

CTEC 4200*

Auburn University

*A Partially Online Class

Department: Curriculum & Teaching
Program: Early Childhood Education
Course Title: The Constructivist Teacher:
Strategies and Techniques
Course Number: CTEC 4200, Section 001, Cohort C1
Course Credit: 3 hours
Semester: Fall 2014
Instructor: Angela Love, PhD
Email Address: angela.love@auburn.edu
Phone Number: Office: 334-844-6798
Office: 5018 Haley Center 5th floor
Office Hours: T 12:30-4:30, by appointment
Schedule: TR 8:00-9:15
Classroom: 2438 Haley Center
Prerequisites: Admission to Teacher Education
Corequisites: None (CTEC 3200 same semester)

1. COURSE DESCRIPTION

Catalog 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.

Text:

Required:

Johnston, P. H. (2004). *Choice words: How our language affects children's learning*. Portland, ME: Stenhouse.
Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse.
Kamkwamba, W., & Mealer, B. (2009). *The boy who harnessed the wind*. New York: Harper Collins.
Kriete, R. (2002). *The morning meeting book*. Turners Falls, MA: Northeast Foundation for Children.

Suggested:

Branscombe, N. A., Burcham, J. G., Castle, K., Surbeck, E., Dorsey, A. G., Taylor, J. B. (2014). *Early childhood curriculum: A constructivist perspective* (2nd ed.). New York: Routledge.

Course Objectives:

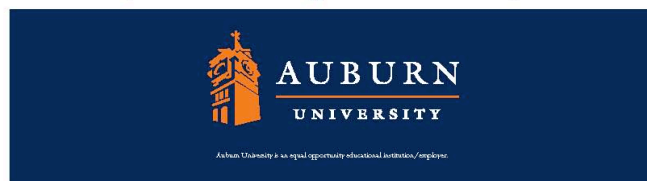
The Early Childhood program provides the pre-service teacher the opportunity to construct knowledge and refine their practice through experiences that support empirical and theoretical decision-making. To this end, this course will provide pre-service teachers the opportunity to observe and participate in field experiences [NAEYC 6.1] with young children of preschool 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 understanding of through case studies of integrated learning experiences for young children in all areas: cognitive, language, physical, social, emotional, aesthetic and technological.

COLLEGE OF EDUCATION



A Keystone in Building a Better Future for All



- [ECE 2.b.3] [NAEYC 2.1.4 & 2.1.8] [TS 2.viii]
3. 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]
 4. Promote and set up a positive classroom environment. [ECE 2.b.4] [PS 2.c.1 (v)]
 5. Use manipulative materials and play as instruments for enhancing development and learning. [ECE 2.b.1]][NAEYC 2.1.2] 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. 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]
 10. Observe, record, and assess children's behavior and development. [ECE 2.a.5]
 11. Use school and/or community resources to observe interactions in quality programs for young children. [NAEYC 3.4 & 3.5]

ECE=Alabama and National Council for the Accreditation of Teacher Education Standards for Early Childhood Education

PS=Alabama and National Council for the Accreditation of Teacher Education Standards for Professional Studies, Basic Programs.

NAEYC= National Association for the Education of Young Children

Course Content:

GENERAL TOPICS

- Child Guidance and Classroom Governance
- Developmentally Appropriate Practice
- Integrated Curriculum and Morning Routines
- Effective Teaching Strategies for Active, Engaged Learning

2. COURSE REQUIREMENTS

Attendance:

Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday, or a subpoena. For a provisional excuse, please notify me on or before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence, you will need to provide documentation for your absence.

Quizzes missed because of unexcused absences may not be made up. Late assignments lose 10% credit per unexcused *weekday* late (including weekdays when we do not meet) to a maximum of 30% lost credit. For example, a 20-point assignment due Tuesday would be worth at most 14 points by Friday. If your absence is excused, any assignment will be due the following weekday and will begin to incur late penalties on the second weekday unless you provide daily updates of continuing excusing information. Assignments may be sent by course e-mail to avoid late penalties. If you do send work by e-mail, address it carefully (Label clearly in Subject of email) and watch for error messages or for my acknowledgement. Note: *E-mail errors will not negate late penalties.*

Grading Plan:

Course Assignments: Total Possible Points = 240

**Please note that this is only a plan; assignments and point totals may change during the semester*

1. 2 papers based on criteria and topic set by instructor - 50 points each
2. 8 online assignments (in lieu of class meeting): Sept. 2 (assigned during class), Sept. 18, Oct. 2, 9, 23, 30, Nov. 6, 20 – 15 points each
3. Class participation and Discussion –
 - a. Quizzes (10 points) – Students can expect quizzes at the beginning of any scheduled class. The content examined via quiz will be the readings assigned on the course schedule or the instructor's announcement in the prior class. Quizzes will be brief and will include a variety of formats, e.g., multiple choice, short answer, true/false.
 - b. Class contributions (10 points) – Class participation points will be determined at the discretion of the instructor at the end of the course based upon the consistent contribution made by students during class discussions. The instructor will maintain notes of general impressions of student

contributions. Therefore, it is important to provide regular, meaningful contributions in class. A consistent practice of reading and reflection will support the acquisition of contribution points

3. UNIVERSITY AND COLLEGE POLICIES

Participation:

All 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 and for initiating arrangements for missed work.

Unannounced Quizzes:

There will be no unannounced quizzes.

Accommodations:

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

Academic Honesty Policy:

All portions of the Auburn University student [Academic Honesty Code](#) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Professionalism:

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

Writing Center:

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn's campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website (www.auburn.edu/writingcenter) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F 7:45am-4:45pm.

4. TENTATIVE SCHEDULE

Readings:

BHW – *The boy who harnessed the wind*.

MMB – *The morning meeting book*.

Class Dates *Online Assignmnt	Week	Guiding Questions for Discussion (Reminder: Online Assignment for Thursday's class)	Reading for the week's T class An Observation Challenge: What do you See? (Part 1) – Sept. 2nd
Sept. 16 & 18*	5	What do you see? (Assignment online for Sept. 18)	<i>Beliefs & Principles: The Power of Words</i> **Article provided by professor An Observation Challenge: What do you hear? (Part 2)

<p>Sept. 23 & 25</p>	<p>6</p>	<p>What do you see? How are your observations giving you information on what you hear and what you see? How are these extended, one into the other? Discussion Qs –</p> <p>Continue discussion of dialogic classrooms and examples of dialogic interactions in your observations (CH 1-5 of <i>Opening Minds</i>).</p> <ul style="list-style-type: none"> • Bring examples dialogic interactions from your observations • What evidence of process-oriented feedback do you see - give specific examples <p>Discuss the points made in the text regarding the value of uncertainty and multiple perspectives that support dialogic classrooms - and links you see to Vygotsky's socio-cultural constructivism and Piaget's theory of constructivism.</p> <p>What can you say about</p> <ul style="list-style-type: none"> • process v. person-oriented feedback? • fixed trait v. changeable trait views of self and others? • tools for reducing asymmetrical power - and why would you want to reduce it? • dynamic v. fixed frames of thinking, knowledge, self, and others? • dynamic v. fixed frames of knowledge • change and stability - balance v. imbalance • tools for changing a learner's narrative • dynamic learning v. fixed performance beliefs 	<p><i>Opening Minds</i> – CH. 1-6, <i>The boy who harnessed the wind</i> – CH 1-10</p>
<p>Sept. 30 & Oct. 2</p> <p>**Optional – Movie night 10/1/14: The Drum</p>	<p>7</p>	<p>Seeing the Invisible (Assignment online – An Observation Challenge: Part 3)</p> <p>For <i>Opening minds</i> -</p> <ul style="list-style-type: none"> • What is the role of social imagination in young children's developing social/moral reasoning? • What are ways to facilitate that development? Can it be directly taught? • What role might imaginary play have in the development of social imagination? <p>For Tuesday's discussion, find out what you can from questions that have arisen for you in reading the first 1/2 of the book - go to the University's website for this book to get supplemental information -</p> <ul style="list-style-type: none"> • What surprised you? • What did you notice about the language, Chichewa • What did you notice about societal expectations for children in one in which hunger was real on a daily basis? • What questions do you have thus far you would like William Kamkwamba to address during his visit to AU in November? 	<p><i>Opening Minds</i> – CH. 6-9, Continue reading: <i>The boy who harnessed the wind</i> – CH 1-10</p> <p>An Observation Challenge: Seeing the Invisible (Part 3), due 10/6/14, 11:59 pm.</p>

