

Western Education

Transforming Education. Transforming Lives.

EDUC 5208

Curriculum & Pedagogy in Intermediate/Senior English

Instructors:

Elaine Morton, PhD

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Office Hours: Mondays & Wednesdays 11:30am-12:30pm
(otherwise by Zoom)

Schedule:

Section 001: Mondays 12:30-2:30pm, Wednesdays 12:30-2:30pm

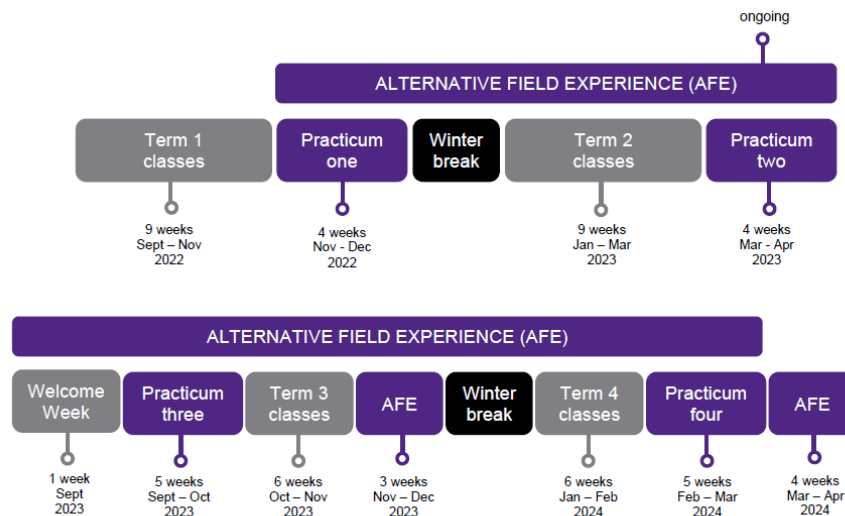
Room: 2040

Program Context:

This is a **Curriculum Course** taken by Teacher Candidates in **Intermediate/Senior** during **Year 1, Full Year** of the Bachelor of Education.

Bachelor of Education

Program Overview – Class of 2024



Course Description:

This course provides an introduction to the historical and contemporary theories and practices of teaching English/Language Arts, Grades 7-12. Literature, literary theory, cultural/media studies, the sociology and psychology of literacy(ies) and language development, as well as curriculum design, implementation and assessment are included. 4 hours per week, full year, 1.0 credit.

This course is designed as an introduction to curriculum and pedagogy for emerging teachers of Intermediate/Senior English. Teacher Candidates will examine and engage with theory, policy, and practice related to the teaching of English/Language Arts 7-12. They will reflect on and explore key topics and issues, methodologies, and classroom application strategies. This course is designed to foster a nurturing professional community of developing teachers who are theoretically and practically informed, and who are critically aware of the changing context of the subject and of the profession. Through this course, teaching candidates will build skills and grow as reflective, knowledgeable, and collaborative professional learners and practitioners.

Considerable in-class focus will be placed on practical aspects of classroom instructional planning and practice, including lesson planning and unit design, the critical selection of resources, and the development of a professional repertoire of approaches and techniques for teaching in the Intermediate-Senior English classroom. Critical literacies, including media, digital, and multi-modal literacies, and pedagogies for the support of culturally- and linguistically-diverse students will be included.

Course Credits:

1

Number of Weeks: 18

Week 1:

Introduction: Teacher Education, Beginning Teachers, and the Learning Environment

- Candidates understand course trajectory and expectations
- Candidates are introduced to the learning environment
- Candidates are introduced to the Ontario Curriculum
- Candidates can explain the foundations of professional practice
- Candidates are introduced to the nature of the adolescent learner

Learning Activities

Type	Name	Description
Reading	Week 1 Required Readings	OCT Standards of Practice http://www.oct.ca/standards/standards_of_practice.aspx?lang=en-CA Ministry of Education English Curriculum Documents http://www.edu.gov.on.ca/eng/curriculum/secondary/english.htm
Writing	Week 1 Exit Ticket	KWL Response: describe what you already knew, what you learned, and what you hope to learn as we progress through the course.
Reading	Week 1 Secondary Readings	Sarigianides, S.T., et al. (2015). How re-thinking adolescence helps re-imagine the teaching of English. <i>English Journal</i> , 104(5), 34-39. Moni, K. English curriculum in the current moment. <i>English Teaching</i> 13(1)1-7.

