

**Courtney Anne Brewer**

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Updated: April 2023

TEACHING DOSSIER

Western University: Ph.D. (Critical Policy, Equity, and Leadership Studies, Faculty of Education)

## Teaching Philosophy

My philosophy of teaching is based around students. Although much of what I will speak about in this philosophy is directed at the university classroom, my teaching experience from Kindergarten to Grade 8 has been based on the same value system that I hold. I believe that students deserve a high-quality, student-centred approach to their courses. I want students to gain exposure to important information and skills that they need in order to be successful, competent, and analytical in their futures, while also becoming active participants in their own current educational experience. I recognize the diversity within each class I teach, and I alter my methods, assignments, and approaches as necessary.

To begin, I am very aware of the power I hold as an educator. I am well-versed in Bourdieu's (1985) philosophies surrounding the reproduction of education in society and to a large extent, I still see such reproduction of various norms in schools today. In order to interrupt the status quo that is reproduced by various education systems, I begin by naming my power and then shifting it as necessary. I approach teaching by attempting to balance my knowledge base of subject content with the humility necessary to meet students where they are. My goal is to help students recognize their funds of knowledge and to offer them opportunities to feel empowered by their educational experience. I continually reflect on the various roles that I have the power to take on, such as being a disseminator of information, a supportive coach, a quiet listener, and an advocate of various ideas that students have, so that I can carefully select an appropriate way to promote each student's learning.

When I teach, I make a concerted effort to promote rich discussion and a deeper understanding of current research and practice. I use discussion starters and I pose alternative views to instigate lively debates and to promote further research exploration during classes. I work to create a safe space where students feel comfortable sharing their perspectives and expressing their ideas, which allows for more dynamic and honest learning to take place. Students see that they possess important and valuable knowledge and insight within themselves and their own experiences. Furthermore, I am always sure to show students that I value what they say regardless of differing opinions. I know that this approach is effective in keeping students engaged in their own learning, as many students have followed up with emails and resources related to course content and discussions where they make connections between their classes and their own experiences.

Additionally, I believe that my course assignments strike an important balance in promoting academic rigour and personal interests in current research and course concepts. My assignments provide room for students to explore topics of interest to them in an in-depth and rigorous manner. As well, students have the opportunity to share their findings and new learning with one another. It is important to me to offer students opportunities for reflection during and after an assignment is completed in order to reinforce the value of authentic learning and appreciation of the learning process. I give extensive feedback related to course assignments and provide opportunities for students to ask questions while they are completing projects so that there is a mutual understanding of expectations and steps to take in the future. I believe that putting students at the centre of their

assignments and including them in the development and assessment of assignments is another way to empower students while interrupting the power imbalance that educational institutions maintain.

Furthermore, it is important to me to be available to students, both inside the class and regularly between classes. I maintain regular office hours and I attend several meetings outside of office hours with students who have conflicting schedules but still want to meet in a face-to-face format. As well, I am regularly available via email and I respond in a timely and supportive manner. I believe that when students feel supported both inside and outside of the classroom, they are able to remain engaged in their own learning and academic growth.

I believe in providing many rich opportunities for students to authentically learn. I believe students are more than capable of being a partner in their learning and I will continue to advocate for this approach to learning in any level of education that I work in. I believe in treating students with respect, understanding, and positivity. I am honoured to be part of students' education experience at any level of schooling and I look forward to expanding my role in new capacities.

## **A letter to my students**

Originally presented: February 24<sup>th</sup> & 26<sup>th</sup>, 2015

Dear students / future teachers,

You are heading into a position of greatness. You have chosen to lead generations of children and youth, to inspire their dreams, to give them the skills they need to do wonderful things in this world. With this immense power, comes immense responsibility. I know that the majority of you, if not all of you, are here in teacher education because you truly care about the students you will lead. I know that you desire to make this world a better place by being an advocate and role model for students. I know that you are mandated by the government to deliver a curriculum using the best means possible, but that many of you are also here for reasons deeper than academically grooming students. You are here because you care.

What I need to be sure of, is that you care about every single student—The students that walk into your classroom, the students that you see in the halls, and the students that you never meet. To do this, you need to remember that there are all types of students. There are students from different religious and cultural backgrounds, students who identify themselves differently on a gender spectrum, students who are diversely abled, students who love school and work hard, students that hate school and rarely attend, students of all shapes and sizes, students who have something to say and students that are never heard. They all count.

You are teaching in a system based on reproduction of ideas that were developed by and for an elite. You are part of this elite. You will deliver the curriculum of the elite to students who are part of this elite, but also to many students who are not part of this elite. Whatever the policies are, whatever the curriculum is, whatever 'type' of school you find yourself in, remember that I need you to care about every single student. To do this, you need to recognize your elite status. You need to recognize the power that exists in this system. I am not asking you to be cynical or negative or to criticize everything that you come across, but I am asking you to recognize the power imbalances that are inherent the system that you are devoting your life to. If you refuse to see the power and privilege taking place, you are not fulfilling your role as a caring individual, and you will not be contributing to a caring profession.

Regardless of your opinions on how the world is structured, there is research upon research to support the idea that privilege and power play a major role in education and in society. Teachers are often criticized for refusing, ignoring, and denying research in favour of maintaining the status quo. We do not allow dentists or doctors to ignore the latest research in favour of what makes them comfortable. We demand that dentists and doctors update their skills and turn to research to guide their practice on a constant basis. This needs to happen in the profession of teaching as well. If you disregard the research and knowledge base that has been developed, you will put your students in harm's way. You will put the entire body of students that you come into contact with directly and indirectly, into

harm's way. You will be disrespecting yourself and the very reason that you chose this profession.

You have the power to make a difference in this world. Our society is on a tipping point for reform. You may be the first generation of teachers to retire from your job being able to see equity as the norm. You may be the first generation of teachers to make a significant difference in the role that schools play in the lives of children and youth. In order for this to happen, you need to pay attention to the power that exists, to the research that highlights it, to the research that ignores it, and to the needs of every single student whether you are teaching them or not. If I do my job right, and if you take on this responsibility, this course will change from a Sociology course to a History course. Please, help to make me a History professor.

I have every reason to believe that you can do this. I have seen the glimmers in your eyes when you talk about students. I have seen your faces light up when you think about your future. I know you may face adversity, but I also know that you are the right people to prevail. Go forth and change the world, for indeed it is within your abilities and indeed, all students deserve your care. Remember why you chose to be a teacher.

Yours truly,



Courtney Brewer

## Teaching Practice

Teacher- Waterloo Catholic District School Board (Primary, Junior, Intermediate) (2016-Present)

- Currently teaching Grade 8
- Previously taught Grade 2, Grade 3, and developed plan for Kindergarten
- Promote critical learning and critical literacy through various subjects
- Maintain a safe and trusting learning community for all learners to thrive in
- Use a variety of teaching strategies to meet the learning, social, and emotional needs of all students
- Completed *WCDSB Developing the Leader Within (Part 1)* Leadership Program

Instructor- Nipissing University (2012–2016) \*Guest instructor in 2011

- Taught Sociology for Educators, Curriculum Methods for Primary Junior teachers, and Developmental Psychology for Educators
- Promoted critical literacy in order to approach various course topics
- Used a variety of teaching and assessment strategies to support all learners
- Worked with Accessible Learning Services to ensure learners requiring accommodations had their learning needs met
- Provided rich, inquiry-driven assignments to promote deep understanding of course topics
- Used online learning platforms to communicate with students in a timely manner

Occasional Teacher- Waterloo Catholic District School Board (2012–2016)

- Taught all grades (Kindergarten – Grade 12)
- Implemented strategies and redirection to promote self-regulation in students
- Communicated with administrators, teachers, educational assistants, early childhood educators, and parents as necessary
- Participated in ongoing professional development related to early learning

## Quantitative Teaching Scores

Instructor and Course Evaluations			
Year / term	Course	Response Rate	Total score (out of 5 on scale)
2021 (Spring)	EU-502-A	21/26	**Scored out of 7 (Median and Mode used as

			<i>indicators)</i> 7
2106 (Winter)	SOCI 2092	n/a	3.95
2015 (Fall)	EDUC 4128	65/69	4.30
2015 (Winter)	SOCI 2092	144/160	3.95
2014 (Fall)	EDUC 4128	94/101	4.43
2014 (Winter)	SOCI 2092	132/166	4.51
2013 (Fall)	EDUC 4128	91/103	4.45
2012-2013 (Fall/Winter)	PSYCH 2020	166/181	4.57

### **Qualitative Feedback from Students**

“Thank you so much for offering to edit and look over our work before we submitted. It took a huge weight off knowing we were doing in the right direction and that you understood that some of use were learning these skills or the first time or after a LONG time.”

“She went above and beyond. I was continually impressed by how helpful and kind she was throughout the course.”

“I really enjoyed Courtney as a teacher, she worked really hard to support and help everyone in the course. She made sure we learned what we needed too.”

“I feel privileged to be a part of Dr. Courtney Brewer' course. She is very knowledgeable, and at the same time a progressive thinking professor. She always inspires her students to think out of the box. Her infinite support has benefitted every student who has taken this course. I specially enjoyed this course as I have learnt many new topics in research. This course gave me an opportunity to become trained in research methodology in a professional way. I would say this is a well organized course which includes a lot of good-teaching and learning.”

“Excellent availability and understanding of the adult learner population. Was patient and providing flexibility in terms of offering choice and voice when completing assignments.”

“Dr. Brewer was extremely generous with her time...wow! Thank you. This greatly contributed to my learning.”

“Courtney's edits and feedback to our work were so helpful during this time in our program. As this is the first course where we really need to stretch our academic writing skills, it was so helpful to know where we stood and how best to improve.”

“Courtney is a wonderful professor, she helped me develop my academic writing by giving me helpful and immediate feedback on my papers. Thank you, Courtney!”

"Courtney is great - she is very knowledgeable about research and has helped bring the topic to life for the class. She goes above and beyond to ensure we understand the topic and can apply it as well. She makes herself available for peer reviewing which I really appreciate (and have never had a professor do before). I have really enjoyed the class, and I have learned so much!!! Thank you Courtney!!"

"Courtney made amazing slides and exam reviews that made studying for the course so much easier. She was very easy to approach and super understanding"

"I looked forward to this class. Thanks for always smiling and creating such a positive atmosphere. It is very evident that you truly care about your students and people in general. Thanks for this!"

"Courtney did an awesome job teaching PSYCH 2020 600. She was by far the best Nipissing prof that I've ever had. She was prepared and very engaging while teaching. She had so much knowledge based on the course and I would love to have her again as a prof"

"The instructor was wonderful. Taught concepts well, responded quickly to emails, and always helps her students" (

"I loved Courtney as an instructor, she genuinely cared about her students. Her lectures were interesting and engaging and she incorporated videos/articles along with her PowerPoints. She is a great prof and I hope to see her teaching more classes in the future"

"I would definitely take another course with Courtney! She was a great instructor and always made sure that everyone was successful! She was always prepared and always had the time to talk to students outside of class!"



