CTL7001: EDUCATIONAL PROFESSIONALISM, ETHICS AND THE LAW

Master of Teaching Program 2015-2016

Primary/Junior
Section 171

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Thursdays (9) Tuesdays (2) and Monday (1) -- 9:00 a.m. to 12:00 noon
Rooms: OISE 5-250 (Thursdays) and OISE 8-201 (Tuesdays and Monday)

Office Hours: After class and by appointment

Contact: It is best to contact me by email, and I will aim to respond as soon as possible and within two days. In the event of unexpected circumstances leading to my absence and/or the cancellation of a class, I will post a note to this effect in the class folder on Pepper. For your convenience, please check Pepper each morning before class.

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COURSE DESCRIPTION

From the OISE Bulletin:

CTL7001H Educational Professionalism, Ethics and the Law:
This course will enable teacher candidates to analyze the interrelated legal and ethical conditions that shape the classroom context specifically and educational change generally. The Ontario College of Teachers regulations and professional misconduct policies and procedures will be studied. Topics include leadership theories, the legal context of education, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school. This course is normally open only to students in the Master of Teaching program.
READING

Required Reading

Please purchase the required text from the main University of Toronto bookstore at the St. George Campus located at, 214 College St, Toronto, ON M5T 3A1.


All other required readings that are easily accessible on the web will be provided to you on Pepper with an url or direct pdf that you may download.

Pepper

I will occasionally post in our designated class folder additional reading material relevant to specific class sessions. These will be short and supplementary resources (e.g., newspaper article, handout for class). Please check Pepper before each class to see if there is a posting and, if so, read it in preparation for class. I will post the resource(s) no later than two days before class. Pepper will also be used in relation to some course assignments (see specific details in the assessment and evaluation section of this syllabus).

Additional References

See the list attached at the end of this syllabus. It includes relevant books and journal articles for your information only. You are not expected to read these as a specific requirement for this course (although you may find some of them useful resources for the assignments). Or, they may be of future interest or use in your own professional practice and/or research.
# Required Readings 2015-2016

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Textbook Readings</th>
<th>Articles and Reports</th>
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</thead>
<tbody>
<tr>
<td>(1) Thurs. Sept. 17, 2015</td>
<td><strong>Introduction and Getting Sorted</strong></td>
<td>None</td>
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<tr>
<td>(3) Thurs. Sept. 24, 2015</td>
<td><strong>Professionalism Part I</strong></td>
<td>None</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Guest Speaker(s)</td>
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<tr>
<td>Date</td>
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**ASSIGNMENTS & ASSESSMENT**

**Grading**

Graduate courses at the University of Toronto use only grades in the A and B range (not C or D) as passing grades. Failures are recorded as FZ. The following represents the percentage equivalents used in this course to determine final grades:

- A+ = 90% - 100%
- A  = 85% - 89%
- A- = 80% - 84%
- B+ = 77% - 79%
- B  = 73% - 76%
- B- = 70% - 72%
- FZ = 0% - 69%
Final Grade Determination: Assignments are graded in accordance with the evaluation criteria set out by the University – please refer to Grading & Transcripts: University Assessment & Grading Practices Policy
http://www.sgs.utoronto.ca/facultyandstaff/Pages/Policies-and-Guidelines.aspx

The following is from the University of Toronto website on Graduate Studies Grade Scales (School of Graduate Studies):

--Most courses taken for graduate credit are assigned a LETTER grade according to the following scale: A+, A, A- (Excellent); B+, B, B- (Good). There are a few CR/NCR courses but these are largely practicum and the comprehensive courses. SGS does not encourage CR/NCR courses.

--Anything less than a B- is recorded as a FAIL. More than one FAIL on a student’s transcript is grounds for program termination.

--Extreme grades (A+ and B-) should be used sparingly. An A+ grade indicates that the work was near perfect; B- is a signal that the work was barely acceptable at a graduate level. Students receiving more than one B- in their course work are flagged as being “at risk.” Students who do not maintain a B+/A- overall average can be asked to leave the program.

--Students often calculate percentages according to the following conversion scale (e.g., 85-89 = A, 90% plus = A+) in order to predict their final grade. If instructors choose to give number or percentage grades for individual assignments, they should ensure that the overall number grade corresponds with the final letter grade they assign.

**Academic Integrity**

It is important to familiarize yourself with the University of Toronto’s policies and procedures on academic matters. The Code of Behaviour on Academic Matters pertains to all students and faculty at the University of Toronto. This document states that it is an offence for a student knowingly “to represent as one’s own any idea or expression of an idea or work of another in academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism”. The University of Toronto also has a website dedicated to Academic Integrity and associated UofT resources and includes:

http://academicintegrity.utoronto.ca/perils-and-pitfalls
http://www.writing.utoronto.ca/advice/using-sources/paraphrase
http://www.writing.utoronto.ca/advice/using-sources/documentation
http://www.governingcouncil.utoronto.ca/policies/behaveac.htm

If you have questions about how to represent your own work and that of others properly within the context of course assignments, please ask me.
ADDITIONAL INFORMATION

Academic Support for Students

Please contact OISE’s Student Engagement Office for a range of services, including one on writing support. Also see: http://www.oise.utoronto.ca/ss/OISE_Student_Success_Centre_(OSSC)/index.html

Academic Accommodation

Students seeking information on accommodations, accessibility, equity, mental health and wellness should contact Jeananne Robertson, Student Success Specialist in OISE’s Student Engagement Office. Jeananne can be reached by e-mail (jt.robertson@utoronto.ca), phone 416-978-2448, or in person at the Registrar’s Office.