Week 2:

Philosophy, Practice, Purpose, and Assessment

- Candidates examine English in contemporary educational practice
- Candidates examine tensions between philosophy and practice
- Candidates can navigate curriculum expectations
- Candidates can explain Principles of Quality assessment
- Candidates inquire about finding purpose in English in contemporary practice

Learning Activities

Type	Name	Description
Reading	Week 2 Required Readings	Cooper, A. et al. (2017). What do teachers need? An exploration of evidence-informed practice for classroom assessment in Ontario. <i>Educational Research</i> , 54(2).
Writing	Week 2 Exit ticket	Reflect on the inherent tensions between philosophy and practice.
Reading	Week 2 Secondary Readings	Carillo, E. (2017). How students read: Some thoughts on why this matters. <i>English Journal</i> , 106(5), 34-39.

Week 3:

Analysis, Design, and Assessment

- Candidates will interpret and explain Principles of Quality Assessment
- Candidates can explain "Growing Success" and its relationship to the Ontario Curriculum
- Candidates examine assessment as learning
- Candidates develop guiding (essential) questions
- Candidates understand how to develop ways to help students to learn critically
- Candidates learn to frame a lesson using templates and guidelines
- Candidates are introduced to rubrics (types and theories)

Learning Activities

Type	Name	Description
Reading	Week 3 Required	Vasquez, V.M. (2019) Critical literacy as a way of being and doing. <i>Language</i>

	Reading	Arts, 96(5), 300-311.
		Growing Success http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf
Discussion	Week 3 Activity 1	Discuss prepared reading responses (200-300 words) on DeFrance et al, Vasquez, Walsh-Moerman or Wilson.
		DeFrance, N, et al. (2016). Constructing a plan for text based discussion. <i>Journal of Adolescent and Adult Literature</i> 59(5), 575-585.
Reading	Week 3 Secondary Readings	Walsh-Moerman, B., (2016). The Socratic Seminar in the Age of the Common Core. <i>English Journal</i> , 105(6), 37- 45.
		Wilson, B. (2014). Teach the how: Critical lenses and critical literacy. <i>English Journal</i> , 103(4), 68-75.

Week 4: Design, Discussion, and Collaboration

- Candidates can explain and discuss lesson plan ideas and templates using Backward Design
- Candidates develop critical thinking approaches toward course/unit/lesson design
- Candidates can design a lesson plan
- Candidates can gather pertinent, relevant resources

Learning Activities

Type	Name	Description
Assignment	Week 4 Class Discussion	Come prepared with at least one (1) question or provocation from the article to generate dialogue.
Assignment	Week 4 Activity	Collaborative work on a lesson plan.
Reading	Week 4 Required Readings	Lindblom, K. et al. (2016) Composing Infographics to synthesize informational and literary texts. <i>English Journal</i> , 105(6), 37-45.
Reading	Week 4 Secondary Readings	Doecke, B. & Mead, P. (2018) English and the knowledge question. <i>Pedagogy, Culture and Society</i> , 26(2), 249-264.

Week 5: Group Sharing of Lesson Plans

- Candidates can teach use of appropriate style, point of view
- Candidates can teach communication for different purposes and audiences
- Candidates understand how to best evoke, initiate, and encourage students' voices in the creation of lesson plans

Learning Activities

Type	Name	Description
Assignment	Week 6 Activity 2	Students must identify a key idea from each article and reflect on how they believe it could influence their practice and be prepared to share with class.
		Warrington, A. (2018) Finding value in the process: Student empowerment through self-assessment. <i>English Journal</i> , 107(3), 32-38.
Reading	Week 6 Required Reading	Young, S. (2018) From situated privilege to disabilities; Developing critical literacies across social classes. <i>JAAL</i> , 61(5), 501-509.
Reading	Week 6 Secondary Readings	Flores, T. (2018) Breaking silence and amplifying voices: Youth writing and performing their worlds. <i>JAAL</i> , 61(6), 653-661.