## Letters of Reference

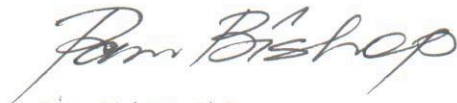
Courtney Brewer  
206 Weber Street E. Unit A  
Kitchener ON Canada N2H 1E6

June 8, 2015

Dear Courtney:

Thank you for the excellent teaching provided to the EdD Educational Leadership students on Saturday June 6. I especially appreciated the clear way you explained a number of complex aspects of undertaking research at a doctoral level. Without doubt, your presentation was greatly appreciated by the 20 students who attended. Several Deans who are undertaking their EdD studies indicated to me how useful your presentation was and that they left with a heightened explanation of practical and ethical elements of the field study component as well as the dissertation development. Teaching successfully in higher education always requires excellent planning and a deep grasp of the topic area, and your presentation embodied both, for which I remain grateful.

Sincerely,



Pam Bishop, PhD

Associate Dean, Graduate Programs,  
Associate Professor, Educational Leadership,  
Coordinator: EdD, Educational Leadership  
Faculty of Education, Western University  
1137 Western Road, London, ON. Canada N6G 1G7  
tel: (519) 661 2111 ext 88879  
fax: (519) 661 3029  
[pbishop@uwo.ca](mailto:pbishop@uwo.ca)

Please consider this a letter in support of Courtney Brewer's application for a post-secondary teaching position. I first met Courtney while she was a student during her Bachelor of Education at Nipissing University's Brantford Campus, then in the Master of Education Program where, in addition to having her as a student in my Educational Philosophy course, I was the supervisor for her thesis entitled, *The Impact of an In-School Parent Discussion Group on Immigrant Mothers' Perceptions of School Readiness*. Courtney has also worked for me as a Research Assistant through Nipissing's graduate school and continued to work in the same role on a part-time basis through a CIHR grant and an additional grant through the Schulich Family Literacy Faculty Research Grant. In addition, Courtney and I are colleagues at Nipissing where she teaches part time. Based upon these interactions, I consider myself to have a high level of insight into her abilities, competencies, and overall potential.

I can say with the utmost confidence that Courtney is one of the finest students with whom I have had the pleasure of teaching and working in my over 15 years in my current position. Her knowledge of research-based issues and her ability to conduct high-level research in a variety of areas is most enviable. She has proven herself to be extremely capable, organized, and motivated in all she does. As one who is familiar with supervising research assistants can attest, it is an absolute pleasure when you have one who is able to take on leadership roles with very little instruction and supervision. Courtney fits this model extremely well. Many times she has proven to guide our research by not only developing components but supervising other less-experienced researchers. At the same time that I have conducted research with her, Courtney was able to continue her own research agenda related to immigrant parents' struggles with a new schooling system for their children, work with as a Research Assistant on other projects with colleagues, work as an occasional teacher, teach part-

time at Nipissing University, and has recently been accepted into the Ph.D. program at the University of Western Ontario.

In her most significant works with me she has been the lead Research Assistant in the evaluation of an educational HIV and AIDS program operating in Ontario schools and has acted as co-researcher in a current effort entitled, *Working with Refugee Children and Families in a Canadian Educational Context*. In addition, she has worked on projects that have researched the effectiveness of an oral history project in Ontario secondary schools.

When speaking to Courtney's abilities as an instructor, I can say with the utmost confidence that she is extremely well prepared, is very well spoken, and has received very positive feedback from her students. I have heard on a number of occasions how students appreciate her efforts and her willingness to include in her lectures those from the wider community with expertise in a variety of fields. With regards to her occasional teaching, given the extremely competitive nature of hiring in local boards, this again speaks to Courtney's abilities and potential and the positive impact she makes on professionals in our field.

I feel absolutely confident in providing the highest recommendation and reference for Courtney. I believe she will be an extremely positive addition to your faculty and will have a very positive influence on her students and in her interactions with faculty and staff. Should you require additional information, please do not hesitate to contact me at your earliest convenience.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mike McCabe".

Mike McCabe, Ph.D  
Associate Professor  
Nipissing University.  
[michaelm@nipissingu.ca](mailto:michaelm@nipissingu.ca)  
519-752-1524 x7507



BRANTFORD CAMPUS

March 2013

To Whom It May Concern:

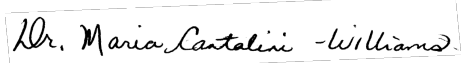
This letter is to provide a reference for Courtney Brewer. I have known Courtney for approximately six years as both an undergraduate student in the Concurrent Education program and the Master's of Education program at Nipissing University, Brantford campus. I have been Courtney's professor in the Curriculum Methods and International Teaching courses, along with her instructor for Master's level courses. In all coursework, Courtney demonstrated excellent research, writing, organizational and presentation skills. Through my interactions with Courtney, I have observed her to be an exemplary student and researcher, a skilled individual and a person with well-developed understandings. She has much enthusiasm and a very positive attitude. In addition, Courtney has been teaching a Developmental Psychology course very successfully at the undergraduate level to our concurrent education students. She plans engaging classes, assesses fairly and supports her students consistently. Courtney has been a valuable asset to our programs and initiatives offering consistent support for a variety of activities related to the betterment of our students, staff and faculty. I would highly recommend Courtney for a limited term teaching position due to her recent successes in teaching the Developmental Psychology course and her contributions to both research and community work.

Courtney has demonstrated an avid interest in various research-related activities. She has assumed the role of research assistant for at least three different professors at our campus, balancing her responsibilities with ease and courtesy. Courtney is able to produce work in a timely and exemplary fashion. She applies herself fully to all challenges and will be very successful in a doctoral program due to her diligence and passion for educational research. She completed her Master's degree in a timely fashion and has already disseminated her work in a variety of venues such as conferences, journals and local seminars. She is confident in offering leadership in her field and she has developed a sound knowledge base to apply to new situations such as the further study of the issues facing immigrant mothers. Courtney completes all assignments and tasks with precision, care and punctuality. She is disciplined to produce excellent results, utilizing her computer and technology skills effectively. These skills and dispositions will serve her well in a teaching position within a university setting. It is evident that Courtney will, in the near future, be a prominent figure in her field at a very young age.

Courtney has a warm personality and a very positive outlook on education. She puts forth great effort to excel in all her endeavours. She has worked with children and their parents in child care centres, schools and recreational settings and thus is comfortable interacting with both young people and adults. This ability will serve her well in further research endeavours. She has endearing interpersonal skills, yet she can work independently if necessary. Courtney has successfully completed a variety of

workplace commitments and she is excited to apply her teaching and research skills to a doctoral program. I highly recommend Courtney for a teaching position. If further information is required, please contact me at your convenience.

Thank you,

A handwritten signature in cursive script that reads "Dr. Maria Cantalini-Williams". The signature is written in black ink on a white background.

Dr. Maria Cantalini-Williams mariac@nipissingu.ca



Taunya Wideman-Johnston  
Nipissing University  
50 Wellington Street  
Brantford, ON N3T 2L6  
Phone: (519) 588-3084  
Email: taunyaw@nipissingu.ca

March 23rd, 2013

To Whom It May Concern

This letter is in support of Courtney Anne Brewer's outstanding teaching and research abilities. Courtney possesses numerous qualities that would contribute to her as a lecturer at your institution. Courtney not only demonstrates much knowledge in the field of education but strives for excellence ensuring she is able to exceed student needs and expectations.

I have had the pleasure of knowing and working with Courtney for approximately three years. We worked together on a team as research assistants to evaluate a research project investigating a school program focused on educating students about HIV/AIDS education and furthering character development. Courtney was a fabulous team member to work alongside. She is always motivated and full of determination. Courtney provided strong feedback to contribute to research ideas and effectively collaborated with all team members. Courtney is thorough, timely, and is always ready for a challenge. I have been fortunate to work alongside Courtney in other research studies, to co-plan seminars, and co-author. Courtney's strong incentive and quest for knowledge is truly remarkable. Without any doubt, Courtney's research abilities would be a benefit to your institution.

Courtney is also involved in ensuring her research is disseminated across regional, national, and international conferences. In the time since she has completed her Masters of Education, Courtney has presented at multiple conferences, guest presented, authored papers, instructed a course, and has been admitted to commence her doctorate at Western University. Courtney is a very professional, driven, and passionate individual.

Courtney's thesis centred in immigrant mother's perceptions of their children's school readiness. Courtney participated in an in-school discussion group that provided these women the opportunity to share their experiences. From her research Courtney was able to provide the educational community with knowledge about these women's unique perceptions and much needed recommendations for the educational community. Courtney is furthering her research by authoring a publication titled *Working with Refugee Students*

*in Canadian Schools*. This publication is focused on research investigating the perceptions of those involved in the refugee experiences of students in Canadian Schools. Courtney is determined to provide a necessary resource to the educational community.

Courtney is supportive and active in both the student and faculty community. She is always available for her students and ensures her course is filled with rich discussion and opportunities for critical thinking. Courtney is able to provide students with an engaging and challenging course that keeps students critically thinking and reflecting. Courtney provides a strong knowledge foundation but is also very compassionate and understanding. She is innovative with her course to demonstrate creativity and motivation in her students. Courtney's students have expressed much gain in having her as an instructor.

I know that Courtney will be an excellent candidate at your institution. I have yet to meet another individual who encompasses as much strength in both teaching and research that Courtney has. She is exceptional in all areas. If you require any additional information please do not hesitate to contact me.

Sincerely,

A handwritten signature in purple ink that reads "Taunya Wideman-Johnston". The signature is written in a cursive, flowing style.

Taunya Wideman-Johnston



## Previously Developed and Used Syllabi



### SECTION A: COURSE OVERVIEW

**FALL 2012/WINTER 2013**

<b>Instructor: Courtney Brewer</b> <b>Email: <a href="mailto:courtneyb@nipissingu.ca">courtneyb@nipissingu.ca</a></b> <b>Location: EC Lecture Theatre</b> <b>Office Building and #: EC 307</b> <b>Office hours: Tuesday 9am-11am</b>	<b>Instructor: Taunya Wideman-Johnston</b> <b>Email: <a href="mailto:taunyaw@nipissingu.ca">taunyaw@nipissingu.ca</a></b> <b>Location: EC Lecture Theatre</b> <b>Office Building and #: EC 307</b> <b>Office hours: Tuesday 9am-11am</b>
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### **Brantford Course Outline:**

**Developmental Psychology for Educators**

**PSYCH 2020 – FW 600 & 700**

**Class Time: FW 600: Tuesday/Thursday 11:30am–12:50 pm**

**FW 700: Tuesday/Thursday 1:00pm–2:20pm**

**Location: EC Lecture Theatre (Wellington Building)**

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### **CALENDAR DESCRIPTION:**

The physical, intellectual, emotional, and social changes from infancy through late adolescence are emphasized. There is also an examination of developments from youth onwards, some of the physical and neurophysiological processes involved, various theories of learning and development. The relevance of research findings and theories in developmental psychology to the educational process and to situations which teachers may encounter are discussed.

### **INTRODUCTION:**

This course explores human development with emphasis on development from infancy to adolescence. The intention of the course is for educators to be able to identify the physical, intellectual, emotional, and social changes from infancy through adolescence. We will achieve our goals by reading and discussing the text and relating the terms and themes into educational contexts.

