

# CTEC 3030

## Intuitive Thought & Symbolic Function

### Spring 2011

*Schedule:* Tues & Thurs, 1:30 PM -2:45 PM, HC 2474

*Instructor:* Angela Love, Ph.D.

Assistant Professor, Dept of Curriculum & Teaching  
Early Childhood Education

Office: 5018 Haley Center.

Departmental secretary: 844-4434. Fax: 844-6789.

E-mail: [angela.love@auburn.edu](mailto:angela.love@auburn.edu)

*Office hours:* TUES 3-6:00 PM; WED 2-5:00 PM; and by appointment. I 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:

Fisher, B., & Medvic, E. F. (2000). *Perspectives on shared reading: Planning and practice*. Portsmouth, NH: Heinemann.

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

Kamii, C. (2000). *Children reinvent arithmetic: Implications of Piaget's theory* (2nd ed.). New York: Teachers College. (keep for CTEC 4200/4912)

Kamii, C., & DeVries, R.. (1993). *Physical knowledge in preschool education: Implications of Piaget's theory* (2nd ed.). New York: Teachers College.

Roffman, L., & Wanerman, T. (2010). *Including one, including all: A guide to relationship-based early childhood inclusion*. St. Paul, MN: Redleaf.

#### RECOMMENDED TEXTBOOKS:

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

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

Taylor, J. B., Branscombe, N. A., Burcham, J. G., & Land, L. (2011). *Beyond early literacy: A balanced approach to developing the whole child*. New York: Routledge, Taylor & Francis.

VanCleave, J. (1991). *Chemistry for Every Kid* (Science for Every Kid Series). Hoboken, NJ: John Wiley.

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

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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*



*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 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 (THESE & OTHERS WILL BE LINKED TO BLACKBOARD)**

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>

## 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

**NOTE: POST ALL ASSIGNMENTS ON BLACKBOARD (UNLESS OTHERWISE SPECIFIED) BEFORE 1:30 P.M. ON THE DUE DATE. NAME ALL FILES AS FOLLOWS: YOURLASTNAME\_ASSIGNMENT-DUE DATE.DOC [SAVE FILES AS WORD DOCUMENTS, WHICH CARRY EITHER THE EXTENSION .DOC OR .DOCX] FAILURE TO DO SO WILL RESULT IN A DEDUCTION OF 10% OF POINTS FOR THE ASSIGNMENT. LATE ASSIGNMENTS WILL NOT BE ACCEPTED EXCEPT IN THE CASE OF AN EXCUSED ABSENCE.**

1. **2 written exams** (20 points). Each exam will consist of questions on our texts, and possibly class discussions. They are to be completed online on Blackboard and will be available to complete any time prior to the due date. You **MUST** make 70% or better on each to earn any points. No less than 14 points will be awarded; if you do not earn 70% or better by the due date, your points will be calculated as "0." You may retake the exam as many times as you like prior to the due date.
2. **Self-evaluation of teaching** (video-taped lesson; rubric & questions online) [20 points]
3. **\*Professional portfolio** [25 points]  
\*Criteria/rubric will be available on Blackboard; you will continue to add to your portfolio with your 2<sup>nd</sup> practicum and internship.
4. **Theme development portfolio** (25 points, criteria/rubric on Bb)

5. **Assigned group presentations** (20 points, criteria/ rubric on Bb): math games, physical knowledge, shared reading, shared writing, theme development, & universal design for learning
6. **Group evaluations** (15 points, form online on Bb): you must turn in SIX evaluations, 1 of your group members and 1 for each of the other 5 group presentations
7. In preparation for Temple Grandin
  - a. **Create an outline** of what you learned from the listed websites/ videos about autism, aspergers, and what you and a parent can do to avoid unhappy situations (i.e., with sensory overload, social interaction, academic pursuits, etc.)
  - b. **List questions** you would ask Dr. Grandin or other expert in autism/ aspergers
8. **Present 2 book talks** (5 points each): on recent (within the last 3 years & preferably an award winning) children's book. Bring book, book cover, in order to show title, author, publisher, and date of publication (on document camera).
  - a. Describe each character in an ordinary situation (found in the book).
  - b. Exaggerate and dramatize the problem or problematic situation.
  - c. Leave us with a "Now what's going to happen?" feeling.
9. **"Meet the Teacher" PPT presentation** [5 points]
10. **Professional participation** [15 points]
  - a. CLASS PARTICIPATION AND PROFESSIONAL BEHAVIOR. Class attendance and engaged participation are essential to achieving the goals of this course. 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 appropriate written verification of the reason for your absence.
  - b. ATTENDANCE TO THE DR. TEMPLE GRANDIN LECTURE, MARCH 31<sup>ST</sup>, 7 P.M. (IN LEIU OF CLASS ON THURSDAY AT OUR REGULAR TIME)
  - c. ADDITIONAL 6 HRS. IN CLASSROOM AT AECC. Class will be cancelled for a total of two weeks in order to facilitate additional time in your classroom.
  - d. LATE ASSIGNMENTS will lose 10% credit per unexcused weekday late beginning with the day the assignment was due and including days we don't meet; in other words, if you are later than the beginning of class (1:30 p.m.) posting your assignment on Blackboard you will begin immediately to accrue a late penalty of 10% per day. For example, a 20-point assignment due Tuesday would be worth 16 points at most by 1:30 on Thursday. If your absence is excused, assignments will be due the next weekday and will begin to incur late penalties from that day forward as above. Submit assignments using the assignment dropbox on Blackboard. Sometimes Blackboard does not allow attachments; only in this case copy and paste your assignment into the message box. If you do end up sending work by e-mail because you were late, watch for error messages and for my acknowledgement. E-mail errors will not negate late penalties.
  - e. UNANNOUNCED EXAMS. There will be up to four pop quizzes that cover the readings for the day the quiz is given, dates to be determined by the instructor.
11. \*Any additional requirements will be given point value when assigned.

**GRADING PLAN.** Semester grades ranges are 90%-100% = A, 80%-89% = B, 70%-79% = C, 60%-69% = D, 59% and below = F. Note: \*At present A = 140 – 155; B = 124 – 139; C = 109 – 123; D = 93 – 108; F < 93. You must make a "C" or above in this class or retake the class (see Professional Education Services policy).

## CLASS POLICY STATEMENTS

*Accommodations:* Students who need special accommodations in class, as provided for by the American

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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.