

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2019</b>
<b>SCMP 600 (Cohort B)</b>	<b>Understanding and Applications of Curriculum Context: Teachers and Teaching</b>	<b>Prerequisite: SCMP 500</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Wednesdays & Thursdays	<b>Instructor:</b>	Arch Wong, DMin, PhD	<b>First day of classes:</b>	Mon Jan 7
<b>Time:</b>	Wed- 8:30-10:45 am Thurs- 8:30-11:30 am	<b>Email:</b>	awong@ambrose.edu	<b>Last day to add/drop:</b>	
<b>Room:</b>	Wed- RE 132 Thurs- RE 112	<b>Phone:</b>	403-410-2909	CDPD 600, SCMP 600	Tue Feb 19
<b>Final exam:</b>	N/A	<b>Office:</b>	L 2081	FE 600	Fri Jan 18
		<b>Office Hours:</b>	By appointment	CDPD 700, LTA 700, SCMP 700	Mon Mar 4
				<b>Last day to withdraw:</b>	
				CDPD 600, SCMP 600	Mon Mar 25
				FE 600	Fri Feb 1
				CDPD 700, LTA 700, SCMP 700	Fri Apr 5

### Course Description

An examination of the ways in which society, culture and education intersect and influence teaching practice and methodology in today's classrooms. Students will build upon and integrate understanding of teachers and teaching with an emerging personal philosophy and worldview.

Drawing upon a rich storehouse of intellectual history, society, and culture, this second course in "Society and Culture: Methodologies and Practices" (SCMP) asks students to reflect on three essential questions:

- What is the current educational reality for all stakeholders?
- What are the historical, cultural, technological, economic and political factors that created our current educational reality?
- What might education look like in the near future as societal change continues at a rapid rate?

### Expected Learning Outcomes

By the end of the course, students should be able to:

1. Comprehend the ways in which society, culture, and education intersect historically, currently and in the future.
2. Reflect on the societal and cultural influences on their lives as teachers.
3. Determine how societal and cultural forces influence teaching practice and methodology in today's classrooms.
4. Compare and contrast Western Epistemologies and Indigenous ways of knowing.

## Textbooks

Edmunds, A., Nickel, J., and Badley, K. (2015). *Educational foundations in Canada*. Don Mills, ON: Oxford University Press.

Cubberly, E. P. (2013). *The history of education, educational practice, and progress considered as a phase of the development and spread of western civilization*. Boston, MA: Houghton Mifflin Company. (The book is free to download online at: <http://www.gutenberg.org/ebooks/7521>).

## Course Schedule

Weeks	Dates	Topics	Assign Readings
<i>History of Western Education: How Did We Get Here?</i>			
1	February 13-14	Introduction; Syllabus Review; The Schooled Society	
2	February 20-21	No Class: Reading Week	
3	February 27-28	History of Western Education: Three Early Influences (Greek, Roman, Christian); Education in Rome	Edmunds, Nickel, & Badley, pp. 166-176
4	March 6-7	State vs. The Individual: The Christian Contribution; The Influence of the Church: Early Curriculum and Modern Schooling and Its Implications	Cubberly, chapter 4; Edmunds, Nickel, & Badley, pp. 178-183
<i>Who Are We in Light of the History of Education: Where are We/Where Am I Now?</i>			
5	March 13-14	Beginnings of Mass Education & the Industrial Age; Emerging Education Philosophy Statement	
6	March 20-21	Indigenous Ways of Knowing (March 20 <sup>th</sup> Lisa CalfRobe); Emerging Education Philosophy Statement; Teaching Perspectives Inventory	Edmunds, Nickel, & Badley, pp. 183-192; pp. 195-201
7	March 27-28	Class on March 26 from 8:30-11:00 AM; No Class on Mar 27; The Changing Face of Knowledge: Western Epistemologies	Aoki, <i>Toward Curriculum Inquiry in a New Key</i> (found in Moodle)
<i>Who We Are in Light of Future Trends: Where Are We Going?</i>			
8	April 3-4	No SCMP 600 class April 3 <sup>rd</sup> go to CDPD 600; Diversity in the Classroom & Teaching; Flexible Learning Environments; The Absence of Play	Edmunds, Nickel, & Badley, pp. 255-265; Gray, <i>The Decline of Play and Rise of Children's Mental Disorders</i> (found in Moodle)
9	April 10-11	Mental Health and Wellness; Schooling & Credentials	Baker, <i>Credentialing in the Schooled Society</i> (found in Moodle)

Note: The instructor may adjust the course schedule at his discretion

## Requirements

### ***Reading and Preparation Before Class***

Students are expected to prepare before class by reading and reflecting/writing upon the required readings assigned for the assigned session posted on Moodle (when applicable).

