**SYLLABUS OUTLINE**

**AUBURN UNIVERISTY**

**SYLLABUS**

**1. Course Number: CTEC 7210**

**Course Title:** Origins of Thought

**Course Credit:** 3 semester hours

**Prerequisites:**  None

**Corequisite**  None

2**. Date Syllabus Prepared: June 1998; Revised January 2007, 2016, 2021**

**Instructor:** Angela Love, PhD

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**3. Texts**

Sophian, Catherine (2009). *The origins of mathematical knowledge in childhood*. Routledge. ISBN: 9780415877701

Gonzolez, Moll, & Amanti (Eds.) (2005). *Funds of knowledge : Theorizing practices in households, communities, and classrooms*. Rutledge ISBN: 9780805849189

Sobel, D. (2013). *Place based education: Connecting classrooms and* *communities* (2nd edition). Great Barrington, MA: The Orion Society.

Additional articles posted on Canvas.

**4. Course Description**

The purpose of this course is to help teachers construct the ability to analyze, interpret, and compare the social and biological roots of the development of thought and how this impacts learning theory as conceived by Vygotsky and the concept of Funds of Knowledge. Students will additionally reflect on the implications of theory, and the reality of funds of knowledge.

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**5. Course Objectives**

Through course readings, class presentations and discussions, and observations of young learners, the student will:

1. examine the evolution of thought in multiple domains.

2. compare and contrast theories of cognitive development and Funds of Knowledge theory.

3. describe instructional implications as they relate to these points of view

4. integrate the thinking of the theory with practice.

5. examine curriculum and theoretical frameworks.

**6. Course Content & Proposed Schedule**

**7. Course Requirements & Evaluation**

1. Weekly reflections of your readings. In these reflections you will discuss what you have learned from the readings and how they have altered your knowledge of learning. You are required to generate two questions for discussion to extend your current understandings and to discuss them with the class. In the discussion you will summarize what you understand thus far and what remains unclear to you. Be brave and use this as an opportunity to challenge yourself and grow. These are expected to be typed and will be handed in for comments on a weekly basis. I will be looking for depth in your thinking and questions that show thought given to your readings.

A. One week (Nov. 1)you will be responsible for leading the class discussion on a chapter in the FoK text (CH 6-11, choose one chapter, only one person per chapter; If you are unable to attend, create a PPT and voice -over for your chapter for the class.

1. Reference online resource/research - share on weekly resource page - to be shared each week on the DB AND the resource page for that discussion for the readings that week & in class discussion during the semester
2. A Funds of Knowledge Project - to be discussed in class, online, and conducted in an educational setting; may be a collaborative project with a peer

This is an opportunity for you to take on a teacher/admin researcher project in the form of an ethnographer - whether visiting a child’s family, visiting the community of a child in the classroom, interviewing a child, working on a year-long, community-building series of events/activities, engaging parents as experts or as welcome members of a community, etc. You have a wide choice of projects, depending on their relevance to your job and context with children and parents. Use the *Funds of Knowledge* text and other resources as a guide in structuring your planned FoK/FoI project.

Describe the project, including the method you plan to use to collect information

* Give a detailed description of your plan to visit the home, interview, drive through the community, interactions with the family or neighborhood, etc. If possible, drive through an area that is part of the community you will learn more about.

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| **2021 Fall Semester Class meets M 5-7:50p** | | |
| **Date Due** | **Readings due on designated date.** | **Assignments due** |
| Aug 16 | Introduction: Purchase texts, begin w/Sophian, Catherine (2009) First few chapters on Canvas until you receive your books | Classes Begin |
| Aug 23 | I. ***The Origins of mathematical knowledge in childhood***  Cognitive development, mathematical thinking, and children’s counting; What children know about numerals before formal education (**C**H 1-2**)**. | Discussion Bd (DB) see assignment for specifics |
| Aug 30 | Quantitative comparison (CH 3) | DB |
| Sep 6 | NO CLASS | Labor Day |
| Sep 13 | Understanding units (CH 4) | DB |
| Sep 20 | Additive reasoning (CH 5) | DB Paper topic due for approval |
| Sep 27 | Multiplicative reasoning (CH 6) | DB |
| Oct 4 (5) | Implications for developmental psychology & education. **(**CH 7-8) | DB  (Mid-Term) |
| Oct 7-8 | Fall Break - NO CLASSES |  |
| Oct 11 | II. ***Funds of knowledge/Place based education***  Introduction, Beyond Culture. **CH 1-2** | DB |
| Oct 18 | Formation, Transformation, & Funds of Knowledge for Teaching. **CH 3** | Due: Outline of FoK Project  On DB |
| Oct 25 | Funds of knowledge for teaching in Latino households. **CH 4-5**  Sobel (2013) Contents through p. 50 | DB |
| Nov 1 | **Teachers as Researchers - *6 chapters divided among participants (CH 6-11)*** | DB & lead class discussion (1 Chapter) |
| Nov 8 | Funds of knowledge & Texas (CH 12)  III. Sobel (2013) **Place based** education (Read through *Notes from the field)* | DB |
| Nov 15 | Preservice Teachers Enter Urban Communities (CH 13); Reflections on the Study of NYC & LI Households (CH 14) | DB  FoK Project DUE |
| Nov 22-26 | Thanksgiving Break - NO CLASSES |  |
| Nov 29 | Presentation of FoK project | Classes End (Dec 3)  Reflective Paper Due |

