Course Description:
A focus on issues of equity—race, culture, religion, gender, social class, sexuality, and disability—in education. Critical analysis of school curricula and classroom practice. Development of teaching strategies appropriate for an increasingly diverse and heterogeneous student population.

Aims, Goals, Objectives, Outcomes:
The main objective of this course is to make participants familiar with issues of inequities such as race, culture, religion, gender, social class and sexuality in education. It examines the meaning of equity and social justice within the context of multiculturalism in the public education system in Ontario. More specifically, the course will provide participants with opportunities to critically examine current school curriculum, policy and classroom practices and develop strategies for an equitable and inclusive curriculum. Curriculum units are examined for their relevance in a society that is increasingly characterized with diversity and heterogeneity of its student population.

Standards of Practice for the teaching profession:
All five of the key elements in the Ontario College of Teachers Standards of Practice are integral to this course:

- **Commitment to Students and Student Learning** is integral to this course. This course examines factors and characteristics that enhance learning in cross-cultural settings. More importantly, pedagogical strategies that address distortions in thinking about race, cultural differences, sexual orientation and gender are explored.
- **Professional Knowledge** relating to cultural diversity and education (both in Canada and in Ontario) is examined. An important component will be the evolution of equity policy, and students will have an opportunity to challenge significant decisions made over time.
- **Teaching Practice** and the exercise of professional judgement are a vital component of
the course. Students will investigate how cultural, racial and gender disparities in the classroom and in the school may be addressed in order to enrich the schooling experience and enhance learning and cooperation rather than serve as a basis for conflict.

- **Leadership and Community** is stressed in those components of the course in which students themselves might become change agents through their commitment to equity ideals.
- **The Necessity for ongoing Professional Learning** is established throughout the course. Participants learn that the cross-cultural approach provides a reservoir for effectiveness in the teaching-learning experiences, that professional recognition of this medium is belated, and that further explorations are required. In particular, teacher candidates will learn that Canada is at the threshold of a new and necessary approach to education.

### Course Content:

#### Major Themes

This course will specifically deal with the following topics:
- Equity and social justice
- Race, culture, multiculturalism, and anti-racism
- Gender and education
- Social class and the education system
- Sexuality and transgender issues in education
- Disability and oppression
- Indigenous issues and education
- Intersection of race, gender, sexuality and social class

### Course Materials:

The following required text is available for purchase from Books Plus:


### Assignments and Other Course Requirements:

#### Expectations

1. Because of the nature of the program, it is very important that you participate in every scheduled session both onsite and online. If you are absent for more than a week, confer with your instructor as soon as you can. More than one absence without a legitimate excuse will result in the lowering of your grade.

2. It is expected that you read the assigned readings and be prepared to participate in class discussions based on assigned readings. You are required to complete only two or three readings per week.
3. Assignments are expected to be handed in on due dates. It is your responsibility to organize your time and meet the expectations of the course.

**Assignments/Evaluation:**
1. Weekly Responses/Participation in Class 40%
2. Group Presentation and In-class Activity/Discussion 30%
3. Final Artefact + Reflection Paper 30%

**Total:** 100%

**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.westerncalendar.uwo.ca/2009/pg118.html](http://www.westerncalendar.uwo.ca/2009/pg118.html)

**Attendance:** The B.Ed. and Dip.Ed. programs are intense and demanding programs of professional preparation in which teacher candidates are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy at [http://www.edu.uwo.ca/preservice/downloads/Attendance.pdf](http://www.edu.uwo.ca/preservice/downloads/Attendance.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.
**Academic Offences:** Scholastic offences are taken particularly seriously in this professional Faculty. Teacher Candidates should read about what constitutes a Scholastic Offence at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholoff.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 Preservice 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.turnitin.com) [j10] and [j11]

*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.

c.

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**Western SUPPORT 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/services/).

**EMOTIONAL or MENTAL DISTRESS:** http://www.uwo.ca/uwocom/mentalhealth/
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
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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>
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