**CTEC 3200Syllabus for Fall 2011**

**Course Number:** CTEC 3200

**Course Title:** A Working Theory for the Constructivist Educator

**Course Credit:** 3 semester hours

**Prerequisites:** Admission to Early Childhood Teacher Education

**Corequisites:** None

**Instructor:** Johna Channell; B.S., M. A. Early Childhood Ed. ; First Grade Teacher

**Office Hours:** by appointment

**Phone:** 256-786-9392

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**Texts:**

Bodrova, E. & Leong, D. J. (2007).*Tools of the mind: The Vygotskian approach to early childhood education, 2nd ed.* Upper Saddle River, New Jersey: Pearson Prentice Hall.

Labinowicz, E. (1980).*The Piaget primer: Thinking, learning and teaching.* Menlo Park, CA: Addison-Wesley.

**Course Description:**

This course is designed for pre-service teachers preparing to teach at the preschool and primary school level. Students build knowledge of constructivist theory.

**Course Objectives:**

The student will:

1. Begin to build a personal knowledge of constructivist theory as a means for understanding principles of learning and how learning takes place, especially during the early years. [ECE 2.a.5] [ECE 2.a.6]

2. Develop techniques of the clinical interview method through which children's thinking is revealed. [ECE 2.a.5] [ECE 7] [NAEYC 4.1.2]

3. Demonstrate an initial understanding of the structure of natural learning as a basis for instruction and construct schemes for identifying primary realms of knowledge. [ECE 2 a 1]

4. Integrate realms of knowledge with the nature of the learner. [ECE 2.a.6]

5. Begin to apply realms of knowledge to specific content areas. [ECE 2.a.7]

6. Demonstrate an initial understanding of how autonomy and social interaction provide methods of motivating children to learn including interests and everyday experiences, setting realistic goals and fostering self-esteem.[NAEYC 1.1, 1.2]

7. Demonstrate an initial understanding of techniques and instruments for observing, recording and assessing behavior, development and learning. [ECE 2.a.4] [NAEYC 4.1.2]

**Course Content**:

The course content is designed to permit students to construct knowledge of principles of learning and how learning takes place; techniques and instruments for observing, recording, and assessing behavior development and learning; motivating children to learn, including interests and everyday experiences; and setting realistic goals. Because the program subscribes to a model that holds that learning is integrated, arithmetic, science, language arts, health, and social studies content are incorporated throughout the class to provide examples around which discussion takes place. Thus, while development is the focus, the content relates to development of logico-mathematical, physical and social knowledge (the realms of knowledge).

I. Factors influencing intellectual development

A. Maturation

B. Physical/concrete experiences

C. Social interaction

D. Equilibration

II. Stages of intellectual development

A. Sensori-motor

B. Preoperational

C. Concrete operational

D. Formal

III. Methods of investigation

A. Observation

B. Clinical method

IV. Analysis of assessments

A. Demonstrate assessment techniques

B. Analyze children's responses to identify schemes

C. Discuss possible paths for instruction.

D. Discuss curriculum implications

E. Provide strategies for use in classrooms.

V. Distinction between the realms of knowledge and the nature of knowing

A. Realms of knowledge

B. Nature of knowing

C. Knowing uses processes for internalization

VI. Realms of knowledge and academic content.

A. Mathematics

B. Language Arts/Language Development

C. Science

D. Social Studies/Moral Development

**Course Requirements/Evaluation:**

Students are required to:

*Respond to Reading Assignments:*Students will prepare a written response to 5 of the reading assignments following a prompt given by the instructor. Prompts will be given one week before the reading assignment is due. The written response will be graded according to evidence of thorough reading of the selection and the ability to apply what has been read to addressing the prompt. (6 pts.) Students will be expected to exhibit a professional quality of writing. (1 pt.)

Total points for each written response (7 pts.)

*Participation in Class Discussions as Part of a Small Group:*  We will discuss the course content as a book study in professional learning teams; a common practice for professional development of practicing teachers and administrators. Each group member will be expected to contribute to the discussion from a knowledge base derived from reading the assignments. Discussion points will be assigned to ensure that every student has a responsible role. Failure to contribute to your group’s discussion will result in a 2 pt. deduction from the participation grade.

*Analysis of Conservation Tasks and Presentation:* Each student will find 3 video clips of Piagetian conservation tasks

and analyze each one for correctness of procedure and the child’s level of reasoning. The student will present the video clips and the analysis to the class. Tips for where to find the clips will be given in class. (15 pts.)

*Midterm Exam* (20 pts.)

*Final Exam* (20 pts.)

