



Fall 2017 - EDUC 346 Student Syllabus Addendum (Final)
Student Guidelines and Responsibilities
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Office Hours: I am available for phone and face-to-face appointments Mon., Tue., Thu., and Fri. between 10:30 am – 3:30 pm.

EDUC 346 - Welcome to your learning journey into an introduction to Aboriginal Education!

This course introduces the diverse meanings of the term Aboriginal Education. The concepts surrounding power, control, and culture will help Teacher-Candidates (TCs) to analyze contemporary issues, aboriginal / indigenous education and western education. Topics will include: Historical analysis, current models, defining aboriginal education, and contemporary issues. TCs will build their knowledge and understanding of aboriginal approaches to education.

Addendum

This addendum supplements the EDUC 346 Course Syllabus (2017). It is both informative and important to read. My goals as your instructor are to assist you in your academic and professional development with respect to Aboriginal Education. The ideas and information shared in this course are designed to expand your knowledge-base and experience that will assist to inform you as one who aspires to become a teacher, especially in an environment where Aboriginal Education principles and competencies are emphasized. If you have any comments, questions, concerns, or struggles in the course, please do not hesitate to discuss them with me.

School of Education

Please be aware that “The School of Education reserves the right at any time to require any teacher candidate to withdraw from UNBC if it believes on consideration of academic, professional fitness or professional conduct that the student is unsuitable for the teaching profession. Unsatisfactory performance in any aspect of the program may be considered reason to require a teacher candidate to withdraw from the Program.” (Source: <http://www.unbc.ca/calendar/undergraduate/education>)

Student Accessibility and Academic Writing Support

Students requiring special accommodations are encouraged to contact the UNBC Access Resource Centre (ARC). ARC is *“committed to the goal of creating and maintaining physical, intellectual and social access to the University for students with disabilities.”* ARC advisors are accessible to regional students, toll free: **1-888-960-5682** during office hours: Monday to Friday from 8:30 am - 4:30 pm.

See: <http://www.unbc.ca/access-resource-centre/regional-students>

For academic writing support services, see the Academic Coach on-campus or contact the Academic Success Centre at: <http://www.unbc.ca/academic-success-centre> .

School of Education’s UNIQUE Grading Scale (See Syllabus)

The School of Education adopted its own grading scale in 2013 (See below). All assignments and performance will be assessed using this scale. It is imperative that B.Ed. TCs **achieve a minimum C+** in each course to continue in the program.

Teacher Regulation Branch (TRB) Teaching Standards (See Syllabus)

The TRB Standards will be consistently referred to throughout the course. The learning outcomes will place an emphasis on Standards 1, 3, 4, 5, 6, & 8 in conjunction with Aboriginal educational principles and competencies. Please consult the SYLLABUS and the online source, as follows:

https://www.bcteacherregulation.ca/documents/AboutUs/Standards/edu_stds.pdf

Indigenizing the TRB Standards

Please find the following examples of the TRB Standards in an indigenous framework, for the purpose of this course:

- **Class Activities and Participation: TRB Standards 1, 3, 4, 5, 6, & 8**

The weekly class activities include: circle-work, lectures, group activities, research activities, experiential learning, community engagement, and hosting guest-speakers; with an emphasis on dialogue, active learning, and engagement.

- **Reading and Written Assignments: TRB Standards 1, 3, 4, 5, 6, & 8**

The weekly assignments will introduce you to the historical and current issues related to aboriginal education. **Please come prepared for discourse on assigned readings**, for example: *What points did you agree/disagree with and why? What new understandings and/or insights did you acquire about yourself, as a teacher-candidate, and other related contexts? How did this material contribute to your understanding of Aboriginal education?*

- **Class Presentation: TRB Standards 1, 3, 4, 5, 6, & 8**

Teacher-candidates will have an opportunity to present on their perspectives and insights.

- **Community Engagement & Learning: Standards 1, 3, 4, 5, 6, & 8**

Mutual collegial communications and engagement are central to a high-functioning class. Engaging yourself respectfully in the aboriginal community provides the opportunities to gather insights into the Aboriginal worldviews and philosophies, as well as build on your cultural competencies and imposing trauma-informed educational factors.

- **Exemplary collegial and community leadership and achievement: Standards 4, 5, 6, & 8**

TCs will have ample opportunity to expand his or her personal and professional goals to become more culturally-attuned. Exemplary marks recognize those who demonstrate exceptional collegiality and leadership.

