SCMP 500
Society and Culture: Methodologies and Practice - Introduction to Curriculum Contexts:
Learning and Learners (6 credits)

Semester: Fall 2016

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Course Description:

In this first course of Society and Culture: Methodologies and Practices, students will be introduced to three important aspects of the context in which schools function, teachers practice, and students learn. Pre-service teachers will study underlying philosophical, psychological, social and theoretical bases of educational practices and transitions in educational practices at different historical periods of time; develop an understanding of important considerations regarding students and the community of the classroom and the school; and consider various aspects of the system of stakeholders external to the school itself.

Curriculum Contexts: Learning and Learners

Educational Debates   The educational world in which the teacher lives and breathes, in which students learn, and in which schools function, is characterized by a never-ending series of debates about learning, curriculum and pedagogy. This debate, at times polemical and acrimonious, pits stakeholders against other stakeholders, whether they be teachers, parents, academics, government officials, or the press. In this section of the course, pre-service teachers will learn to critically analyze how and why disciplines normally used to organize and present information have shifted over time. The course will pay particular attention to current as well as long-standing debates regarding educational practices (for example, inclusion/non-inclusion approaches, standardized/authentic

Important Dates:

First day of classes:	Sept. 7, 2016
First day of this class:	Sept.12, 2016
Last day to add/drop or change to audit:	Sept 18, 2016
Last day to withdraw from course:	Nov. 14, 2016
Last day to apply for time extension for coursework:	Nov. 21, 2016
Last day of classes:	Dec. 12, 2016

assessment, constructivist/transmission methods of teaching and learning, whole language/phonics) from the perspective of traditional versus progressivist thinking about education and pedagogy, critical thinking analysis, and the meta-analysis studies of John Hattie.

Students and community The curriculum context comes to life with students and within the classroom. This section of the course will bring to bear considerations of the notions of caring, "in-loco parentis", student and family dysfunction, discipline, inclusion, individualized instruction and classroom management.

Educational systems and external stakeholders Beyond the walls of the school and the homes of the children in the classroom, numerous external stakeholders influence the course of events and decision-making which impact teachers and their classrooms. This section of the course will expose pre-service teachers to various organization and influences including school boards, teachers associations, government organizations, and the phenomenon of professional development.

Expected Learning Outcomes:

At the end of this course, students will have:
1. Established with others an educational community of both support and inquiry.
2. Gained knowledge of basic philosophies of education, the scholars who support them, and their historical/political context.
3. Developed an understanding of how the thinking processes of philosophers, historians, theorists and research can benefit our own understanding of education today.
4. Learned to reflectively consider one's own teaching practice.
5. Used a critically thoughtful approach, backed by research and an understanding of the traditional vs progressive viewpoints, to analyze, assess, and respond to divergent educational perspectives.
6. Learned to detect assumptions underlying a teacher's philosophy of education or pedagogical practice.
7. Gained an understanding of the importance of community and belonging for the student in the

SCHEDULE

SCMP 500 Classes:

<u>Sept.12 to Oct 31</u>
Mondays
8:15 to 11:30
12:00 to 3:00
(no class Oct. 10)

<u>Nov. 4 to Dec. 12</u>
Mondays
8:15 to 11:30
Thursdays
12:00 to 3:00
(no class Nov. 10)

classroom and school.

8. Developed an understanding of the importance of a coherent approach to dealing with dysfunction in the classroom.
9. Developed a working understanding of the various jurisdictions and organizations that influence and impact teachers, schools, classrooms, and learners.

Textbooks

Dewey, John. (1997, 2015). Experience and Education. Free Press: New York. ISBN 978-0684838281

Hattie, John. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. Routledge: New York. ISBN 978-0415690157

In addition to the textbooks there are many articles to be read that will be available by handout or by following the URL provided on Moodle.

Attendance:

This is a face-to-face course, and attendance is expected for all classes. Please inform the instructor regarding absences.

Evaluation:

Assignments 500 (Fall 2016)	%/100
1. Project "Why"	10
2. Philosopher Paper	15
3. Philosopher Presentation	10
4. Innovations, Theories and Fads Paper	15
5. Innovations, Theories and Fads Presentation	10
6. Final Take-Home Exam	20
7. Professionalism and Participation	20

Grading

The available letters for course grades are as follows:

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

GUIDELINES FOR WRITTEN WORK

(1) State clearly what specific question, topic, idea, or claim is under discussion in each section of your paper. Use subheadings, where appropriate.

(2) Clarify key terms/concepts (i.e. growth, motivation, etc.) when necessary, using your own words and examples.

(3) Avoid overdoing general assertions. Lay out a case for the claims you do make. Give pertinent reasons and concrete examples (including personal examples when appropriate) that support your claims and illustrate practical applications.

(4) Cite relevant authors, using accurate paraphrases, summaries, and brief quotations. When you summarize an author's position, state their ideas as accurately as you can. Include bibliographical data that's sufficient for another person to find your original source, and page numbers, easily.

