

CTEC 4200 Auburn University

Department: Curriculum & Teaching
Program: Early Childhood Education
Course Title: The Constructivist Teacher:
Strategies and Techniques
Course Number: CTRD 4200, Section 003, Cohort B
Course Credit: 3 hours
Semester: Fall 2014
Instructor: Angela Love, PhD
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Office: 5018 Haley Center 5th floor
Office Hours: T 12:30-4:30, by appointment
Schedule: Monday / Wednesday 1:00-2:25
Classroom: 2438 Haley Center
Prerequisites: Admission to Teacher Education,
CTEC 3030/4911
Corequisites: CTEC 4912 Primary Practicum
(Auburn Early Education Center)
*Not to be distributed

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:

- 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.
- McCarrier, A., Pinnell, G. S., & Fountas, I. C. (2000). *Interactive writing: How language and literacy come together, K-2*. Portsmouth, NH: Heinemann.
- Whitin, D. J., & Whitin, P. (2014). *New visions for linking literature and mathematics*. Urbana, IL: National Council of Teachers of English.

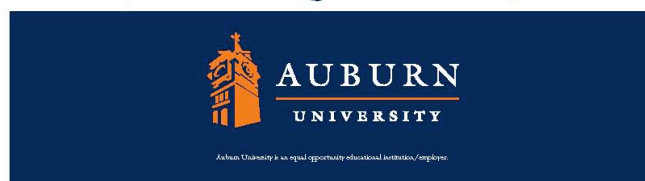
Recommended:

- Kamii, C. (2004). *Young children continue to reinvent arithmetic, 2nd grade: Implications of Piaget's theory*. New York: Teachers College.
- Lindfors, J. W. (2008). *Children's language: Connecting reading, writing, and talk*. New York: Teachers College.
- New Zealand Staff Ministry of Education. (2007). *Dancing with the pen: The learner as writer*. Wellington, New Zealand: Learning Media Limited. Distributed by Huntington Beach, CA: Pacific Learning.
- Whitin, P., & Whitin, D. J. (2014). *Math is language too: Talking and writing in the mathematics classroom*. Urbana, IL: National Council of Teachers of English.

COLLEGE OF EDUCATION



A Keystone in Building a Better Future for All



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] 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]

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

- Integrated Curriculum
- Child Guidance and Classroom Governance
- Effective Teaching Strategies for Active, Engaged Learning
- Literacy Instruction, Links to Mathematics, and Experiences Across the Curriculum
- 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 grade children's learning.

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. Students have the opportunity to work with experienced teachers and a supervisor who will guide them within the classroom. Students will also practice the creation and management of classroom routines and rituals, such as taking children to the bathroom, supervising arrivals and departures, monitoring centers, group work, and project work, assisting with attendance, and other teaching tasks.

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 = 350

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

1. Weekly Reading Assignments – up to 15 @ 10 points each = possible 150
2. Teaching Philosophy (Classroom/Program brochure) - 25 points
3. Classroom environment / behavior plan (letter to parents) - 15 Points
4. Class Participation / Online Interactive Notebook - $30 \times 2^* = 60$ points
✓ *2 points may be earned for attendance / participation in each class session or for a fully excused absence (1 point for a provisionally excused absence **or** for late arrival to class).
5. Integrated Unit (individual project – Final Exam) - 100 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*.

IW – *Interactive writing: How language and literacy come together, K-2*.

LLM: *New visions for linking literature and mathematics*.

MMB – *The morning meeting book*.