\*The majority of the discussions and activities presented in the course will be based on the assigned readings.

#### **COURSE LEARNING OUTCOMES:**

- Demonstrates a broad understanding of factors that influence learner development and learning (e.g., culture, language, religion, socio-economic status, exceptionality)
- Acquires an understanding of subject-specific and general teaching methodologies, strategies, and techniques
- Respond to factors that influence learner development and learning (e.g., culture, language, religion, socio-economic status, exceptionality) with adaptations to pedagogy where necessary
- Demonstrates an ability to communicate accurately and reliably in various written and oral forms (e.g., multimedia, interviews, reports)

#### **STUDENT OUTPUTS:**

- Have a thorough knowledge of childhood development
- Understand effective research strategies and techniques
- Gain opportunities to present course-related content to peers to enhance knowledge
- Understand and apply various theories and concepts to personal and professional teaching situations

#### **REQUIRED TEXT:**

- Shaffer, D. R., Kipp, K., Wood, E., & Willoughby, T. (2013). *Developmental Psychology: Childhood & Adolescence* (4th Canadian edition). Canada: Nelson Education. ISBN: 0176503498
- Online readings will be available through Blackboard. Please see class schedule and weekly lectures for details regarding online readings.

### **SECTION B: COURSE EVALUATIONS AND SCHEDULES**

#### **FALL COURSE EVALUATION OVERVIEW**

<b>In-Class Term Tests</b> (1) <i>Term test will take place in the regular class period. Term tests are not cumulative and cover the chapters indicated on the following outline. They will consist of true and false, multiple choice and/or short answer questions.</i>	<b>30%</b>	<b>Tentatively</b> scheduled for <b>Thursday October 11, 2012</b>
<b>Group Projects</b> (Literature review and presentation) <i>See following notes for detailed information. There will be approximately 25 groups of four students (no exceptions unless based on class size.)</i>	<b>35%</b> (20% Literature Review and 15% Presentation)	<ul style="list-style-type: none"> <li>• Presentations will take place during the weeks of <b>Nov. 6 &amp; 8, Nov. 13 &amp; 15, and Nov. 20.</b></li> <li>• Timeslots for presentations will be drawn at random</li> </ul>
<b>Participation</b> <i>This segment will be calculated by class attendance and self/peer ratings of participation in Group Projects (Literature Review and Presentation).</i>	<b>5%</b>	Ongoing
<b>Final December Exam</b> <i>The date of the final exam is schedule by the Office of the Registrar. It will consist of</i>	<b>30%</b>	As Scheduled by the Office of the Registrar

true and false, multiple choice and/or short answer questions and is cumulative, covering content from the fall session of this course (September – December)

### **TENTATIVE OUTLINE OF CLASS SCHEDULE: Fall Session**

*\*This is a **tentative** lecture schedule. Topics may be changed and/or added as we proceed. It will be **your responsibility** to be aware of any such changes in topic, materials, readings and/or preparation needs.*

Week	Date	Chapter
1	September 11 <sup>th</sup> 2012 & September 13 <sup>th</sup> 2012	Introduction  <u>Part One: Theory and Research in the Development Sciences</u>  Chapter 1: Introduction to Developmental Psychology and Its Research Strategies
2	September 18 <sup>th</sup> 2012 & September 20 <sup>th</sup> 2012	Chapter 2: Theories of Human Development
3	September 25 <sup>th</sup> 2012 & September 27 <sup>th</sup> 2012	<u>Part Two: Foundations of Development</u>  Chapter 3: Hereditary Influences on Development  <b>*Special topic &amp; guest lecturer:</b> Nutrition and its impact on development (Thursday, September 27 <sup>th</sup> , 2012)
4	October 2 <sup>nd</sup> 2012 & October 4 <sup>th</sup> 2012	Chapter 4: Prenatal Development  Chapter 5: Birth and the Newborns' Readiness of Life
5	October 9 <sup>th</sup> 2012 & October 11 <sup>th</sup> 2012	Test Review / Catch up on chapters  <b>In Class TERM TEST (Thursday October 11<sup>th</sup>, 2012)</b>
6	October 23 <sup>rd</sup> 2012 & October 25 <sup>th</sup> 2012	Chapter 6: Physical Development: the Brain, Body, Motor Skills and Sexual Development  <u>Part Three: Language, Learning, and Cognitive Development</u>  Chapter 7: Early Cognitive Foundations: Sensation, Perception, and Learning
7	October 30 <sup>th</sup> 2012 & November 1 <sup>st</sup> 2012	Chapter 8: Cognitive Development: Piaget's Theory, Case's Neo-Piagetian Theory, and Vygotsky's Sociocultural Viewpoint  <b>Draw lots for presentation timeslots</b>
8	November 6 <sup>th</sup> 2012 & November 8 <sup>th</sup> 2012	Presentations

9	November 13 <sup>th</sup> 2012 & November 15 <sup>th</sup> 2012	Presentations
10	November 20 <sup>th</sup> 2012 & November 22 <sup>nd</sup> 2012	Presentations (Tuesday November 20 <sup>th</sup> , 2012)  Chapter 9: Cognitive Development: Information-Processing Perspectives and Connectionism
11	November 27 <sup>th</sup> 2012 & November 29 <sup>th</sup> 2012	Chapter 10: Intelligence: Measuring Mental Performance  <b>Exam Review</b>
12	<b>December EXAMS</b>	<b>FINAL EXAM</b> Scheduled by the Office of the Registrar

### WINTER COURSE EVALUATION OVERVIEW

<b>In-Class Term Test</b> – <i>One term test will take place in the regular class period. The test is not cumulative and will cover the chapters 10-14. The test will consist of true and false and multiple choice questions.</i>	<b>30%</b>	<b>Thursday, February 28<sup>th</sup>, 2013</b>
<b>Demonstration of Knowledge &amp; Conference</b> <i>See following notes for detailed information. Students will demonstrate knowledge in a conference setting with a total of 6 students per group. Students will sign up for a conference time in early February.</i>	<b>25%</b>  (15% Demonstration of Knowledge; 10% Conference)	Conference presentations will occur during the weeks of <b>March 12<sup>th</sup> &amp; 14<sup>th</sup> and 19<sup>th</sup> &amp; 21<sup>st</sup></b>
<b>Participation</b> <i>This segment will be calculated by class attendance and participation.</i>	<b>5%</b>	Ongoing
<b>Final April Exam</b> <i>The date of the final exam is schedule by the Office of the Registrar. It will consist of true and false, multiple choice and/or short answer questions and is cumulative (January-April), covering content from the winter session of the course</i>	<b>40%</b>	As Scheduled by the Office of the Registrar

### TENTATIVE OUTLINE OF CLASS SCHEDULE: Winter Session

*\*This is a **tentative** lecture schedule. Topics may be changed and/or added as we proceed. It will be **your responsibility** to be aware of any such changes in topic, materials, readings and/or preparation needs.*

Week	Date	Chapter
1	January 8 <sup>th</sup> & 10 <sup>th</sup> , 2013	Introduction Review Syllabus Recap from Fall term

		Online Reading <i>Do Our Kids Have Nature-Deficit Disorder?</i>
2	January 15 <sup>th</sup> & 17 <sup>th</sup> , 2013	Chapter 10: Intelligence: Measuring Mental Performance
3	January 22 <sup>nd</sup> & 24 <sup>th</sup> , 2013	Chapter 11: Development of Language and Communication Skills
4	January 29 <sup>th</sup> & 31 <sup>st</sup> , 2013	Chapter 12: Emotional Development, Temperament, and Attachment  <b>Topic Selection for Demonstration of Knowledge and Conference Due</b>
5	February 5 <sup>th</sup> & 7 <sup>th</sup> , 2013	Chapter 13: Development of the Self and Social Cognition  <b>Sign-up for Conferences</b>
6	February 12 <sup>th</sup> & 14 <sup>th</sup> , 2013	Chapter 14: Sex Differences and Similarities, Gender-Role Development, and Sexual Behaviour  Online Reading <i>The Bridge to Character</i>
	February 18 <sup>th</sup> & 22 <sup>nd</sup> , 2013  Reading Week	<i>Reading Week</i>  <i>No Classes</i>
7	February 26 <sup>th</sup> & 28 <sup>th</sup> , 2013	Tuesday - Review Thursday - <b>In class TERM TEST</b> (Chapters 10-14)
8	March 5 <sup>th</sup> & 7 <sup>th</sup> , 2013	Chapter 15: Moral Development, Altruism, and Aggression
9	March 12 <sup>th</sup> & 14 <sup>th</sup> , 2013	Conferences
10	March 19 <sup>th</sup> & 21 <sup>st</sup> , 2013	Conferences
11	March 26 <sup>th</sup> & 28 <sup>th</sup> , 2013	Chapter 16: The Family  Online Reading <i>Those Persistent</i>
12	April 2 <sup>nd</sup> & 4 <sup>th</sup> , 2013	Chapter 17: Extrafamilial Influences: Television, Computers, Schools, and Peers  Final Exam Review
	April	Final Winter Exam  Scheduled by the Office of the Registrar

## SECTION C: COURSE ASSIGNMENT INFORMATION

### FALL SESSION: Literature Review and Presentation

#### **Literature Review:**

You will be expected to form groups of four (unless class size warrants otherwise) and to research a topic related to the content that is being covered in this course. All topics must be pre-approved by the instructor. **You must select a *different* topic from your *Demonstration of Knowledge and Conference* in the winter term.**

Your group will be expected to write a literature review related to your group's chosen topic. Please abide by the following guidelines:

- \* Your literature review must be in APA style. Information about correct APA style will be delivered during lectures and can also be referenced through various APA style guides at your leisure.
- \* Your literature review must contain at least eight (8) scholarly sources. Information about how to retrieve sources and assess their credibility will be delivered during class lectures.
- \* Your literature review must be at least six (6) pages in length (double-spaced, 12-point standard font, 2.5 cm margins, reference list not included).
- \* Your literature review must contain a **title page** with all group members' names as well as a **reference page** with all cited sources.
- \* You must submit your **rubrics, stapled or paper clipped to the front** of your assignment (**found at the end this package**)
- \* You will be penalized 5% per day for late submissions (You **MUST** submit your literature review at the beginning of class on the assigned due-date)

#### **Presentation:**

You will be expected to present findings from your literature review to your classmates. Additionally, your presentation should **explain the relevance of your information** to the realm of education (any aspect you believe is necessary). All presentations will take place during regular class time and any content covered in the presentations is eligible for being incorporated into the December Final Exam. It is essential that you attend these presentations even if your group will not be presenting on that particular day. Please abide by the following guidelines:

- \* All members of the group must have an equal part in presenting your literature review.
- \* Any audio/visual equipment needed to present must be organized and prepared ahead of time.
- \* Each member of the group should be prepared to answer audience and instructor questions about the topic being presented.
- \* You may not simply read your literature review to the class. You must present your information in an engaging manner.
- \* You will have **10 minutes to present** your information and field questions. There are no exceptions to this time limit.
- \* Your presentation should **explain the relevance of your information** to the realm of education.

