**CTEC 3030 Integrated Curriculum in Preschool: Early Literacy**

**Spring 2021**

**Course Time:** Thursdays, 5:00 – 8:00 pm

**Course Location:** Haley Center 2406

**Credit Hours:** 3

**Prerequisites:** Admission to EC Teacher Ed

**Co-requisite:** CTEC 4911

**Instructor:** Amy Zvonar

**Email:** [aez008@auburn.edu](mailto:aez008@auburn.edu)

**Office hours:** By appointment

**Required Textbooks:**

Burns, M. S., Griffin, P., & Snow, C. E. (eds.) (1999). *Starting out right: A guide to promoting children’s reading success.* Washington, D.C.: National Academy Press, National Research Council.

Clay, M. (2014). *By different paths to common outcomes: Literacy learning and teaching.* Portsmouth, NH: Heinemann. ISBN 978-0-325-05955-6

Wohlwend, K. E. (2011). *Playing their way into literacies: Reading, writing, and*

*belonging in the early childhood classroom*. New York: Teachers College Press.

Ray, K.W., & Glover, M. (2008). *Already Ready: Nurturing writers in preschool and kindergarten*. Portsmouth, NH: Heinemann.

\*\*\*Other required readings will be posted on Canvas\*\*\*

**Recommended Textbooks:**

Clay, M. (1975). *What did I write: Beginning writing behaviour.* Portsmouth, NH: Heinemann.

Curtis, D., & Carter, M. (2012). The art of awareness: How observation can transform your teaching. 2nd edition. Redleaf Press. ISBN-10: 1605540862

Jones, E., & Reynolds, G. (2011). *The play’s the thing: Teachers’ roles in children’s*

*play*. New York: Teachers College Press.

Kolbe, U. (2005). *It’s not a bird yet: The drama of drawing*. Byron Bay, AU: Peppinot Press.

Piaget, J., & Inhelder, B. (2000). *The psychology of the child*. New York: Basic Books.

**Course Objectives/Outcomes:**

The unique nature of early childhood education encompasses the foundations of learning including play, developmentally appropriate practices, and integration within and across disciplines, which create a bridge between informal and formal learning environments. The course focuses on how young children construct an understanding of early literacy learning through multi-sensory, multi-modal means, and will provide the opportunity for students to

* Become familiar with and use the *Alabama Developmental Standards — Language and Literacy* for planning the learning environment, meaningful learning activities, and assessment opportunities [<http://children.alabama.gov/firstclass/firstclass-guidelines/>]:

1. Children will develop listening comprehension skills (receptive language).
2. Children will develop phonological awareness skills to discriminate the sounds of language.
3. Children will develop an understanding of new vocabulary.
4. Children will develop speaking skills for the purpose of communication (expressive language).
5. Children will develop age-appropriate writing skills.
6. Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print).
7. Children will develop alphabet knowledge.

* Confront and attempt to answer the following questions:

1. How do children make the transition from intuitive thought to symbolic play, to emergent literacy, to flexible use of the symbol systems of our culture?
2. How can teachers provide tools and experiences, following the interests of the child, that enable children to represent their knowledge and thinking?
3. How can teachers provide experiences that challenge the intuitive thought of children?
4. How can teachers facilitate the development of symbolic function, early literacy and numeracy, in young children?
5. How can teachers observe, document, and understand the development from intuitive thought to symbolic function through multi-sensory, multi-modal literacies?
6. How can teachers organize their planning based on what they have observed, documented, and reflected upon?

Upon completion of the course, students will be able to:

1. Understand the multimodality of early literacy, applying and supporting multi-sensory strategies in foundational reading skills for young children (*Alabama Literacy Act,* Section 6.e.).
2. Demonstrate knowledge of content and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies (*NAEYC*, 5.a., *CIEP,* 5.1).
3. Create, evaluate, and select activities, materials, and equipment that are developmentally appropriate, integrating multiple developmental areas and levels of ability and demonstrate skills in incorporating goals of individual children in all group activities (*CIEP,* 1.1, 3.2, 3.3).
4. Use own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child (*NAEYC,* 5.c., *CIEP,* 5.3).
5. Develop and implement an integrated curriculum using the central concepts, inquiry tools, and structures of content areas or academic disciplines that focuses on children’s needs and interests and takes into account culturally valued content and children’s home experiences (*NAEYC,* 5.b., *CIEP,* 5.2).
6. Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through creation of learning environments and experiences (*CIEP,* 1.3, 2.1).
7. 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 (*CIEP,* 4.1).
8. Recognize the abstract nature of reading and writing as symbolic functions and the nature of play as literacy supportive; and learn how to facilitate play to enrich children’s thinking as they progress towards literate minds (*CIEP,* 5.3)
9. Demonstrate the ability to integrate functional and developmental objectives for learning (*CIEP,* 1.3).
10. Within a classroom environment, plan appropriate cooperative learning, discussion, and problem-based learning strategies, to plan for a wide-range of individual learning and maturational needs within differentiated literacy instruction, understanding the role of social interaction in emergent literacy, learning, and development as well as facilitating children’s involvement in planning for their own learning (*CIEP,* 4.1, 4.3).
11. Demonstrate skills in using developmentally appropriate planning strategies in cooperation with members of the teaching team. (*CIEP,* 3.2).
12. Plan appropriate balance in child-initiated and adult-initiated activities, based on the individual needs of the typically and atypically developing children (*CIEP,* 3.3).
13. Learn to administer, analyze, and use the results from appropriate assessments for literacy development (*CIEP, 3*.1).
14. Demonstrate skills in observing, recording, analyzing, and using data gathered from and about children engaged in real, concrete, play-oriented activities in natural environments to inform the planning and guidance in the classroom (*CIEP,* 3.2).
15. Demonstrate competence in functioning in a preschool inclusive environment, and in analyzing and evaluating the teaching-learning environment (*CIEP,* 1.2).

