The University of Calgary
Bachelor of Community Rehabilitation
Cumming School of Medicine

CORE 510/630
Critical Disability Studies

Instructors:
Meaghan Edwards PhD
Cal Wenzel Precision Health Building (formerly TRW) 3D36
meaghan.edwards@ucalgary.ca

Office Hours/Policy on Answering Student Emails
Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student’s @ucalgary emails within 48 hours.

Teaching Assistant:
TBD

Time and Location:
In-person
Wednesdays 11:00-13:45
SH157

Prerequisite/Co-Requisite:
54 units and Community Rehabilitation 209, or enrolment in the BCR two-year program.

Course Description:
An overview of advanced disability theory. Topics will be explored through disability theory, social and political understandings of disability, power relations and the centrality of the experience of people with disabilities in the study and implementation of theory and advocacy.

Overarching Theme
This face-to-face course is delivered using flipped classroom elements as well as discussion groups, lectures, and guest speakers. The course uses a transformative learning approach in which students take a leadership role in their own learning eventually choosing a topic of interest, leading class discussions, and facilitating peer learning. The course complements and builds upon previous theory courses, especially CORE 209, to connect critical theory to professional life and “real world” context. The Community Rehabilitation and Disability Studies’ BCR program prepares students to occupy the space of tension at the intersection of critical theory and professional practice and this course offers opportunities to explore various critical disability theory models and frameworks. Students will have a chance to examine how these frameworks might be put into practice and used to promote equity and positive social change outside of the classroom.

Global Objectives
This course aims to centre advanced critical disability theory in an accessible manner that is relevant to students while offering opportunities and creating intentional space for students to lead their own
learning and support each other in their explorations of varying ways of viewing disability, marginalization, and inequity.

The objectives are:

- To foster students’ ability to **identify** key foundational and contemporary theories related to disability studies specifically and equity more generally.
- To **cultivate** a practice of considering the theoretical underpinnings of historical and contemporary disability movements and policy and applying these to an area of interest and to the larger community context.
- To explore paths to **translate** theory to professional practice and social climate.
- To **apply** learnings in a structured, student-led discussion aimed at collaborative, peer supported learning.

**Course Learning Outcomes**

By the end of this course, students will be able to:

- **Identify and recognize** major models and frameworks of critical disability theory
- **Understand** the application of theory to social issues, professional practice, and social change
- **Apply** theoretical frameworks to social issues and professional practice
- **Analyze** scholarly papers and other media based on critical disability theory and apply this theory to a practical issue or practice.
- **Evaluate** the applicability of a theory and critique and reflect upon an article of the student’s choosing
- **Create** a discussion-based activity based upon a scholarly theory article and lead the discussion of this article

**Transferable Skill Development:**

Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in CORE 510/630 will help you build the following transferable skills:

- **Collaboration**: Work respectfully with others from different backgrounds, cultures, and countries with various experiences with disablement, community practice, and theory.
- **Verbal Communication**: Learn and share information by presenting, listening, and interacting with others. Leading a discussion group and responding thoughtfully to class readings in interactive discussions builds these essential skills.
- **Creativity and Innovation**: Find different and better ways to do things, being curious, thinking imaginatively. This will be actively developed in the leading of the paper discussions with classmates.
- **Critical Thinking**: Actively and skillfully conceptualize, apply, analyze, synthesize, and evaluate theory, policy and practice and apply these learnings to professional work
- **Digital Skills**: Use digital technologies like computers, social media, virtual meeting platforms, and the internet including library technology.
• **Problem solving**: Identify an issue, reflect upon one’s own impressions, role, and practice discuss actions and application of theory.

• **Project Management**: Conceptualize, initiate, plan and execute a plan to achieve a predetermined goal by effectively prioritizing activities and meeting deadlines. This will be a large part of the skill acquisition related to the discussion groups.

• **Written Communication**: Share ideas and information by using words, images, and other forms of media.

### Learning Resources
A list of required readings will be outlined on D2L (and on the schedule below) and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. **Students should allot sufficient time to allow for several reads of the assigned material.**

### Learning Technology Requirements
Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student’s responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.**

Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: http://elearn.ucalgary.ca/d2l-student/.

