

CTEC 3030

Intuitive Thought & Symbolic Function

Spring 2010

Schedule: Tuesday, 4:00-6:50 PM, 2414 HC

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Office hours: Mon., Tues., & Wed. 3 – 4 PM and by appointment.
hope you'll feel welcome to e-mail or drop by the office to
pursue ideas from the course.

COURSE DESCRIPTION.

Prerequisite: Admission to teacher education.

The 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. Principles and components of preschool and kindergarten curriculum and learning strategies for young children with and without disabilities will be discussed. Emphasis is on developmental appropriateness in creative materials and learning experiences.

REQUIRED TEXTBOOKS:

Bodrova, E., & Leong, D. J. (2007). *Tools of the mind: The Vygotskian approach to early childhood education* (2nd edition). Upperville, NJ: Pearson Education. (Referred to in calendar as B&L)

Chaille, C., & Britain, L. (2003). *The young child as scientist: A constructivist approach to early childhood science education* (3rd ed.). Boston: Allyn & Bacon.

Chard, S. C. (2003). *The project approach: Managing successful projects, Book 2*. NY: Scholastic.

*Clay, M. (2002). *An observation survey of early literacy achievement* (2nd ed.). Portsmouth, NH: Heinemann.

Fisher, B. (1991). *Joyful learning: A whole language kindergarten*. Portsmouth, NH: Heinemann.

Kamii, C. (2000). *Children reinvent arithmetic: Implications of Piaget's theory* (2nd ed.). New York: Teachers College Press.

Sloan, G. (2003). *Give them poetry!: A guide for sharing poetry with children K-8*. New York: Teachers College.

VanCleave, J. (1991). *Physics. for Every Kid: 101 Easy Experiments in Motion, Heat, Light, Machines, and Sound* (Science for Every Kid Series). Hoboken, NJ: John Wiley.

Additional readings will be announced and posted on Blackboard. I recommend you make copies of these supplementary readings for annotation, study, and reference.

COURSE GOALS. Those who successfully complete the requirements of CTEC 3030 will be able to:

1. Demonstrate skills in using developmentally appropriate planning strategies in cooperation with members of the teaching team.
2. Demonstrate knowledge of and skill in the provision of developmentally appropriate concrete, meaningful, integrated learning experiences using the concepts and tools of inquiry in

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

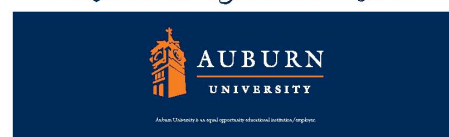
Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



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curriculum content areas including math, science, physical education, safety, health, social studies, art, and drama.

3. Create, evaluate, and select activities, materials, and equipment that are developmentally appropriate, integrating multiple developmental areas and levels of ability.
4. Develop and implement an integrated curriculum via project work that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
5. Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through creation of learning environments and experiences.
6. Follow developmentally appropriate curriculum and methods for young children across all areas of development including sensorimotor, cognitive, language/communication, social, emotional, and physical (including health and safety).
7. Integrate children with varying levels of ability in all activities and demonstrate skills in incorporating goals of individual children in all group activities.
8. Demonstrate the ability to integrate functional and developmental objectives for learning.
9. Within a classroom environment, plan appropriate small group, large group, and individual times, and demonstrate knowledge of strategies to facilitate children's involvement in planning for their own learning.
10. Plan appropriate balance in child-initiated and adult-initiated activities, based on the individual needs of the typically and atypically developing children.
11. Demonstrate the ability to facilitate learning through play and child-initiated activities through high quality interactions, guided inquiry and discovery, and demonstrate competency in enhancing social interaction by integrating typically and atypically developing children.
12. Demonstrate skills in observing, recording, analyzing, and using data gathered from and about children engaged in real, concrete, play-oriented activities (project work) in natural environments to inform the planning and guidance in the classroom.
13. Demonstrate competence in functioning in a preschool inclusive environment, and in analyzing and evaluating the teaching-learning environment.
14. Provide an environment that clearly demonstrates knowledge-based decisions about young children and a design deliberately responsive to a wide-range of individual learning and maturational needs.
15. Recognize the abstract nature of reading and writing as symbolic functions and learn how to use other mediums to enrich children's thinking as they progress towards reading and writing.