Week 6: Diverse Classrooms

- Candidates can implement diverse perspectives, representations, and texts into all aspects of curriculum
- Candidates emphasize queer inclusivity as pedagogical practice
- Candidates understand racial constructs and systematic barriers as it relates to English pedagogy
- Candidates learn to engage students in their own learning (project-based and experiential learning)
- Candidates learn about classroom management of challenging perspectives
- Candidates understand the importance of accessibility in the English classroom and eliminating barriers for all students

Learning Activities

Type	Name	Description
Assignment	Week 5 Activity 1	Students will come prepared to discuss articles and share ideas on Promoting inclusivity in English instruction.
Reading	Week 5 Required Readings	Page, M. (2017) Teaching in the cracks: Using familiar pedagogy to advance LGBTQ inclusive curriculum. <i>JAAL</i> , 60(6), 677-85 Reid, (2010), The Outcast Comes In: Grappling with Physical Disability in the Literacy Classroom, https://www-jstor-org.proxy1.lib.uwo.ca/stable/25790043?seq=1#metadata_info_tab_contents
Reading	Week 5 Secondary Readings	Autumn, D.M., et al. (2015). Inclusive Classrooms for LGBTQ Students: Using linked texts to challenge the hegemonic single story. <i>JAAL</i> , 59(1) 95-105. German, L. (2019) To dismantle racism we must discuss it. <i>English Journal</i> , 108(4), 15-61.

Week 7: Diverse Learners

- Candidates are introduced to language perspectives (English language learners/socio-economic barriers, etc.)
- Candidates are introduced to communicating with parents and integrating their knowledge/perspectives
- Candidates examine and explain diversifying the educational frame to accommodate a range of socio-economic, cultural backgrounds, and identities

Learning Activities

Type	Name	Description
Assignment	Week 11 Activity 1	Reflect on how the perspectives raised in the Compton-Lily article will guide and/or influence your practice in the classroom and the community.
Reading	Week 11 Required Readings	Compton-Lilly, C. & Delbridge, A. (2019). What can parents tell us about poverty and literacy learning? Listening to parents over time. <i>JAAL</i> , 62(5), 531-539. Howell, E. (2018). Expanding argument instruction: incorporating multimodal and digital tools. <i>JAAL</i> , 61(5) 533-42. Seok, S, & DaCosta, B. (2014). Oral reading fluency as a predictor of silent reading fluency at secondary and postsecondary levels. <i>JAAL</i> , 58(2), 157-166.
Reading	Week 11 Secondary Readings	Vasudevan, L., Kerr, K. R., Hibbert, M., Fernandez, E., & Park, A. (2014). Cosmopolitan Literacies of Belonging in an After-school Program With Court-Involved Youths. <i>Journal of Adolescent & Adult Literacy</i> , 57(7), 538–548. https://doi.org/10.1002/jaal.288 . Alexander, C. (2020). Developing a Social Justice Unit in High School English Language Arts. <i>EduTopia</i> . https://www.edutopia.org/article/developing-social-justice-unit-english-language

-arts

Flint, P., Dollar, T., & Stewart, M. A. (2019). Hurdling Over Language Barriers: Building Relationships With Adolescent Newcomers Through Literacy Advancement. *Journal of Adolescent & Adult Literacy*, 62(5), 509–519. <https://doi.org/10.1002/jaal.927>.

Week 8: Indigenous Perspectives

- Candidates confront settler-colonial legacies and representations in literature and media
- Candidates confront settler-colonial legacies in their practice

Learning Activities

Type	Name	Description
Assignment	Week 8 Activity 1	Students will work in groups to generate ideas on promoting decolonization issues in education.
Assignment/ Research	Week 8 Activity 2	Students will work with group to develop a learning resource.
Reading	Week 8 Required Readings	Tuck, E, et al. "Land education" Indigenous, post-colonial and decolonizing perspective on place and environmental research. 20(1), 1-23. Bruce, H. (2011). Green(ing) English: Voices Howling in the Wilderness? <i>English Journal</i> , 100(3), 12-26.
Reading	Week 8 Secondary Readings	Lindgren, N., & Öhman, J. (2019). A posthuman approach to human-animal relationships: advocating critical pluralism. <i>Environmental Education Research</i> , 25(8), 1200–1215. https://doi.org/10.1080/13504622.2018.1450848 . Mumford, C. (2016) Le(e/a)ks1: Being Anishinaaekse2 on the land is political. <i>JAAL</i> , 106(1), 31-37.