### Evaluation
The University policy on grading and related matters is described in section F of the 2022-2023 Calendar.

In determining the overall grade in the course, the following weights will be used:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>VALUE</th>
<th>DESCRIPTION AND ALIGNED LEARNING OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quizzes</td>
<td>20%</td>
<td><strong>Quizzes</strong> will take place each week at the beginning of each class to evaluate your understanding of the required readings for that class (10 quizzes 2 points each-no quiz first or last class)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <strong>Identify and recognize major models and frameworks of critical disability theory</strong></td>
</tr>
<tr>
<td>Paper Discussion Planning Document</td>
<td>10%</td>
<td>Choose a scholarly paper on an area of critical disability theory of interest to you and submit an initial <strong>plan for how you will lead a 20 minute in-class discussion</strong> (due October 5).</td>
</tr>
<tr>
<td>Paper Discussion</td>
<td>20%</td>
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</tbody>
</table>
| **Apply** theoretical frameworks to social issues and professional practice  
**Analyze** scholarly papers and other media based on critical disability theory and apply this theory to a practical issue or practice |
| **Lead a discussion on a scholarly paper related to critical disability theory** Apply conceptual tools to examine how this theory is related to other scholarly work on disability  
Analyze the argument and apply the theory to policy and practice in the field. (dates to be assigned from October 19-November 23)  
**Understand** the application of theory to social issues, professional practice, and social change  
**Apply** theoretical frameworks to social issues and professional practice  
**Analyze** scholarly papers and other media based on critical disability theory and apply this theory to a practical issue or practice.  
**Evaluate** the applicability of a theory and critique and reflect upon an article of the student’s choosing  
**Create** a discussion-based activity based upon a scholarly theory article and lead the discussion of this article |

<table>
<thead>
<tr>
<th>Discussion questions</th>
<th>10%</th>
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</table>
| **A thoughtful question** must be uploaded the night before class based on the assigned readings for the week for that week’s guest speaker or classmate’s discussion (according to schedule).  
**Understand** the application of theory to social issues, professional practice, and social change  
**Apply** theoretical frameworks to social issues and professional practice  
**Analyze** scholarly papers and other media based on critical disability theory and apply this theory to a practical issue or practice. |

<table>
<thead>
<tr>
<th>Reflections</th>
<th>30%</th>
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</table>
| **A total of six (5 points each) reflection pieces on the implications of critical theory to professional practice** based on assigned readings. Three reflections will be based on instructor chosen readings and three will be based on a classmate’s chosen discussion paper (student may choose which three to reflect upon)  
**Understand** the application of theory to social issues, professional practice, and social change  
**Apply** theoretical frameworks to social issues and professional practice  
**Analyze** scholarly papers and other media based on critical disability theory and apply this theory to a practical issue or practice. |
• Evaluate the applicability of a theory and critique and reflect upon an article of the student’s choosing

<table>
<thead>
<tr>
<th>Final paper</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A succinct paper comparing three assigned readings from the semester and considering their implications for practice.</td>
<td></td>
</tr>
<tr>
<td>Identify and recognize major models and frameworks of critical disability theory</td>
<td></td>
</tr>
<tr>
<td>Understand the application of theory to social issues, professional practice, and social change</td>
<td></td>
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<td>Apply theoretical frameworks to social issues and professional practice</td>
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<tr>
<td>Evaluate the applicability of a theory and critique and reflect upon an article of the student’s choosing</td>
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</tbody>
</table>

A student’s final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

There is NO Registrar-scheduled exam for this course.

Brief Description of Graded Items (detailed instructions available on D2L)

Weekly Quizzes: Quizzes are hosted on the D2L course site and are available for the first 30 minutes of class that week. The questions are multiple choice or true/false and are meant to ensure you have read and understood the readings assigned.

Paper Discussion Planning Document: a description of the reading you will focus on in your Paper Discussion, at least 2 learning objectives for the class and an explanation of how the reading’s topic relates to course themes. 500 words (Due October 5).

Paper Discussion: Lead a ~30-minute discussion of a reading selected by the student, shared with the class, and approved by the instructor. This is not a lecture but a chance to lead a thoughtful analysis of an area of theory of interest to the student (Dates between October 19 and November 23).

