

SCMP 500B

Introduction to Curriculum Contexts: Subject Matter and Curriculum

Semester: Fall 2015
 Days: Tuesdays
 Start/End Dates & Times: Sept. 8 to Nov. 3
 (8:15 to 11:15AM; 1-4PM)
 Nov. 10 (9:30-11:30AM)
 Nov. 17 to Dec. 8
 (9:30-11:30AM; 1-3PM)

Room: TBA

Number of credits: 6

Prerequisite:
SCMP 500

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 Office hours: By appointment

Course Description:

Drawing upon academic writing, philosophical, psychological, and pedagogical texts, as well as works of fiction and personal memoirs, this first course in "Society and Culture: Methodologies and Practices" (SCMP) introduces student-teachers to the practice of team-planning for some day-to-day, practical applications in their various subject matters and curricula. While building the "Ten Competencies" of the BEd Program at Ambrose, and in alignment with the development of the Knowledge, Skills, and Attributes (KSA's) that is required for provincial teacher certification, our focus in this course will be on the important *non-curricular* task of learning how to see, to hear, and to understand the students we will one day be teaching in our various subject matters and for whom we will be devising all our curricular plans. Learning to see in this fashion is key to all good teaching; without it, even our very best planning practices will be to no avail.

In this course, we will therefore practice listening to and seeing each other as *colleagues*; but we will also be practicing and recording our efforts at observational "kidwatching" in a journal format. "Kidwatching" is a term popularized by education expert Yetta Goodman; in her use of that word, she focuses upon watching how children develop their *literacy skills*; "kidwatching" is therefore for her (as well as in the literature) a *literacy assessment practice*. In this course, however, I'm stretching the term "kidwatching" to cover a broader spectrum of child behaviours and learning than concerns Goodman. Here, I want us to work on seeing the "whole child" -- not just in relation to literacy or literacy outcomes, but as a means of coming to know each child as an authentic, unique person. Focus in SCMP 500 will therefore be upon cultivating openness, sensitivity, and mindfulness towards others; attention to these foundational attitudes of teaching will lay the groundwork for the collaborative lesson planning that students will perform in SCMP 500, in which they will be applying theory in praxis. By the end of this course, students will have cooperated in small groups to design and implement some basic lesson plans that embody the insights of the authors under study, and in such a way as to avoid the pitfalls of the more insensitive forms of teaching illustrated in some of the example readings.

Expected Learning Outcomes:

It is the aim of the course that students acquire the following skills:

Competency	Description
1	Build affirmative relationships with children.
2	Apply theories of curriculum, learning, and assessment to the development of programs.
3	Build learning communities.
4	Design teaching and learning scenarios that include inquiry-based learning.
5	Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.
6	Engage in shared praxis.
7	Design and implement programs that incorporate attention to cultural realities and diversities.
8	Understand critical and creative thinking as essential to learning in all programs.
9	Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.
10	Address non-academic barriers to learning by applying a variety of management strategies and effective classroom techniques.

Requirements:

1. Kidwatching Journals: Each week students are asked to go somewhere that they might discreetly watch or observe children. This might be your own children; it might be your baby brother perhaps, or a niece. It might be a park near your house, a food court, a community centre, a church, synagogue, mosque or temple. You might watch kids in an open public space, in a restaurant, or if you are volunteering/working with children currently in some capacity. The point is: pay attention to the children you observe. Learn what motivates them; learn their thought processes and how they feel. Learn what are their questions, what excites them, what doesn't interest them. Watch what problems entice them and how they go about solving these problems. How do they interact with one another? How do they interact with grown-ups? What do these observations teach you about the children under observation? How can you use this observational information to help you be a better teacher?

Format: Written journal form. I recommend a cheap Hilroy workbook (the kind you used when you were in primary school is fine). You can use the ones that are lined from top to bottom if you like, or you may wish to use the variety that leaves a space at the top of each page for drawings. Feel free to draw, to use diagrams, charts, etc. in your journals. Journals need not be grammatically immaculate; they need not be written formally as little essays. Authentic journals are personal, working field notes. I only ask that you try to make them legible for me (the reader), that they contain your rich observations, and that you demonstrate some effort in each entry to look for insight in what you have just witnessed. (Use the questions I've listed above to guide you.)

2. Online participation in cohort discussions: Each week every students is expected to write and post a simple **paragraph** about the readings and/or the lectures for that week. Paragraphs that are composed should not be summaries, but reflective/analytic, or inquisitive in character. Each paragraph should end with a **question**. Questions should not be of the "Trivial Pursuit" variety, but should arise from each student's genuine encounter with the text and/or the lecture under study.