Freedom of Information and Protection of Privacy

As of June 10, 2006 all Ontario universities have been covered by the Freedom of Information and Protection of Privacy Act (FIPPA). This Act supports access to University records and protection of privacy, including the protection of personal information about individuals that is held by the University and the provision of access for individuals to their personal information. Teacher Candidates will be contacted by using only their utoronto email address.

Personal Devices

You are welcome to use laptops for note taking. However, during our classes, please do not use them for Facebook, Email, Twitter, YouTube, or other off-course activities. Please mute cell phones and avoid using them or other text-messaging devices during class time.

Assignments

(1) Professionalism (10%)

(a) As a matter of the professionalism expected of teachers, and by extension you as teacher candidates, there are certain requirements of the Master of Teaching Program relating to attendance and punctuality. If you need to miss a class because of illness or unusual and unavoidable circumstances, you are expected to notify me (by email, Pepper, telephone) in advance of class. The same applies to lateness. Also, notify any of your peers directly affected by your absence and/or lateness (e.g., group case work members, presentation group members).
Consequently, given the interactive nature of this course, it is expected that you will attend each session punctually, having prepared by reading the required material for the session, and contribute to class and group discussions. In order to make the most of the limited class time, you should highlight those parts of the readings you would like to discuss in class. You could also keep notes on issues you find most interesting or a list of questions that you would like to bring to class to help guide and focus the seminar discussions. Your contribution to the discussion of the course readings will be noted as part of the ongoing assessment of your class participation. Your participation relates also to your contribution as a facilitator of one case to the Group Case Work activities (10%).

(2) Paper: Case Study and Analysis (30%)

Length: 6-8 pages double-spaced (1500-2000 words), plus bibliography

Due: Thursday, October 22, 2015 (in class). I will accept this assignment any time prior to this deadline as well.

Note: This assignment will be evaluated for content, clarity and thoroughness of arguments presented, use of relevant literature, depth of analytical discussion, style, overall structure (assignments must be written in complete sentences and paragraphs) and mechanics (e.g., spelling, grammar, punctuation). Assignments should be typed, double-spaced, and submitted in hard copy. If you have a problem meeting the deadline because of an emergency or illness, speak to me before the due date. Unexcused late papers will be penalized by the loss of a grade (e.g., A lowered to A-, A- lowered to B+, etc.) for each week of lateness.

Write a case study of an ethical dilemma in teaching (similar to the case studies read in class). You may base your case study on a dilemma you had in past teaching experiences in schools, or you may create a fictional account. However, write the case as a dilemma facing a teacher, not a student teacher, educational assistant, volunteer, principal, or any other person. If you are basing your case on your experience, be sure to avoid identifying people and schools. It may involve the teacher in a dilemma relating to colleagues, parents, administrators, curriculum, pedagogy, discipline, school norms and rules, or any other formal or informal classroom and/or school based problem. As an ethical dilemma, it must evoke a moral situation of right and wrong (and not simply a technical or logistical problem or decision). Analyze the case study by discussing fully the dilemma and alternative courses of action the teacher in the case should and should not take to resolve the dilemma. Discuss the implications of your suggestions by considering both the ethical principles involved (e.g., honesty, loyalty, justice, etc.) and the consequences of possible courses of action, as well
as any relevant legal or policy considerations. You may wish to use one or more of the frameworks discussed in class (e.g., McDonald; Freeman; Ontario College of Teachers, Markkula) to guide your analysis. You do not need to choose a final resolution, but of course, you may do so. **The case study itself should be no more than 2 pages of the total length.** The emphasis should be on the analysis which must be supported by references to course readings and, where relevant, handouts distributed in class and/or posted in the course folder on Pepper.

After the paper is evaluated and feedback returned to you, you will have the option of posting your case study (only the case, not the analysis) to a designated folder on Pepper to share with the rest of the class.

**3) Research-based Seminar Presentation (30%)**

In groups of 3 or 4 (depending on class size), choose a topic from a list of relevant legal issues, legislation, and law cases. **Prepare a 45 minute presentation to the class as a whole on the topic as well as a one to two-page “facts and summary” handout.** This handout is a group submission (1 per group) and it must be posted on Pepper in a folder set up within our class folder no later than the day before the presentation; you may also choose to bring hard copies to be handed out during the presentation.

Focus the presentation on how the issue/law/case potentially influences a teacher’s daily work—what does it mean for actual practice? You can present this any way you wish (e.g., design a case illustrating the law; engage the class in small group exercises or whole class discussion; use media or other materials; conduct it as a seminar, design a quiz on the topic, etc.).

**4) Chapter Facilitation Presentation (30%)**

In a group of 3 (based on the class size) you will be expected to facilitate a classroom discussion about one of the chapters in the main course text. There will be one exception to chapter facilitation which is that one group will work on two readings instead of a chapter. Your chapter will be randomly assigned to your group (you will choose your group members).

The expectation of the chapter facilitation presentation has two core components: (1) a summary of the chapter (no more than 1-2 pages, 12 size font, Times New Roman) written by the collective group and (2) a classroom activity based on a case study (from within that chapter) which exemplifies the application of the theoretical knowledge gained from the text to the reality of teaching. There will be a handout with more detailed information about what exact criteria I will be using to mark your chapter facilitation assignment.
**Supplementary Readings**


[www.canlii.ca](http://www.canlii.ca) (to access legal databases [court judgments, tribunal decisions, statutes, and regulations]).