Student Performance

TCs are responsible for his or her own work and achievement levels, this includes pairs and small working-groups. TCs are marked individually regardless of format. The conversational and experiential approaches will provide you with ample opportunity to achieve and demonstrate your engagement levels. Examples may include: Participation levels in discussions (frequency, on topic, etc.), integrating source materials and life-experiences, achieving timelines, giving quality presentations, deepening your knowledge and practice of cultural competencies, and taking actions reflective of the TRB standards and praxis.

Student Participation and Engagement

TCs will engage in *in-class* participation-based activities, class assignments, sharing-circles, group-work, field trip/s, guest-speakers, as well as in ONE NEW **Aboriginal Community Cultural Engagement (ACCE)** activity, *outside of class-time*.

Your participation will be evaluated based on observable criteria:

- Verbal contributions include: Making insightful comments and connections, making comparisons, connecting assigned and extra-curricular reading, sharing your knowledge, linking other course materials when appropriate, and contributing to the evolvement of Aboriginal Educational discourse in a participatory style.
- Interpersonal skills include: Being respectful of diverse viewpoints, professional, respectfully critical, inclusive of others, active participation, adding to discourse, staying on task, sharing perspectives, providing reflection, and asking questions.
- Attitudinal expectations include: Being cognizant of the ethics and values embodied in the TRB Standards, as well as how they apply to Aboriginal education, children, and the community. TCs are congruent in creating a safe learning environment, inclusive of others, culturally-competent, professional, and solution-based.
- Overall participation expectations include: supporting verbal discourse, questioning, active listening, collegiality, critical analysis, organization and preparedness, collegiality, and able to balance workload, especially in group-work scenarios.

Behaviours and Attitudes

- When little to no class engagement is evidenced, please reach-out to me to discuss any barriers to your participation. When necessary, an additional reflection may be assigned to students who do not orally participate in class discussions. These will be due the following week and will provide me with an insight into what you are thinking and processing. If you are having difficulties following the discussions in class or need more time to contribute meaningfully, please let me know so we can problem-solve this issue together. Teaching is a highly oral profession and public-speaking is an essential competency.
- Please be on time for class and when returning from health-breaks.
- Please hand-in quality work via email, in a separate Word document.
- **Plagiarism is a serious academic offence.** Please be informed of what plagiarism is. UNBC's policy is available at: <http://www.unbc.ca/graduate-programs/plagiarism>. Be diligent about properly crediting people for your knowledge and referencing scholarly materials. If you are uncertain about APA referencing, contact the Academic Success Centre at <http://www.unbc.ca/academic-success-centre> .

- If for any reason, you are struggling with the materials or are encountering other issues, please discuss them with me. If you are dealing with a serious issue and/or a group dynamic that is becoming a barrier, please let me know. These may include issues of gossiping, bullying, racism, inappropriate joking, lack of confidence, anxiety, etc. Under-currents such as these can significantly interfere with your performance and in maintaining safety in the group.

Submitting Assignments

All assignments must be submitted to me electronically from your UNBC email TO my email: Marian.Kotowich-Laval@unbc.ca , unless stated otherwise. Hand-written work is inadmissible (not permitted).

Email header: Course number, YOUR NAME, and the ASSIGNMENT NAME. I will reply to you in a timely manner when an assignment is received. Please check your UNBC email regularly.

Marking of Assignments

Assignments are marked on a first-come-first-serve basis. Marks are returned after all the students have submitted and after being marked, are sent out at the same time. Marks are confidential. Please do not discuss your marks with other students. If you have a question or concern about your mark, please contact me immediately. If you are looking for ways to improve, please contact me. All submitted assignments are considered final; therefore, please submit your best attempt each time.

When a rubric (Example, Appendix A) is provided, please use those guidelines in addition to the B.Ed. Grade Distribution chart (below). Requests to resubmit a paper for improvement may be discussed; however, no more than two assignments will be approved for re-submission in the semester. If the quality of your work and effort is insufficient, I may contact you to reassign for improvement.

Assignments: Individual and Group-work

Assignments will include experiential learning, group-work, public presentations, and solo projects. When working in groups, the “how” you work together is as important as the completion of the exercise. Individualized grading is given to group projects. Please try to work-out any group issues collegially amongst yourselves. If you feel that instructor-involvement is needed, please contact me.

Assignment Format, Quality and Timeliness

Assignments are expected to be on-time, complete, neat, well thought-out, well-organized, double-spaced, and cited using the American Psychological Association (APA).

Please include your name, course name, assignment name, and page numbers on your papers. PLEASE use a RUNNING HEADER and NOT a full title page, to save on paper. A 5% deduction will be made automatically on all assignments that are missing your name.