After posting a brief paragraph with a question, students are asked to **respond** to TWO other questions or posts made by colleagues. And let's remember always to maintain decorum and collegiality in all of our online interactions with one another. Also: please be *timely* with your posts. Don't save them up or post them long after our discussions have been completed -- otherwise, others will not be able to engage with you, and you will miss out on the rich dialogue that

transpires when we all engage collectively.

3. Collaborative Week-Long Unit Plan: In addition to weekly journaling and online discussions, student-teachers will work together in small planning teams. As generalists, they will pick a grade level (K-6) and plan for a week of teaching in ONE of the core curricular areas: Math, Science, ELA, Social Studies, Phys. Ed., Health & Wellness, and Fine Arts & Music. Naturally, you will be using what you are learning about lesson planning and unit design in CDPD to complete this task. Planning is only the surface level task in SCMP 500, however. Here, our focus is upon integrating the *insights* of the authors we have been studying as regards "seeing the child," as well as those drawn from your own observational experiences, into how you intend to operationalize your week-long lesson plans. How do the plans your group has designed incorporate these pedagogical insights? Be sure to include an explanation of how you will endeavor to cultivate mindful observational seeing, listening, and understanding into your daily work with children in this core curricular area.

You will need to include the following in your **hard copy** group submission:

- A week-long calendar plan that demonstrates how your daily lessons will flow, develop, and connect with each other from day-to-day.
- Individual daily lesson plans using a thoughtfully-designed template that demonstrates the basics of "backward planning," as well as clear curricular connections linked to the relevant Program of Study.
- Any scaffolding materials and assessment tools that you will be using.
- A statement about how you envision cultivating not only the critical gaze of the teacher who knows how to formatively and summatively assess his/her students, but also the contemplative gaze of one who knows by loving, who comes to know students as persons, who remains mindful, attentively aware, and open in the busyness of the day-to-day classroom.

This assignment is meant to model the sort of thing that you would actually do with other teachers in a real-life teaching position. The members in your group will all likely have different strengths upon which, collectively, you might draw for this assignment. Feel free to use any/all of the planning resources supplied to you in your CDPD class; I will also supply you with additional resources that may assist you. Use your time in class to get to know each other and to learn to work with one another on this assignment. Feel free to draw upon your own field experiences as a student-teacher, as well as upon any non-original teaching materials you can find in teaching manuals, online, or that are given to you by your partner-teachers as you proceed (All teachers borrow! Just be sure to document your sources using APA, MLA, or Chicago Manual).

4. Group Demos: At the end of this course, each group will choose some aspect of their week-long plan to demonstrate with the class. We will all be your students, and you will be our teachers! Try out some portion of the plans you have devised, and especially try practicing the art of seeing, hearing, and understanding your students as you enact this portion of your plans. This will be a fun day for you and for everyone else, and it will be the capstone of all that we have learned together in SCMP 500.

Submission of Assignments:

Please ensure that you try your best to journal each week, and that you make your online posts in a timely fashion. Make good use of your class time so that your group will be happy and confident in its ability to meet the deadlines for Assignments 3 and 4.

Attendance:

The majority of what we do in this class requires cooperation with your peers. The practical, "hands-on" collaborative work-shopping of your unit and lesson-planning ideas will involve much face-to-face, interpersonal relations and classroom discussions. Hence, attendance is mandatory. Please notify me in advance if you are unable to come to class. In such circumstances, you should email me a copy of any assignments due for that day. Most especially, it will be

important for you to show courtesy towards your peers and other members of your group by informing them of your absence, and by making fair/equitable arrangements with them regarding work load, communications, and other responsibilities.

Evaluation:

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE
Learning Task #1	Kidwatching Journals	20
Learning Task #2	Online Discussion Posts (1 paragraph with a question, including 2 short responses to others each week)	20
Learning Task #3	Group-designed, week-long unit plan	30
Learning Task #4	Group Demos	30

Grade Summary:

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

Because of the nature of the Alpha 4.00 system, there can be no uniform College-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 no longer mailed out.

Textbooks:

**Mitchell, W. O. *Who Has Seen The Wind*.

**Dillard, Annie. *An American Childhood*.

**Keller, Helen. *The Story of My Life*.

**Montessori, Maria. *The Secret of Childhood*.

Steel, Sean. YouTube Channel. <https://www.youtube.com/channel/UCZ3hTPXQ8B0bpOFUZUBUC4g>

Course Pack Readings Package posted on Moodle

** Having the *exact* edition of this text is not crucial to your learning. Any edition will suffice.

Policies:

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, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to 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. These courses will not appear on the student's transcript. 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 by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's 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.