Oct. 7 & 9	8	<p>For Discussion from websites –</p> <ol style="list-style-type: none"> 1. What surprised you from your investigation of the website you chose? 2. What did you learn? 3. What questions do you have? 4. What more would you like to learn? <p>From <i>The boy who harnessed the wind</i> –</p> <ol style="list-style-type: none"> 1. What questions do you have for William Kamkwamba? 2. What did you learn about Malawi? 3. What did you learn about another culture? 4. What did you notice about different perspectives regarding education? <p>**Upload <i>Beyond Tolerance</i> article and brief response to article on Canvas by 10/13/14</p>	<p>1. Finish: <i>The Boy Who Harnessed the Wind</i> – Chpt.11-P.S. (end)</p> <p>2. **Choose one article from one of these websites before class and be ready to share something from the website you chose:</p> <ul style="list-style-type: none"> • http://glsen.org/research (Links to an external site.) • http://www.gsanetwork.org/resources/research-reports (Links to an external site.) • http://www.welcomingschools.org/pages/research (Links to an external site.) • http://www.safeschoolscoalition.org/RG-research.html (Links to an external site.) • http://www.apa.org/pi/lgbt/resources/bullying.aspx (Links to an external site.)
OCT. 10		Extra Credit Assignment online: due 10/13/14	<i>Beyond Tolerance Lecture & Workshop</i>
Oct. 14 OCT 16 FA Break	9	<p>Discussion questions posted online</p> <p>**Optional: Movie night 10/14: Bush League</p> <p>**Upload <i>Beyond Tolerance</i> article and brief response to article on Canvas by 10/13/14</p>	<p><i>Choice words, chpts. 1-4</i></p> <p>http://www.auburn.edu/auburnconnects/calendar.html</p>
Oct. 21 & 23	10	<p>(Book Response Assignment)</p> <p>Book Response to <i>Opening Minds</i></p> <p>DUE: Online Assignment from</p>	<i>Choice Words: Chpts. 5-8 + Appendices</i>
Oct. 28 & 30 DUE: 10/27, 11:59 pm	11	<p>(Assignment online for Oct.30)</p> <p>DUE: Book Response to <i>Opening Minds</i></p>	*Readings for this week - EC Constructivist Curriculum, CH 1-2 provided by professor
Nov. 4* & 6 No class Nov. 4th – attend lecture 11/5/14	12	<p>(Assignment online for Nov. 6)</p> <p>Attend the engaging talk of William Kamkwamba - Nov. 5th, 7 p.m., Fox Hall Auditorium</p>	
Nov. 11 & 13* Optional ARA Conference	13	<p>(Assignment online for Nov. 13)</p> <p>Book Response to <i>The boy who harnessed the wind</i></p>	Chapters from <i>Tools of the mind</i> , CH 5-6 provided by professor
Nov. 18 & 20 DUE: 11/17, 11:59 pm	14	<p>(Group presentations – work together)</p> <p>DUE: Book Response to <i>The boy who harnessed the wind</i></p>	
Happy Thanksgiving! (25 th - 27 th No Class)			
Dec. 2 & 4	15	<p>What is the purposes and intent of Morning Meeting?</p> <p>What components of MM do you see in your classroom? Which do you not see? What possible benefits do you see for the missing components for particular students in your classroom?</p>	<p>MMB – entire book</p> <p>Due: Group presentations on MMB, ½ on T & ½ on R</p>
Dec. 8-12 (Final Exams)			