“Education is a social process. Education is growth. 

Education is not a preparation for life; education is life itself.”

~ John Dewey~

Course Description:
The focus of this course is on the sociological study of education in Canadian society. Applying different empirical and theoretical perspectives on education, we will do the following throughout this course:

• trace the historical development and organization of education in Canada,
• investigate patterns of educational participation and the socialization function of schools
• debate the relationship between school and work,
• analyze the role of education in the reproduction of social inequality
• learn about contemporary challenges facing education systems
• compare the Canadian education system to other systems (international)

Learning Outcomes
At the end of this course, students will be able to:

• Interpret historical conditions that have led to the development of current education systems and institutions.
• Challenge common-sense assumptions about school success and failure.
• Compare and contrast different sociological and theoretical perspectives regarding the schooling experiences and outcomes of different social groups.
• Analyze the relationships between educational institutions and wider social structures.
• Evaluate critically different reasons for educational reform
Required Text

Articles – will be posted in RESOURCES on OWL

**Method of Evaluation:**
In this course you will be given the option of choosing your evaluation process. You will have two options.

*You will be asked to pick your option by January 17 online (SITE INFO _ JOIN GROUPS). If you do not choose - you will automatically be added to option 2.*

**Evaluation Breakdown: Option 1: Assignment**

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<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>In Class Reflections</td>
<td>15 %</td>
<td></td>
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<tr>
<td>Participation (online + in-class)</td>
<td>10 %</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25 %</td>
<td>Feb 26</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>25 %</td>
<td>April 1 in class</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 %</td>
<td>April Exam Period</td>
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<td><strong>Total</strong></td>
<td>100 %</td>
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**Evaluation Breakdown: Option 2: Mainly Exams**

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<th>Assessment</th>
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<tr>
<td>Participation (online + in-class)</td>
<td>15 %</td>
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**Evaluation Breakdown – an outline for each assessment can be found in OWL Resources**

**All Written Evaluations:** All written submissions (both formal and informal) are marked based on level of critical analysis, succinct arguments, connections to academic research / theory and overall
organization of your thoughts. While grammar is not specifically marked, it will influence the delivery of your argument, so careful editing is expected. The course material is a foundation and a motivator for critical reflection on education. I expect that you will move beyond the course material, expanding and offering new ways of thinking about education or new issues that relate to our course. When you write, you cite. I don’t care if it is formal or informal, you need to support your ideas with academic sources. This is the key difference between personal opinion and academic argument.

**Participation: Being part of Our Community:** In OUR class, participation is all-encompassing. It means being present and it means speaking up when you have something to contribute. As you process the information, you should be considering how to share your thoughts with the group. You want to constantly challenge yourself and others to think about the material and the world around us. I should see consistent presence throughout the course. *Ideally you will begin contributing not because you must, but because you were thinking and want to share. This is a dialogue, so generate conversation!*

**In-Class Reflections:** Each week you will be asked to submit a thought or detailed question to an ongoing journal. These will be written in class and I will read them and provide feedback on a rolling schedule (meaning I will pick some each week to read and assess randomly).

*WHY??* Critical reflection is an essential component of learning, meta cognition helps us develop awareness and higher-order thinking. This journal will be a way for you to connect with material and share your thoughts about education with me. General topics or questions will be given each week to consider. You are encouraged to be as creative and critical as you can be. A more detailed outline will be provided on OWL.

**Examinations:** All examinations may include a combination of m/c, short answer or essay style questions. A detailed breakdown will be provided before each exam. These exams are not cumulative, but you are expected to retain and be able to apply theory throughout the course.

**Assignment (Option 1 only):** In a group of 2-4 people, you will identify an area of interest within education that has sociological significance and research the issue / topic. You will design an educational aid (a micro lesson) that is intended to challenge an existing problem in education, using our material, targeting a specific audience. These projects are created to allow you to create something that can be useful to the world beyond our classroom. Some of the past projects are in the process of being adopted by educators to share with our community what we know.

If you carefully read this entire outline, send me a message via messenger on OWL with your favorite quote about education.

**How to get important information:**

Check online on the OWL website throughout the week. I am always on adding new content, forums and announcements. It is an active part of our course and I recommend you make it a habit to login for new information.
**Academic Policies:**

**Academic Consideration for Missed Work**

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the [Senate policy](https://counselling.ssc.uwo.ca/procedures/having_problems/Self_Reported_Absence.html) are met. Two important exceptions to this rule: SRAs will not be allowed for final examinations or assessments worth more than 30% of a given course.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a [Student Medical Certificate](https://counselling.ssc.uwo.ca/procedures/having_problems/Self_Reported_Absence.html) (for illness) or other appropriate documentation (for compassionate grounds).

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

**Policies for Assignment Deadlines:**

*Students must submit all work on time. If an assignment is late, there will be a 5% late penalty per day for up to 10 days past the due date. At that point, assignment will no longer be accepted. If a student anticipates an issue with an assignment, they are recommended to speak to their Professor as early as possible.*

**A Note on Plagiarism:**

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Any course material (lecture slides, recordings of lectures, screenshots of the OWL course website or examinations of any kind) that are found to be shared with others without the explicit permission of the instructor is ground for Academic Discipline. All material shared in this class is created and thereby owned by the instructor.

**Plagiarism Checking:**

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

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

**Statement on Use of Electronic Devices**
Electronic devices will not be permitted in examinations unless the student has an existing learning plan with Student Development.

**Policy on Laptops and other Electronics/Phones in Class:**
Laptops are permitted in class but if it is observed that students are distracting other students, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class. Recording of lectures or tutorials without the explicit consent of the Professor or TA is ground for academic discipline.

**Policy on Accommodation for Medical Illness**
Western’s policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:
http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

**Accessibility Options:**
Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website:
www.registrar.uwo.ca/examinations/accommodated_exams.html

**Scholastic Offences**
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:
www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

**Mental Health**
Students who are in emotional/mental distress should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.