Class Dates	Session	Guiding Questions	Reading for this week's M class
Aug. 18 & 20	1	What is our plan? -Introductions & Syllabus *OnlineInteractive Notebook Setup What is the aim of education? What is knowledge? How does one come to "know" something?	*Reading provided by Professor
Aug. 25 & 27	2	How do constructivist assumptions and principles guide teaching practices such as interactive writing? What kinds of writing are supported in your classroom? What real purposes for writing might emerge from content area themes or literature? When & why should you use interactive writing? What kinds of information would best be recorded through IW?	IW – Chpt. 1-4
Sept. 3	3	What routines do you notice in your classroom that do or will support writing? Is there an interactive writing routine? Prepare a parent letter about interactive writing. Ask your grade-level peers/colleagues to read the letter & provide feedback on its clarity. Revise & submit online.	IW – Chpt. 5-6; BHW – Chpt. 1-10 http://williamkamkwamba.com/
Sept. 8, 9* & 10 *Kamkwamba guest lecture 7 p.m., Fox Hall auditorium	4	What teaching points were made during group writing/reading? What opportunities were there for children to learn/notice the printer's codes? To learn/notice about letters/syllables/words? What reasons for these decisions were made explicit? How effective were they?	IW – Chpt. 7-8; BHW – Chpt.11-P.S. (end) http://movingwindmills.org/
Sept. 15 & 17	5	Analyze the impact of children's literature on the ways children compose and construct texts in interactive and independent writing. (Refer to Qs on p. 136 #3 of IW txt.)	IW – Chpt. 9-11

		Look at examples from chpt. 11 of children's interactive writing & comment on connections between expository language & science, social studies, math, communication.	
Sept. 22 & 24	6	Analyze 2 children's writing (see Appendix 4 in IW); create & post/share in class with 1 or 2 grade-level colleagues an interactive writing lesson plan to include "Plan for Teaching" ideas.	IW – Chpt. 12-14 <i>*Reading provided by Professor</i> Due: Group presentations using IW grade-level standards
Sept. 29 & Oct. 1	7	What are the stages of writing development? How do children grow and change as writers according to DWP assigned reading?	IW – Chpt. 15-"Final Thoughts" <i>*Reading provided by Professor, Dancing with the Pen, Chpt. 1 + Appendices</i>
Oct. 6 & 8	8	What is the purposes and intent of Morning Meeting? 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?	MMB – entire book Due: Group presentations on MMB, ½ on M & ½ on W
Oct. 13 & 15	9	What do children know before formal schooling? What evidence of this knowledge do you see in your classroom?	<i>*Reading provided by Professor The cradle of culture, Introduction, Chpt 3</i>
Oct. 20 & 22	10	What else do children know before formal schooling? What is meant by 'math is language, too'? What connections do you see in your classroom between literature and math?	<i>*Reading provided by Professor The cradle of culture, Chpt 4; **Suggested Text – Math is language, too, chpt. 1</i>
Oct. 27 & 29	11	What are criteria for selecting quality math-related books for the EC classroom? How do these related to NCTM/CCSS principles, content standards, and process standards? How do books invite variations in responses?	LLM – Chpt. 1-2
Nov. 3 & 5	12	Select a book and analyze the degree to which it meets the criteria outlined in Chpt. 1. What are the NCTM/CCSS and the NCTE/IRA/CCSS standards met in the book? Create a model of some mathematical ideas in a story. List 3-4 ideas to explore with a single book – advancing & exploring further with each idea	LLM – Chpt. 3
Nov. 10 & 12 (ARA Conf.)	13	Choose a book pair and develop a model of mathematical ideas for the pair of books, exploring both literature and mathematical concepts, listing 3-4 of each. What standards are your addressing in each area of LA & Math?	LLM – Chpt. 4
Nov. 17 & 19	14	Challenge yourself – choose a concept with which you have little comfort (e.g., measurement, geometry, parallelograms, pologons, pentominoes, symmetry, areas of circles and squares) and find a book pair that you can develop a model of mathematical and literary ideas to explore within the books. You may work with 1 other colleague. Post and share in class.	LLM – Chpt. 5 <i>*Additional reading provided by professor</i>
Happy Thanksgiving! (24 th - 26 th No Class)			
Dec. 1 & 3	15		NA
Dec. 8-12 (Final Exams) Integrated Unit – Due Dec. 8 by 11:59 PM			