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) 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 engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please 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. 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, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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 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.

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 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.

Daily Schedule (subject to change):

DAY:	ACTIVITIES, LECTURES, & ITINERARY OF EVENTS	ASSIGNED READING
<p>Tues. Sept. 15 (8:15-4PM)</p>	<p>PLEASE: Remember to come prepared each day having already read the assigned weekly readings and listened to the YouTube lectures.</p> <p><u>Jigsaw-Read the Articles:</u> Share your findings with others who read the same excerpts in a small group. Next, share your group's selection with the entire class in discussion.</p> <p><u>Theory in Practice:</u> Take some time to peruse the various Programs of Studies (POS) in small groups. Notice how they are organized. What are the main components? How do these documents portray what you are supposed to be doing as a teacher? Share your findings with the rest of the class on flip chart paper.</p> <p>Q: How will you cultivate mindful observations and interactions with children into your own teacher practice in the subject matter and curricula that you teach? Why is this important when you examine the POS? What might facilitate/hinder you from establishing such practices in your classroom?</p> <p>Start to consider how you'll form your groups for collaboration on Tasks 3 and 4.</p>	<p><u>Jigsaw Items:</u></p> <p>**Yetta Goodman, "Kidwatching: Observing Children in the Classroom," in <i>Making Sense of Learners Making Sense of Written Language: The Selected Works of Kenneth S. Goodman and Yetta M. Goodman</i> (Routledge, 2013).</p> <p>**Yetta Goodman, "What is Kidwatching?" in <i>Kidwatching: Documenting Children's Literacy Development</i> (Heinemann, 2002).</p> <p>**Mary Rose O'Reilly, "An Experiment in Friendship," in <i>Radical Presence: Teaching as Contemplative Practice</i>. (Portsmouth: Boynton/Cook Publishers, 1998).</p> <p>**Sean Steel, "Suffering and the Contemplative Gaze in Teaching." (unpublished manuscript)</p> <p>**Max van Manen, "The Nature of Tact," in <i>The tact of teaching: The meaning of pedagogical thoughtfulness</i> (Althouse Press, 1991).</p> <p>**van Manen, "Pedagogical Tact," in <i>The tact of teaching</i>.</p> <p>**van Manen, "Tactful Teaching," in <i>The tact of teaching</i>.</p> <p>**All excerpts available on Moodle.</p>
<p>Tues. Sept. 22 (8:15-4PM)</p>	<p>Break into small groups to discuss the first half of the novel. Follow up in a whole class discussion.</p> <p><u>Theory in Practice:</u> Discuss the basics of "backward planning."</p> <p>Q: Begin thinking about planning for your classroom and your students. What are the "pros" of "backward planning"? Are there any drawbacks? Is being a masterful planner enough to make you a good teacher? What daily practices can you develop in your classroom that will help you better to <i>see</i>, to understand, and to help your students? What connections do you see with the problems faced by Brian, or with the teaching practices of various characters in the novel?</p> <p><i>Experiment #1:</i> Let's practice backward planning a simple lesson together <i>as a whole class!</i> What problems do we encounter? How can we make space for and keep <i>seeing</i> alive in our daily classroom practices?</p>	<p>W. O. Mitchell, <i>Who Has Seen the Wind</i> (first half of novel)</p>

