

Auburn University
CTEC 4200
The Constructivist Teacher: Strategies & Techniques
Mary Jane McIlwain, PhD

1. Course Number: CTEC 4200 – 002, HC 2438
Course Title: The Constructivist Teacher: Strategies & Techniques
Class Day/Time: Mondays/ 2:00 – 4:50
Credit Hours: 3 semester hours
Prerequisites: Admission to Teacher Education, CTEC 3200
Co-requisites: CTEC 4912

2. Date Syllabus Prepared: August, 2013

3. Required Texts:

Devries, R. & Zan, B. (2012). *Moral Classrooms, Moral Children: Creating a Constructivist Atmosphere in Early Education*. NY: Teachers College Press.

Devries, R., Zan, B., Hilderbrandt, C., Emisaston, R. & Sales, C. (2002). *Developing Constructivist Early Childhood Curriculum*. NY: Teachers College Press.

Dorfman, L. R. & Cappelli, R. (2007). *Mentor Texts: Teaching Writing Through Children's Literature, K-6*. Portland, Maine: Stenhouse Publishers.

McCarrier, A., Pinnel, G. S. & Fountas, I. C. (1999). *Interactive Writing: How Language & Literacy Come Together, K – 2*. Portsmouth, NH: Heinemann.

Recommended Text:

Kriete, R. (2002). *The Morning Meeting Book*. : Northeast Foundation for Children.

4. Course Description:

Students develop content and pedagogical knowledge of constructivist strategies and techniques used to integrate and develop communication and writing skills in the early grades. Constructivist theory and state and national standards guide practical application of curriculum.

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,

Auburn University

CTEC 4200

The Constructivist Teacher: Strategies & Techniques

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]

Auburn University
CTEC 4200
The Constructivist Teacher: Strategies & Techniques

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:
 - a. Topics/Modules (Please see the tentative schedule in the appendix)
 - i. Integrated Curriculum and Routines that Guide It
 - ii. Assessment & Developmentally Appropriate Practice in Writing
 - iii. Writing Across the Curriculum
 - b. Assignment Descriptions:
 - i. 40 point Integrated 5 Lesson Plan Unit: There will be time in class to begin developing lesson plans for an integrated unit on a topic of your choice. The lesson plan format will be provided by the professor. Each of the lesson plans will be required to include learning objectives from varying academic areas (in addition to a writing and an oral language objective) approved by the professor as we progress through the semester. A minimum of three literacy based manipulatives (i.e. set of story ropes, earphones, pointer, smart board activities, sorts, etc.), an annotated bibliography of appropriate text/material to support the unit (songs, poems, jokes, video clips, pictures, books, morning meeting activities, games, center activities etc.) a list of three mentor text used in the unit to develop writing, and assessments for oral language and writing need to be included. The plans, manipulatives, mentor text list, and assessments can be housed digitally. Please see the rubric for more details.
 - ii. 15 point Self Study Project: Self-Study of teaching practices is an effective way to understand how your beliefs are influencing the instructional decisions you are making and the overall class culture you are establishing. We will use a guiding question to focus our self-study project through a collection of ongoing reflections that link our PLC work, unit planning, and field experience. Your project can take any form—portfolio, self portrait, photography, story, digital story, etc. Please see the rubric for more details.
 - iii. 35 point Collaborative Case Studies (Quizzes) and Final: There will be a case study analysis to conduct and write up each session. These are collaborative while in class, but students can continue to work on them collaboratively or independently after class. Take the study off the collaboration page before working independently. Please see the rubric for more details. Final Independent Case Study (Final Exam)
 - c. A 10 point grading scale will be used:
90 - 100 = A 80 - 90 = B 70 - 80 = C 60 - 70 = D 0 - 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 4 points. If the total number of absences exceeds two (excused or unexcused), 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 any other 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 *Tiger Cub* for more information on excused absences.

Unannounced quizzes: There will be no unannounced quizzes. Quizzes will take the form of collaborative case studies.

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

Auburn University
CTEC 4200
The Constructivist Teacher: Strategies & Techniques

Tentative Course Schedule

Date/Session	Topics	In Class	Readings for Next Week
August 26 1	Introductions & Syllabus Developing Responsiveness		MC: Ch 1 - 3
September 9 2	Moral Classrooms Morning Meeting	Develop PLC Reading & Case Study/Structure	MC: Ch 4 - 7
September 16 3	Getting Started—Routines Morning Meeting	PLC Work—Review Notes & Case Analysis	MC: Ch 8 - 11
September 23 4	Developing Sociomoral Classes Morning Meeting	PLC Work—Review Notes & Case Analysis Lesson Plan f/o Social Curriculum using MM*	MC: Ch 12 DCC: Ch 1, 3
September 30 5	Moving a Dual Focus into Morning Meeting (SC & language development)	PLC Work—Review Notes & Case Analysis Lesson Plan f/o Social & Academic Curr. Using MM	DCC: pp 69-74 & Ch 4 - 8
October 7 6	Maintaining the Dual Focus Outside Morning Meeting	PLC Work—Review Notes and Case Analysis Lesson Plan f/o	DCC: pp 181- 188, Ch 9 - 10 MT: Ch 1 - 2
October 14 7	Working Toward the Integrated Curriculum	PLC Work—Review Notes & Case Analysis Lesson Plan f/o	MT: Ch 3 - 6
October 21 8	Developmental Stages of Writing & Assessment	PLC Work—Review Notes & Case Analysis Lesson Plan f/o	MT: Ch 7 - 9 IW: Ch 1
October 28 9	Teaching Writing in the Constructivist Integrated Curriculum—Learning to Write	PLC Work—Review Notes & Case Analysis Lesson Plan f/o	IW: Ch 2 - 5
November 4 10	Teaching Writing in the Constructivist Integrated Curriculum—Learning to Write	PLC Work—Review Notes & Case Analysis Lesson Plan f/o	IW: Ch 6 - 9
November 11 11	Teaching Writing in the Integrated Curriculum— Writing to Learn	PLC Work—Review Notes & Case Analysis Lesson Plan f/o	IW: Ch 10 - 13
November 18 12	Learning to Write IS Writing to Learn	PLC Work—Review Notes & Case Analysis Lesson Plan f/o	IW: Ch 14 - 15
December 2 13	Share Self Study Projects		
December Final Exam	Independent Case Study		