



SCMP 600

Understanding and Applications of Curriculum Context: Teachers and Teaching

Semester: Fall, 2014
Days: Mon. & Wed.
Start/End: Sept. 3 - Nov. 5
Room: RELL 122
Time: 1 PM - 3:10 PM

Number of credits: 3

Prerequisite:
SCMP 500

Instructor: Dr. Sean Steel
Email: ssteel@ambrose.edu
Office: TBA
Office By appointment hours:

Course Description:

This course introduces student teachers to selected ideas and practices teachers use to develop a teaching worldview and for students to understand how worldview knowledge influences teaching and teachers. In this course, the second of three graduated and integrated courses in the Society and Culture: Methodologies and Practices component, student teachers pay particular attention to various forms of teacher and teaching knowledge and the influence of this knowledge in both human behaviour and current practices in teaching. Student teachers will be given opportunities to integrate into a personal learning plan, mission statement, and philosophy of teaching statement their understanding of teaching and teachers and the emerging worldview regarding both. This course will provide student teachers with an opportunity to begin developing a teaching e-portfolio.

Important Dates:

First day of classes: September 3, 2014
Registration revision period: September 14, 2014
Last day to request revised examination: October 27, 2014
Last day to withdraw from course: November 12, 2014
Last day to apply for time extension for coursework: November 24, 2014
Last day of classes: December 9, 2014

Expected Learning Outcomes:

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

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.

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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 10.**

Requirements:

1. Personal Learning Plan: Craft a short statement of one of your current personal goals that relates to work in this course (See **Outcome #9** above).
 2. Daily Readings and Short Reflective-Analytic Responses: Students are expected to ensure that they come to class each day having read the assigned readings (See **Schedule** below). At the beginning of each class, students will submit a short reflective-analytic response that is grounded in their own encounter with our daily readings (a single page, double-spaced, hand-written or typed is fine). These daily responses are *not* to be summaries, but should focus upon some central idea, insight, problem, theme, or struggle that you have encountered while reading. Moreover, each submission should always end with a deep/probing question. At the beginning of each class, I will read aloud anonymously from a selection of these daily responses, such that your own reflections and questions will drive all of our in-class discussions and group inquiries.
 3. Term Paper: Choose ONE of the assigned readings for this course. Using that reading as your main text, compose a 6-8 page paper (1500-2000 words, 12 pt, double-spaced, Times New Roman) that explores what this text teaches you about the focus of this course on "teachers and teaching." What are the central insights of this text? What does the text have to say about the nature of teaching? How might this text inform your own teaching? (ex.: What does it say about building relationships with students, ethical teaching, compassion, understanding/*seeing* others?) Are there questions, challenges, and/or conundrums that this text evokes for you? What are they? Discuss these things analytically/reflectively in your paper. Term papers should be properly referenced, using either APA, Chicago Manual, or MLA formatting.
 4. Group Presentation: As a group (max. 5 people), students will develop a short presentation that synthesizes their best *collective* thoughts and aspirations about what is most important for them as they grow and develop into teachers. As a group, what do you think will be most important to remember and to cultivate in your teaching practice so that you will be good teachers? Presentation format is wide open. For example: you might craft your group presentation using formal computer software like PowerPoint or Prezi; you might wish to compose and/or perform some music or a drama that will engage your audience in the consideration of what it means to be a teacher and what is of core significance in teaching; you might collect or create photos and/or artwork as part of your presentation; you might bring personal artifacts and/or other meaningful items to class that will enable you to tell/illustrate a story for your audience; or rather than "standing-and-delivering," you might choose an interactive mode of presenting, such as hosting a debate or organizing small group activities for the audience that will engage them in thinking about/exploring what is most precious about teachers and teaching, and this wonderful new career you have chosen.
 5. "Philosophy of Teaching" Statement (draft): By the end of this course, students are expected to have drafted a "Philosophy of Teaching" statement/Mission Statement that identifies clearly what they feel is most important about teaching. The purpose of this assignment is to ensure that students have begun to think and write deeply about a pedagogical vision for their work as a teacher that is connected to current curriculum, research and philosophy in education. Your "philosophy statement" should draw on your on campus and field learning experiences from across the two years of your Bachelor of Education program. You should make reference to a minimum of three pieces of current literature that have inspired, reflect and/or support the vision you are articulating about schools, teachers and learners. These pieces need not be ones that we have read in this class. Your polished "philosophy of teaching" statement will be
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included in the e-portfolio you have been constructing throughout your time in the BEd Program at Ambrose University College.

Submission of Assignments:

It is the expectation of this course that all assignments will be submitted in paper/hard copy form. Term papers should be typed and properly referenced; daily reflections may be either typed/neatly hand-written. All assignments for this course should be submitted in a timely fashion. If there are extenuating circumstances in which you find yourself unable to meet a deadline, please contact me in person or via email to discuss.

Attendance:

Because so much of what we do in this class relies upon interpersonal relations and classroom discussions, 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. If you are part of a group, it will also be important for you to show courtesy to other members by informing them, and by making fair/equitable arrangements with them regarding work load and responsibilities.