## **WINTER SESSION: Demonstration of Knowledge & Conference Presentation**

(Presentation 10% & Reflection Project 15%)

### **Demonstration of Knowledge on Child Development**

*(Due the day of your conference presentation, you must bring this to your presentation)*

Your research topic must be submitted by January 31<sup>st</sup>, 2013. The instructor must approve your topic before you are able to sign up for a presentation date. **You must select a *different* topic from you literature review in the fall term.** You need to include your topic and key brainstorming ideas for your presentation and demonstration of knowledge. The maximum length of this topic selection is half a page. You may use point form.

Your Demonstration of Knowledge is a method you will use to show your learning regarding the topic you selected related to childhood development. Your Demonstration of Knowledge **does not** need to be a formal written paper. You are free to demonstrate your knowledge however you see adequate. Your Demonstration of Knowledge is a method to overview the topic you have researched for your project.

If you select to write a paper there is a double-spaced 5-page maximum length to the paper. This does not include a cover or references page.

However you decide to demonstrate your knowledge, you **MUST** include a References page to be handed in. Your references page must have a minimum of 5 sources in APA format. You will not pass the assignment without a references page.

Your Demonstration of Knowledge must include:

- (1) Your project demonstrating your knowledge
- (2) References page
- (3) Self evaluation

### **Conference Presentation on Child Development**

*(Dates according to course outline and sign-up)*

By the designated dates according to the above course syllabus, you will present your research findings in a conference setting with 5 other students in attendance. You are required to create a demonstration of your knowledge and to complete a 5-minute presentation. Your research topic needs to be related to child and/or adolescent development. Your presentation will last no longer than 5 minutes.

Your presentation will include:

- (1) Presenting your demonstration of knowledge to your audience
- (2) Summarizing the important points of your topic for your audience
- (3) Sharing what you have found to be the most profound in your research

**Assessments for the Demonstration of Knowledge & Conferences will be available in January.**

## ***SECTION D: OTHER FORMS OF EVALUATION***

### **Attendance and Participation**

Nipissing University Policy stipulates that students are required to attend for at least 80% of class time. Attendance will be taken at each class and students are to ensure regular attendance. Absence due to unusual circumstances should be reported to the instructor, in advance whenever possible.

This includes attending class and participating in individual and small group assignments that will be assigned during the progression of the course. Being engaged includes: expressing your questions, thoughts, and ideas regarding the readings, and respectfully listening to others.

### **In Class Term Tests**

In class term tests take place once each session (twice during the entire year). These tests are not cumulative and will use true and false, short answer, and/or, multiple-choice questions. It is your responsibility to ensure your attendance on these days. No make-up tests will be provided for poor performance or unwarranted absence.

### **Final Exams**

The final exams will be scheduled in December during the exam period and in April during the exam period. The exam will consist of **all** the assigned readings and content covered in class for each session. The breakdown of the exam will be discussed as the course progresses.

## ***SECTION E: COURSE POLICIES***

### **Course Evaluation Comments**

Late submissions will be penalized at the rate of five percent (5%) per day unless there are extenuating medical/compassionate circumstances (and then at the instructor's discretion). ALL requests and university-accepted documentation for an extension must be in writing or by e-mail **in a timely manner** and according to university regulations. All components of each assignment need to be submitted and completed to pass the course. All assignments must be submitted at the beginning of each class. There will be no make-up tests under any circumstances. A grade of zero (0) will be assigned for any missed tests, quizzes, etc. If the above comments regarding extenuating medical/compassionate circumstances apply and the conditions are fulfilled, remaining tests and/or exam will be re-weighted and an email confirmation will be sent to confirm any changes to your personal course evaluation. Please retain any such emails for your records. You must receive a grade of 50% or greater on the final exam to successfully complete the requirements for this course.

### **Retaining Course Assignments**

It is your responsibility to retain an **electronic copy** of any coursework completed in this class as well as a **hard copy** of any completed assignments along with the appropriate rubric/evaluation sheet. These copies may be requested at any time throughout the course sessions.



**Recording of Course Content**

Nipissing University does not allow students to record lectures and other material presented during classes unless they have extenuating circumstances and have provided the necessary documentation from WLU Accessible Learning. All students are to have signed a form indicating their understanding of this policy. If you have not yet signed a form stating your understanding of this policy, please see the course instructor.

**Contact**

Email is the preferred method of contact and phone messages will not be checked regularly. Email must identify the student and class and originate from a Nipissing account.

**Accessible Learning**

Students with special needs are advised to contact WLU's Accessible Learning Office for information regarding its services and resources. Students registered with this office are responsible for making any arrangements by the given deadlines.

**Academic Dishonesty: Plagiarism**

The University takes a very serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. The complete policy on Academic Dishonesty is in the Policies section of the Calendar (pg. 290):

<http://www.nipissingu.ca/calendar/regulations/academic/Pages/Student-Appeals-and-Petitions.aspx#dishonesty>

## SECTION F: RUBRICS

### Literature Review Rubric (Subject to change)

Topic:

Group Members:

LITERATURE REVIEW	Level 1	Level 2	Level 3	Level 4	Notes
Sources	My literature review uses fewer than 8 scholarly sources.	My literature review uses 8 scholarly sources.	My literature review uses 8 related scholarly sources that explore my research topic.	My literature review uses 8 related scholarly sources that explore my research topic with high effectiveness.	
Formatting	My literature review does not use proper formatting (APA style, 6 pages, proper spacing and font, and effective writing ability).	My literature review uses some proper formatting (APA style, 6 pages, proper spacing and font, and effective writing ability).	My literature review uses proper formatting (APA style, 6 pages, proper spacing and font, and effective writing ability).	My literature review uses proper formatting with high effectiveness (APA style, 6 pages, proper spacing and font, and effective writing ability).	
Knowledge and Understanding	My literature review does not exemplify my knowledge about my selected topic.	My literature review exemplifies some aspects of my knowledge about my selected topic.	My literature review exemplifies my knowledge about my selected topic.	My literature review exemplifies my knowledge about my selected topic with high effectiveness.	
Application	My literature review does not provide solutions or current practices related to my topic.	My literature review provides some solutions and/or current practices related to my topic. Some	My literature review provides solutions and current practices related to my topic. No further	My literature review provides solutions and current practices related to my topic with high	

	Further research must be done.	further research must be done.	research needs to be done.	effectiveness. No further research needs to be done.	
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**Literature Review Presentation Rubric**  
(Subject to change)

Topic:

Timeslot:

Group members:

<b>PRESENTATION</b>	Level 1	Level 2	Level 3	Level 4	Notes
Communication (Format)	My literature review is not presented according to proper format (engaging presentation, abide by time-limit, every group member presents).	My literature review is presented according to some proper format (engaging presentation, abide by time-limit, every group member presents).	My literature review is presented according to proper format (engaging presentation, abide by time-limit, every group member presents).	My literature review is presented with high effectiveness according to proper format (engaging presentation, abide by time-limit, every group member presents).	
Knowledge	It is not clear that I fully understand my topic and its related research.	It is clear that I somewhat understand my topic and its related research.	It is clear that I understand my topic and its related research.	It is clear that I understand my topic and its related research with high effectiveness.	
Application	My literature review presentation does not explain the relevance of my chosen topic to the realm of education.	My literature review presentation explains some relevance of my chosen topic to the realm of education.	My literature review presentation explains the relevance of my chosen topic to the realm of education.	My literature review explains the relevance of my chosen topic to the realm of education with high effectiveness.	

**Additional Rubric**

<b>Other</b>	Level 1	Level 2	Level 3	Level 4	Notes
Other (To be used at instructor's					

discretion in either the literature review or the presentation)					
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## SECTION A: COURSE OVERVIEW

**FALL 2012/WINTER 2013**

**Instructor:** *Courtney Brewer*  
**Email:** *courtneyb@nipissingu.ca*  
**Location:** EC Lecture Theatre  
**Office Building and #:** *EC 307*  
**Office hours:** *Tuesday 9am-11am*

### **Brantford Course Outline:**

**Developmental Psychology for Educators**  
**PSYCH 2020 – FW 600 & 700**

**Class Time:** FW 600: Tuesday/Thursday 11:30am–12:50 pm

**FW 700: Tuesday/Thursday 1:00pm–2:20pm**

**Location:** EC Lecture Theatre (Wellington Building)

### **CALENDAR DESCRIPTION:**

The physical, intellectual, emotional, and social changes from infancy through late adolescence are emphasized. There is also an examination of developments from youth onwards, some of the physical and neurophysiological processes involved, various theories of learning and development. The relevance of research findings and theories in developmental psychology to the educational process and to situations which teachers may encounter are discussed.

### **INTRODUCTION:**

This course explores human development with emphasis on development from infancy to adolescence. The intention of the course is for educators to be able to identify the physical, intellectual, emotional,

and social changes from infancy through adolescence. We will achieve our goals by reading and discussing the text and relating the terms and themes into educational contexts.

\*The majority of the discussions and activities presented in the course will be based on the assigned readings.

#### **COURSE LEARNING OUTCOMES:**

- Demonstrates a broad understanding of factors that influence learner development and learning (e.g., culture, language, religion, socio-economic status, exceptionality)
- Acquires an understanding of subject-specific and general teaching methodologies, strategies, and techniques
- Respond to factors that influence learner development and learning (e.g., culture, language, religion, socio-economic status, exceptionality) with adaptations to pedagogy where necessary
- Demonstrates an ability to communicate accurately and reliably in various written and oral forms (e.g., multimedia, interviews, reports)

#### **STUDENT OUTPUTS:**

- Have a thorough knowledge of childhood development
- Understand effective research strategies and techniques
- Gain opportunities to present course-related content to peers to enhance knowledge
- Understand and apply various theories and concepts to personal and professional teaching situations

#### **REQUIRED TEXT:**

- Shaffer, D. R., Kipp, K., Wood, E., & Willoughby, T. (2013). *Developmental Psychology: Childhood & Adolescence* (4th Canadian edition). Canada: Nelson Education. ISBN: 0176503498
- Online readings will be available through Blackboard. Please see class schedule and weekly lectures for details regarding online readings.