Week 9: Resource Presentations and Practicum Preparation

- Candidates present teaching and learning resource presentations

Learning Activities

Type	Name	Description
Assignment	Week 9 Presentations	Candidates present their teaching and learning resources
Reading	Week 9 Required Readings	Allee-Herndon, K.A. (2021). I Can Tell You Stories: Teacher Education during Educational Disruption. <i>The Teacher Educator</i> , 56(3), pp. 327-345. Rust, F.O. The first year of teaching: It's not what they expected. <i>Teaching and Teacher Education</i> (1994). 10(2), pp. 205-217.
Reading	Week 9 Secondary Readings	Shaw A. <i>Teaching Strategies Straight From the Heart</i> (2012).

Week 10: The Implementation of Multimodal Learning and Differentiation

- Candidates examine various types of writing
- Candidates are introduced to multi-modal approaches for 21st century learners
- Candidates examine how to engage gifted, resistant, exceptional, and/or struggling readers
- Candidates understand the theory and implementation strategies for Universal Design for Learning
- Candidates examine IEPs, differentiation, and use of technology in the classroom
- Candidates are introduced to the Unit Design Assignment

Learning Activities

Type	Name	Description
Assignment	Week 10 Activity 1 Multi-Modal Unit Plan	Multi-media unit presentation assignments introduced. Students will collaborate to develop a unit plan for a novel, full-length play, media or set of poetry. The unit plan must incorporate multiple types of media and technology to reflect a variety of the learning methods utilized in today's classroom.
Reading	Week 10 Required Readings	Darvasi, P. (2021). A game-based learning primer about meeting students where they are. <i>Principal Leadership</i> , Let the Games Begin NASSP . Walters, S. (2015). Toward a Critical ASD Pedagogy of Insight: Teaching, Researching, and Valuing the Social Literacies of Neurodiverse Students. <i>Research in the Teaching of English</i> , 49(4), 340–360.
Research	Week 10 Activity	Students will work together to discuss the integration of IEPs in a multi-modal unit plan. Cercone, J. (2017). Standing at the crossroads: Content creation in the 21st Century English classroom. <i>English Journal</i> , 100(3), 25-31. Kinglsey, T., et al. (2015). Gamification: Questing to integrate content knowledge, literacy and 21st Century learning. <i>JAAL</i> , 59(1), 51-61.
Reading	Week 10 Secondary Readings	Sampson, M. R., Ortlieb, E., & Leung, C. B. (2016). Rethinking the Writing Process: What Best-Selling and Award-Winning Authors Have to Say. <i>Journal of Adolescent & Adult Literacy</i> , 60(3), 265–274. https://doi.org/10.1002/jaal.557 . Special Education in Ontario. http://www.edu.gov.on.ca/eng/document/policy/os/2017/SpecEdFinal2018.pdf Whitney, E. H. (2019). Re-envisioning Writing Pedagogy and Learning Disabilities Through a Black Girls' Literacies Framework. <i>Journal of Adolescent & Adult Literacy</i> , 62(6), 643–651. https://doi.org/10.1002/jaal.934 .

Week 11:

Interrogating Literacy through Media

- Candidates examine dialects, genres, and discourses: developing students' awareness of the 'Cultural I/Eye'
- Candidates can encourage student literacy through cultural analysis and collaborative learning

Learning Activities

Type	Name	Description
Discussion	Week 11 Discussion	Discuss one (1) or more readings on how entrenched discourses (i.e. accepted ways of speaking and knowing) can dis-empower some students and how we can challenge these discourses.
Writing	Week 11 Exit ticket	Two things I've learned and one question I have.
Reading	Week 11 Required Readings	Lee, A. (2017) Deepening sociopolitical consciousness in culturally relevant pedagogy. <i>Talking Points</i> , 29(1), 20-26. Tuck, E. (2016). Introduction to native feminist texts. <i>English Journal</i> , 100(1), 16-22.
Reading	Week 11 Secondary Readings	Hayik, R. (2016) What does the story say about females? Challenging gender based texts in the English classroom. <i>JAAL</i> , 59(4), 409-19.