Evaluation:

Personal Learning Plan & Daily Reflective-Analytic Responses:	20%
Term Paper:	40%
Group Presentation:	40%
Philosophy of Teaching Statement (draft):	Formative assessment only

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:

- Palmer, Parker J. *To Know As We Are Known: Education as a Spiritual Journey*. New York: HarperOne, 1993.
- SCMP 600 Course Pack

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:

The format of our classes for SCMP 600 is quite simple. Pedagogic practices in this course rely heavily upon the forging of relationships with one another in individual, small group, and whole class dialogues, discussions, and debates. On a daily basis, students will come to class prepared having read and thought about the day's assigned readings. Students will hand in their daily short reflective-analytic response at the beginning of class. They will then form small groups for discussion, after which we will all gather for whole-class "grand conversations" concerning the readings and questions/thoughts you may have about them.

Wed. Sept. 3	Personal introductions; discuss course outline, daily expectations/routines, assignments, assessment, deadlines. Begin crafting your Personal Learning Plan (due Wed. Sept. 10 in class). <u>Theme:</u> The Aims of Education <u>Readings:</u> Read EITHER Nel Noddings, "The Aims of Education" OR C. S. Lewis, "Men Without Chests."
Mon. Sept. 8	(reflective-analytic response with question due at beginning of class) <u>Theme:</u> Educating for Character <u>Readings:</u> Read (1) Thomas Lickona, "Teach Academics and Character at the Same Time," and (2) EITHER Nel Noddings, "Character and Spirituality," OR Allan Bloom, "Music."
Wed. Sept. 10	(reflective-analytic response with question due at beginning of class) (Personal Learning Plan due in class) <u>Theme:</u> The Importance of Play in Education <u>Readings:</u> Read (1) Johan Huizinga, "Nature and Significance of Play as a Cultural Phenomenon," and (2) Vivian Paley, <i>You Can't Say You Can't Play</i> (excerpt)
Mon. Sept. 15	(reflective-analytic response with question due at beginning of class) <u>Theme:</u> The Active Life -- Love of Neighbour, <i>Caritas</i> , and Compassion in Teaching <u>Readings:</u> Read (1) Thomas Aquinas, "Whether Teaching is an Activity of the Active or Contemplative Life," and (2) EITHER (a) Santideva's Vow of the Bodhisattva WITH Joni Mitchell's lyrics to 1 Corinthians 13, OR (b) Simone Weil, "Reflections on the Right Use of School Studies with a View to the Love of God."

Wed. Sept. 17	(reflective-analytic response with question due at beginning of class) <u>Theme:</u> The Contemplative Life and Teaching <u>Readings:</u> Read (1) Sean Steel, "Suffering and the Contemplative Gaze in Teaching," and (2) EITHER Sean Steel, "The Problem of Introducing <i>Schole</i> into Schools Today," OR Maria Lichtmann, "Contemplation and Teaching."
Mon. Sept. 22	(reflective-analytic response with question due at beginning of class) <u>Theme:</u> Mindfulness in Teaching <u>Readings:</u> Read EITHER Richard Brady, "Learning to Stop, Stopping to Learn," OR Richard Brady, "Realizing True Education with Mindfulness."
Wed. Sept. 24	Spiritual Emphasis Day (no classes)
Mon. Sept. 29	(reflective-analytic response with question due at beginning of class) <u>Theme:</u> On Listening <u>Readings:</u> Read EITHER Mary Rose O'Reilly, "An Experiment in Friendship," OR Tobin Hart, "Listening for Wisdom."
Wed. Oct. 1	(reflective-analytic response with question due at beginning of class) <u>Theme:</u> <i>Docilitas</i> , Wonder, and Teaching Developmentally <u>Readings:</u> Read (1) EITHER Gareth Matthews, "Piaget," OR Tobin Hart, "Wonder," and (2) EITHER James Schall, "On the Consolations of Illiteracy, Revisited," OR James Schall, "On Teaching and Being Eminently Teachable."
Mon. Oct. 6	(reflective-analytic response with question due at beginning of class) <u>Theme:</u> On Student-Teacher Relationships <u>Readings:</u> Read EITHER James Schall, "Grades," OR James Schall, "What a Student Owes His Teacher."

Wed. Oct. 8	(reflective-analytic response with question due at beginning of class) <u>Theme:</u> Literary Presentations -- On Wonderful (and not-so-wonderful!) Teachers <u>Readings:</u> Read (1) EITHER excerpts from W.O. Mitchell's <i>Who Has Seen The Wind</i> , OR excerpts from Annie Dillard's <i>An American Childhood</i> , and (2) EITHER excerpts from Mohandas Gandhi's <i>An Autobiography: The Story of My Experiments with Truth</i> , OR James Schall, "On the Mystery of Teachers I Never Met."
Mon. Oct. 13	Thanksgiving Day (no classes)
Wed. Oct. 15	(reflective-analytic response with question due at beginning of class) <u>Theme:</u> On the Changing Fabric of Teaching and Student Consciousness <u>Readings:</u> Read (1) Neil Postman, "When There Were No Children," (2) "The Beginning of the End," and (3) "The Typographic Mind."
Mon. Oct. 20	(reflective-analytic response with question due at beginning of class) <u>Theme:</u> Education as Spiritual Journey (part one) <u>Readings:</u> Read Chapters 1 to 4 of Parker Palmer, <i>To Know As We Are Known</i> .
Wed. Oct. 22	(reflective-analytic response with question due at beginning of class) <u>Theme:</u> Education as Spiritual Journey (part two) <u>Readings:</u> Read Chapters 5 to 7 of Parker Palmer, <i>To Know As We Are Known</i> .
Mon. Oct. 27	Class time for group presentation preparations
Wed. Oct. 29	Class time for group presentation preparations
Mon. Nov. 3	Final Group Presentations
Wed. Nov. 5	Final Group Presentations Term Paper due in class Farewells