	<p><i>Experiment #2:</i> Now get together in your <i>groups</i>. Look again at the POS for your chosen discipline. Try some backward planning together. We'll share your results informally with the rest of the class.</p>	
<p>Tues. Sept. 29 (8:15-4PM)</p>	<p>Break into small groups to discuss the second half of the novel. Follow up in a whole class discussion.</p> <p><u>Theory in Practice 1:</u> Share and discuss examples of lesson plan templates and long-range plans. Cobble together one that suits your needs, and use this to populate the week-long series of plans in your chosen subject.</p> <p>Q: What are the components of a good lesson plan template? What are the inherent flaws with the idea of lesson planning in the long/short range? How will you approach your teaching in such a way as to meet these challenges? How will you teach in a manner that helps you cultivate <i>sight</i> & openness, that provides for feedback and flexibility, and that takes account of the students in your classroom?</p> <p><u>Theory in Practice 2:</u> SCMP 500 has "seeing" the child in the midst of the curriculum as its focus. Mostly, we talk about the seeing/observation that we do as teachers in terms of formative and summative "assessment." For some ideas about how to design assessment practices in an ELA classroom, investigate my YouTube lecture series on that subject. But then consider: How is this kind of teacherly seeing that we do different (even corrosive!) to the sort of <i>seeing</i> done by Brian in Mitchell's novel, or advocated in some of the articles we read during the first week? We can plan for the teacherly kind, but how do we incorporate and cultivate the contemplative variety as well? How can we keep alive this true, genuine, deep <i>seeing</i> while under obligation to engage in the other critical-analytic form of seeing as purveyors of the curricular objectives? Discuss.</p>	<p>W. O. Mitchell, <i>Who Has Seen the Wind</i> (second half of novel)</p>
<p>Tues. Oct. 6 (8:15-4PM)</p>	<p>Break into small groups to discuss the first half of Dillard's memoir. Follow up in a whole class discussion.</p> <p><u>Theory in Practice:</u> So far, you've learned about "backward planning." You've begun your group collaborative work by inspecting the relevant POS outcomes. Next, you've begun to think about how you will assess for these outcomes. <i>Now</i> you must also consider what sorts of tasks you will design so that your students can develop the knowledge, skills, and attitudes that correspond with those objectives.</p> <p>Take some time today in your planning groups to craft some meaningful, "authentic" tasks for students in your chosen discipline. Consider how Annie Dillard speaks about her interests in the variety of tasks and investigations that she experimented with when she was a young girl. Consider most especially how you will endeavour to cultivate good, mindful attention to each child in your care -- and not just the critical assessor's eye, but the contemplative gaze we have spoken of at</p>	<p>Annie Dillard, <i>An American Childhood</i> (first half of the memoir)</p> <p>For the meaning of "authentic assessment" and "authentic task design," see Fred Newmann et al., "Authentic Pedagogy and Student Performance." <i>American Journal of Education</i> Vol. 104, No. 4 (Aug., 1996), pp. 280-312. (Available on Moodle)</p>

	<p>length! Plan in such a way as to keep this gaze alive in your own teaching practices. Also: Can you keep the child's contemplative gaze alive in your teaching practices? (Think here about how Brian and young Annie can see the world with such splendor and depth.) What sorts of tasks can <i>you</i> devise to create opportunities for such <i>seeing</i> in your classroom?</p>	
<p>Tues. Oct. 13 (8:15-11:15AM)</p>	<p>Break into small groups to discuss the second half of Dillard's memoir. Follow up in a whole class discussion.</p> <p><u>Theory in Practice</u>: Gather in your groups. In your backward planning, you have begun with the POS; you have next considered how you will assess for the chosen POS outcomes that will be the focus of your week-long plans. Next, you have begun to consider what authentic tasks you might create for your students that will help them to develop the knowledge, skills, and attitudes associated with the POS outcomes. Take some time today to learn about how to structure "inquiry-based learning" in your classroom. In our groups, let's develop some skeletal ideas about how to structure such an inquiry. We will share these informally with the rest of the class. (Keep children like young Brian O'Connell and Annie Dillard in mind as you proceed!)</p>	<p>Annie Dillard, <i>An American Childhood</i> (second half of the memoir)</p> <p>Alberta Education, <i>Focus on Inquiry</i>. (Available on Moodle)</p>
<p>Tues. Oct. 20 (8:15-4PM)</p>	<p>Break into small groups to discuss Keller's memoir. Follow up in a whole class discussion.</p> <p><u>Theory in Practice</u>: Now that you've moved through the first three stages of backward planning (POS → assessment → task design), the last step in your formal lesson planning will be to develop <i>scaffolds/supports</i> for your students as they move through the <i>processes</i> involved towards the requisite <i>products</i>. Take some time today in your groups to develop some tools of this nature, and to plan for their use in your future classroom. Keep in mind how you might support each child so that he/she might develop educationally. Include considerations for special education in your plans, and some ideas about how you will learn to see such students.</p>	<p>Helen Keller, <i>The Story of My Life</i> (first half of the autobiography)</p> <p>Selected readings on Special Education (Available on Moodle)</p> <p>Excerpt from Annie Dillard's <i>Pilgrim at Tinker Creek</i> on blindness (Available on Moodle)</p>
<p>Tues. Oct. 27 (8:15-4PM)</p>	<p>Come to class having already listened to Part 1 of the online lecture: "Maria Montessori and Seeing the Child in Education." Break into small groups to discuss the lecture and readings. Follow up in a whole class discussion.</p> <p><u>Theory in Practice</u>: Think about how important careful observation and "holding back" are in the writings of Maria Montessori. Continue to consider how you might cultivate mindful seeing and interactions in your future classrooms. What daily practices & routines can you adopt to help you not to forget these things in the busyness of the day and amidst all the demands placed upon your attention? Are there things that you can do to help your students likewise practice mindful attention and seeing in your classroom? How might you include such practices in your own group demo at the end of SCMP 500?</p>	<p>Maria Montessori, <i>The Secret of Childhood</i> (first half)</p>