Sinclair, M. (2019). Decolonizing ELA: Confronting privilege and oppression in textual spaces, 107(6) 89-94.

Storm, S. (2018). Striving toward woke English teaching and learning. *English Journal*, 107(6), 95-101.

Week 12:

Critical Media Literacy and Popular Culture Studies

- Candidates examine media and popular culture
- Candidates analyze themes in songs, advertisements, social and internet media, films, video games, television shows, podcasts, literature, etc.
- Candidates develop an ability to analyze media critically
- Candidates can interpret and explain the media "ecosystem" and its influence on student learning in the English classroom

Learning Activities

Type	Name	Description
Assignment	Week 12 Activity	Come prepared with specific points to generate class discussion from readings.
Reading	Week 12 Required Readings	Kist, W, et al. (2015). Social media and the kids today: A counter-narrative from a U.S. high school, <i>English Journal</i> , 104(3), 41-46.
		Polese, H.(2018). Nevertheless Memes Persisted: Building critical memetic literacy in the classroom. <i>JAAL</i> , 62(3), 259-270.
Reading	Week 12 Secondary Readings	Janks, H. (2018). Texts, identities and ethics: critical literacy in a post-truth world. <i>JAAL</i> , 62(1), 95-99.
		Bowmer, M. E., & Curwood, J. S. (2016). From Keats to Kanye: Romantic Poetry and Popular Culture in the Secondary English Classroom. <i>Journal of Adolescent & Adult Literacy</i> , 60(2), 141–149. https://doi.org/10.1002/jaal.550 .
		Burr, J. C. (2017). Springsteen, Spoken Word, and Social Justice: Engaging Students in Activism through Songs and Poetry. <i>English Journal</i> , 106(6), 61–66.

Week 13:

Challenging Perspectives

- Candidates develop a fresh look at canon materials and provide new interpretations
- Candidates are able to challenge the canon/popular narratives
- Candidates examine alternative texts
- Candidates confront trauma in text and the "trigger" concern
- Candidates examine the push-back to inclusivity and diverse learning

Learning Activities

Type	Name	Description
Writing	Week 13 Exit Ticket	Two key takeaways from the readings and one pressing question from the readings.
Reading	Week 13 Required Readings	Ivey, G., & Johnston, P. (2018). Engaging Disturbing Books. <i>Journal of Adolescent & Adult Literacy</i> , 62(2), 143–150. https://doi.org/10.1002/jaal.883 .
		Johnston, K. C., Omogun, L., & Lee, C. C. (2021). From New York City to the World: Examining Critical Global Literacies in an English Language Arts Classroom. <i>Journal of Research in Childhood Education</i> , 35(2), 215–230. https://doi.org/10.1080/02568543.2021.1880992 .
Reading	Week 13 Secondary	Kaplan, E. (2019). 6 Essential Strategies for Teaching ELLs. Edutopia. https://www.edutopia.org/article/6-essential-strategies-teaching-english-langua

Readings [ge-learners](#).

Staffer, S. (2016). One high school teacher on his way to a flipped classroom. *English Journal*, 59(5), 563-572.

Venet, A.S. (2018) The How and Why of Trauma-Informed Teaching. *Edutopia*. <https://www.edutopia.org/article/how-and-why-trauma-informed-teaching>.

Yoon, B. et al. (2018). Critical global legacies: A new global classrooms instructional framework in the global era. *JAAL*, 62(2), 205-14.