## SECTION B: COURSE EVALUATIONS AND SCHEDULES

### WINTER COURSE EVALUATION OVERVIEW

Summative Components	Percentage weight for winter semester	Percentage weight for full year
<b>In-Class Term Test</b> <i>(1) The term test will take place in the regular class period. Term tests are not cumulative and cover the chapters indicated on the following outline. They will consist of true and false, multiple choice and/or short answer questions.</i>	30%	15% of full year
<b>Demonstration of Knowledge &amp; Conference Presentation PLUS Personal Reflection</b> <i>You will complete an <b>independent</b> self-selected project to demonstrate your knowledge of a course concept. You will then present your project in a conference setting with a small group of your colleagues. After your presentation, you will be required to write a short personal reflection based on this experience. See details in syllabus</i> <i>**Please note, during conferences, those not presenting will be required to complete independent readings.</i>	35%  (20% Demonstration of Knowledge and conference ; 15% reflection)	10% + 7.5% of full year
<b>Participation</b> <i>Participation marks will be based on attendance, completion of course work, meaningful contributions to lectures and presentations, and any other opportunities for positive participatory contributions.</i>	5%	2.5% of full year
<b>Final April Exam</b> <i>The final exam for this course will take place in April and will be scheduled by Wilfrid Laurier University. The exam will not be cumulative. More information about exam structure and content will be provided in class.</i>	30%	15% of full year

### **TENTATIVE OUTLINE OF CLASS SCHEDULE: Winter Session**

*\*This is a **tentative** lecture schedule. Topics may be changed and/or added as we proceed. It will be **your responsibility** to be aware of any such changes in topic, materials, readings and/or preparation needs.*

Week	Date	Chapter
1	January 8 <sup>th</sup> , 2013	Welcome back! Chapter 11: Development of Language and Communication Skills
	January 10 <sup>th</sup> , 2013	Chapter 11 continued
2	January 15 <sup>th</sup> , 2013	Chapter 12: Emotional Development, Temperament, and Attachment
	January 17 <sup>th</sup> , 2013	Chapter 12 continued <b>Overview of Demonstration of Knowledge assignment</b>
3	January 22 <sup>nd</sup> , 2013	Chapter 13: Development of the Self and Social Cognition
	January 24 <sup>th</sup> , 2013	Chapter 13 continued
4	January 29 <sup>th</sup> , 2013	Guest lecture: Health issues and education
	January 31 <sup>st</sup> , 2013	<b>Topic Selection for Demonstration of Knowledge and Conference Due</b> Midterm test overview
5	February 5 <sup>th</sup> , 2013	Catch up day / special topic if time permits
	February 7 <sup>th</sup> , 2013	Midterm test Chapter 11, 12, 13, and any guest lectures <b>or special topics</b> covered thus far.
6	February 12 <sup>th</sup> , 2013	Chapter 14: Sex Differences and Similarities, Gender-Role Development, and Sexual Behaviour
	February 14 <sup>th</sup> , 2013	Chapter 14 continued
	February 19 <sup>th</sup> , 2013 Reading Week	<i>Reading Week</i> <i>No Classes</i>

	February 21 <sup>st</sup> , 2013 Reading week	<i>Reading Week</i> <i>No Classes</i>
7	February 26 <sup>th</sup> , 2013	Chapter 15: Moral Development, Altruism, and Aggression
	February 28 <sup>th</sup> , 2013	Chapter 15 continued <b>*Review information for conferences</b>
8	March 5 <sup>th</sup> , 2013	*Guest lecture: Behaviour management (subject to change based on presenter availability)
	March 7 <sup>th</sup> , 2013	Conferences: See conference schedule for your timeslot <i>Read from reading list on BlackBoard</i>
9	March 12 <sup>th</sup> , 2013	Conferences: See conference schedule for your timeslot <i>Read from reading list on BlackBoard</i>
	March 14 <sup>th</sup> , 2013	Conferences: See conference schedule for your timeslot <i>Read from reading list</i>
10	March 19 <sup>th</sup> , 2013	Conferences: See conference schedule for your timeslot <i>Read from reading list on BlackBoard</i>
	March 21 <sup>st</sup> , 2013	Conferences: See conference schedule for your timeslot <i>Read from reading list on BlackBoard</i>
11	March 26 <sup>th</sup> , 2013	Chapter 16: The Family
	March 28 <sup>th</sup> , 2013	Chapter 16 continued
12	April 2 <sup>nd</sup> & 4 <sup>th</sup> , 2013	Chapter 17: Extrafamilial Influences: Television, Computers, Schools, and Peers
	April 4 <sup>th</sup> , 2013	Final Exam Review
	April	Final Winter Exam  Scheduled by the Office of the Registrar at Wilfrid Laurier University



### **SECTION C: COURSE ASSIGNMENT INFORMATION**

#### **WINTER SESSION: Demonstration of Knowledge & Conference Presentation**

(Presentation 10% & Reflection Project 7.5%)

You will be completing a project to demonstrate your knowledge of a course concept. This demonstration will be presented at a conference with some of your colleagues present. After your presentation, you will be required to complete a reflection providing self-evaluation information and deep insights into your experience.

#### **Demonstration of Knowledge on Child and Adolescent Development:**

***(Due the day of your conference presentation, you must bring your project to your conference presentation)***

Your Demonstration of Knowledge is a method you will use to show your learning regarding a topic you selected related to childhood and or adolescent development. Your Demonstration of Knowledge **does not** need to be a formal written paper. You are free to demonstrate your knowledge however you see adequate. Your Demonstration of Knowledge is a method to overview the topic you have researched for your project.

Your topic must be submitted by January 31<sup>st</sup>, 2013. **You must select a *different* topic from your literature review in the fall term.** You need to include your topic and key brainstorming ideas for your presentation and demonstration of knowledge. You may use jot notes. **Please see attached form to complete for this section.** This form will be reviewed by the instructor and redistributed. **You MUST bring this reviewed and approved form to your demonstration conference!**

Your Demonstration of Knowledge is a method you will use to show your learning regarding a topic you selected related to childhood and or adolescent development. Your Demonstration of Knowledge **does not** need to be a formal written paper. You are free to demonstrate your knowledge however you see adequate. Your Demonstration of Knowledge is a method to overview the topic you have researched for your project.

If you decide to write a paper there is a double-spaced 5-page maximum length to the paper. This does not include a cover or references page.

However you decide to demonstrate your knowledge, you **MUST** include a References page to be handed in. Your references page must have a **minimum of 5 reliable sources in APA format.** You will not pass the assignment without a references page.

Your Demonstration of Knowledge must include:

- (1) Brainstorming topic selection page
- (2) Your project demonstrating your knowledge
- (3) References page

(4) Personal reflection (completed and submitted AFTER your presentation)

### **Conference Presentation on Child Development:**

*(Dates according to conference schedule-- TBA)*

By the designated dates according to the above course syllabus, you will present your research findings in a conference setting with other students in attendance. You are required to create a demonstration of your knowledge and to complete a 5-minute presentation. Your research topic needs to be related to child and/or adolescent development. Your presentation will last no longer than 5 minutes.

If you are presenting on a given day at a given time, your attendance is mandatory. Do not come late.

If you are not presenting on a given day, please **use your time to read from the reading list which will be posted on BlackBoard**. Readings will provide information that could be on an exam so take notes of main ideas as you read.

Your presentation will include:

- (1) Presenting your demonstration of knowledge to your audience
- (2) Summarizing the important points of your topic for your audience
- (3) Sharing what you have found to be the most profound in your research

***The evaluation for the Demonstration of Knowledge and Conference is attached to this package.***

### **Self Evaluation and Reflection:**

You will need to write a short (half page maximum) reflection regarding your effort and competence in this assignment. Your reflection should be meaningful and honest. You may decide what direction to take your reflection in, however, some ideas could include: *things that went well, challenges, recommendations for the future, personal impact of this assignment, lessons learned, how effective your presentation was, ways to improve your communication skills*, etc. **Your reflection will be posted online via BlackBoard in your assigned discussion group.** Your reflection will be used as an independent component of this assignment as well as being used to offer insight and information in determining your overall mark for this assignment.

## **SECTION D: OTHER FORMS OF EVALUATION**

### **Attendance and Participation**

Nipissing University Policy stipulates that students are required to attend for at least 80% of class time. Attendance will be taken at each class and students are to ensure regular attendance. Absence due to unusual circumstances should be reported to the instructor, in advance whenever possible.

This includes attending class and participating in individual and small group assignments that will be assigned during the progression of the course. Being engaged includes: expressing your questions, thoughts, and ideas regarding the readings, and respectfully listening to others.

### In Class Term Tests

In class term tests take place once each session (twice during the entire year). These tests are not cumulative and will use true and false, short answer, and/or, multiple-choice questions. It is your responsibility to ensure your attendance on these days. No make-up tests will be provided for poor performance or unwarranted absence.

### Final Exams

The final exams will be scheduled in April during the exam period. The exam will consist of all the assigned readings and content that has not been covered in previous tests and exams. Information about the exam will be discussed as the course progresses.

## ***SECTION E: COURSE POLICIES***

### Course Evaluation Comments

Late submissions will be penalized at the rate of five percent (5%) per day unless there are extenuating medical/compassionate circumstances (and then at the instructor's discretion). ALL requests and university-accepted documentation for an extension must be in writing or by e-mail **in a timely manner** and according to university regulations. All components of each assignment need to be submitted and completed to pass the course. All assignments must be submitted at the beginning of each class. There will be no make-up tests under any circumstances. A grade of zero (0) will be assigned for any missed tests, quizzes, etc. If the above comments regarding extenuating medical/compassionate circumstances apply and the conditions are fulfilled, remaining tests and/or exam will be re-weighted and an email confirmation will be sent to confirm any changes to your personal course evaluation. Please retain any such emails for your records. You must receive a grade of 50% or greater on the final exam to successfully complete the requirements for this course. **Please see academic advising for information regarding your required average to remain in your program.**

### Retaining Course Assignments

It is your responsibility to retain an **electronic copy** of any coursework completed in this class as well as a **hard copy** of any completed assignments along with the appropriate rubric/evaluation sheet. These copies may be requested at any time throughout the course sessions.

### Recording of Course Content

Nipissing University does not allow students to record lectures and other material presented during classes unless they have extenuating circumstances and have provided the necessary documentation from WLU Accessible Learning. All students are to have signed a form indicating their understanding of this policy. If you have not yet signed a form stating your understanding of this policy, please see the course instructor.

### Contact

Email is the preferred method of contact. Your email must identify the student and class and originate from a Nipissing account. Professionalism in email communications is necessary.

### Accessible Learning

Students with special needs and circumstances are advised to contact WLU's Accessible Learning Office for information regarding its services and resources. Students registered with this office are responsible for making any arrangements by the given deadlines.

### **Academic Dishonesty: Plagiarism**

The University takes a very serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. The complete policy on Academic Dishonesty is in the Policies section of the Calendar (pg. 290):

<http://www.nipissingu.ca/calendar/regulations/academic/Pages/Student-Appeals-and-Petitions.aspx#dishonesty>

### ***SECTION F: APPENDICES***

Name: \_\_\_\_\_

Section: \_\_\_\_\_

### **Demonstration of Knowledge Assignment Topic Selection Brainstorming Form**

\*This is to be submitted on January 31<sup>st</sup> in class. It will be redistributed after review. **YOU WILL NEED TO BRING THIS REVIEWED COPY TO YOUR PRESENTATION.**

\*use back side of this page if needed

**Topic idea:**

**Key points of my topic:**

**How this relates to child / adolescent development in this course:**

**Sources or keywords I might use when finding SCHOLARLY information to support my project:**

**I am considering presenting my information in the following way:**

**Potential roadblocks and possible solutions:**

**Additional notes:**

Name: \_\_\_\_Suzy Aces-Psych\_\_\_\_

Section: \_\_\_\_FW 700\_\_\_\_

**Demonstration of Knowledge Assignment Topic Selection Brainstorming Form**

**EXAMPLE**

\*This is to be submitted on January 31<sup>st</sup> in class. It will be redistributed after review. **YOU WILL NEED TO BRING THIS REVIEWED COPY TO YOUR PRESENTATION.**

\*use back side of this page if needed

**Topic idea:** Aggression in children

**Key points of my topic:**

- The need for space and resources (logistical planning) - PREVENTION
- Positive role models
- Dealing with aggressive behaviour- POST AGRESSION

**How this relates to child / adolescent development in this course:**

- Chapter 15: Moral Development, Altruism, and Aggression
- Guest speaker on behaviour management
- Prenatal care (Teratogens and mother's health can affect behaviour later in life)

**Sources or keywords I might use when finding SCHOLARLY information to support my project:**

- Proquest / PSYCHinfo: Keywords- aggression, altruism, elementary education, fighting, NOT bullying, prevention, behaviour management, effective discipline,
- Alphonse Kohn
- Sir Ken Robinson (Maybe??)
- Barbara Coloroso (Maybe??) ...might not be scholarly (I still need to look into this more!)
- Textbook: There are studies in there so I will look at the researchers who did those studies and find their original journal article with information (Maybe I'll use their reference list as well??)