Discussion Questions: The night before each class (except for first class and the last two classes-please see schedule) a thoughtful question for the guest speaker or one of the presenting classmates must be uploaded. The question should show an understanding of the assigned readings and should relate to the overall themes of the course. The instructor will select questions to be asked from the submitted documents on D2L with discussion leading from there.

Reflection One, Two and Three: Maximum 400-word reflections on the instructor assigned readings. Reflections will relate to context of the reading and the implications for policy, practice, and one’s own professional path (see schedule)
Final Paper: A 600-word paper comparing any three readings from the semester and exploring the intersections, contrasts and commonalities of the readings and the implications of the readings for disability studies in general and professional practice in particular (Due December 7).

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary’s emphasis on the importance of academic writing in student assignments (section E.2 of 2022-23 Calendar), writing is emphasized, and the grading thereof in determining a student’s mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used in research papers must be properly documented. The University of Calgary offers instructional services through the Students’ Success Centre’s Writing Support Services (http://www.ucalgary.ca/writingsupport/) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are strongly encouraged to take advantage of these programs.

Grading Scheme:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Outstanding performance</td>
<td>96-100</td>
</tr>
<tr>
<td>A</td>
<td>Excellent performance</td>
<td>90-95.99</td>
</tr>
<tr>
<td>A-</td>
<td>Approaching excellent performance</td>
<td>85-89</td>
</tr>
<tr>
<td>B+</td>
<td>Exceeding good performance</td>
<td>80-84</td>
</tr>
<tr>
<td>B</td>
<td>Good performance</td>
<td>75-79</td>
</tr>
<tr>
<td>B-</td>
<td>Approaching good performance</td>
<td>70-74</td>
</tr>
<tr>
<td>C+</td>
<td>Exceeding satisfactory performance</td>
<td>65-69</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory performance</td>
<td>60-64</td>
</tr>
<tr>
<td>C-</td>
<td>Approaching satisfactory performance</td>
<td>57-59</td>
</tr>
<tr>
<td>D+</td>
<td>Marginal pass</td>
<td>54-56</td>
</tr>
<tr>
<td>D</td>
<td>Minimal pass</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>Did not meet course requirements</td>
<td>0-49</td>
</tr>
</tbody>
</table>

Missed Components of Term Work:
Late assignments will receive a late penalty of 5% per day and will not be accepted after 72 hours and will automatically receive a mark of zero.

Extensions will NOT be granted on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (https://www.ucalgary.ca/pubs/calendar/current/e-4.html).
Students who miss a quiz will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy.

Course Evaluations and Student Feedback
Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

Attendance
Attendance is important to the quality of discussions and collaborative learning. Please inform the instructor if you need to miss a class.

Conduct During Lectures/Seminars
The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at https://www.ucalgary.ca/legal-services/university-policies-procedures.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors.

Use of Internet and Electronic Communication Devices in Class
The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

Students are responsible for being aware of the University’s Internet and email use policy, which can be found at https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the Copyright Act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks,
etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy [https://www.ucalgary.ca/pubs/calendar/current/k.html](https://www.ucalgary.ca/pubs/calendar/current/k.html).

**Instructor Intellectual Property**

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third-party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

**Academic Accommodations**

It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at [https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations](https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities ([https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf](https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf)). SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) (kurz@ucalgary.ca).

**Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student’s academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar. **It also includes using of third-party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**


Additional information is available on the Academic Integrity website at: [https://ucalgary.ca/student-services/student-success/learning/academic-integrity](https://ucalgary.ca/student-services/student-success/learning/academic-integrity).

**Recording of Lectures**

Audio or video recording of lectures is **prohibited** except where explicit permission has been received from the instructor.
Freedom of Information and Protection of Privacy Act
Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Appeals
If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds’ Office (http://www.ucalgary.ca/ombuds) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated within 10 business days of first being notified of the grade. https://www.ucalgary.ca/pubs/calendar/current/i-2.html

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual and gender-based violence policy guides us in how we respond to incidents of sexual and gender-based violence, including supports available to those who have experienced or witnessed sexual or gender-based violence, or those who are alleged to have committed sexual or gender-based violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf.

