

**AUBURN UNIVERSITY SYLLABUS****CTEC 3030 Intuitive Thought and Symbolic Function**

Credit Hours: 3 semester hours

Prerequisites: Admission to Teacher Education

Corequisites: CTEC 4911

Instructor:

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Office hrs by appointment - sign up by going to: <http://www.meetme.so/angelalove>

Textbooks required:*

Clay, M. M.. (1974). *What did I write?: Beginning writing behaviour*. Portsmouth, NH: Heinemann.

Kriete, R.. (2002). *The morning meeting book* (2nd ed.). Turners Falls, MA: Northeastern Foundation for Children, Inc.

Wells Lindfors, J. (2008). *Children's language: Connecting reading, writing, and talk*. New York: Teachers College.

Two children's books required:

Kamkwamba, W., & Mealer, B. (1991). *Galimoto*. New York: Harper Collins.

Williams, K. L. (2012). *The boy who harnessed the wind*. New York: Penguin.

Textbooks recommended

DeVries, R., & Sales, C. (2012). *Ramps and pathways*. Washington, D. C.: National Association for the Education of Young Children.

Nell, M. L., Drew, W. F., & Bush, D. E. (2013). *From play to practice: Connecting teachers' play to children's learning*. Washington, D.C.: National Association for the Education of Young Children.

Gartrell, D. (2013). *Education for a civil society: How guidance teaches young children democratic life skills*. Washington, D. C.: National Association for the Education of Young Children.

*Additional readings will be made accessible through the Canvas class website when required.

Course Description

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. Specifically, the course provides the opportunity for students to confront and attempt to answer the following questions:

1. How do children make the transition from intuitive thought to flexible use of the symbol systems of our culture?
2. How can teachers provide experiences that enable children to make their intuitive thought explicit?
3. How can teachers provide experiences that challenge the intuitive thought of children?
4. How can teachers facilitate the development of symbolic function in young children?
5. How can teachers understand and monitor the development from intuitive thought to symbolic function in literacy?
6. How can teachers organize their own thinking and planning?

Course Objectives

1. To understand the elements of early thinking, and to value the intuitive thought of childhood and better understand its place in the course of development.
2. To understand the role of social interaction in learning and development.
3. To recognize the abstract nature of reading and writing as symbolic functions and to learn how to use other mediums to enrich children's thinking as they progress towards reading and writing.
4. To learn to use cooperative learning, discussion, and problem-based learning strategies.

5. To construct knowledge of how children develop and learn in order to provide opportunities that support the social, emotional, language, cognitive, and aesthetic development of preschool and kindergarten children.
6. To learn to administer, analyze, and use the results from appropriate assessments of literacy development.
7. To develop a strategy for planning experiences for young children.

Course Content & Schedule

Digital/journal on readings (20 pts): Document your thoughts and concepts from reading (you may type in a Word or Pages document in outline/response format). Include chapter title or page nos. **and a critical thought** about the reading (for example, relate the readings to other readings, to self, to classroom context; comment on what surprised you, what interested you; back up your opposing viewpoint with data from your experience; contrast ideas presented with ideas of your own or other authors you've read - these are just a few suggestions).

Video response (15 pts): Respond to questions related to the video clips posted on Canvas for discussion. **Add these to your digital journal reflections for that week's period.**

Book chapter presentation (25 pts): You will choose a chapter from *Children's language: Connecting reading, writing, and talk* with two to three of your peers. You will develop and present a digital presentation on the chapter (you may use PowerPoint, Keynote, Prezi, blogs, web pages such as Webquest - we will learn in class about constructing Webquests - iMovie or MovieMaker, etc.). The 5-10 minute presentation will inform classmates of material in the book and should include a supporting resource (e.g., video clip of language learning, for a perfect example, [click](#) to watch a video of twins babbling in communication to one another). Assignment and grading criteria will be provided on the class Canvas website.

Language/literacy development Case Study (50 pts): You will choose two children whom you will collect samples over a period of not less than three weeks of their drawing, writing, and other forms of expression (including the arts) they may produce. For the children you observe, you will analyze how imitation, play, drawing, talk and print function for the children, what they know about written

language, and how they communicate with peers and teachers through all of these forms. You will do a written assessment of the children's understanding of what they have heard (listening) or read (pictures or print) and their disposition^a toward books and having books read to them. You will analyze the written samples and drawings/expressive arts in terms of their **expressive** language and communication development, as well as document their **receptive** language development. These samples will include one of your own observations during which you are able to record the child working on one of the samples, their conversation or explanation about the work sample, the lesson that went with the work sample (the lesson objective and purpose as well as expected outcome). It is possible, therefore, you may also have oral language that accompanies the sample. Your paper will include an analysis and assessment of the writing development of each child. Assignment and grading criteria will be provided on the class Canvas website.

Language submersion experience paper (50 pts): You will choose to attend an organizational meeting (e.g., church service, community organizational meeting) conducted in an unfamiliar language. You will then write an 5-7 page paper on your experience. Assignment and grading criteria will be provided on the class Canvas website.