**I am considering presenting my information in the following way:**

Service project: I am going to volunteer in an after school program in an inner city community centre with high behaviour issues and journal my personal experience. As I gain more insight into my topic, I am going to try to implement some strategies and journal about how these work. I will not use children's names but instead, I will comment on the experience overall.

**Potential roadblocks and possible solutions:**

Time!! (My roommate works at a community centre already and can most likely set me up with this opportunity but if something goes wrong and timing becomes an issue, I will contact you to discuss changing my demonstration method.)

**Additional notes:**

I hope I can make a difference!

**Potential ways to demonstrate your knowledge**

The following is a list of some ways in which you may choose to demonstrate your knowledge. This list is not complete and you are encouraged to use your own creativity and ideas when deciding how to demonstrate your knowledge.

- Song, rhyme, rap, musical
- Board game
- Diorama
- Poster board
- Report
- Essay
- Comic book
- Story book
- Service project (**please consider your time frame when choosing this**)
- Paper bag report
- Resource kit
- TV show script
- Talk show script
- Commercial / public service announcement
- Cereal box report
- Artistic expression
- Lap book
- Invention (to assist with a current issue)
- Jeopardy template / other game show
- Critique
- Architecture blueprints
- Employee training manual
- Playbook
- Website design
- Information blog
- Literature review

\*Please note, I do not want you to simply tell me your ideas, I want you to actually do it. For example, do not tell me about how you plan to make a website. Make a website (it does not have to be launched) and show it to me.

\*Remember, **you are NOT allowed** to include information that would violate research ethics. For example, you may not take photos or videos of students or collect testimonials from parents or teachers.

If you believe that it is essential for you to include information which requires ethical consent, you must meet with the course instructor to discuss your options.

Name: \_\_\_\_\_

Section: \_\_\_\_\_

Presentation Timeslot: \_\_\_\_\_

### **Demonstration of Knowledge and Conference Evaluation**

1= low score, 5= high score

I have legitimately and adequately demonstrated my knowledge through a product, service, or other source that has been approved.				
1	2	3	4	5
I have clearly linked my knowledge to a topic in this course (not one that I have already studied in my literature review).				
1	2	3	4	5
I have used reliable and scholarly references to inform my demonstration of knowledge.				
1	2	3	4	5
I have a properly formatted reference list with at least 5 scholarly sources listed in APA format. All sources I used are included in this reference list.				
1	2	3	4	5
My conference presentation was clear, engaging, and reflected my understanding of my topic.				
1	2	3	4	5
Additional attribute to be used (or not) at instructor's discretion.				
1	2	3	4	5



*SECTION A: COURSE OVERVIEW*

**Winter 2015**

**Instructor: Courtney Anne Brewer**

**Email: [courtneyb@nipissingu.ca](mailto:courtneyb@nipissingu.ca)**

**Class Location: Wellington Theatre**

**Office hours: Tuesday/Thursday 6:00—7:00pm**

**Office location: Wellington 009 (Basement)**

**Brantford Course Outline:**

**Sociology for Educators II: Social Issues in Education**

**SOCI 2092**

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**Class times**

**700: Tuesdays 7:00pm-10:00pm**

**600: Thursdays 7:00pm-10:00pm**

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### **CALENDAR DESCRIPTION:**

*This course provides an introduction to social theory and its role in the evolution of the educational system.*

### **COURSE LEARNING OUTCOMES:**

- Develops interdisciplinary knowledge related to environmental awareness, social justice and equity, Indigenous education, technology, character education, local/national/global communities and citizenship, historical context, etc.
- Integrates into classroom instruction interdisciplinary knowledge related, but not limited to, curricular areas, environmental awareness, social justice and equity, Indigenous education, technology, character education, local/national/global communities and citizenship, historical context, etc.
- Responds to factors that influence learner development and learning (e.g., culture, language, religion, socio-economic status, exceptionality) with adaptations to pedagogy where necessary
- Demonstrates an ability to communicate accurately and reliably in various written and oral forms (e.g., multimedia, interviews, reports)
- Practices in compliance with the *Ethical Standards* and *Standards of Practice for the Teaching Profession* of the Ontario College of Teachers, and the *Education Act*

### **STUDENT OUTPUTS:**

By the end of this course, students will:

- Effectively select and evaluate appropriate research sources related to various topics in education
- Communicate various points of view on controversial issues that affect education
- Incorporate the standards of professional practice for Ontario teachers into team/group approaches to assignments
- Inquire about and challenge current discourses surrounding education and other institutional structures affecting children and families

### **REQUIRED TEXT:**

- **Brewer, C.A., and McCabe, M., (2014) *Immigrant and refugee students in Canada*. Edmonton, AB: Brush Education Inc.**
  - This book is available in the Laurier bookstore, or you may order it online (e-copy or hard copy is acceptable) This book will be used for several lectures and an assignment so it is important that you obtain a copy.
- It will be necessary to retrieve pertinent research articles and documents throughout the classes. **Students should bring a laptop or tablet to class in order to retrieve important documents during class time.** Students should also regularly check BlackBoard for the most current resources.
- \*\*\*ALL READINGS FOR A GIVEN WEEK SHOULD BE COMPLETED **PRIOR** TO CLASS

## SECTION B: COURSE EVALUATIONS AND SCHEDULES

### COURSE EVALUATION OVERVIEW

Assignment / Course Grade Component	Weight
Debate	25% (10% research summary, 15% presentation)
Midterm test	30%
Reading response	15%
Final term test	30%

### TENTATIVE OUTLINE OF CLASS SCHEDULE:

*\*This is a **tentative** lecture schedule. Topics may be changed and/or added as we proceed. It will be **your responsibility** to be aware of any such changes in topic, materials, readings and/or preparation needs.*

Date	Topic	Notes/Comments
<b>Week 1</b> Tuesday January 6 <sup>th</sup> Thursday January 8 <sup>th</sup>	-Introduction to the course -Overview of assignments	
<b>Week 2</b> Tuesday January 13 <sup>th</sup> Thursday January 15 <sup>th</sup>	-Changing demographics in schools -Racism and oppression	
<b>Week 3</b> Tuesday January 20 <sup>th</sup> Thursday January 22 <sup>nd</sup>	-Who succeeds in schools?  Debate 1 & 2	"Boys' underachievement: Which boys are we talking about?" by Wayne Martino <a href="http://www.edu.gov.on.ca/eng/lite_racynumeracy/inspire/research/martino.pdf">http://www.edu.gov.on.ca/eng/lite_racynumeracy/inspire/research/martino.pdf</a>
<b>Week 4</b> Tuesday January 27 <sup>th</sup> Thursday January 29 <sup>th</sup>	-Non-traditional schooling  Debate 3 & 4	
<b>Week 5</b> Tuesday February 4 <sup>th</sup> Thursday February 6 <sup>th</sup>	-Parents and schooling  Debate 5 & 6	Textbook: Chapter 2, Chapter 5
<b>Week 6</b> Tuesday February 10 <sup>th</sup> Thursday February 12 <sup>th</sup>	<b>Midterm test in class</b>	Bring pencil / pen / student number
<b>READING WEEK</b> Tuesday February 17 <sup>th</sup> Thursday February 19 <sup>th</sup>		
<b>Week 7</b> Tuesday February 24 <sup>th</sup> Thursday February 26 <sup>th</sup>	Race revisited  Debate 7 & 8	
<b>Week 8</b> Tuesday March 3 <sup>rd</sup>	-Sociology of the teacher Debate 9 & 10	Textbook Chapter 17

Thursday March 5 <sup>th</sup>		
<i>Week 9</i> Tuesday March 10 <sup>th</sup> Thursday March 12 <sup>th</sup>	-Inequity in the EQAO Debate 11 & 12	
<i>Week 10</i> Tuesday March 17 <sup>th</sup> Thursday March 19 <sup>th</sup>	-What / where does school get you? -What should schools teach? <b>*Reading response due</b>	*We will be doing peer evaluations in class. Attendance is mandatory.
<i>Week 11</i> Tuesday March 24 <sup>th</sup> Thursday March 26 <sup>th</sup>	Final test review Course evaluations Make-up lectures	Attendance is mandatory
<i>Week 12</i> Tuesday March 31 <sup>st</sup> Thursday April 2 <sup>nd</sup>	<b>Final exam in class (tentative)</b>	Bring pencil / pen / student number

### SECTION C: COURSE ASSIGNMENT INFORMATION

#### Debates

**You will be assigned a group and a topic for your debate.** Your group will need to plan your debate **prior to class** so that information about your topic can be posted on BlackBoard promptly after your debate.

#### **Part 1: Debate preparation (15%)**

You will need to conduct ACADEMIC RESEARCH regarding your topic. Your group will use this research to complete a DEBATE RESEARCH SUMMARY (Attached to this syllabus). This summary will need to include all ideas that you may or may not bring up as points or counterpoints in your debate. All information on this summary needs to come from academic sources and be cited appropriately (APA 6<sup>th</sup> edition).

**All summaries will need to be emailed to the course instructor** 24 hours prior to the debate. Summaries will be posted on BlackBoard for students to refer to as they study for tests and exams related to this course.

In addition to submitting a summary, you **must also submit the full versions of the academic articles that you use in your debate.** If you are using a credible website (from the Ministry of Education or another similar credible source), you must attach a link for the source and copy and paste the information that you used into a word document to submit along with your summary.

#### ***File formats***

When you submit your debate information please label your files in the following format:  
Debate research summary format: Debate # YOUR TOPIC stance

Example: Debate 1 AFROCENTRIC SCHOOLS for

Debate supporting research article format: Debate # stance- Author of article (year of article) – title of article

Example: Debate 1 against- Yosso (2010) – Racism in schools

**Special note:**

All information **from the summaries** is subject to appearing on tests and exams associated with this course. Students who are not completing a debate for a given topic are **not responsible** for reading all research articles associated with each debate, however, references to the information will be posted to BlackBoard in the research summaries for general interest purposes.

