ctec 3030

Intuitive thought & symbolic function

# Auburn University Syllabus, Fall 2018



Department: Curriculum & Teaching

Program: Early Childhood Education

Course Credit: 3 hours

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Office Hours: By appointment

Prerequisites: Admission to Teacher Ed.,

CTEC 3200, CTEC 4200

Corequisites: CTEC 4911

**Textbooks required:**

Curtis, D., & Carter, M. (2013). *The art of awareness: How observation can transform your teaching.*

*(2nd Ed.).* St. Paul, MN: Redleaf Press.

DeVries, R., Zan, B., Hildebrandt, C., Edmiaston, R., & Sales, C. (2002). *Developing constructivist early*

*childhood curriculum: Practical principles and activities*. New York, NY: Teachers College Press.

Kolbe, U. *(2005). It’s not a bird yet: The drama of drawing.* Byron Bay, Australia: Peppinot Press.

Ray, K.W., & Glover, M. (2008). *Already Ready: Nurturing writers in preschool and kindergarten*.

Portsmouth, NH: Heinemann.

Johnston, P. H. (2012). *Opening Minds: Using Language to Change Lives.* Portland, ME: Stenhouse

**\*\*\*Other required readings will be posted on Canvas\*\*\***

**Course description:**

This 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 of, 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:

1. How do children make the transition from intuitive thought to flexible use of the symbol systems of our culture?
2. How can teachers provide tools and experiences, following the interests of the child, that enable children to represent their knowledge and thinking?
3. How can teachers provide experiences that challenge the intuitive thought of children?
4. How can teachers facilitate the development of symbolic function in young children?
5. How can teachers observe, document, and understand the development from intuitive thought to symbolic function through multi-modal literacies?
6. How can teachers organize their planning based on what they have observed, documented, and reflected upon?

**Course Objectives:**

1. To understand the elements of early thinking, and to value the intuitive thought of childhood and 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 the nature of play as literacy, and to learn how to use these and other mediums to enrich children’s thinking as they progress towards literate minds.
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 & Schedule**

1. **Language submersion experience & paper (15 pts):**

You will choose to attend an organization meeting (e.g. church service, community organizational meeting, foreign language class) conducted in an unfamiliar language. You will then write a 3-5 page paper on your experience. Assignment and grading criteria will be provided on the class Canvas website.

1. **Online Interactive Notebook (60 pts, 12 entries @ 5 pts per entry)**

The OIN is made up of 2 parts

1. **Reading Reflections**

Reflections will incorporate the readings, articles, and/or videos that were required for the week, your personal thoughts and feelings about what was read, any connection to what you are seeing/doing in your practicum class, and how this can influence your future practice

1. **Collaborative Synthesis**

With your group, create something original, authentic, learned (examples could include, but not limited to: poem, song, original image or drawing, comic strip, concept map or other graphic organizer, PowerPoint, home-made video, created magazine cover, letter to the author/editor, metaphorical representation, etc), will be uploaded to your group’s page

1. **Provocation Simulation (20 pts)**

Each student will be responsible for planning and presenting a Reggio-inspired provocation. The provocation will be set up and displayed in class. This provocation may then be used in your practicum classroom. More information will be provided in canvas.

1. **Funds of Knowledge Project (20 pts)**

Using in-class readings, discussions, and guides for learning about the children, after you have documented what you have done and learned about your children family context, family culture and traditions, and other things that make the family time special, put together your own FoK portrait/narrative about what you have learned. You may draw from any learning story on which they may have responded, to the other things you have done to learn more about the child's funds of knowledge - what they know through events or activities at home or with the family. This may also include a portrait of the family members' labor history and what you may have seen demonstrated in the child's play that could be related to this knowledge from the family members' jobs that has been brought home or the child has seen. Afterwards, apply this knowledge toward planning and intentional interactions around what you learned from your child/ren's FoK. Create a plan (e.g., materials, provocations, opportunities and possibilities) to what you could do possibly (in an emerging curriculum model like SEP), and carry out with your students. \*\*More information will be given in class and on canvas.

1. **Learning Stories** **(40 pts, 4 entries @ 10 pts per entry)**

Document a child engaged in an ongoing, interest-driven, and focused experience. Follow the learning stories structure – describe in detail with photos, write to the child in first person what it means, reflect on opportunities and possibilities, get feedback from family.

