Education
http://www.tandfonline.com/loi/cree20#.V6iC1TVSHZU

Sex Education: Sexuality, Society, Schooling
http://www.tandfonline.com/toc/csed20/current

Zinn Education Project: http://zinnedproject.org/

Relevant Reading