**Part 2: Debate Performance (15%)**

You will be expected to use your research summary during your debate. The instructor will act as the moderator and will help to facilitate the debate. Every group member must have a role during the debate (speaker or research facilitator / note-taker informant).

All members of the debate must dress and act professionally during the entire debate. All points made during the debate need to be accurate and based on actual research.

Attached is the criteria being used to grade you. Information about how to structure your debate will be posted on BlackBoard and presented in class.

**Debate topics**

1. Fundraising in schools
2. Gender neutral bathrooms
3. High stakes testing
4. Failing students
5. Food allergy safe schools
6. The 'flipped' classroom
7. Mandatory uniforms for all Ontario schools
8. BYOD schools (Bring your own device)
9. Mandatory French immersion
10. Teachers collecting their teaching pension must retire
11. Federally funded Aboriginal schools
12. Students must pay for taking a fifth year in secondary school

**In class midterm test (30%)**

The in class midterm test will take place during regular class time. You will be responsible for all information covered up to the time the test is given. The in class midterm test will be comprised

of multiple choice and short answer questions. More information regarding this test will be provided during classes.

### **Reading response (15%)**

Choose a chapter of your choice from the book *Immigrant and Refugee Students in Canada*. You may **NOT** use Chapter 1, Chapter 2, Chapter 5, or Chapter 17 as these chapters are being covered in course lectures.

Prepare a written response to **ONE** chapter you have selected. Demonstrate your understanding of the reading's main points by providing a summary and an analysis of how the ideas in the reading have enhanced your understanding of sociology in education. You are expected to make connections to the ideas and concepts discussed in the course.

- Your written response will be approximately 3 pages (750 words) (12 pt., double spaced, APA format including references).
- Title page
- References

Please address the following in your reading response:

*Heading:* Begin by clearly stating the title and author of the chapter you have chosen for your reading response in full APA format.

*Summary:* What was the article about? In your own words, provide a *summary* of the reading's key ideas. Your job is to highlight the key points, not simply re-write the article. Quote *only* when absolutely necessary.

*Critical Reflection:*

- i. What stood out for you in this article/reading and why?
- ii. How was this reading helpful to you? How was it useful and relevant to helping you deepen your understanding of sociology in education? Make specific reference to ideas and concepts presented in class and how they are connected to the ideas presented in the chapter.

You will be self and peer evaluating this assignment. A rubric is enclosed in this syllabus for you to record a peer- and self-evaluation. Time will be given in class to peer evaluate.

### **Final term test (30%)**

The final exam will take place during regular class time. You will be responsible for all information covered in this course after the midterm test. The final test will be comprised of

multiple choice and short answer questions. More information regarding this test will be provided during classes.

## **SECTION D: COURSE POLICIES**

### **Passing and Completing Course Assignments and Tests**

You must attempt to complete and pass each component of each course assignment and test in order to proceed in this course. Skipping assignments or entire sections of tests will result in a failure in the course.

### **Tentative nature of this course**

This course syllabus is tentative in nature with regards to course dates. Where possible, all dates for lectures and assignments will remain as they appear on the syllabus. In situations of extenuating circumstance, these dates may be altered at the discretion of the instructor. Advance notice will be given when possible. It is your responsibility to check your university email and course BlackBoard page to stay up-to-date on all date changes.

### **Attendance and Participation**

Nipissing University Policy stipulates that students are required to attend for at least 80% of class time. Attendance will be taken at each class and students are to ensure regular attendance. Absence due to unusual circumstances should be reported to the instructor, in advance whenever possible.

All students enrolled in this course must show active participation in order to advance in the course. Participation includes attending class and participating in individual and small group assignments that will be assigned during the progression of the course. Being engaged includes: expressing your questions, thoughts, and ideas regarding the readings, and respectfully listening to others.

***\*Because this is the second part of a two-part course, your attendance from last semester does not roll over to this semester.***

The Attendance Policy is found at the following link -

<http://www.nipissingu.ca/calendar/regulations/academic/Pages/Attendance.aspx>

**Note: Missing course dates or assignment due dates due to non-extenuating circumstances (vacations, assumed days off, other personal engagements) will not be accommodated. It is your responsibility to remain available for all course dates, as there is a tentative nature to this course.**

### **Course Evaluation Comments**

Late submissions will be penalized at the rate of five percent (5%) per day unless there are extenuating medical/compassionate circumstances (and then at the instructor's discretion). ALL requests and university-accepted documentation for an extension must be in writing or by e-mail **in a timely manner** and according to university regulations. All components of each assignment need to be submitted and completed to pass the course. All assignments must be submitted at the beginning of each class. There will be no make-up tests under any circumstances. If the above comments regarding extenuating medical/compassionate circumstances apply and the conditions are fulfilled, remaining assignments will be re-weighted and an email confirmation will be sent to confirm any changes to your personal course

evaluation. Please retain any such emails for your records. You must receive a grade of 50% or greater on the final exam to successfully complete the requirements for this course.

### **Retaining Course Assignments**

It is your responsibility to retain an **electronic copy** of any coursework completed in this class as well as a **hard copy** of any completed assignments along with the appropriate rubric/evaluation sheet. These copies may be requested at any time throughout the course sessions up to and including the final day for grades to be entered into WebAdvisor.

### **Recording of Course Content**

Nipissing University does not allow students to record lectures and other material presented during classes unless they have extenuating circumstances and have provided the necessary documentation from WLU Accessible Learning. All students are to have signed a form indicating their understanding of this policy. If you have not yet signed a form stating your understanding of this policy, please see the course instructor.

### **Accessible Learning**

Students with special needs are advised to contact WLU's Accessible Learning Office for information regarding its services and resources. Students registered with this office are responsible for making any arrangements by the given deadlines.

### **Academic Dishonesty: Plagiarism**

The University takes a very serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced. The complete policy on Academic Dishonesty is in the Policies section of the Calendar (pg. 290):

<http://www.nipissingu.ca/calendar/regulations/academic/Pages/Student-Appeals-and-Petitions.aspx#dishonesty>

## SECTION E: ATTACHMENTS

### Debate Grading Form

Debate topic:

Stance:

Group members:

Debate research notes (2 points each)	Comments	Points
Accuracy		
Grounded in credible research		
Format -Cited properly (APA 6 <sup>th</sup> edition)		
Information clearly addresses the topic		
Connections between the topic and the study of education are clear		
	<b>Total (out of 10):</b>	
<b>Debate performance (3 points each)</b>		
Adherence to the rules of the debate		
Accuracy of the information being stated		
Information comes from debate summary sheet		
Professionalism and participation		
Connections between the topic and the study of education are clear		
	<b>Total (out of 15):</b>	



Grand total (out of 25):	
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### Debate: Research Summary

Group names (First name and last initial ONLY): \_\_\_\_\_

Topic: \_\_\_\_\_

Resolution stance: \_\_\_\_\_

### Research

Point being made	Credible Source(s)
1.	
2.	
3.	
4.	
5.	
6.	

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\*This summary must be submitted **24 hours PRIOR** to your debate presentation

**Immigrant and Refugee Students in Canada: Reading Response 15% of the final grade**

Name:  _____/15 (from partner)  _____/ 15 (from me)  _____/15% (average your 2 scores)	Weighting	Limited understanding of key concepts and ideas. Does not meet stated criteria. Key concepts presented in article may not be understood.	General understanding of key concepts and ideas. Criteria met. Commonplace ideas. Adequate understanding of ideas and concepts. Gaps are evident.	Good understanding. Criteria is met. Contains some interesting ideas, but commonplace ones too. Minor gaps are evident.	Thorough understanding. Goes beyond criteria. Clear, concise, complete and compelling ideas. Excellent grasp of ideas and concepts. All assignment criteria are met with depth and/or creativity.
		0	1	2	3
<b>Summary:</b> Summary of reading's key ideas in own words. Highlights key ideas and concepts in own words. Does not simply re-write the article. Quotes <i>only</i> when necessary.	X1				
<b>Critical Reflection: Clearly addresses each of the following points:</b> i. What stood out for you in this reading and why?  ii. How was this reading helpful to you? How was it useful and relevant to helping you deepen your understanding of developmentally responsive practice? Make specific reference to ideas and concepts presented in class and how they are connected to the ideas presented in the reading.	X 2				
<b>Integration of theory:</b> Connections to relevant ideas discussed in class.	X1				
<b>Heading:</b> Clearly stated the title and author of the reading. Used a full citation in APA format.  <b>Professional Writing:</b> Typed, dbl spaced, 12 font, accurate margins. Accurate citations as required. Stapled (no folders please). Accurate spelling, grammar, punctuation, word choice & paragraphing.	X1				



**SECTION A: COURSE OVERVIEW**

**FALL 2014**

<b>Primary / Junior</b> <b>Instructor:</b> <i>Courtney Anne Brewer</i> <b>Email:</b> <i>courtneyb@nipissingu.ca</i> <b>Class location:</b> Wellington 302 <b>Office hours:</b> Tuesday 12:30pm–1:30pm <b>Office location:</b> Wellington 009 (Basement)	<b>Junior / Intermediate</b> <b>Instructor:</b> <i>Jim Deighan</i> <b>Email:</b> <i>jimd@nipissingu.ca</i> <b>Class location:</b> Darling 103 <b>Office hours:</b> By appointment <b>Office location:</b> Darling PT Office
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**Brantford Course Outline:**  
**Curriculum Methods II (PJ & JI)**  
***EDUC 4128 & EDUC 4228***

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<b>Class Times</b>	
<b>Primary Junior</b>	<b>Junior Intermediate</b>
600: Tuesday 8:30am–10:20am	700: Wednesday 8:30am–10:20am
601: Tuesday 10:30am–12:20pm	701: Tuesday 10:30am–12:20pm
602: Tuesday 2:30pm–4:20pm	

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### **CALENDAR DESCRIPTION:**

#### **EDUC 4128 Curriculum Methods II (Primary/Junior)**

A study of teaching and learning in the Primary and Junior Divisions addressing a range of approaches to instruction. A consideration of a variety of approaches to classroom management and discipline. An introduction to the role of educational media in the teaching-learning process, stressing the unique characteristics of various media. A study of computers in educational settings leading to an understanding of their role in various subject areas.

#### **EDUC 4228 Curriculum Methods II (Junior/Intermediate)**

A study of teaching and learning in the Junior and Intermediate Divisions, relevant to selected models of instruction. An introduction to the role of educational media in the teaching-learning process, stressing the unique characteristics of various media, the principles of effective preparation and application of teacher materials. A study of computers in an educational setting leading to basic skills in the operation of a microcomputer.