(5) Strive for bias-free language.

(6) Be succinct; do not stray from your main points and deal only with what you think is important.

(7) Make certain your main point, or central thesis, stands out for the reader. Lay out a clear line of thinking that a reader can follow. Check to see whether your line of reasoning shows how you arrived at your main conclusions.

(8) Edit and rewrite. Do not hand in your first draft. Read it over and rewrite until you have clearly said what you wanted to say. Read your paper out loud to someone, or to yourself. Proofread your final copy, checking for awkward wording and correcting errors in spelling, punctuation, and grammar. Avoid overuse of the indeterminate [it, they]. Don't begin sentences with conjunctions [and, because]. Avoid ending sentences with prepositions [at, in] and with the verb 'to be' [is, was].

Professional and Participation Expectations:

➢ Take ownership of your learning and professional journey.

➢ Be on time, complete assignments on time, and please inform me (in advance, if possible) of any absences.

➢ Complete all assigned readings, and come to class conversations prepared with critical comments and questions.

➢ Treat your peers as professional colleagues, and address issues, conflicts, differences of opinion promptly, and with candor and grace.   This is critical to developing collegial relationships in the schools you will be in.

➢ Attend all classes and contribute to discussions, activities, and collaborations. This often means, for those who are less expressive, finding the courage to speak up in whole class or small group situations. This is also a critical skill to acquire for teaching in schools.

➢ Conduct personal business (texting, Facebook/Instagram, phone calls, online shopping…etc) outside of the classroom.

➢ Challenge your own assumptions, identify biases, consider other perspectives, and think creatively.

➢ Go beyond the resources and requirements of the program to begin your own professional development journey (mentor, resource binder, ideas journal, library, etc.).

➢ Find ways to add value to your cohort and your program.

You will do a self-assessment of this component of the course, along with growth plan in this area, which we will consider together.

TEACHING QUALITY STANDARD

ALIGNMENT OF THE AMBROSE COMPETENCIES TO THE KNOWLEDGE, SKILLS, AND ATTRIBUTES (KSAs)

Course descriptions provide a general indication of content that will be addressed in each course. Courses in the Ambrose Program also give detailed attention to the Knowledge, Skills, and Attributes (KSAs) that apply to all certificated teachers in the Province of Alberta, documented in the *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (Ministerial Order #016/97).*

The KSAs are embodied throughout the Program and aligned to the Ambrose *competencies*. A unique feature of the Ambrose Program is the requirement that all students are formatively and formally assessed and expected to give evidence of ten competencies at the midpoint of each course. Course content in all facets of the Program is connected to the competencies as part of the learning process in the Bachelor of Education Program. In turn, the competencies are aligned, in a selective way, to the KSAs.

TQS Competency	TQS Indicators	SCMP 500 Aligned Outcomes
Fostering Effective Relationships A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.	Achievement of this competency is demonstrated by indicators such as: acting consistently with fairness, respect and integrity; demonstrating empathy and a genuine caring for others;	TBD
Engaging in Career-Long Learning A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.	Achievement of this competency is demonstrated by indicators such as: collaborating with other teachers to build personal and collective professional capacities and expertise; actively seeking out feedback to enhance teaching practice; building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments; and, seeking, critically reviewing and applying educational research to improve practice	
Demonstrating a Professional Body of Knowledge A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student	Achievement of this competency is demonstrated by indicators such as: planning and designing learning activities that address the learning outcomes and goals outlined in provincial legislation and programs of study; reflect short, medium and long range planning; incorporate a range of instructional strategies according to the context, content, desired outcomes and the learning needs of students; ensure that all students continuously develop skills in literacy and numeracy; communicate high expectations for all students; foster student understanding of the link between the activity and the intended	

	learning outcomes; are varied, engaging and relevant to students; consider student variables, including: demographics, e.g. age, gender, ethnicity, religion; social and economic factors; maturity; relationships amongst students; prior knowledge and learning; cultural and linguistic background.	
Establishing Inclusive Learning Environments A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.	Achievement of this competency is demonstrated by an understanding of students' backgrounds, prior knowledge and experiences; applying student assessment and evaluation practices that: accurately reflect the learner outcomes within the programs of study; generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences; provide a variety of methods through which students can demonstrate their achievement of the learning outcomes; provide accurate, constructive and timely feedback on student learning; and support the use of reasoned judgment about the evidence used to determine and report the level of student learning. ;	
Applying Foundational Knowledge about First Nations, Métis and Inuit A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.	Achievement of this competency is demonstrated by indicators such as: supporting the learning experiences of all students by using resources that accurately reflect and	.

	demonstrate the strength and diversity of First Nations, Métis and Inuit.	
Adhering to Legal Frameworks and Policies A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.	Achievement of this competency is demonstrated by indicators such as: recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.	

Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline;** please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period.   A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devises in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course

Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates.   Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of $50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.