Late assignments will be deducted 5% for each day late UNLESS an arrangement has been made with me. If you need to renegotiate a deadline, please ask in advance. If an assignment is returned to you as “draft quality”, you can choose to resubmit it within 3 days for remarking or settle for the original mark. An increased grade will only be warranted when there is a significant improvement. A maximum of two resubmissions are allowed in the course. Assignments that are not missing or are not received, are subject to a “fail” or a mark of 0%, without notice by the instructor. Students are

responsible for submitting and tracking their assignment submissions. This is easily achieved using email records.

Attendance, Lates, and Absences

The TRB requires that the TCs be taught face-to-face; therefore, there are NO distance-education options and your attendance for every class is important. Each class is unique and is non-duplicable, so please attend.

If you are experiencing an emergency or something that threatens your health and well-being, please call or email me. There are NO SUBSTITUTIONS for absences for field trips, time to pursue personal interests, or unscheduled holidays. Please note the following School of Education policy: "Regular attendance is expected of all teacher candidates in all courses. An instructor can initiate procedures to debar a teacher candidate from attending classes and from final examinations where unexcused absences exceed three hours of scheduled classes in one term." (Source: <http://www.unbc.ca/calendar/undergraduate/education>)

When unavoidable and/or emergency circumstances do arise, call or email me on my DIRECT LINE, day or night at 250-615-3328 or email: Marian.Kotowich-Laval@unbc.ca. For example, extreme weather and road conditions, contagious or severe illnesses of self and close family-members, and other family emergencies may apply.

Mark deductions of 1% will apply to repeated lateness. Deductions of 3%-5% may be applied for unexcused non-attendance for part- or whole-classes. A makeup assignment will be due in one week.

Absences and Make-up Assignments

There are no sufficient substitutions for face-to-face attendance; however, under exceptional circumstances, a partial recovery of marks is possible by following these steps:

1. Inform the instructor of the circumstances by leaving a phone message at 250-615-3328.
2. After your return, check with 1 and preferably 2 colleagues about the content missed in class
3. Check the BLOG while away for any due assignments and notes.
4. Contact me to suggest the topic you will write about based on a 1000-word well-researched article review that is relevant to the missed class. You will have 1 week to submit the makeup paper. This deadline is open for renegotiation, depending on your health and circumstances.
5. A minimum of 10% or more may be deducted from your final grade when no make-up paper is submitted by the deadline.

Health Breaks

Your health is important, please take care of it. A 10-minute health-break is calculated for every 1-hour of class. Break times will be negotiated each class and are sometimes taken mid-class or at the end, depending on activities. Please return from breaks on time; otherwise any delays will be recovered at the end of the class. Class overages will be recovered at the end of the semester.

Technology Requirements

Technology is used throughout the course, i.e. research tools, using the class blog, PowerPoint, SmartBoard, etc. If you have questions or need assistance, please contact **Alex Ippel**, IT Support.

Appendix A
Example of a General Standard Rubric

GENERIC STANDARD RUBRIC Assessments for Presentations of Written and/or Oral Presentations	Exemplary-Above Avg.	Very good-Avg.	Satisfactory-Below Avg.	Fail, undetectable or insufficient evidence, &/or work not received
	A+, A, A-	B+, B	-B, C+	C and lower = F
Materials: Presentation of papers are well formatted in MSWord, submitted by email, used proper email protocol and subject line.				
Content: The content: <ul style="list-style-type: none"> - Displays the student’s name and date. - Is reflective and relevant to Aboriginal Education and aboriginal content. - Offers insights, comparisons, conclusions, thoughtful critiques, etc. - Is clearly articulated, provocative, original, and insightful. - Includes if applicable the TRB Teaching Standards - Has sufficient scholarly weight, content, and connections relevant to the topic. - Expands on topic, your ideas, discussions in class, other sources, etc. - Uses proper APA citation, grammar, spelling, punctuation, organization, and sentence-structure. - Is well-structured (clear beginning, middle, and end, logical flow), uses descriptive vocabulary, has meticulous citations with no evidence of *plagiarism. 				
Mechanics of Delivery: Clearly audible, engaging body language, well-prepared, well-organized and written materials, good use of technology, props, and visuals (if applicable), presents “a stretch or challenge” for the presenter, copies of the presentation are made available, etc.				
Engagement: Opened with a creative “hook” or interest piece, encouraged audience involvement and discussion, invited questions, evidence of critical thinking, and provided a concise summary or closing statement to signal a clear ending.				