CTRD 7520
Curriculum & Teaching in Early Childhood Education
Spring 2010

Schedule: Wednesdays, 4:00-6:50 PM, 2442 HC
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Office hours: Tues & Wed, 12:00-3:00 PM and by appointment. I hope you'll feel welcome to e-mail, telephone, or drop by the office to pursue ideas from the course.
Prerequisite: Admission to teacher education.

Course description.
Teaching practices and reappraisal of selected experiences and content for curriculum improvement informed by cognitive-developmental, constructivist, and socio-cultural constructivist theory. The course helps students raise questions and issues about the relationship between psychological theories of mental development and educational practices.

Texts. The required textbooks are:

Bodrova, E., & Leong, D. J. (2007). *Tools of the mind: The Vygotskian approach to early childhood education* (2nd edition)*.* Uppersaddle, NJ: Pearson Education.

Hart, C. H., Burts & Charlesworth. (1997). *Integrated curriculum and developmentally appropriate practice: birth to eight:* State University of New York Press.

Helm, & Katz (2001). *Young investigators: The project approach.* New York: Teachers College.

Additional readings may be required.

Course Goals. Those who successfully complete the requirements of CTEC 7520 will:
✏ Identify components of a social constructivist curriculum.
✏ Establish criteria for incorporating classroom activities.
✏ Examine criteria for various areas of curricular
✏ Evaluate curriculum plans for social constructivist modes
✏ Create models for classroom activity

To apply this knowledge, students will learn to . . .
✏ Identify and evaluate technology resources and technical assistance (I.e., those available on-line and on-site within a school and district setting).
✏ Assess advantages and limitations of current and emerging technologies, on-line resources and software to facilitate teaching and student learning.
✏ Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.
✏ Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies..
✏ Design, implement, and assess learner-centered lessons and units that incorporate technology and use appropriate and effective practices in teaching and learning with technology

✏ Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including, but not limited to: podcasts, spreadsheets, web page development, digital video, the Internet, and email.

✏ Facilitate students' individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information.

✏ Design, manage, and facilitate learning experiences incorporating technologies that are responsive to the diverse needs of learners, learning styles and the special needs of all students (e.g., assistive technologies for students with special needs).

✏ Evaluate students' technology proficiency and students' technology-based products within curricular areas.

✏ Use technology to enhance professional growth (e.g., through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).

Websites this course will utilize:

CAST: Universal Design for Learning site: http://www.cast.org/research/udl/index.html,
Building Language for Learning site:
http://teacher.scholastic.com/ACTIVITIES/bll/index.htm,
Tools of the Mind site:
http://www.mscd.edu/extendedcampus/toolsofthemind/index.shtml (please bookmark—we will visit these sites for course assignments).

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 20 points] written in response to a specific set of questions. Rubrics for grading each paper will be handed out in advance in class, including a professional work sample (PWS).

Each paper is to be 5-6 pages (double spaced) in length. Due dates are Feb. 17, March 24, and April 7

2. **CURRICULUM RESEARCH PAPER & PRESENTATION** [worth 25 points] investigating early childhood curriculum approaches (e.g., Reggio Emilia, Montessori, Waldorf, High Scope, Danish preschools, Japanese preschools) and their outcomes, and discussing the components of each regarding philosophy, curriculum focus, goals and expectations for infants & toddlers, prekindergarten/kindergarten, and 1st/2nd grade children, etc. Presentation should include media presentation (PowerPoint, video, etc.). Due dates for paper & presentations: April 14 (paper & some presentations), April 21 (presentations), & April 28 (presentations)

3. **PROFESSIONAL PARTICIPATION** [worth 15 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. **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.

CTEC 7520, Spring Semester 2010

January

Wed	READINGS TO BE READ BY CLASS ON DATE INDICATED	ASSIGNMENTS DUE
13 Week 1	Introduction & syllabus	
20 Week 2	Hart et al. CH 1-2	Interview of teacher*
27 Week 3	Hart et al. CH 3-4	Discussion questions

February

3 Week 4	Hart et al. CH 5 & 8	Discussion questions
10 Week 5	Hart et al. CH 6-7	Discussion questions
17 Week 6	Hart et al. CH 9 Bodrova & Leong CH 6	Paper #1
24 Week 7	**MIDSEMESTER:** Hart et al. CH 10 Bodrova & Leong CH 4-5	Discussion questions

March

3 Week 8	Hart et al. CH 11-12 Bodrova & Leong CH 14	Discussion questions
10 Week 9	Hart et al. CH 13-14 Bodrova & Leong CH 7	Discussion questions
17	SPRING BREAK	
24 Week 10	Hart et al. CH 15-16 Bodrova & Leong CH 8-9	Paper #2
31 Week 11	Helm & Katz CH 1-4 Bodrova & Leong CH 10-11	Discussion questions

April

7 Week 12	Helm & Katz CH 5-7 Bodrova & Leong CH 12-13	Paper #3 (PWS)
14 Week 13	Presentations	Curriculum research paper due
21 Week 14	Presentations	
28 Week 15	Presentations	
May 14	COMMENCEMENT. CONGRATULATIONS!	

* Briefly interview a preschool or kindergarten teacher, who may be in this class or not, to explain what the curriculum is that they use. Who chooses the curriculum? Does this teacher consider it developmentally appropriate, why or why not? How is technology integrated into the curriculum? Are there parts of the curriculum that are valuable, why or why not? What would the teacher interviewed like to focus more on or focus on in a different way in his or her classroom? Include any other questions you may have.