



## **SCMP 500 a/b Introduction to Curriculum Contexts: Learning and Learners (6 credits)**

**Instructor:** Dr. Carrie Nolan  
**Email:** [cnolan@ambrose.edu](mailto:cnolan@ambrose.edu)  
**Office:** RE148

**Semester:** Fall 2012/Winter 2013  
**Phone:** 403-410-2000 ext. 6919  
**Office Hours:** T & Th 2:30-4pm

*Critical reflection on practice is a requirement of the relationship between theory and practice. Otherwise theory becomes simply “blah, blah, blah,” and practice, pure activism. -Paulo Freire*

### **Course Description**

This course introduces students to a historical perspective regarding educational practices and a critical thinking approach to shifts in educational practice. This is the first of three graduated and integrated courses in Society and Culture: Methodologies and Practices. In this foundational course, students examine the underlying philosophical and epistemological bases of educational practices and shifts in educational practices at different historical periods of time in Canada and other western countries. Students will examine educational practices in Canada and in at least one other country of the student's choice. Students will also critically analyze how and why disciplines normally used to organize and present information in schools and community settings have shifted in emphases over time and in different historical periods. The course draws from historical approaches to educational practice and shifts in practice with attention to cultural or societal anomalies responsible for shifts in such practice as well as the current debates regarding educational practice, such as inclusion versus non-inclusion approaches to children with special needs and those from various cultural backgrounds, including First Nations learners, and constructivist versus transmission-based approaches.

### **Course Objectives**

1. Reflexively consider one's own teaching practice and theory.
2. Acquaintance with divergent educational perspectives.
3. Knowledge and practice of the skills for analyzing, understanding and reflecting upon educational theories.
4. The cultivation of an ability to establish with others an educational community of both support and inquiry.
5. Gain knowledge of basic philosophies of education, the scholars who support them, and their historical/political context.
6. Learn to detect assumptions underlying a teacher's philosophy of education or pedagogical practice.
7. Use writing that presents a clear and coherent argument, yet also shows the growth and reflection of the unique individual writer.
8. Develop awareness of key issues impacting the way contemporary schools are run.

9. Analyze how Canadian schools and other educational institutions construct identities of and respond to inequalities.
10. Develop an understanding of how the thinking processes of philosophers and historians can benefit education today.

## Required Texts

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

Whitehead, Alfred North. (1967). The Aims of Education. Free Press: New York. ISBN 9780029351802

Reed, R.F. and T.W. Johnson. (2011). Philosophical Documents in Education (4<sup>th</sup> Ed.). Prentice Hall: Upper Saddle River, NJ. ISBN 978-0137080380

### *On Reserve*

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

### Class Schedule

**Fall 2012 (Sept. 5-Dec. 7):** Weds. 9-10:30am & Thurs. 1:00-2:30pm

**Winter 2013 (Jan. 7-March 15):** Tues. & Thurs. 8:15-10:25am

**Class Location:** RE132 Residence and Education Centre

## Academic Requirements

Assignments 500b (Winter 2013)	%/100
1. Course Participation	15
2. Educating for Democracy	10
3. AIMS Project and Paper	10
4. Boundary Object Project	65

*Throughout the course, class members will be expected to negotiate with the instructor and come to an agreement on what will constitute any or all of their 'products' for the course. This is very much part of the process by which professional people take greater responsibility for the evaluation of their professional performance.*

## **Important Notes**

It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue. Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out. 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 Office of the Registrar in writing 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 to review final grades. If the appeal is sustained, the fee will be refunded.

## **Electronic Etiquette**

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of the course and disrespectful to fellow students and the instructor to engage in electronically enabled activities *unrelated to the class* during a class session. During class, laptops and other hand-held devices should be used for class-related purposes only. The professor has the right to disallow a student to use their hand-held devices 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.

## **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 appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

## **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 College 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 give credit 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 and the Student Handbook 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. Students are strongly advised to retain this syllabus for their records.