### **COURSE LEARNING OUTCOMES:**

- Understand a range of learning theories regarding management and discipline and how learning is supported through each
- Demonstrate understanding of the relationship between assessment, evaluation, instructional planning, and their impact on learning
- Incorporate, when necessary, technology in the classroom to support best practices
- Construct appropriate learning plans (e.g. lesson plans) within the context of assessment of learners' needs, the learning environment, and provincial expectations
- Engage in reflection on an ongoing basis to support one's growth as an educator

### **STUDENT OUTPUTS:**

By the end of this course, students will:

- Gain an understanding of various classroom management strategies by participating in and presenting weekly discussion groups and seminars
- Plan and create a lesson to disseminate to peers regarding classroom management
- Maintain weekly journal reflections regarding one's growth as a teacher and summarize the journal to highlight key areas of interest and insight
- Use classroom-based technology to enhance one's own learning and make relevant applications of such technology to one's teaching practice

### **REQUIRED TEXT:**

- "With All Due Respect: Keys for Building Effective School Discipline" by Ronald G. Morrish (ISBN-13: 978-0968113127)
  - This book is available at the Laurier Bookstore and will be used extensively in class.
- It will be necessary to retrieve pertinent Ministry of Education documents throughout the course. **Students should bring a laptop or tablet to class in order to retrieve important documents during class time.**

## SECTION B: COURSE EVALUATIONS AND SCHEDULES

### COURSE EVALUATION OVERVIEW

<b><i>With All Due Respect</i> Intensive Book Study</b>	<b>50%</b>	30% Facilitator Lesson and Reflection (15% lesson plan; 15% reflection)  20% Participation (5% per week)
<b>Classroom Management Seminar (Co-planned and co-taught)</b>	<b>30%</b>	15% Lesson & reflection  15% Facilitation (Teaching)
<b>Take Home Test</b>	<b>20%</b>	

### TENTATIVE OUTLINE OF CLASS SCHEDULE:

*\*This is a **tentative** lecture schedule. Topics may be changed and/or added as we proceed. It will be **your responsibility** to be aware of any such changes in topic, materials, readings and/or preparation needs.*

Class	Date	Content Covered
1	September 9 <sup>th</sup> & 10 <sup>th</sup>	-First day of school! -Course introduction, policies
2	September 16 <sup>th</sup> & 17 <sup>th</sup>	-Lesson planning -HOTS -Introduction to Intensive Book Study -Homework: Read <i>Introduction</i>
3	September 23 <sup>rd</sup> & 24 <sup>th</sup>	-Book Study session #1: Introduction -Writing reflections for lesson plans -Communication -Homework: Read <i>Fundamentals</i>
4	September 30 <sup>th</sup> & October 1 <sup>st</sup>	-Book Study session #2: Fundamentals -Assessment and Evaluation -Homework: Read <i>Building Effective Discipline</i>
5	October 7 <sup>th</sup> & 8 <sup>th</sup>	-Book Study session #3: Building Effective Discipline -Mentor / mentee success -Homework: Read <i>Making it Work</i>
----	October 14 <sup>th</sup> Thanksgiving Day and Reading Week (NO CLASSES)	

6	October 21 <sup>st</sup> & 22 <sup>nd</sup>	<ul style="list-style-type: none"> <li>-Book Study session #4: Making It Work</li> <li>-Social and emotional learning (Presented by Jim Deighan)</li> <li>-Homework: Read <i>Building School Discipline</i></li> </ul>
7	October 28 <sup>th</sup> & 29 <sup>th</sup>	Book Study session #5: Building School Discipline <ul style="list-style-type: none"> <li>-Research in the classroom (Presented by Courtney Brewer)</li> <li>-Homework: Read <i>Applications</i></li> </ul>
8	November 4 <sup>th</sup> & 5 <sup>th</sup>	Book Study session #6: Applications <ul style="list-style-type: none"> <li>-Class discussion about book</li> <li>-Create questions for Mr. Morrish</li> <li>-Homework: Explore the following question in practicum--- <i>Where does the classroom management that you observe in practicum align with Ron Morrish's ideas? If you notice differences in alignment, what are the positive implications of these differences.</i></li> </ul>
9	November 11 <sup>th</sup> & 12 <sup>th</sup>	-Classroom Management Seminars
---	November 17 <sup>th</sup> Ron Morrish Guest Presentation (Mandatory in place of practicum)	
10	November 18 <sup>th</sup> & 19 <sup>th</sup>	-Classroom Management Seminars
11	November 25 <sup>th</sup> & 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>-Implications of technology and discipline</li> <li>-Follow up lesson planning (if time permits)</li> <li>-Take-home test due today</li> </ul>
12	December 2 <sup>nd</sup> & 3 <sup>rd</sup>	Course Wrap-up

## **SECTION C: COURSE ASSIGNMENT INFORMATION**

### **Intensive Book Study: *With All Due Respect***

Each week of the book study, you will either be responsible for participating in, or leading, a discussion based on assigned readings from the book “With All Due Respect” by Ronald Morrish. Regardless of your role for the week, you will need to write a 1–2 page (double spaced) journal reflection based on the readings or your role as the group facilitator. Your journal reflections may include the following:

- Brief summary of the readings
- Brief overview of the discussion that took place regarding the readings
- Your thoughts on the discussion and readings (be specific, use quotes as needed)
- Connections to your teaching career

#### **Facilitator Lesson and Reflection (30%)**

For one of the weeks of the book study, you will be assigned to the role of discussion facilitator. It is your responsibility to create a lesson plan (using the Nipissing template) to deliver to your peers in order to facilitate this discussion adequately. You will create your own expectations and should encourage higher-order thinking skills among your peers. It is expected that your peers will have read the chapter and therefore, your role is to go beyond a basic summary.

Your lesson must also provide time for “exit-cards” where you solicit feedback from your peers regarding your lesson plan and delivery. You will use this feedback combined with your initial teaching expectations to critically reflect on yourself as an educator in a 1–2 page (double spaced) reflection.

Your lesson, exit cards, and reflection are due the week following your facilitation.

#### **Participation (20%)**

Each week of the book study, you are expected to have the assigned readings read and to write a 1–2 page (double spaced) journal reflection based on the readings. The course instructor will circulate the class during the book studies and will assign a value of up to 5% for your completed reflections. At random, you may be asked to speak about your reflection. Should the instructor suspect that you are not be adequately completing your reflections, you will be asked to submit your journals for further consideration. Journals that are not complete will receive a value of 0%.

Your journals should be insightful and should help you answer the questions “What am I questioning as a result of this reading?” and “how has my learning changed as a result of this reading?” Your journal reflections will be instrumental in your final take-home exam.

### **Classroom Management Seminars (30%)**

You will work with a group of peers (if applicable depending on section enrolment). You will choose a management strategy/theory to teach to the rest of the class. A list of strategies/theories will be provided. As part of your lesson, you will need to draw clear connections (or oppositional thought) to the theories of Ronald Morrish (*With All Due Respect*). You will need to use the Nipissing lesson plan template

to co-plan and co-teach your theory/strategy effectively. It may be useful to incorporate various teaching strategies to spark engagement and foster critical thinking.

After you have presented your lesson to the class, you and your co-teachers will need to write a reflection based on how the lesson went. Please refer to our class work on writing a suitable reflection.

### **Take Home Test (20%)**

A take home test and evaluation criteria will be given out in class. Participation in all course activities will be necessary for successful completion of the test.

## ***SECTION D: COURSE POLICIES***

### **Attendance and Participation**

Punctual and regular attendance is essential for the successful completion of a course. When absenteeism exceeds 20%, the student may be excluded from writing the final examination. All students enrolled in this course must show active participation in order to advance in the course. Participation includes attending class and participating in individual and small group assignments that will be assigned during the progression of the course. Being engaged includes: expressing your questions, thoughts, and ideas regarding the readings, and respectfully listening to others.

Attendance will be taken at each class and students are to ensure regular attendance. Absence due to unusual circumstances should be reported to the instructor, in advance whenever possible.

For more information, please contact Academic Advising, or consult the academic calendar found at: <http://www.nipissingu.ca/calendar/Documents/nuAcademicCalendar2014-2015.pdf>

### **Course Evaluation Comments**

You must complete and pass all course assignments in order to pass the course overall. Exceptions to this will require written explanations by both the student and the instructor. The following information has been provided by the Nipissing Academic Calendar:

Teacher Candidates in the Laurier-Nipissing Concurrent Education program must meet specific requirements in order to progress in the program. The Nipissing average is calculated using Education courses only, and the Laurier GPA is calculated using all grades at Laurier as well as the required Nipissing Arts courses (PSYC 2020, SOCI 2091 and SOCI 2092). The GPA is cumulative and is adjusted with each course and term. Progression requirements are as follows:

a) Students must maintain an overall GPA of 7.0 in each year, in their Wilfrid Laurier (BA) courses, and an overall average of 70% in their Nipissing (BEd) courses. Progression decisions will be made at the end of each Winter term.

b) Students not meeting the overall average of 70% in their Bachelor of Education courses, will be required to withdraw from the program. **Academic courses in education require a minimum grade of 60% for a pass.**



- c) To progress in the Honours program students must achieve a minimum Honours GPA of 5.0, where a minimum Honours GPA of 7.0 is required for graduation.
- d) Students with an overall GPA below 6.0 in their Laurier courses will be withdrawn from the Concurrent Education program.
- e) Students with an overall GPA between 6.00-6.99 in their Laurier courses are permitted to progress into the following academic year with a status of 'on probation'. Probation requirements hold that students are given one year (inclusive of the summer term), to raise their overall GPA to the 7.0 requirement in order to continue in the Concurrent Education program. Students unsuccessful in achieving a 7.0 GPA after one year of probation will be withdrawn from the program.
- f) All students required to withdraw may appeal the decision to the Undergraduate Standing and Petitions Committee, at a specified date. Guidelines for the Operation of the Standing and Petitions Committee can be found within the Student Policies section in the Index.

### **Academic Dishonesty**

The University takes a most serious view of such offences against academic honesty as plagiarism, cheating, and impersonation. Penalties for dealing with such offences will be strictly enforced.

#### **Plagiarism**

Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism should be noted and reported to the Dean.

#### **Cheating**

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, or memoranda not authorized by the examiner, or leaving answer papers exposed to view.

The complete policy on Academic Dishonesty is in the Policies section of the Calendar (p. 47):  
<http://www.nipissingu.ca/calendar/Documents/nuAcademicCalendar2014-2015.pdf>

### **Final Examinations**

Final examinations for each course are mandatory, except where otherwise approved by Senate, and are scheduled by the Dean of Education. Final examinations for classes held at night will usually be scheduled during the day. Final examinations constitute a minimum of 30% and a maximum of 70% of the final grade. Punctual and regular attendance is essential for the successful completion of a course. When absenteeism exceeds 20%, the student may be excluded from writing the final examination.

### **Retaining Course Assignments**

It is your responsibility to retain an **electronic copy** of any coursework completed in this class as well as a **hard copy** of any completed assignments along with the appropriate rubric/evaluation sheet. These copies may be requested at any time throughout the course sessions up to and including the final day for grades to be entered into WebAdvisor.

### **Recording of Course Content**

Nipissing University does not allow students to record lectures and other material presented during classes unless they have extenuating circumstances and have provided the necessary documentation from WLU Accessible Learning. All students are to have signed a form indicating their understanding of this policy. If you have not yet signed a form stating your understanding of this policy, please see the

course instructor.

**Accessible Learning**

Students with special needs are advised to contact WLU's Accessible Learning Office for information regarding its services and resources. Students registered with this office are responsible for making any arrangements by the given deadlines.