### ***Formative Assessment (10%)***

From time to time during the course, there will be pop quizzes, short opinion pieces, graphic organizer, and etc. to be submitted during or after a class, short exercises, and so on that will assess knowledge and engagement with the course materials. Be prepared to engage with the course knowledge!

### ***Emerging Educational Philosophy Statement (30%)***

An emerging educational philosophy statement has three components: purpose, core values, and vision. In this assignment, you will submit a one-page emerging educational philosophy statement that has three sections (purpose, core values, and vision) plus a 2-3 page (single space, 12 points) commentary/explanation about your emerging educational philosophy statement that will be submitted to me by March 27<sup>th</sup>. In order to create this one-page emerging educational philosophy statement there are three stages to the assignment that will involve reflection, feedback from others, and completion of guided questions.

**Stage 1:** Timeline of your life- The timeline will show you where you have been. You will create this timeline on a bristle board and post-it-notes. The scoring rubric for this assignment is also posted on Moodle. Your bristle board or electronic timeline is due by March 20<sup>th</sup> (15%). This is the first part of the assignment which you will be submitting.

#### **Stage 2:** Purpose and Values

- Knowing your purpose and values will answer the question: where am I going? The first part of stage 2 will focus on purpose by filling out the Reflection sheet (posted on Moodle). Next, you will create a draft of a purpose statement that is about a paragraph in length using the filled-out Reflection sheet and your timeline as references.
- You will identify and list 6-8 values with one or two sentence explanation. Use the lessons section of your timeline to help with identifying the values.

**Stage 3:** Educational Vision- Is what do you want to accomplish. We will walk through in class how to create a vision statement.

**Summary of Assignment/What is to be submitted:** This is the final part of the assignment which you will be submitting. What you will submit for this final part of the assignment (15%), is the one-page (single space, 12 points) emerging educational philosophy statement and the 2-3 page (single space, 12 points) commentary/explanation of how the emerging educational philosophy statement (purpose, core values, and vision) is all connected together. In other words, what is the relationship between purpose and core values, and what is the relationship between core values and vision to make up the emerging educational philosophy statement. In class, I will walk you through a step by step process in creating the emerging educational philosophy statement and the 2-3 page (single space, 12 points) commentary/explanation of the emerging educational philosophy statement which is due by March 27<sup>th</sup>. The scoring rubric for this assignment is also posted on Moodle.

### ***Discussion Forum (25%)***

You will be assigned to a group. Your group will be assigned to an online **Discussion Forum** in Moodle. Your group will be required to do three forums during the course on the following dates from the assigned readings:

- March 22 to 25 – Article: *Toward Curriculum Inquiry in a New Key* (Post on Fri Mar 22<sup>nd</sup> by 6pm MST and Rebuttal by Mon Mar 25<sup>th</sup> by 12pm MST).
- March 29 to April 1- Textbook: Edmunds, Nickel, and Badley, pp. 255-265 (Post on Fri Mar 29 by 6pm MST and Rebuttal by Mon Apr 1 by 12pm MST).
- April 5 to 8- Article: *Credentialing in the Schooled Society* (Post on Apr 5<sup>th</sup> by 6pm MST and Rebuttal by Mon Apr 8<sup>th</sup> by 12pm MST)

For each learning discussion forum week, you will engage in six pedagogic movements, when used together are designed to guide you to engage in what we will call shared praxis. Shared praxis is systematic reflection with others regarding one's current practices and reasons for those practices (assumptions beliefs, values, theories), both informed by best practices and research. The shared praxis six movements should be followed for your group's work in each assigned reading for the week. Read assigned reading and post using these six pedagogical movements:

1. **Your current/past teaching practice** (e.g. style of teaching, techniques used, strategies deployed...).
2. **Why?** What are your assumptions about teaching and learning, your beliefs, values, theories that give rise to your practice?
3. **What idea from your readings 'caught your attention,' engaged you enough so that you would like to share it with your group?**
4. **How does the idea (above) call into question** your teaching practice? (e.g. How does the idea confirm or disconfirm your practice, affirm or disaffirm your practice....)
5. **How does your teaching practice** with its assumptions, theories, values and beliefs **call into question** the idea from the readings?
6. **Now what? So what?** What will your new teaching practice potentially look like now?

Your postings each assigned Friday is to offer a challenge to each other's decision regarding your new teaching practice using the shared praxis six movements. Please do so with respect, appreciation and information, either from best practices, or from research. You do not necessarily have to adjust or modify your decision regarding a new teaching practice, but I do expect that you will give due consideration to your group member's challenge. You are also free to post a rebuttal(s) to your group member's challenge(s). All in all, I will look for postings that faithfully follow along the intent in the six movements (above), either in an initial posting or in a rebuttal(s). The goal is for you to come to a better, more ethical and learning enhancing way of teaching.

Again, you will post on Friday (using the shared praxis six movements) by 6:00pm (MST) and rebuttal by Monday (before you start the first rebuttal you should read *Soliciting Feedback and Praise* found on Moodle and the Netiquette Guidelines) by 12:00pm (MST) for the readings for that week (**rebuttal to at least two people in your group**). Your rebuttals should be instructive, rich with feedback, helpful to your colleagues as they consider a new way of teaching, a better teaching practice. No "good post" comments from you to your colleagues will be accepted. Laziness is not a virtue. I expect to read posts/rebuttals that reflect your readings (including readings beyond those identified in the course); you must be prepared to search out articles, readings from books, documents that are helpful in your work in your group towards new and better teaching practices. The scoring rubric for the Discussion Forum will be on Moodle.

### **Netiquette Guidelines**

Learners should be aware that their behavior impacts other people, even online. I hope that we will all strive to develop a positive and supportive environment and will be courteous to fellow students and your instructor. Due to the nature of the online environment, there are some things to remember:

1. **Always think before you write.** In other words, without the use of non-verbals with your message, your message can be misinterpreted. So please think twice before you hit submit.
2. **Keep it relevant.** There are places to chat and post for fun everyday stuff. Do not stray from the discussion in the

- assigned questions or prompts.
3. **Never use all caps.** This is the equivalent of yelling in the online world. It is not fun to read. Only use capital letters when appropriate.
  4. **Make sure that you are using appropriate grammar and structure.** In other words, I don't want to see anyone writing "R U" instead of "are you". There are people in the class that may not understand this type of abbreviation, not to mention it does nothing to help expand your writing and vocabulary skills. Emoticons are fine as long as they are appropriate. A smile 😊 is welcome, anything offensive is not.
  5. **Treat people the same as you would face-to-face.** In other words, it is easy to hide behind the computer. In some cases, it empowers people to treat others in ways they would not in person. Remember there is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.
  6. **Respect the time of others.** This class is going to require you to work in groups. Learn to respect the time of others in your group and your experience will be much better. Always remember that you are not the only person with a busy schedule, be flexible. Do not procrastinate! You may be one that works best with the pressures of the deadline looming on you, but others may not be that way. The same is true for the reverse. The key to a successful group is organization, communication and a willingness to do what it takes to get it done.
  7. I will let you know if you have violated any of these netiquette guidelines.

### ***Research Paper (35%)***

A research paper will be submitted that focuses on a subject of interest to you that we have covered in the course. You will be required to access the latest research through the library databases and your paper should rely on at least 12 relevant journal articles or books. The research paper is to be between 2000 to 2300-words (double space; 12 points, Times New Roman). You may write this paper by yourself or as part of a group. If you choose to write the paper as a group, all members of the group will receive the same grade for the completed assignment, with no exceptions. All papers should be peer-edited and revised before turned in for grading. The format for the research paper should be in APA format and the scoring rubric will be on Moodle. The research paper **is due by April 12<sup>th</sup> at 12:00 PM.** Please format the research paper in the following way:

- **Introduction-** Introduce the topic and thesis statement/research question.
- **Argument-** Provide a summary of the major views of the topic. Include the main points from each perspective and summarize the evidence. Then restate your own (or group's) position on the topic and provide evidence and support why you (or the group) have taken that position (you can support and existing position with evidence or offer and alternative position with evidence).
- **Reflection**
  - Implications for your teaching practice or emerging educational philosophy statement.
  - Theological/Spiritual Reflections- What are the implications for your worldview or theological/spiritual practices?
- **Conclusion-** Summary of the research paper.

### **Attendance**

Students are expected to attend all classes consistently and punctually and participate in all discussion forums. Students are expected to come to class prepared to discuss the topics listed in the course syllabus. **It is highly recommended that students take detailed notes of the readings prior to each class in order to participate fully in the lectures and learning activities. As the course is content rich, ongoing preparation would also be a great benefit in completing the written assignments.** If you miss a class, it is your responsibility to borrow notes from a fellow student, to acquire any handouts, and to discover whether any changes were made to the syllabus. There is a deduction for unjustified absenteeism. The deductions are as follows:

- No deduction for missing 1 class.
- 10% deduction off final grade for missing 2 classes.

- 15% deduction off final grade for missing 3 classes.
- Automatic fail for missing 4 or more classes.

## Grade Summary

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

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

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

## Submission of Assignments

All assignments are due electronically (except for the Timeline) via Moodle on the date specified. Please use MS Word (.doc or .docx) when uploading your document.

I grant extensions infrequently and only when circumstances outside the student's control will prevent the punctual submission of an assignment. However, if you have concerns about your assignment or the due date, please talk to me in advance. Please note that technical problems do not provide sufficient grounds for an extension: students should keep back-up copies of all assignments (digital, hard copy, or both) during composition and after submission.

## 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. 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.