**CTEC 3030**

**Intuitive Thought and the Symbolic Function**

**Fall 2012**

**Course Number:** CTEC 3030

**Course Title:** Intuitive Thought and Symbolic

Function

**Course Time:** T/TH 2:00-3:15

**Location:** HC 2442

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to EC Teacher Ed; CTEC 3200

**Co-requisite:** CTEC 4911

**Instructor: Dr. Leanne Lloyd**

**Cell Phone: 706-594-9282**

**E-mail: LLL0009@ auburn.edu**

**Office Hours:** T/TH 10:00-2:00

 Please set up meetings in advance.

**Date Syllabus Prepared:** August 1998, Revised August 2012

**Required Textbooks:**

Chard, S. (1998). *Project approach: Making curriculum come alive (Book one*). NY:

Scholastic.

Chaille, C. and Britain, L. (1991). *The young child as scientist: A constructivist approach*

*to early childhood science education (3rd ed.)*. New York: Harper Collins

Publishers.

Taylor, J., Branscombe, N., Burcham, J., and Land, L. (2011) *Beyond early literacy: A*

*balanced approach to developing the whole child.* New York and London:

Routledge.

**Recommended Textbooks:**

Clay, M. (2006). *An observation survey of early literacy achievement (2nd ed.).* Hong

Kong: Heinemann.

Helmz, J. and Katz (2001). *Young investigators: The project approach in the early years*.

NY: Teachers College Press.

**Course Description:**

The course is designed to help pre-service teachers increase their understanding of young children's intuitive thought and the representational mediums by which it is expressed. The course focuses on how young children construct an understanding and develop the ability to use the symbol systems of our culture. Specifically, the course provides the opportunity for students to confront and attempt to answer the following questions:

a. How do children make the transition from intuitive thought to flexible use of the symbol systems of our culture?

b. How can teachers provide experiences that enable children to make their intuitive thought explicit?

c. How can teachers provide experiences that challenge the intuitive thought of children?

d. How can teachers facilitate the development of symbolic function in young children?

e. How can teachers understand and monitor the development from intuitive thought to symbolic function in literacy?

f. How can teachers organize their own thinking and planning?

**Course Objectives:**

1. To understand the elements of early thinking, to value the intuitive thought of childhood, and to better understand its place in the course of development.

2. To understand the role of social interaction in learning and development.

3. To recognize the abstract nature of reading and writing as symbolic functions and to learn how to use other mediums to enrich children’s thinking as they progress towards reading and writing.

4. To learn to use cooperative learning, discussion, and problem-based learning strategies.

5. To construct knowledge of how children develop and learn in order to provide opportunities that support the social, emotional, language, cognitive, and aesthetic development of preschool and kindergarten children.

6. To learn to administer, analyze, and use the results from appropriate assessments of literacy development.

7. To develop a strategy for planning experiences for young children.

**Course Content:**

1. Development of the symbiotic function

2. Representational competence in: Exploratory Learning via Physical Knowledge;

Exploratory Learning via Integrated Thematic Curriculum; Exploratory Learning via Math Games

4. Assessment of integrated content learning in literacy, math, science, and social studies

5. The role of the teacher in making decisions and planning experiences for children

**Auburn University College of Education - Conceptual Framework:**

Competent

Competent professionals demonstrate the knowledge and skills needed to facilitate the learning of the individuals they serve. Their competence enables them to model and promote active, collaborative, and ongoing learning. Their efforts are enhanced by their abilities to foster learning communities that are safe, stimulating, and enriched with diversity, engage in reasoned and purposeful decision making, and implement their professional practices in proactive, flexible, and self-regulating ways. We recognize that the development of professional competence is linked to levels of preparation and experience. We also acknowledge that competence continues to develop over the course of an entire career.

Committed

Committed professionals make reasoned decisions based on thoughtfully constructed values. As a College, we strive to nurture values that support the learning of all people, honor diversity, protect the integrity of learning, and expand the scholarship of our professions. We view these values as professional dispositions, and we define them as filters for responsible decision making. Our College emphasizes the conscious 3 development of commitments related to professional responsibilities and ethics, collaboration, diversity, and intellectual vitality.

Reflective

We choose to frame reflection as a critical and pervasive habit of mind that permeates and fuels the ongoing expansion of competence and the continued development of reasoned commitments. Reflective professionals subject their own competencies and commitments to continuous scrutiny as they systematically monitor the impact of their professional practices on the individuals they serve and make adjustments as needed. Thoughtful reflection emphasizes reviewing and analyzing past practices in ways that influence and improve future practices. This stance inspires self-initiated professional growth and results in increased capacities for addressing the complexities and dilemmas situated within the work of educational and human services professionals.

**Course Requirements/Evaluation:**

1. Weekly Assignments (15%)

2. SR/PK/MG Rationale (20%)

3. Classroom Environment & Community Paper (15%)

4. Assessment Report (Evaluation of Children’s Symbolic Representation) (10%)

5. Centers Rationale (10%)

6. Documentation Panel (Panel presents state standards, teachers’ role, students’ role, and learning outcomes experienced during the creation of the projects in 4911)and Project Process/Fact Book (Literary representation of children’s knowledge construction project) (30%)

\*Course requirements are subject to change to better meet the needs of the students and course.

Grade Ranges:

90-100=A

80-89=B

70-79=C

60-69=D

00-59=F

**Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and 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. If work is missed due to lateness or an unexcused absence, **half of the possible points** will be deducted from the final score of the assignment. Late work must be submitted within 24 hours of the original due date.

Attendance/Absences: Attendance is required at each class meeting. 2 unexcused absences or being tardy will result in a **5 point deduction** **from your final average**. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Unavoidable absences from campus must be documented and cleared with the instructor in advance.

Unannounced quizzes: There may be unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during the first week of classes or as soon as possible if accommodations are needed immediately. 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

**Cell phone** use is prohibited during class time. If observed using the cell phone **5 points will be deducted from your final average**.

**Addendum**

The Tiger Cub is no longer in existence. Its replacement is the [Student Policy eHandbook](https://sn2prd0202.outlook.com/owa/redir.aspx?C=Pf5VEZjjmEO9KgcEhNFb3hC-0Hf1Ss8IQkVsxOJ6IR3IpzCm0-gPUOavB2X7gj4gn-rmkcSzJOY.&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f);  the URL is [www.auburn.edu/studentpolicies](https://sn2prd0202.outlook.com/owa/redir.aspx?C=Pf5VEZjjmEO9KgcEhNFb3hC-0Hf1Ss8IQkVsxOJ6IR3IpzCm0-gPUOavB2X7gj4gn-rmkcSzJOY.&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies).

"Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

AU eValuate Fall Semester evaluation dates:

Open:   November 29, 2012 (8:00 am)

Close:   December 2, 2012 (11:59pm)