WEBSITES THIS COURSE WILL UTILIZE

National Association for the Education of Young Children: <http://www.naeyc.org>

Council for Exceptional Children (The Division for Early Childhood): <http://www.cec.sped.org>

Alabama Math, Science, and Technology Initiative: <http://www.amsti.org>

Project Approach: <http://www.projectapproach.org> or <http://illinoispi.org/>

National Council for Teachers of Mathematics Illuminations: <http://illuminations.nctm.org/>

AUBURN COLLEGE OF EDUCATION-CONCEPTUAL FRAMEWORK

Competent

Competent professionals demonstrate the knowledge and skills needed to facilitate the learning of the individuals they serve. Their competence enables them to model and promote active, collaborative, and ongoing learning. Their efforts are enhanced by their abilities to foster learning communities that

are safe, stimulating, and enriched with diversity; engage in reasoned and purposeful decision making; and implement their professional practices in proactive, flexible, and self-regulating ways. We recognize that the development of professional competence is linked to levels of preparation and experience. We also acknowledge that competence continues to develop over the course of an entire career.

Committed

Committed professionals make reasoned decisions based on thoughtfully constructed values. As a College, we strive to nurture values that support the learning of all people, honor diversity, protect the integrity of learning, and expand the scholarship of our professions. We view these values as professional dispositions, and we define them as filters for responsible decision making. Our College emphasizes the conscious development of commitments related to professional responsibilities and ethics, collaboration, diversity, and intellectual vitality.

Reflective

We choose to frame reflection as a critical and pervasive habit of mind that permeates and fuels the ongoing expansion of competence and the continued development of reasoned commitments. Reflective professionals subject their own competencies and commitments to continuous scrutiny as they systematically monitor the impact of their professional practices on the individuals they serve and make adjustments as needed. Thoughtful reflection emphasizes reviewing and analyzing past practices in ways that influence and improve future practices. This stance inspires self-initiated professional growth and results in increased capacities for addressing the complexities and dilemmas situated within the work of educational and human services professionals.

COURSE REQUIREMENTS

1. **3 portfolio papers** [each worth 25 points] written in response to a specific set of questions. Rubrics for grading each paper will be handed out in advance in class. Each paper is to be 5-6 pages (double spaced) in length. Due dates are Feb. 16, March 23, and April 13
2. **Professional participation** [worth 25 points total].
 - a. **TYPED DISCUSSION QUESTIONS** [Bring to class 2 questions per chapter that are either to (a) clarify something you're confused about and/or (b) bring up points in the reading that you found interesting or challenging]
 - b. **REFLECTION PAPERS** based on classroom experiences and assigned readings (typed, double spaced, hand in at beginning of class)
 - i. **Synthesize the readings for today:** what were the main points? What did you learn? [2 paragraphs]
 - ii. **Respond to the readings:** what are confused about and why? AND/OR: What did you find most thought provoking or challenging? [1 paragraph]
 - iii. **Draw connections** between the readings (those for today AND readings done previously) and what you are experiencing in the classroom at AECC. You may also include connections to our class discussions [2 paragraphs]

[Reflection questions are also on Blackboard in a document entitled, *Questions for weekly reflections*]

See schedule on the calendar for due dates for reflections and discussion questions

- c. **CLASS PARTICIPATION AND PROFESSIONAL BEHAVIOR.** Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a chapter in a book—what follows is harder to understand. You will need a thorough understanding of teaching and assessment techniques I will explain and model in class as well as opportunities to consolidate course readings with your fellow students.

Excused absences are defined by Auburn University policy. You may be excused for illness, a serious illness or death of someone in your immediate family, a special school or university activity (including teaching responsibilities), a religious holiday, or a subpoena to appear in court. For full attendance credit, I will need written documentation of the excusing

information. For partial credit, you may notify me on or before the day you miss (note email address, and main telephone and fax numbers above).

Late assignments will lose 10% credit per unexcused weekday late (*including* days we don't meet), to a maximum of 30% lost credit. For example, a 20-point assignment due Tuesday would be worth 14 points at most by Friday. If your absence is excused, assignments will be due the next weekday and will begin to incur late penalties the weekday following, unless you provide daily updates of continuing excusing information. If you must miss a class, please arrange for a classmate to secure notes and materials, or e-mail me for notes. Assignments may be turned in by a friend or sent by e-mail to avoid late penalties. Please submit assignments using the assignment dropbox on Blackboard. If you do end up sending work by e-mail because you were late and were not able to submit through Blackboard, please watch for error messages or for my acknowledgement. *E-mail errors will not negate late penalties.*

Grading Plan. Semester grades ranges are 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 and below = F.

CLASS POLICY STATEMENTS

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.

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: a) Engage in responsible and ethical professional practices, b) Contribute to collaborative learning communities, c) Demonstrate a commitment to diversity, and d) Model and nurture intellectual vitality.

CELL PHONE POLICY: Cell phone use and text messaging during the class session is viewed as extremely unprofessional and will result in an automatic loss of 5 points of **Class Participation** (under COURSE REQUIREMENTS) **for each occurrence.** It is best that cell phones not be visible during the class session to avoid any misunderstanding of their use.