

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2018</b>
<b>SCMP 500</b>	<b>INTRODUCTION TO CURRICULUM CONTEXTS: LEARNING AND LEARNERS</b>	<b>Prerequisite:</b>
		<b>Credits: 6</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	MONDAYS & TUESDAYS	<b>Instructor:</b>	John Picard B.A, M.Ed	<b>First day of classes:</b>	Wed, Sept 5
<b>Time:</b>	MONDAY 8:15 – 11:15 TUESDAY 8:15 – 11:00	<b>Email:</b>	john.picard@ambrose.edu	<b>Last day to add/drop, or change to audit with tuition refund:</b>	<b>1<sup>st</sup> Yr Students</b> CDPD 500, LTA 500, SCMP 500, FE 500 – <b>Friday, Oct 7</b>
<b>Room:</b>	MON 132 TUES 112	<b>Phone:</b>	403-827-5040	<b>Last day to request revised exam:</b>	NA
<b>Lab/ Tutorial:</b>		<b>Office:</b>		<b>Last day to withdraw from course:</b>	<b>1<sup>st</sup> Yr Students</b> CDPD 500, SCMP 500, LTA 500 – <b>Tuesday, Nov 13</b>
		<b>Office Hours:</b>	BY APPOINTMENT	<b>Last day to apply for coursework extension:</b>	Permission of Instructor
<b>Final Exam:</b>	TBD			<b>Last day of classes:</b>	Fri, Dec 14

### Course Description

An examination of the philosophical, social and theoretical foundations of educational practices from different historical periods. The course will consider the basic philosophies of education, the scholars that supported them and their historical and political context.

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.

## Expected Learning Outcomes

**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 look at current as well as long-standing debates regarding educational practices (for example, inclusion/non-inclusion approaches, standardized/authentic 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, teacher associations, government organizations, and the phenomenon of professional development, along with the legal requirements of the teaching profession.

## Textbooks

**Experience and Education:** John Dewey, Free Press, 978-0-684-83828-1  
**Visible Learning for Teachers:** John Hattie, Rutledge, 978-0-415-69015-7  
**Educational Fads:** Elder and Paul, The Foundation for Critical Thinking, 978-0-944583-34-0

## Course Schedule

Tuesdays 8:15 to 11:15, September 12 to December 12, no class November 7  
Thursdays, 12:00 to 3:00, September 7 to December 14, no class November 9

## Requirements:

## Evaluation:

ASSIGNMENTS	%/100	DUE DATE
1. Project	10	December 14
2. Philosophy Paper	15	October 15
3. Philosophy Presentation	10	October 15
4. Innovations, Theories and Fads Paper	15	November 19
5. Innovations, Theories and Fads Presentation	10	November 19
6. Professionalism and Participation	15	Instructor Evaluation
7. Final Exam (Take Home)	25	December 14
8.		
9.		
10.		

**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.

**Rubric for Professional and Participation Evaluation**

<b>Considerations</b>	<b>15</b>
Punctuality – Present all the time, on time, with work done, on time	6
Professional Collaboration – Finding your voice, active listening, encouraging others, having your readings and work ready .... leaving your phone at home ?! 😊	6
Out of your comfort zone – Listening if you are expressive, talking if you are reflective, being creative, or conceptual or structured - if you are not - and trying to see things differently	3

## Attendance:

As indicated in the note on professionalism and participation, attendance is mandatory and it is expected that you will inform the instructor if you will be absent.

## Grade Summary:

Available Grades:

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

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Course Schedule Outline – Subject to Change:

CLASS	DATE	ESSENTIAL CONTENT
1	SEPT 10	Introductions and Course Outline and Expectations / School Act
2	SEPT 11	Library and Writing Centre Presentations / Introduction to Educational Issues and Debates
3	SEPT 17	Homework, Literacy and School Choice Introduction to Educational Philosophy / Philosophy Assignment John Dewey – Traditional and Progressive Education
4	SEPT 18	Alberta Education / Ministerial Order
5	SEPT 24	Math Lessons / Educational Philosophy / Jerome Bruner / Educational Debates II
6	SEPT 25	Teaching Quality Standard / TRC
7	OCT 1	Kids and Community – It's What You Do
8	OCT 9	Teaching a Math Lesson / John Dewey Introduction
9	OCT 15	Philosophy Presentations
10	OCT 16	Philosophy Presentations
11	OCT 22	TBD
12	OCT 23	School Choice / Charter Schools and Private Schools
13	OCT 29	Dewey / Alfie Kohn Authority and Liberty / Social Polarization Classroom Culture / How Kids Really Succeed
14	OCT 30	Great Curriculum Debate / ED Hirsch Classroom Scenarios

15	NOV 12	Duty of Care
16	NOV 13	Classroom Management ATA
17	NOV 19	ITF presentations
18	NOV 20	ITF Presentations
19	NOV 26	TBD
20	NOV 27	Social and Cultural Realities and Challenges
21	DEC 3	John Hattie / Classroom Scenarios
22	DEC 4	Hattie / Educational Fads and Critical Thinking
23	DEC 10	The Basics and Enquiry
24	DEC 11	Bringing it all together

## Ambrose University Academic 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 devices 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](mailto: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.