Participation (20 pts): All students are required to attend all classes, be punctual, and be active participants in class discussions and activities. Students are also expected to be respectful to others by not displaying disruptive or inappropriate behavior during class. (*This includes talking while another student has been acknowledged to speak, as well as while the instructor is speaking, texting or using a mobile device in any other inappropriate manner unrelated to the course.*) Points will be deducted from the original 15 when an infraction occurs (as determined by the instructor) and the student will be notified that points were deducted within a reasonable time after the infraction. Each incidence of unprofessional behavior will result in a 2-4 pt. deduction, depending on whether the behavior has already been addressed or not, from the 20 points allotted for this course requirement.

Digital recording & reflection of a lesson (20 pts): All students are required to video record a lesson and reflect on that lesson. Questions will be posted on

Canvas to use to think about for your reflection. An attached teacher/supervisor approved lesson plan is required.

Readings due^b

^a Materials to examine will be accessible on the Canvas course website to prepare an age-appropriate and informative interview.

^b Readings & Assignments due dates will be accessible on Canvas

Grading System will follow:

A = 90% - 100% (180-200 pts); B = 80% - 89% (160-179 pts); C = 70% - 79% (140-159 pts); D = 60% - 69% (120-139 pts) ; F < 60% (119 pts and below)

NOTE - If D or below is obtained the course must be repeated; otherwise, students must maintain a 2.5 average GPA in order to participate in internship.

CLASS POLICY STATEMENTS

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the [Student Policy eHandbook](#). 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. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. **Each unexcused absence** will result in 5 points deducted from the class participation grade. **Tardy arrivals** will result in 2 point deducted from the class participation grade. If points from absences and tardy arrivals exceed the 20 points allotted for class participation, the points will be taken from the final total. **Three unexcused absences may result in a teacher candidate being dropped from the early childhood education program.**

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). See <https://fp.auburn.edu/disability/faculty/syllabus.asp>

Honesty Code: The University Academic Honesty Code and the [Student Policy eHandbook](#) Rules and Regulations pertaining to Cheating and Plagiarism will apply to this class. See <https://sites.auburn.edu/admin/universypolicies/Policies/AcademicHonestyCode.pdf>

Professionalism: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are:

Professional Dispositions Checklist – Early Childhood Education ^d	
1.	Creates a caring and supportive learning environment, encourages self-directed learning by all students, and exemplifies a commitment to all students learning mathematics with understanding (NAEYC 1abc, 2a, 3c, 4abc, 6b)
2.	Demonstrates behaviors that are consistent with the ideals of fairness and the belief that all students can learn (NAEYC 1abc, 2a, 6bde)
3.	Demonstrates, models, and exemplifies a commitment to diversity (NAEYC 2ab, 6bde)
4.	Engages in responsible and ethical professional practices (e.g., shows trustworthiness, nurtures professional relationships, maintains confidentiality regarding students and school matters)(NAEYC 6be)
5.	Demonstrates professionalism by being prepared, dressing professionally, communicating appropriately, and fulfilling attendance expectations(NAEYC 6abcde)
6.	Shows respect for and cooperates with students, families, colleagues, and members of the community (NAEYC, 6abcde)
7.	Shows initiative and self-direction in classroom activities (e.g., organization and management of classroom, planning and implementation of instruction) (NAEYC 1abc, 3abcd, 4abcd, 5abc)

8.	Demonstrates a commitment to using technology and other teaching tools, follows policy regarding use of technology, and models digital citizenship and responsibility (e.g., the appropriate use of social media). (NCTM 7.6) (NAEYC 3b4b5qb)
9.	Contributes to collaborative learning community, models and nurtures intellectual vitality, and demonstrates interest and enthusiasm for the profession (NAEYC 1c2bc6abcde)
10.	Accepts/acts on constructive criticism and suggestions in a professional way (NAEYC 4ad, 6abcde)
11.	Monitors and adjusts own professional dispositions as necessary (NAEYC 4ad, 6abcde)
12.	Demonstrates a commitment to effective teaching by reflecting on and analyzing past practices to stimulate ongoing improvement for future practice (NAEYC 4ad, 6abcde)
13.	Demonstrates a willingness to seek out curriculum materials and activities that will stimulate the learning of all students (NAEYC 1abc, 2a, 4abc, 5abc)
14.	Uses assessments in a responsible manner that reflects the purposes for which they were intended and avoids drawing unwarranted conclusions based on a single assessment. (NAEYC 1abc, 3abcd)

^d These dispositions are linked to NAEYC Code of Ethical Conduct and Professional Standards.

***Mobile Device Policy:** Smartphone use or text messaging or unapproved iPad/ Tablet or laptop usage during the class session is viewed as extremely unprofessional and will result in an automatic loss of 5 points of **Class Participation and Professional Behavior grade points** (under COURSE REQUIREMENTS) **for the first occurrence; additional points will be deducted for repeated occurrences.** It is best that phones, iPads, and laptops not be visible during the class session to avoid any misunderstanding of their use, unless specific use initiated by the instructor is communicated. If you take notes on your laptop, speak with Dr. Love.