**Assignments/Projects:**

1. Authorship project & paper (15 pts):

You will write a picture book in the genre of your choice. You will then write a reflection paper on your experience and what insights you gained that apply to your work with children. We will start this project in class, and more directions will be given at that time.

1. Journal Reflections (60 pts, 12 entries @ 5 pts per entry)

Reflections will incorporate the readings, articles, and/or videos that were required for the week, your personal thoughts and feelings about what was read, any connection to what you are seeing/doing in your practicum class, and how this can influence your future practice

1. Learning Stories (40 pts, 2 entries @ 20 pts per entry)

Document a child engaged in an ongoing, interest-driven, and focused experience. Follow the learning stories structure – describe in detail with photos, write to the child in first person what it means, reflect on opportunities and possibilities, get feedback from family.

\*\*\*Include samples (clear photos in which the details of the child’s work can be clearly detected), these must be samples you observed and can describe in detail any oral language that accompanied the work, interactions with peers or adults at the time, any other activity that accompanied the child’s thinking and representation.

1. Small/whole group interaction, transcription and analysis (40 pts)

Document your interaction with your class in terms of *language use* (related to Peter Johnson and Katie W. Ray) – record (video or audio) yourself interacting with your group of students (may be in whole or small group) and analyze. This may also be a lesson you teach on which you are observed

* Describe the context (i.e. lesson and include lesson plan where possible, regularity with which you have met with this group, what the objectives were for the interaction with this group, day and time met)
* Transcribe your conversation and document the # of times you used language from a dynamic-learning v. fixed-performance frame, process v. person feedback, alternatives to praise, open v. closed questions, etc.
* Describe and make a plan for future contexts for learning/instruction based on your analysis of the language you used, incorporate your readings to defend your claims
* Use the tables in chapters from Johnston’s books from CTEC 4200 (e.g. in *Choice Words,* or *Opening Minds,* pp. 17, 23, 45, Fig. 5.1, p. 56, etc) to guide your analysis and plan for changes

1. Provocation Presentations (Mid-term) (20 pts)  
     
   Each student will work with a partner to plan and present a Reggio-inspired art and physical knowledge provocation. The provocations will be set up and displayed in class. These provocations may then be used in your clinical residence classroom, or revised as necessary. More information will be provided in canvas.
2. Case Study (Final exam) (40 pts)

You will choose one or two children (to be decided later in the semester) whom you will collect samples over a period of not less than 3 weeks of their actions, oral language, 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 and how they express what they know, and how they use various forms and tools to communicate their thinking and knowledge. You will do a written analysis of the children’s understanding of what they have heard (listening) or read (pictures or print) and their dispositions toward books and other media. You will include a discussion of the children’s 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 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 (goal, objective, and expected outcomes). Further directions will be provided in class and on canvas.

1. Participation/Professional dispositions (10 pts)

Teacher candidates are expected to participate fully in class and to stay focused and engaged. All teacher candidates are required to attend all classes, be punctual, and be active participants in class discussions and activities. During Zoom sessions, all students are expected to keep their cameras on unless otherwise instructed. 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 appropriate manner unrelated to the course.)* Points will be deducted from the original 10 points 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 point deduction, depending on whether the behavior has already been addressed or not.

\*Please note that this is only a plan; assignments and point values/totals *may change during the semester*.

**Rubric and Grading Scale:**

Authorship project & paper (15 points)

Journal Reflections (60 points)

Learning Stories (40 points)

Small/whole group interaction, transcription and analysis (40 points)

Provocation Presentations (20 points)

Participation/Professional Disposition (10 points)

Case Study (Final Exam, 40 points)

TOTAL = 225 points

A = 203-225, B= 180-202, C= 158-179, D= 135-157, F= 134 & below

\* If D or below is obtained, the course must be repeated; also, students must maintain a 2.5 average GPA to participate in clinical residency.

**Class Policy Statements:**

*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, please email me, and an alternate time can be arranged. 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> .

*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](http://www.auburn.edu/student_info/student_policies/%2523vii). Arrangement to take the make-up exam must be made in advance. Students who miss an exam/project deadline because of an illness need a doctor’s excuse 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 2 points deducted from the participation/professionalism grade and a grade of 0 will be given to work/assignments missed during that class period. Unexcused or excessive absences could result in a teacher candidate being dropped from the early childhood education program.

*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/universitypolicies/Policies/AcademicHonestyCode.pdf> .

*Late work*: Students are expected to turn in all work on time. Late work will incur an immediate 2-point deduction, followed by a 2-point deduction for each subsequent day the work is not submitted. If you find yourself falling behind in your coursework, it is of the utmost importance that you immediately contact your instructor. This is the best way to stay caught up with the course, and to achieve the highest possible grade.

\* If you find that you need to submit late work, it is required that you contact the instructor before submitting any late work.

*Mobile Device Policy*: Smartphone use, text messaging, or unapproved tablet/laptop usage during the class session is viewed as extremely unprofessional and will result in an automatic loss of 2 points from the Class Participation/Professional Behavior grade 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 for the device is communicated by the instructor. If you take notes on your laptop, let the instructor know in advance.

*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.

*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:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality