

# CTEC 7520

## Curriculum & Teaching in Early Childhood Education

### Spring 2012

**Schedule:** Mondays, 4:00-6:50 PM, 2442 HC

**Instructor:** Vickie Ryan, Ph.D.

Instructor, Dept of Curriculum & Teaching

Early Childhood Education

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**Office hours:** By appointment. I hope you'll feel welcome to e-mail, telephone, or schedule to drop by the office to pursue ideas from the course.

**Prerequisite:** Admission to teacher education.

COLLEGE OF EDUCATION



*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*



#### 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:

**Sue Wortham. *Early Childhood Curriculum: Developmental Basics for Learning and Teaching*. 5<sup>th</sup> Edition ISBN-10:0132545438 Copyright 2010. Merrill Publishing Company**

**Debbie Diller. *Literacy Work Stations: Making Centers Work*. 2003. Stenhouse Publishers.**

Additional readings may be required.

**Course Goals.** Those who successfully complete the requirements of CTEC 7520 will:

- / Identify components of historical theoretical bases for appropriate programs in early childhood
- / 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
- / Analyze the changing role of the teacher in developing curriculum for diverse populations
- / Discuss the need for quality programs in Early Childhood Education
- / Identify developmental characteristics of young children from Birth to 8 Years
- / Investigate transitional curriculum for children aged 5 to 8 in Math/Science/Social Studies/Language Arts

To apply this knowledge, students will learn to . . .

- / 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
- / Facilitate students' individual and collaborative use of technologies to locate, collect, create, produce, communicate, and present information.
- / Design, manage, and facilitate learning experiences 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 ln

## **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. **CURRICULUM RESEARCH PAPER & PRESENTATION** [worth 25 points] investigating early childhood curriculum approaches (e.g., Vygotsky, 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 1<sup>st</sup>/2<sup>nd</sup> grade children, etc. Presentation should include media presentation (PowerPoint, video, etc.).
2. **PROFESSIONAL PARTICIPATION** [50 pts].
  - a. **TYPED DISCUSSION QUESTIONS (30 PTS)** Bring to class responses to 2 questions per chapter that will be assigned by instructor.
  - b. **CLASS PARTICIPATION AND PROFESSIONAL BEHAVIOR.(20pts)** 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.

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. 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.*

**Unexcused absences will deduct 3 points per absence.**

**C.** Test (100 pts) will be given at the conclusion of the Wortham text.

**D.** Instructor has the right to make changes in course requirements if the need arises.

**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 2012

### January

Mon	READINGS TO BE READ BY CLASS ON DATE INDICATED	ASSIGNMENTS
9 Week 1	Introduction & syllabus	Research Article (6 copies) Discuss with class
23 Week 2	Research Papers	Discussion Questions
30 Week 3	Wortham CH 1-2	Research Paper

### February

6 Week 4	Research Paper Presentations	Discussion questions
13 Week 5	Wortham CH 3-4	Discussion questions Interview a teacher***
20 Week 6	Wortham CH 5-6	Discussion questions
27 Week 7	<b>MIDSEMESTER:</b> Wortham CH 7-8	Discussion questions

### March

5 Week 8	Wortham CH 9-10	Discussion questions
12	<b>SPRING BREAK</b>	
19 Week 9	Wortham 11-12	Discussion questions
26 Week 10	Wortham 13-14	Discussion questions

### April

2 Week 11	Test: Wortham Literacy Work Stations	Test
9 Week 12	Literacy Work stations	TBA
16 Week 13	Literacy Work Stations	TBA
23 Week 15	Literacy Work Stations	TBA
<b>May 30</b>	<b>FINAL EXAMS</b>	

\* 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.