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| Course ID: | Course Title: | Winter 2021 |
| SCMP 600 | An Application of Curriculum Contexts: Teachers and Teaching | Prerequisite:SCMP 500 |
| | | Credits: 3 |

| Class Information | | Instructor Information | | Important Dates | |
|---------------------------|--------------|------------------------|---------------------------|--|---------------|
| Delivery: | On-line | Instructor: | Dr. Craig Harding | First Day of Classes: | February 10 |
| Days: | Room: | Email: | Craig.Harding@ambrose.edu | FE 600 & FE 700 | January 4 |
| Wednesday 8:30 – 10:00 | On-line | Phone: | | CDPD 600 & SCMP 600 | February 8 |
| Thursday 9:00 – 11:00 | On-line | Office: | | CDPD 700 & LTA 700 | February 22 |
| | | Office Hours: | | Last Day of Classes: | |
| | | | | FE 600 & FE 700 | February 5/12 |
| | | | | CDPD 600 & SCMP 600 | April 9 |
| | | | | CDPD 700 & LTA 700 | April 16 |
| | | | | Last day to add/drop, or change to audit: | |
| | | | | FE 600 & FE 700 | January 17 |
| | | | | CDPD 600 & SCMP 600 | February 18 |
| | | | | CDPD 700 & LTA 700 | March 2 |
| | | | | Last day to withdraw from course: | |
| | | | | FE 600 & FE 700 | January 31 |
| | | | | CDPD 600 & SCMP 600 | March 23 |
| | | | | CDPD 700 & LTA 700 | April 3 |

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.

Teacher Quality Standards Addressed

1. Fosters Effective relationships
 - Acting consistently with fairness, respect and integrity
 - Honouring cultural diversity and promoting intercultural understanding
2. Engaging in Career-Long Learning
 - Actively seeking out feedback to enhance teaching practice
3. Establishing Inclusive Learning Environments
 - Fostering equality and acceptance with respect to age, ethnicity, culture, religious belief, gender, Gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation
4. Applying Foundational Knowledge about First Nations, Métis and Inuit
 - Understanding the historical, social, economic, and political implications of:
 - Treaties and agreements with First Nations;
 - Agreements with Métis; and
 - Residential schools and their legacy
 - Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit

Program Requirements

Canadian Studies

- The history of schooling in Canada: 24 hours
- Future Trends in Canadian education: 6 hours
- Sociology of education in Canadian contexts: 6 hours

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.

Professional Expectations

1. Take ownership of your learning and professional journey
2. Complete readings with the intent to develop a professional body of knowledge
3. Treat all peers and guest speakers as professional colleagues

4. Submit assignments on time
5. Attend all class and contribute to discussions, activities and collaborations
6. Challenge your own assumptions, identify biases, consider other perspectives and think creatively
7. Go beyond the resources and requirements of the program to extend the knowledge of the cohort

Textbooks

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:
<https://ia802702.us.archive.org/15/items/historyofeducati011713mbp/historyofeducati011713mbp.pdf>)

SCMP 600 Tentative Schedule

| Week | Date | Topic | Readings for ‘How did we get here?’ and SRG |
|---|---------|--|---|
| <i>History of Western Education: How Did We Get Here?</i> | | | |
| 1 | Feb 10 | Syllabus review; <ul style="list-style-type: none"> • Setting up the class • Setting up the historical analysis | |
| | Feb 11 | History of Western Education: Two Early Influences (Greek and Roman) Part 1 | <p>Ancient Greek Education * Character, knowledge and skills in ancient Greek education: Lessons for today’s policy makers - Bitros, George C. and Karayiannis, Anastasios D.</p> <p>Supplementary Reading (skim for additional understanding) <ul style="list-style-type: none"> • Reflections of Antiquity in the Greek Education of the 20th (especially for continuity and change) -Anastasia G. Petraki </p> |
| February 17 & 18 Reading Week – no classes | | | |
| 2 | Feb 24 | History of Western Education: Two Early Influences (Greek and Roman) Part 2; The Christian Contribution | <p>Ancient Roman Education <ul style="list-style-type: none"> • Implications of Ancient Roman Education for Modern Educational Processes - Marjan Ninčević and Ino Hosni </p> |
| | Feb 25 | Christian Contribution | <p>Christian Contribution Done as a jig saw. <ul style="list-style-type: none"> • People of the Book - Gillian Clark, Chapter 5, Christianity and Roman Society • Why Did Christians Compete with Pagans for Greek Paideia - Raffaella Cribiore </p> |
| 3 | March 3 | Education in the Middle Ages | <p>Education in the Middle Ages Done as a jigsaw.</p> |

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| | | | <ul style="list-style-type: none"> • The elementary school curriculum in medieval and Renaissance Italy: traditional methods and developing texts <ul style="list-style-type: none"> - Black, Robert. Chapter 2, Humanism and Education in Medieval and Renaissance Italy: Tradition and Innovation in Latin Schools from the Twelfth to the Fifteenth Century • Late Medieval Education: Continuity and Change <ul style="list-style-type: none"> - David Sheffler |
| | March 4 | Education in the Industrial Revolution and Mass Education. How did we get here? | Industrial Revolution: The Industrial Revolution and the European Family: The Institutionalization of 'Childhood' as a Market for Family Labor - Wanda Minge-Kalman |
| <i>Teacher Identity</i> | | | |
| 4 Due this week: Critical Challenge Task Essay: How Did We Get To Where We Are Now | March 10 | Emerging Education Philosophy Statement | |
| | March 11 | Emerging Education Philosophy Statement | |
| <i>Epistemology and Its Implications for Teacher Practice</i> | | | |
| 5 | March 17 | The Changing Face of Knowledge: Western and Aboriginal Epistemologies | <ul style="list-style-type: none"> • Aoki Toward Curriculum Inquiry in a New Key <ul style="list-style-type: none"> - Ted Aoki • Aboriginal Epistemologies. <ul style="list-style-type: none"> - Willie Ermine |
| | March 18 | Indigenous Education | Enabling the Autumn Seed: Toward a Decolonized Approach to Aboriginal Knowledge, Language, and Education - Marie Battiste |
| 6 Due this week: Emerging Education Philosophy Statement | March 24 | Indigenous Ways of Knowing: Treaty Education | Disrupting Ignorance and Settler Identities: The Challenges of Preparing Beginning Teachers for Treaty Education - Jennifer Tupper School as Really Dangerous Places for Indigenous Children and Youth Schools Child Welfare - Emily Milne and Terry Wotherspoon |
| | March 25 | Indigenous Ways of Knowing: Relationships with Aboriginal People | Disrupting Molded Images: Identities, responsibilities and relationships—teachers and indigenous subject material |

