



SCMP 600 Understanding and Applications of Curriculum Contexts: Teachers and Teaching (3 credits)

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Semester: Fall 2012
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Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.

-Parker J. Palmer

Course Description

SCMP 600 reviews, consolidates and applies foundational understandings introduced in SCMP 500, continuing the process of students' developing a meaningful personal teaching philosophy and 'informed pedagogy'. Through an interactive and reflective process, students will understand how their worldview influences teaching, teachers & views of learning. In this course, the second of three graduated and integrated courses in the *Society and Culture: Methodologies and Practices* component, students pay particular attention to various forms of teacher and teaching knowledge and the influence of this knowledge upon both human behavior and current practices in teaching. Students will be given opportunities to integrate their understandings of teaching, teachers, learning theory and emerging worldview into a mission statement, personal philosophy of teaching and a personal learning plan. This course will also provide students with the opportunity to continue the process of developing a comprehensive teaching portfolio.

Prerequisite: SCMP 500

Course Objectives

Upon completion of this course, participants will be able to:

1. Clearly communicate their personal teaching philosophy and articulate their 'informed pedagogy' including the underpinning assumptions, theories, values, and beliefs as applied to models of teaching/learning.
2. Engage in critical thinking about teaching and learning and its interactions with culture by being thoughtful and reflective practitioners who learn from experience.
3. Demonstrate the ability to conceptualize organizational frameworks underpinning public and private schooling.
4. Analyze issues of diversity and practically apply this knowledge to the design of classroom instruction, aiming to cultivate within their own students recognition and valuing of diversity.
5. Create and maintain an atmosphere fostering mutual respect and caring
6. Take into account the moral and philosophical implications of educational decisions.
7. Make well-reasoned choices and decisions within the complex and demanding conditions of teaching.
8. Take risks as advocates for the benefit of students, teachers, and the profession.
9. _____ . For number nine consider one of your current goals that relates to your work in this course. Write a statement of this goal as a personal course objective. Add a paragraph or two explaining what this objective means to you and why it matters (one typed page or less in length). **Due on September 13.**

Required Texts

Hanh, Thich Nhat. (2005). Being Peace. Parallax Press: Berkeley, CA. ISBN 978-1888375404

Lickona, Thomas. (1992). Educating for Character: How Our Schools Can Teach Respect and Responsibility. Bantam Books: New York. ISBN 0-553-37052-9

Noddings, Nel. (1999). The Challenge to Care in Schools: An Alternative Approach to Education. Teachers College Press: New York. ISBN 978-0807731772

Paley, Vivian Gussey. (1993). You Can't Say You Can't Play. Harvard University Press: Cambridge, MA. ISBN 0-674-96590-6

Palmer, Parker. (1993). To Know As We Are Known. HarperOne: New York. ISBN 978-0060664510

On Reserve:

Rachels, James and Stuart Rachels. (2009). The Elements of Moral Philosophy. McGraw-Hill: New York. ISBN 978-0073386713

Palmer, Parker. (2007). The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life. Jossey-Bass Publishers: San Francisco, CA. ISBN 978-0787996864

Weston, Anthony. (2001). A 21st Century Ethical Toolbox. Oxford University Press: New York. ISBN 0-19-513040-5

Class Schedule

Fall 2012 (Sept. 5-Nov. 23): Tues. & Thurs. 8:15-10:45am

Class Location: RE132 Residence and Education Centre

Academic Requirements

Assignments	%/100
1. Course Participation	30
2. AIMS Project & Paper	10
3. Group Presentations	15
4. Teaching Philosophy Revision	Pass/Fail
5. Short Papers	30
6. Course Final Paper	15

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.