* Propose how you will analyze and use the information you receive - for example, in chapter 6, Tenery characterizes the households as “strategizing” and describes what she learned that fits this characterization. Further, she describes the domains of knowledge that were indicated by the families’ experiences. She discusses interactional patterns, cultural practices (e.g., linguistic, literacy, religious, cultural practices and events, family traditions), and then discusses the teacher as researcher and mediator. She completes the discussion with a summary, including applications to the classroom from what she learned and connected to the child’s funds of knowledge from being in this household.
* Propose a clear theoretical framework such that knowledge is co-constructed within a household, a classroom, a community, and the teacher as researcher may have access to more knowledge about the child to connect to background knowledge in ways that otherwise a teacher may not have. Frame what you learned in a (an integrated) theoretical context.
* Reference our text and other resources to back your thinking, including the other texts you've read this semester. Include a reference list in APA style.
* Type, double space, and save in a Word or Pages document. Use formal English other than when referring to specific quotes.
* Upload your document to this assignment for the FoK project.
* If you are not synchronizing with class, include a digital presentation with a voice over that allows us to hear your summary of your project.

1. A final reflection paper that integrates the thinking of children’s cognition, curriculum in an area of study that interests you: e.g., music, the arts, mathematical thinking, second language learning, meditation and the brain, etc., integrating the Funds of Knowledge approach and project. Topics must be approved by the fourth week of class. In this paper you are expected to present an accurate account of the research thus far on the topic approved. You will critique cognitive theory, using Funds of Knowledge and other theoretical perspectives in the field of study. A total of 15 references, including at least five original sources that back up your point of view are required. You are encouraged to bring these references to online and in-class discussion to help clarify your thinking while getting assistance from class members to enhance your paper. As we get into the Funds of Knowledge readings, your reflections on your project and topic area will begin to integrate.

Weekly Reflections & resources 180 points (15 pts. x 12 discussions)

FoK Project 45 points

Paper 45 points

TOTAL = 270 points

Grading scale: 243-270 = A, 216-242 = B, 189-215 = C, Anything below C means the course must be repeated.

**Scoring criteria for the reflective discussion:**

* Overall summary of readings (5 points)
* Quality of questions generated to advance your thinking based on the summary presented (5 points)
* Ability to discuss what you know with the class and to engage in dialogue to advance the knowledge of all those involved in the discussion (5 points, **This requires attendance and participation. If you are unable to attend, post your discussion questions and resource under the DB for that week.)**

**Scoring criteria for paper**

* Accuracy of the facts in relation to the topic discussed - 15 points
* Ability to logically argue the position taken as to what you believe to be an effective theoretical approach to learning - 20 points
* How this course has altered your thinking of the way children develop as thinking human beings and your role in facilitating this process. 10 points
* Questions and doubts that remain and how you could use your future studies to evolve your thinking - 10 points

**8. 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](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (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](http://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](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**9. Justification for Graduate Credit**

The extent and depth of reading assignments for CTEC 7210 will present a challenge for graduate students and go beyond the ability of most undergraduates to digest or synthesize. Readings include numerous studies and in depth texts that will require students to read and reread for deeper meaning. Students are expected to critically evaluate their own thinking and practice as they reflect on the theoretical and empirical ideas that conflict with previously held ideas. This course will be part of the Master's program submitted to the Alabama State Department of Education that will qualify the graduates for the Advanced Level A Certificate in the State of Alabama. Additionally, this course meets the National Association for the Education of Young Children's Standards for Master's, Specialist's and Doctoral Candidates.