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| | | | - Susan Dion |
| 7 | March 31 | Indigenous Ways of Knowing: Curriculum | Considering Indigenous Knowledges and Mathematics Curriculum - Gladys Sterenberg, |
| | April 1 | Assessing and Critiquing Indigenous Resources | |
| 8 | April 7 | Guest Speaker – Donna Ross (?) | |
| Due this week: Developing and Critiquing Indigenous Curriculum | | | |
| | April 8 | Future Challenges: Mental Health and Wellness; Guest Speaker: Mark Snyder | |
| 9 | April 14 | Future Challenges: Mental Health | The Decline of Play and Rise of Children’s Mental Disorders - Peter Gray |
| | April 15 | Wrapping up | |

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

Requirements

Structured Reading Groups/Formative Assessment (20%)

Students will be assigned into a group of five people with a set of rotating group role depending on the topic. Students will meet with their group regularly in class throughout the semester. Before each group meeting in class, students are to complete a set of readings and prepare for their given reading group role; for example, the devil’s advocate must develop a list of questions for group discussion that challenge the main points of the work. Though working together in groups, students are only graded on their contributions to the reading groups, primarily through the reading group prep sheets that they prepare for class. More detail explanation of the Structured Reading Groups will be given in class.

Critical Challenge Task Essay: How Did We Get To Where We Are Now (25%)

Your task is to explore **one** of the following ideas that emerged from your exploration of the history of education in one of the following formats:

- Cautionary tale – what have you learned about the past that provides a warning for stakeholders in education in the present.
- Preferred vs probably future – you have seen how education has changed over time based on either societal changes or cataclysmic events. Look at the indicators and drivers of change and predict the preferred and probable future of education.
- Explore one of the perplexing questions.
- Build a case for considering how one of your counterfactuals is a logical consideration of change that may have resulted had the event not occurred. Consider the implications on our current education system.

This challenge requires you to think critically about any of the problematic challenges or situations/time periods you have explored in order to make a judgment, in essay format, about what would be sensible or reasonable to believe. The challenge you explore will shape the structure of the essay. In all cases there should be an introduction to the task,

essential background then an explanation of the insights related to the challenge. To ensure clarity, subheadings are recommended. Your examination should be based on the logical use of evidence gathered in this section and a reasoned application to the task. The exploration of this challenge should be 5-6 double spaced pages with a 12-point font. Due date is March 11th and the scoring rubric will be on Moodle.

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 25th. 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 timeline is due by March 18th (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 Teaching Perspectives Inventory and the VIA Character questionnaire. There is an optional Reflection Sheet posted on Moodle you can do if you are more religious oriented. Next, you will create a draft of a purpose statement that is about a paragraph in length using the Teaching Perspective Inventory and the VIA Character questionnaire 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 on March 25th. Also, as an option, you may submit a one-page feedback (strengths, weaknesses, opportunities, and/or challenges) of your emerging educational philosophy statement from your DKG mentor or from someone who knows you well (not another student). The scoring rubric for this assignment is also posted on Moodle.

Developing and Critiquing Indigenous Curriculum (25%)

Develop rich criteria for deciding what is good indigenous curriculum based on the readings and class. These criteria should reflect the requirements (done in FE 600) for indigenization (This is an easy starting point. It is about content. It is about changing what we know.), decolonization (This is where we enter into relationship with what we know and changing how we know. It is about restoring relationship.), and reconciliation (Who are we in relationship with? This is where we decide to be the people who are worthy of relationship. It is about changing who we know.). Then pick and analyze an existing indigenous resource and examine its: Strengths, Weaknesses, Opportunities, and Challenges for its use in the classroom. Due date: April 9th and the scoring rubric will be on Moodle.

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:

- 10% deduction off final grade for missing 1 class.
- 15% deduction off final grade for missing 2 classes.
- Automatic fail for missing 3 or more classes.

Grade Summary

The available letters for course grades are as follows:

| Grade | Percent | Grade Point | |
|-------|-----------|-------------|--|
| A+ | 96-100% | 4.0 | Excellent - superior performance showing comprehensive understanding of subject matter |
| A | 91-95% | 4.0 | |
| A- | 87-90% | 3.7 | |
| B+ | 78-86% | 3.3 | Good - clearly above average performance with knowledge of subject matter complete |
| B | 74-77% | 3.0 | |
| B- | 70-73% | 2.7 | |
| C+ | 67-69% | 2.3 | Satisfactory - basic understanding of subject matter |
| C | 63-66% | 2.0 | |
| C- | 60-62% | 1.7 | |
| D+ | 55-59% | 1.3 | Minimal pass - marginal performance |
| D | 50-54% | 1.0 | |
| F | below 50% | 0.0 | Failure - unsatisfactory performance or failure to meet course requirements. |

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

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.

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

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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.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and

help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.