*Class Participation/Preparedness:*Students will receive a class participation grade. This grade counts for 10 pts. ofthe student’s final grade. To receive full credit for class participation and preparedness, students must be prepared for class (reading all assignments prior to class, engage in class discussions (provide thoughtful insight that demonstrates effort in gaining understanding prior to class), and conduct oneself in a professional manner (actively listening to peer comments and showing respect for the learning of all by not causing distractions).Failure to make a meaningful contribution to a discussion during the Professional Learning Team activity will result in a 2 point deduction from this grade. If a student is absent from class with a university approved excuse, assignments due on the day of the absence must be submitted electronically on that day, unless the instructor deems circumstances prevent such.

*Response to 5 Writing Prompts: 7pts. each for a total of 35 pts.*

*Mid-term Comprehensive Exam (short answer): 20 pts.*

*Final Comprehensive Exam (short answer): 20 pts.*

*Analysis of Conservation Tasks and Presentation: 15 pts.*

*Class Participation/Preparedness: 10 pts.*

Total Points: 100

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

**Class Policy Statements:**

Cell Phones: The use of cell phones and other electronic devices during class is strictly prohibited. Cell phones should be turned off or set to silent mode. Should you have an extenuating circumstance that merits receiving a phone call during class please notify the instructor prior to class and excuse yourself from class upon receiving the phone call.**Text messaging will result in a 2 pt. deduction from the class participation grade.**

Attendance/Absences: Attendance is required at each class meeting. Students are expected to be at all classes on time. Each unexcused absence will result in three points being deducted from the student’s final grade. Excessive tardiness (more than 3 classes) will be counted as unexcused absences. Leaving early before class ends is also counted as tardy.

Absences will be excused for: illness of the student or serious illness of a member of the student’ immediate family; the death of a member of the student’s immediate family; trips for members of the student organizations sponsored by an academic unit, trips for University classes and participation in intercollegiate athletic events; authorized field trips by the college of Education; religious holidays with advance notice; and subpoena for court appearance. **The instructor shall have the right to request appropriate verification of all absences. It is University Policy that all classes will meet as scheduled on the last day before and first day after holiday periods designated by the University.**

If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class.

Communication with Instructor: It is the student’s responsibility to contact the instructor via email if assignment deadlines are not met. Students are responsible for notifying the instructor via email if a class is missed for whatever reason either within 24 hours before or 24 hours after the class day missed.

Accommodations: Students who need accommodations are asked 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, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

"In accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn family, do hereby pledge that all work is my own, achieved through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation."

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 listed below:

 \_Engage in responsible and ethical professional practices

 \_Contribute to collaborative learning communities

 \_Demonstrate a commitment to diversity

 \_Model and nurture intellectual vitality

**Schedule of Readings and Assignments**- **Bring Textbook to Class Each Class Night**

January 12 – Syllabus Overview, Assignment of Groups, Team Building Activity

 Reading Assignment: Chapter 1 (Labinowicz)

January 19 – Discussion of Chapter 1 Using Discussion Prompts;Explore Puzzles from Chapter 2

 Reading Assignment: Chapter 2; Assignment of Writing Prompt 1

January 26 – Discussion of Chapter 2 Using Discussion Prompts; Explore with Mirrors from Chapter 2

 Reading Assignment: Chapter 3;**Writing Prompt 1 Due**

February 2- Discussion of Chapter 3 Using Discussion Prompts

 Reading Assignment: Chapter 4; Assignment of Writing Prompt 2

February 9-Discussion of Chapter 4 Using Discussion Prompts;

 Reading Assignment: Chapter 5 and 6;**Writing Prompt 2 Due**

 Discuss “Analysis of Conservation Tasks” Assignment

February 16- Discussion of Chapters 5 and 6 Using Discussion Prompts

February 23- **“Analysis of Conservation Tasks” Presentations**

 Reading Assignment: Chapter 8; Assignment of Writing Prompt 3

March 1 – Discussion of Chapter 8 Using Discussion Prompts; Review for Midterm

**Writing Prompt 3 Due**

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March 8 – **Midterm Exam;** Reading Assignment: Chapter 9;Assignment of Writing Prompt 4

March 22 – Discussion of Chapter 9 Using Discussion Prompts; **Writing Prompt 4 Due**

 Reading Assigment for Nov. 2: Chapters 1 & 2 (Bodrova)

March 29– Discussion of Chapters 1 & 2 Using Discussion Prompts;

 Reading Assignment for Nov. 16: Chapters 3 & 4 (Bodrova) Assignment of Writing Prompt 5

April – Di5scussion of Chapters 3 & 4 Using Discussion Prompts;

Reading Assignment for Nov. 30: Chapters 5 & 6 **Writing Prompt 5 Due**

**April 12** – Discussion of Chapters 5 & 6 Using Discussion Prompts; Review for Final Exam

April 19: Final Exam