\*\*\*Include samples (clear photos in which the details of the child’s work can be clearly detected), these must be samples you observed and can describe in detail any oral language that accompanied the work, interactions with peers or adults at the time, any other activity that accompanied the child’s thinking and representation

1. **Small/whole group interaction, transcription and analysis (20 pts)**

Document your interaction with your class in terms of *language use* (related to Peter Johnson and Katie W. Ray) – record (video or audio) yourself interacting with your group of students (may be in whole or small group) and analyze. This may also be a lesson you teach on which you are observed

* Describe the context (i.e. lesson and include lesson plan where possible, regularity with which you have met with this group, what the objectives were for the interaction with this group
* Document the # of times you used language from a dynamic-learning v. fixed-performance frame, process v. person feedback, alternatives to praise, etc.
* Describe and make a plan for future contexts for learning/instruction based on your analysis of the language you used
* Use the tables in chapters from Johnston’s books (e.g. in *Opening Minds,* pp. 17, 23, 45, Fig. 5.1, p. 56, etc) to guide your analysis and plan for changes

1. **Professional Portfolio (30 pts)**

Each student will create a professional portfolio to “map the terrain” they had covered before and during this class. This portfolio is designed to record and demonstrate each student’s craft and showcase the art that is working with young children. It is also meant to highlight reflective learning experiences for each pre-service teacher. Using the readings and classroom activities, work together with the children, closely observing, taking photographs of the children’s creative efforts, and symbolic play. You will document their representational thinking (i.e. art, writing, drawing, talking, and play), and document your learning from your learning stories, funds of knowledge, and the experiences you planned in response to this information (e.g. their artwork, documentation of their imaginative play, written notes/transcripts from observing/listening to their talking as they do art or play, etc).

**Include in the portfolio:**

* Artifacts that include some of your best work, a detailed and thorough explanation of why a particular artifact was chosen to represent your best work
* Artifacts or documentation that highlight student learning outcomes
* A one-page (single-spaced) description of your teaching philosophy as it has emerged from your first practicum.

1. **Participation/Professional dispositions (10 pts)**

Teacher candidates are expected to participate fully in class and to stay focused and engaged. It is the responsibility of each teacher candidate to collaborate fully with her group during the first 10 minutes of class fulfilling the in-class portion of the interactive notebook.

All teacher candidates are required to attend all classes, be punctual, and be active participants in class discussions and activities. Students are also expected to be respectful to others by not displaying disruptive or inappropriate behavior during class. *(This includes talking while another student has been acknowledged to speak, as well as while the instructor is speaking, texting or using a mobile device in any appropriate manner unrelated to the course.)* Points will be deducted from the original 10 points when an infraction occurs (as determined by the instructor) and the student will be notified that points were deducted within a reasonable time after the infraction. Each incidence of unprofessional behavior will result in a 2-4 point deduction, depending on whether the behavior has already been addressed or not.

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

**Grading System: Total points possible = 215**

A = 193.5 – 215 pts (90%-100%)

B= 172– 193 pts (80%-89%)

C= 150.5 – 171 pts (70%-79%)

D= 129 – 150 pts (60%-69%)

F= < 129 pts (less than 60%)

\* If D or below is obtained, the course must be repeated; otherwise, students must maintain a 2.5 average GPA to participate in internship

**Class Policy Statements**

**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, please email me, and an alternate time can be arranged. 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). See <https://fp.auburn.edu/disability/faculty/syllabus.asp> .

**Attendance/Absences**: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/#vii). Arrangement to take the make-up exam must be made in advance. Students who miss an exam/project deadline because of an illness need a doctor’s excuse for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. \*\*Each unexcused absence will result in 2 points deducted from the participation/professionalism grade and a grade of 0 will be given to work/assignments missed during that class period. Unexcused or excessive absences could result in a teacher candidate being dropped from the early childhood education program.

**Honesty Code**: The University Academic Honesty Code and the Student Policy eHandbook Rules and Regulations pertaining to Cheating and Plagiarism will apply to this class. See <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf> .

**Late work:** Students are expected to turn in all work on time. Late work will incur an immediate 2-point deduction, followed by a 2-point deduction for each subsequent day the work is not submitted. If you find yourself falling behind in your coursework, it is of the utmost importance that you immediately contact your instructor. This is the best way to stay caught up with the course, and to achieve the highest possible grade.

**\* If you find that you need to submit late work, it is required that you contact the instructor before submitting any late work.**

**Mobile Device Policy**: Smartphone use, text messaging, or unapproved tablet/laptop usage during the class session is viewed as extremely unprofessional and will result in an automatic loss of 2 points from the Class Participation/Professional Behavior grade for the first occurrence; additional points will be deducted for repeated occurrences. It is best that phones, iPads, and laptops not be visible during the class session to avoid any misunderstanding of their use, unless specific use for the device is communicated by the instructor. If you take notes on your laptop, let the instructor know in advance.

**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.

**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:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**My Personal Requests and Courteous Behaviors**

1. Please put your cell phone on silent before class
2. As a common curtesy, tardies should be explained
3. Please do not begin to pack up prior to dismissal by the instructor
4. REMEMBER: Lack of planning on your part does not constitute an emergency on my part