<p>Tues. Nov. 3 (8:15-4PM)</p>	<p>Come to class having already listened to Part 2 of the online lecture: "Maria Montessori and Seeing the Child in Education." Break into small groups to discuss the lecture and readings. Follow up in a whole class discussion.</p> <p><u>Theory in Practice:</u> Think about how important careful observation and "holding back" are in the writings of Maria Montessori. Continue to consider how you might cultivate mindful seeing and interactions in your future classrooms. What daily practices, routines can you adopt to help you not to forget these things in the busyness and amidst all the demands placed upon your attention? Are there things that you can do to help your students likewise practice mindful attention and seeing in your classroom? How might you include such practices in your own group demo at the end of SCMP 500?</p> <p>Continue your collaborative group efforts to develop your week-long plan, taking into consideration my feedback and formative assessments.</p> <p>Q: What portion of your plans would you like to demo with the rest of the class? Start planning. Remember: let's think about how to connect the plans we are making with the insights of the authors we have been studying this term. Our focus in particular is on <i>seeing</i> and <i>learning to see</i> in the classroom.</p> <p>Hand in your preliminary plan/draft (hard copy)</p>	<p>Maria Montessori, <i>The Secret of Childhood</i> (second half)</p>
<p>Tues. Nov. 10 (9:30-11:30AM)</p>	<p>Come to class having already listened to Parts 1 and 2 of the online lecture "Piaget, Constructivism, and Seeing the Child in Education." Break into small groups to discuss the lecture and readings. Follow up in a whole class discussion.</p> <p><u>Theory in Practice:</u> Think about the importance of careful observation, understanding, and planning for the <i>developmental stages of childhood</i> as discussed in the writings of Piaget. Continue to consider how you might cultivate mindful seeing and interactions in your own future classrooms. How will you plan <i>developmentally</i> and <i>constructively</i> for your students? What daily practices, routines can you adopt to help you not to forget these things in the busyness and amidst all the demands placed upon your attention? Are there things that you can do to help your students likewise practice mindful attention and seeing in your classroom? How might you include such practices in your own group demo at the end of SCMP 500?</p> <p>Continue your group collaborative efforts to develop your week-long plan, taking into consideration my feedback and formative assessments.</p> <p>Continue to plan your group's demo for the final weeks of class.</p>	<p>Selections from Jean Piaget, <i>The Child's Conception of the World</i> (excerpts available on Moodle)</p>
<p>Tues. Nov. 17 (9:30-3PM)</p>	<p>Come to class having already listened to the online lectures: "Introduction: Situating Rousseau's Thought in the History of Education," as well as "A Gloss on Rousseau's <i>Emile</i> and Education" Break into small groups to discuss the lectures and readings. Follow up in a whole class discussion.</p>	<p>Book II of Jean-Jacques Rousseau, <i>Emile</i> (available on Moodle)</p>

	<p><u>Theory in Practice</u>: Recall Rousseau's theories on the education of children in Book II of his <i>Emile</i>. What elements of Rousseau's work and his attention to the life and development of children make sense to you and seem valuable enough to incorporate into your lesson plans? See if you can work together today to incorporate some of these insights into your lessons and end-of-term demo.</p> <p>Continue your group collaborative efforts to develop your week-long plan, taking into consideration my feedback and formative assessments.</p> <p>Continue to plan your group's demo for the final weeks of class.</p>	
<p>Tues. Nov. 24 (9:30-3PM)</p>	<p>Come to class having already listened to Parts 1 and 2 of the online lecture: "An Analysis of Rousseau's Educational Ideas in the <i>Emile</i>." Break into small groups to discuss the lecture and readings. Follow up in a whole class discussion.</p> <p><u>Theory in Practice</u>: Recall Rousseau's theories on the education of children in Book II of his <i>Emile</i>. What elements of Rousseau's work and his attention to the life and development of children make sense to you and seem valuable enough to incorporate into your lesson plans? See if you can work together today to incorporate some of these insights into your lessons and end-of-term demo.</p> <p>Continue your group collaborative efforts to develop your week-long plan, taking into consideration my feedback and formative assessments.</p> <p>Continue to plan your group's demo for the final weeks of class.</p>	<p>Book II of Jean-Jacques Rousseau, <i>Emile</i> (available on Moodle)</p>
<p>Tues. Dec. 1 (9:30-3PM)</p>	<p>Task 4 Group Demos</p>	
<p>Tues. Dec. 8 (9:30-3PM)</p>	<p>Task 4 Group Demos</p> <p>Kidwatching Journals due (hard copy)</p>	