Resources for Support of Student Learning, Success, Safety and Wellness
Student Success Centre http://www.ucalgary.ca/ssc/
Student Wellness Centre http://www.ucalgary.ca/wellnesscentre/
Distress Centre http://www.distresscentre.com/
Student Advocacy and Wellness Hub (CSM students) https://cumming.ucalgary.ca/student-advocacy-wellness-hub/home
Library Resources http://library.ucalgary.ca

Wellness and Mental Health Resources
The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (https://www.ucalgary.ca/wellnesscentre/services/mental-health-services) and the Campus Mental Health Strategy (http://www.ucalgary.ca/mentalhealth/).

Student Ombuds’ Office
The Student Ombuds’ Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union (SU) Information
The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

**Student Success Centre**
The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: [https://www.ucalgary.ca/student-services/student-success](https://www.ucalgary.ca/student-services/student-success)

**Emergency Evacuation/Assembly Points**
As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see [https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points](https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points)

**Safewalk**
Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit [http://www.ucalgary.ca/security/safewalk](http://www.ucalgary.ca/security/safewalk). Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.
Class Schedule
The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements.

<table>
<thead>
<tr>
<th>Date</th>
<th>Module / Topics</th>
<th>Instructor/ Guest Lecturer</th>
<th>Readings (to be completed BEFORE class)</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/09/2022</td>
<td>An introduction to the course and to advanced critical disability studies theory</td>
<td>Meaghan Edwards</td>
<td>Syllabus</td>
<td>N/A</td>
</tr>
<tr>
<td>28/09/2022</td>
<td>Disability and Sexuality New Directions in disability theory</td>
<td>Meaghan Edwards and Alan Martino</td>
<td><a href="https://www.tandfonline.com/doi/full/10.1080/09687599.2019.1566889">https://www.tandfonline.com/doi/full/10.1080/09687599.2019.1566889</a>  Additional Readings as Assigned</td>
<td>Quiz Three on Readings -Question Three uploaded the night before class -Decisions to be made on topics for paper discussion -paper discussion dates determined Reflection Two Due</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Author</td>
<td>Additional Information</td>
<td>Assignments/Deadlines</td>
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</tr>
<tr>
<td>12/10/2022</td>
<td>Disability Activism and Intersections</td>
<td>Meaghan Edwards</td>
<td>Exploration of contemporary disability activism (sources TikTok, Instagram, Twitter etc)</td>
<td>- Quiz Five on readings - Question Five uploaded the night before class -Reflection Three Due</td>
</tr>
<tr>
<td>19/10/2022</td>
<td>Student-Led discussions</td>
<td>Readings to be distributed in advance</td>
<td></td>
<td>- Quiz Six on readings - Question Six uploaded the night before class</td>
</tr>
<tr>
<td>26/10/2022</td>
<td>Student-Led discussions</td>
<td>Readings to be distributed in advance</td>
<td></td>
<td>- Quiz Seven on readings - Question Seven uploaded the night before class</td>
</tr>
<tr>
<td>02/11/2022</td>
<td>Student-Led discussions</td>
<td>Readings to be distributed in advance</td>
<td></td>
<td>- Quiz Eight on readings - Question Eight uploaded the night before class</td>
</tr>
<tr>
<td>09/11/2022</td>
<td>NO CLASS (TERM BREAK)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16/11/2022</td>
<td>Student-Led discussions</td>
<td>Readings to be assigned</td>
<td></td>
<td>- Quiz Nine on readings - Question Nine uploaded the night before class</td>
</tr>
<tr>
<td>23/11/2022</td>
<td>Student-Led discussions</td>
<td>Readings to be assigned</td>
<td></td>
<td>- Quiz Ten on readings - Question Ten uploaded the night before class</td>
</tr>
<tr>
<td>30/11/2022</td>
<td>Final connections-theory and professional practice</td>
<td>Readings to be assigned</td>
<td></td>
<td>Final Paper due</td>
</tr>
<tr>
<td>07/12/2022</td>
<td>Final connections-theory and professional practice</td>
<td>Readings to be assigned</td>
<td></td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>