Course Syllabus

CTEC 4200 The Constructivist Teacher: Strategies & Techniques Fall 2011

1. Course Number: CTEC 4200-1

Course Title: The Constructivist Teacher: Strategies and Techniques

Class Day/Time: Mondays 2:00 pm – 4:50 pm

Credit Hours: 3 semester hours

Prerequisites: Admission to Teacher Education, CTEC 3200

Corequisites: CTEC 4912

Instructor: Aimee Whorms Contact: saw0021@tigermail.auburn.edu

Phone: 334-740-7598 Office hours: By appointment

2. Date Syllabus Prepared: August 11, 2006, edited July 22, 2012

3. Texts or Major Resources:

Title: Moral Classrooms, Moral Children: Creating a Constructivist Atmosphere in Early Education Authors: DeVries, Rheta & Zan, Betty ISBN: 0807733415

Title: A Child Called "It": One Child's Courage to Survive Author: Dave Pelzer ISBN: 1558743669

Title: Literacy Work Stations Author: Debbie Diller ISBN: 1571103538

Additional readings as handouts

4. Course Description: Students construct operational knowledge of established constructivist strategies and techniques, a set of guidelines on which to base wise curriculum decisions, and operational knowledge of the field of early childhood education, including state and national curriculum standards for the field.

5. Course Objectives:

The Early Childhood program provides the pre-service teacher the opportunity to construct knowledge and refine their practice through experiences that support empirical and theoretical decision-making. To this end, this course will provide pre-service teachers the opportunity to observe and participate in supervised practicum experiences [NAEYC 6.1] with young children of diverse ages and reflecting diverse family systems [NAEYC 6.2 & 6.3] in order to:

1. Set goals to facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships. [ECE 2.b.3] [NAEYC 5.7]

2. Develop integrated learning experiences for young children in all areas: cognitive, language, physical, social, emotional, aesthetic and technological. [ECE 2.b.3] [NAEYC 2.1.4 & 2.1.8] [TS 2.viii]

3. Plan, implement, and evaluate developmentally appropriate content and methodologies for young children that integrate all curriculum areas including biological and physical sciences, fine arts, health education, language arts, mathematics, physical education, and social studies.[ECE 2.b.4] [NAEYC 2.1.5, 4.1.1, 5.5 & 5.6]

4. Plan, implement, and evaluate strategies that foster mutual respect and understanding through verbal and nonverbal communication and that insure equitable and effective access to all instructors and materials. [ECE 2.b.3][NAEYC 2.1.2, 5.5 & 5.6] [TS 2.iii]

5. Promote and manage a positive classroom environment. [ECE 2.b.4] [PS 2.c.1 (v)]

6. Evaluate, select, and create materials based on long-range, unit, and daily objectives. [ECE 2.b.4] [NAEYC 4.1.3] [ECE 2.b.7]

7. Use manipulative materials and play as instruments for enhancing development and learning. [ECE 2.b.1] ][NAEYC 2.1.2]

8. Select and use appropriate equipment and technology. [PS 2.c.1 (v) & 2.c.2.(iv)] [NAEYC 2.1.6] [TS 2.v]

9. Communicate with parents/guardians for the purpose of involving them in the education of young children. [ECE 2.b.6][NAEYC 3.1.1, 3.1.3, 3.4, 3.5, 4.1.5, & 5.7] [ECE 2.b.9]

10. Use shared reading experiences and the structure of natural learning as a basis for literacy instruction. [ECE 2.b.2] ][NAEYC 2.1.2]

11. Respond to and conference with children at the appropriate developmental level. [ECE 2.b.5]

12. Utilize a variety of instructional methods and materials appropriate for particular topics and situations, emphasizing student participation in hands-on activities and relate to colleagues in a professional manner. [ECE 2.b.4]

13. Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.[NAEYC 2.4.3 & NAEYC 2.4.4 & 5.8]

14. Use reflection and self-evaluation as a basis for program planning and modification for the needs of young children, including children with special needs and children from diverse backgrounds. [NAEYC 5.1]

15. Observe, record, and assess children's behavior and development. [ECE 2.a.5]

16. Use school and/or community resources to enhance the programs for young children. [NAEYC 3.4 & 3.5]

17. Function as a member of an instructional team and relate to colleagues in a professional manner. [NAEYC 5.6]

18. Advance children’s development in the use of written language [ECE 2.b.8]

19. Advance children’s use of the stages of the writing process [ECE 2.b.8]

6. Course Content and Schedule:

TOPICS Integrated Curriculum Classroom Management Parent Involvement Assessment in the Primary Setting Developmentally Appropriate Practice

Apply Theory. Each student will use knowledge gained in CTEC 3200/3030 to construct materials and develop teaching strategies that will positively impact on primary children's learning. Each student will construct a basic understanding of the administration, organization, and operation of early childhood preschool programs.

Understand and use supervising teacher strategies. Students are responsible for classroom tasks that benefit the children, such as providing materials for activities, displays, field trips, etc. You have the opportunity to work with experienced teachers and a supervisor who will guide you within the classroom. You will also construct routines, such as taking children to the bathroom, supervising arrivals and departures, monitoring centers, group work, and project work, assisting with attendance, etc. This assignment is to be evaluated by the classroom supervisor.

 7. Course Requirements/Evaluation:

1. Three portfolio papers written in response to a specific set of questions.

2. Conduct 3 interviews with adults in education

3. Make play dough and bring 1 idea of an activity that you could do with it in the 1st – 3rd grade classroom

4. “Meet the Teacher” PPT presentation

5. Participation-Lead Classroom discussion over chapters read or digital extension

6. Book Reflection paper

7. Book Share/2 books & literature resource list

8. Book Share resource list

9. Pop quizzes

10. Classroom diagram

Assignments turned in late will be worth only 50% of their original points value. Assignments turned in more than 2 days late will not be accepted, and no points will be earned.

The grade ranges are:

90 - 100 = A 80 - 90 = B 70 - 80 = C 60 - 70 = D 00 - 60 = F

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. Participation points cannot be awarded if you are absent. If you have an unexcused absence, your final average will be deducted by 10 points and you may be asked to withdraw from and retake the course.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for anyother reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences.

Unannounced quizzes: There may be unannounced quizzes.

Accommodations: "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)."

Honesty Code: The University Academic Honesty Code and the Student Policy eHandbook 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

- To help improve the course evaluation response rate, SGA has requested that the following information be included on fall syllabi.

AU eValuate Fall Semester evaluation dates:

Open: November 29, 2012 (8:00 am)

Close: December 2, 2012 (11:59pm