Week 14:

Drama and Alternative Texts

- Candidates explore using theatre in the English classroom
- Candidates consider bringing drama to life - provoking imagination and engagement through dramatic performance and interpretation
- Candidates apply teaching Shakespeare in diverse classrooms: differentiating: content, process, and product
- Candidates examine whether to teach Shakespeare or other dramatic works in the 21st century English classroom

Learning Activities

Type	Name	Description
Assignment	Week 14 Activity 1	Workshop-analysis, group discussion on comedy vs. drama as the best teaching tool and is Shakespeare still relevant in contemporary classrooms?
Reading	Week 14 Required Readings	O'Donnell-Allen, C. & Smagorinsky, P. (1999). Revising Ophelia: Rethinking questions of gender and power in school. <i>English Journal</i> , 88(3), 35-43. DiRoberto, K. (2016). "Oh, teach me how I should forget to think": The Pedagogical Problems of Pleasure and Rigor in Social Media and Shakespeare. <i>Borrowers and Lenders</i> , 10(1).
Reading	Week 14 Secondary Readings	Ressler, P. (2005) Challenging normative sexual and gendered identity beliefs through Romeo and Juliet. <i>English Journal</i> , 88(3), 35-43. Shoemaker, B. (2013). To Read or Not to Read: Five Approaches to Teaching Shakespeare, <i>English Journal</i> , 102 (4).

Week 15:

Poetry and Music

- Candidates confront student (and teacher) resistance to poetry
- Candidates explore using media and technology to enhance student engagement
- Candidates learn to encourage student voice in poetry and/or music

Learning Activities

Type	Name	Description
Assignment	Week 15 Collaborative Work	Time allotted to work on multi-modal unit plan within groups
Reading	Week 15 Required Readings	Ciardello, A. V. (2010). "Talking Walls": Presenting a Case for Social Justice Poetry in Literacy Education. <i>The Reading Teacher</i> , 63(6), 464-473. https://doi.org/10.1598/RT.63.6.3 . Kelly, L. (2013). Hip Hop Literature: The Politics, Poetics and Power of Hip Hop in the English Classroom. <i>English Journal</i> 102(5), 51-56.
Reading	Week 15 Secondary Readings	Apol, L. & Macaluso, K. Using the author-out workshop to counter students' assumptions and anxieties about reading and writing poetry. <i>English Journal</i> , 105(6), 31-36.

Hannaford, T. (2015) Behind the curtain: A teacher's quest to better understand, write, and model poetry. *English Journal*, 105(6), 37-42.

Xerri, D., & Agius, S. X. (2015). Galvanizing Empathy through Poetry. *English Journal*, 104(4), 71–76.

Week 16: Politics in Assessment and Professionalization

- Candidates can explain authentic assessment
- Candidates are introduced to report cards
- Candidates examine tensions in the assessment discussion/debate
- Candidates develop professionalization strategies
- Candidates explore building community in the classroom, school, and beyond
- Candidates understand Duty to Report and the challenges with reporting conflict

Learning Activities

Type	Name	Description
Assignment	Week 16 Activity	Students will work in small groups or pairs to develop multimedia unit plan
Discussion	Week 6 Discussion	Students will discuss ways to incorporate self-care into their pedagogical approaches in pairs, small groups, and whole class discussion.
Reading	Week 16 Required Readings	Butti, L. (2016). Professional relationships: Collaboration is key. <i>English Journal</i> , 105(3), 12-15. Murphy, T. R. N., Masterson, M., Mannix-McNamara, P., Tally, P., & McLaughlin, E. (2020). The being of a teacher: teacher pedagogical well-being and teacher self-care. <i>Teachers and Teaching, Theory and Practice</i> , 26(7-8), 588–601. https://doi.org/10.1080/13540602.2021.1913403 . Lemon, N. (2021). Wellbeing in initial teacher education: using poetic representation to examine pre-service teachers' understanding of their self-care needs. <i>Cultural Studies of Science Education</i> , 16(3), 931–950. https://doi.org/10.1007/s11422-021-10034-y .
Reading	Week 16 Secondary Readings	Smith-Kinda, D. (2017) Intentional and Targeted Teaching: a framework for teacher growth and leadership. <i>English Journal</i> , 106(5), 77-79.

Week 17: Intermediate Perspectives, Student-Directed Reading, and Multimedia Group Work

- Candidates examine the intermediate ELA classroom approach
- Candidates are able to engage critical thinking and analysis from ELA learners regarding global issues and how they links to their communities
- Candidates are better prepared to approach difficult and/or challenging discussions within the English classroom that encourage and include ELA learners
- Candidates are comfortable approaching social justice issues within a variety of contexts as they relate to the Intermediate/Senior English classroom

Learning Activities

Type	Name	Description
Assignment	Week 17 Activity	Students will continue to work in small groups or pairs to develop multimedia unit plan.
Reading	Week 17 Required Readings	McFarlane Barton, G., Daffurn, N., Brock, C. H., & Zygouris-Coe, V. (Vicky) I. (2021). Language Is a Verb: A Review of Teaching Language as Action in the ELA Classroom. <i>Journal of Adolescent & Adult Literacy</i> , 64(4), 480–482. https://doi.org/10.1002/jaal.1118 .
Reading	Week 17	Re-conceptualising Teacher Leadership Through Curriculum Inquiry in Pursuit

Week 18:**Multimedia Group and/or Pair Unit Presentations and Preparing for Practice**

- Candidates present their work
- Candidates explore interview preparation
- Candidates review emerging philosophy of English Language Arts

Learning Activities

Type	Name	Description
Assignment	Week 18 Activity	Students will present their multimedia unit plan.
Reading	Week 18 Required Readings	Ward, R. & S. Cassella. 11 Questions You'll Be Asked at a Teaching Interview. Edutopia. https://www.edutopia.org/article/11-questions-youll-be-asked-teaching-interview
Reading	Week 18 Secondary Readings	Isgitt, J., & Donnellan, Q. (2014). Discussion-Based Problem Solving: An English-Calculus Collaboration Emphasizes Cross-Curricular Thinking Skills. <i>English Journal</i> , 103(3), 80–86.

COURSE ASSESSMENTS**Assessment Activities**

Type	Name	Description
Summative Assessment	Due Wk 06: Short Story Lesson Plan	Candidates will develop a short story lesson plan based on a sample short story (provided). You will present your idea first to a small group and take your colleagues' feedback into consideration before making final submission. Based on the Success Criteria to be finalized in consultation with class members, this assignment is Pass/Fail.
Summative Assessment	Due Wk 08: Reflective Journal 1	Reflective Journal due first week in November. As part of their ongoing professional and scholarly commitment to reading and reflecting on pertinent and recent educational research, teacher candidates will reflect in depth on one (1) article each week through the reflective journal process.
Summative Assessment	Due Wk 09: Learning Resource	In small groups, candidates will develop a teaching/learning resource designed to facilitate deeper engagement, diverse and/or differentiated learning opportunities and leaning extensions for a particular English text. The project will include an assessment plan (including rubric) and be presented to the class. Based on the Success Criteria to be finalized in consultation with class members, this assignment is Pass/Fail.
Summative Assessment	Due Wk 17: Reflective Journal 2	Students will submit their Reflective Journal.
Summative Assessment	Due Wk 18: Multi-Media Unit Design & Presentation	Candidates will collaborate with a partner (or group of three) to present a curriculum plan addressing a unit of study following the Ontario Curriculum guidelines, Grades 7-12. Based on the Success Criteria to be finalized in consultation with class members, this assignment is Pass/Fail.
Summative Assessment	Ongoing: Class Participation	Candidates must be prepared to discuss the readings in class. Class preparedness and close engagement with readings and topics are required. Based on the Success Criteria to be finalized in consultation with class members, this assignment is Pass/Fail.

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or on-site) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Ontario Curriculum & Supplementary Resources:



**Curriculum &
Resources**

dcp.edu.gov.on.ca/en

Campus Services & Resources:



**Health and
Wellness**

uwo.ca/health



Peer Support

westernusc.ca



Learning Skills

uwo.ca/sdc/learning



**Indigenous
Services**

Indigenous.uwo.ca



**Student Accessibility
Services**

sdc/uwo.ca/ssd



Writing Support

writing.uwo.ca



**Financial
Assistance**

registrar.uwo.ca



Not sure who to ask?

Contact the Teacher Education Office at
eduwo@uwo.ca