

# CTEC 7270/8270

## Literacy Before Schooling

### FALL 2010

#### 1. Course Number: CTEC 7270/8270

**Course Title:** Thought & Language

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisites:** None

**Instructor:** Angela Love

**Contact:** [angela.love@auburn.edu](mailto:angela.love@auburn.edu)

**Office:** Haley 5018

**Office hours:** Monday, 12:30p-2:30p, Tuesday,  
2p – 4p and by appointment

COLLEGE OF EDUCATION



Faculty, staff and students  
strive to prepare and be professionals who are:

*Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

*Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

*Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



#### 2. Date Syllabus Prepared: August 11, 2006

#### 3. Texts or Major Resources:

Bodrova, E., & Leong, D. J. (2007). *Tools of the mind: The Vygotskian approach to early childhood education* (2<sup>nd</sup> edition). Uppersaddle, NJ: Pearson Education.

Vygotsky, L. S. (1962/1986). *Thought and language*. Cambridge, MA: MIT Press.

Book of your choice by Vivian Paley

**Additional readings on Blackboard.** I recommend you make copies of these supplementary readings for annotation, study, and reference.

#### Recommended Texts:

Paley, V. (). *Wally's stories*.

#### 4. Course Description:

In-depth exploration of a problem related to the thought, writings, and research that form the theoretical foundations of constructivist approaches to early childhood education.

#### 5. Course Objectives:

- 1) Examine the contributions of theorists to understandings of children's development of thought in literacy and numeracy before formal schooling.
- 2) Compare and contrast theoretical perspectives, i.e., Semiotic theoretical approach, socio-historical theory of Vygotsky, constructivist theory of Piaget, and others such as Tolchinsky, Ferreiro, Kress, etc. from earlier theory-based problem courses.
- 3) Identify the tasks, observations, and questions used by theorists and researchers to examine social/historical constructivist theory of thought.
- 4) Explore relationships between thought and language suggested by theories and research by recording observations of children.

- 5) Identify theoretical and research questions stemming from the works of researchers on early language and literacy that may yet be unanswered and are appropriate problems for future research.
- 6) Draw on theoretical perspectives and research to discuss implications for instruction and educational practices in early childhood and throughout schooling.
- 7) Document in-depth understanding by paraphrasing one strand of development (for example, the child's construction of language and development of thought for others to read and understand.

## 6. Course Content and Schedule:

### TOPICS

Literacy & theories of language

Teaching & learning literacy through language

Philosophy of representation, sign systems (semiotics) & symbolic representation

The study of thought

Origins & history of Vygotsky's theory

Children's developmental accomplishments & application to classrooms

#### I. *Tool of the mind* (Bodrova & Leong 2007)

8/18 Introduction to course, topics, and texts, discussion of articles, introduction to Vygotsky

8/25 1. Introduction to Vygotsky (Bodrova & Leong CH1) & *Thought & language* (pp. xi-ix)

2. Acquiring mental tools (Bodrova & Leong CH2)

3. Vygotskian framework & other theories (Bodrova & Leong CH3)

9/1 4. Zone of proximal development (Bodrova & Leong CH4)

5. Tactics using mediators (Bodrova & Leong CH5)

9/8 6. Tactics using language (Bodrova & Leong CH6)

7. Tactics using shared activities (Bodrova & Leong CH7)

#### II. *Thought & language* (Vygotsky 1962/1986)

9/15 8. Thought & language (Vygotsky CH1)

9/22 9. Thought & language (Vygotsky CH2)

9/29 10. Thought & language (Vygotsky CH3)

10/6 11. Thought & language (Vygotsky CH4)

#### Mid-semester

10/13 12. Thought & language (Vygotsky CH5)

10/20 13. Thought & language (Vygotsky CH6)

10/27 14. Thought & language (Vygotsky CH7)

#### III. *Tool of the mind* (Bodrova & Leong 2007)

11/3 15. Developmental accomplishments – infants & toddlers (Bodrova & Leong CH8)

Supporting development/accomplishments – infants & toddlers (Bodrova & Leong CH9)

16. Developmental accomplishments – prek - k (Bodrova & Leong CH10)

Supporting development/accomplishments – prek - k (Bodrova & Leong CH11)

#### DUE Response paper to your choice of V. Paley's books

11/10 17. Developmental accomplishments – primary grades (Bodrova & Leong CH12)

Supporting development/accomplishments – primary grades (Bodrova & Leong CH13)

18. Dynamic Assessment (Bodrova & Leong CH14)

**Oral presentation of your choice of V. Paley's books**

**Rough draft of applied research paper due for peer review** (bring to class **two** additional copies of your paper)

11/17 *Students oral presentations (Your research question & paper)*

**Oral presentation of your choice of V. Paley's books**

**DUE** Response paper to Vygotsky's original text in relation to Bodrova & Leong's interpretation of Vygotsky

12/1 *Students oral presentations (Your research question & paper)*

**Paper due** (bring copies if outline & questions for your colleagues & me to class **AND POST ON BLACKBOARD & bring 1 copy only** as well as post in assignment dropbox)

**7. Course Requirements/Evaluation:**

1. Response paper to both books integrated into one 8-10 page response (25 points)
2. Response paper & Oral presentation of V. Paley book of your choice (25 points)
3. Lead discussion of article (2: 1 posted on line + 1 of your choice) + chapters (2) (25 points each chpt + article = 50 points)
4. Discussion questions on each article & book chapter due for that class period (Choose a minimum of 4 weeks to post your questions/comments – may be based on more than that week's readings – on Bb in discussion forum; respond to a minimum of 3 colleagues each of 8 weeks) (1 point per posting on Bb)
  - Sample questions may be to clarify something
  - Comments may be based on a quote or fact or related to other readings
  - Other relationships that you draw between readings and classroom experience
5. Research paper & oral presentation (EdS & PhD students only) (25 points)

**Grades are assigned as follows (represented as percent of total points):**

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F= 00-59

**8. Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If you miss a class because of illness, provide a doctor's statement for verification of sickness and clear the absence with the instructor the day you return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor

Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality