

**CTEC 4200**

**Auburn University**

Department: Curriculum & Teaching

Program: Early Childhood Education

Course Title: The Constructivist Teacher:

Strategies and Techniques

Course Number: CTEC 4200

Course Credit: 3 hours

Semester: Spring 2021

Instructor: Lindsay Griffies

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Phone Number: Cell: 334-321-8182

Office: Haley Center (5th Floor)

Office Hours: By appointment

Schedule: T/Th 1:00-2:15

Classroom: Haley 2226

Prerequisites: Admission to Teacher Education

\*Not to be distributed

**1. COURSE DESCRIPTION**

**Catalog Description:**

Students construct operational knowledge of established constructivist strategies and techniques, a set of guidelines on which to base wise curriculum decisions, and operational knowledge of the field of early childhood education, including state and national curriculum standards for the field.

**Text:**

**Required:**

Carter, D. & Curtis, M. (2013). The Art of Awareness: How Observation Can Transform Your Teaching. St. Paul, MN: Redleaf. ISBN 978-1-60554-086-3

Clemens, S. (2014). Seeing Young Children with New Eyes. St. Paul, MN. Redleaf. ISBN: 978-0990354123

Johnston, P. H. (2004). *Choice words: How our language affects children’s learning.* Portland, ME: Stenhouse.

**Course Objectives:**

The Early Childhood program provides the pre-service teacher the opportunity to construct knowledge and refine their practice through experiences that support empirical and theoretical decision-making. To this end, this course will provide pre-service teachers the opportunity to observe and participate in supervised practicum experiences [NAEYC 6.1] with young children of diverse ages and reflecting diverse family systems [NAEYC 6.2 & 6.3] in order to:

1. Set goals to facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships. [ECE 2.b.3] [NAEYC 5.7]
2. Develop integrated learning experiences for young children in all areas: cognitive, language, physical, social, emotional, aesthetic and technological. [ECE 2.b.3] [NAEYC 2.1.4 & 2.1.8] [TS 2.viii]
3. Plan, implement, and evaluate developmentally appropriate content and methodologies for young children that integrate all curriculum areas including biological and physical sciences, fine arts, health education, language arts, mathematics, physical education, and social studies.[ECE 2.b.4] [NAEYC 2.1.5, 4.1.1, 5.5 & 5.6]
4. Plan, implement, and evaluate strategies that foster mutual respect and understanding through verbal and nonverbal communication and that insure equitable and effective access to all instructors and materials. [ECE 2.b.3][NAEYC 2.1.2, 5.5 & 5.6] [TS 2.iii]
5. Promote and manage a positive classroom environment. [ECE 2.b.4] [PS 2.c.1 (v)]
6. Evaluate, select, and create materials based on long-range, unit, and daily objectives. [ECE 2.b.4] [NAEYC 4.1.3] [ECE 2.b.7]
7. Use manipulative materials and play as instruments for enhancing development and learning. [ECE 2.b.1] ][NAEYC 2.1.2]  2
8. Select and use appropriate equipment and technology. [PS 2.c.1 (v) & 2.c.2.(iv)] [NAEYC 2.1.6] [TS 2.v]
9. Communicate with parents/guardians for the purpose of involving them in the education of young children. [ECE 2.b.6][NAEYC 3.1.1, 3.1.3, 3.4, 3.5, 4.1.5, & 5.7] [ECE 2.b.9]
10. Use shared reading experiences and the structure of natural learning as a basis for literacy instruction. [ECE 2.b.2] ][NAEYC 2.1.2]
11. Respond to and conference with children at the appropriate developmental level. [ECE 2.b.5]
12. Utilize a variety of instructional methods and materials appropriate for particular topics and situations, emphasizing student participation in hands-on activities and relate to colleagues in a professional manner. [ECE 2.b.4]
13. Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.[NAEYC 2.4.3 & NAEYC 2.4.4 & 5.8]
14. Use reflection and self-evaluation as a basis for program planning and modification for the needs of young children, including children with special needs and children from diverse backgrounds. [NAEYC 5.1]
15. Observe, record, and assess children's behavior and development. [ECE 2.a.5]
16. Use school and/or community resources to enhance the programs for young children. [NAEYC 3.4 & 3.5]
17. Function as a member of an instructional team and relate to colleagues in a professional manner. [NAEYC 5.6]
18. Advance children’s development in the use of written language [ECE 2.b.8]
19. Advance children’s use of the stages of the writing process [ECE 2.b.8]

**Course Content:**

**General Topics:**

* Developmentally Appropriate Practice
* Integrated Curriculum
* Effective Teaching Strategies for Active, Engaged Learning
* Multiple Contexts of Early Childhood
* Child Guidance and Classroom Governance

**2. COURSE REQUIREMENTS**

**Attendance:**

This is a discussion-based, participation-heavy course. We will be engaging in interactive session every day so it is important that you attend every day. Even with excused absences, you may not be able to make up in class sessions missed due to the unique nature of the discussion and experiences in class. Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday (one week prior notice), or a subpoena. For a provisional excuse, please notify me on or before the day you miss by leaving a message by e-mail or telephone. For a fully excused absence (and full attendance/participation credit), you will need to provide documentation. Late assignments will not be accepted except at the discretion of the instructor.

**Grading Plan:**

**Course Assignments:**

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

1. Weekly Reading/Discussion Board Assignments = 100 points (avg)

\*Will be posted on Canvas

2. Project Approach Presentation = 25 points

3. Seminar assignments- 5@ 20 points each = 100 points

4. Project Play Day = 25 points

5. Other: = 50 points (avg)

Participation

Philosophy Brochure

Group Work/Presentations

Homework/Emergent assignments

6. Final Essay: = 50 points

Participation- This course requires high levels of active engagement in discussion, activities, observations, documentation, positive attitude toward learning, respect, etc. Attendance, professionalism, and interaction is paramount. Points will be deducted for lack of participation in the following ways: absences, tardies, lack of engagement in class activities and discussion, unprofessional behavior.

1. 315-350
2. 280-314
3. 245-279
4. 210-244

Failure- below 210

Failure to turn in key assignments may result in an “incomplete” in the course even if point requirements are met.

**3. University and College Policies**

**Participation**:

All 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 and for initiating arrangements for missed work.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American 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.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

ECE=Alabama and National Council for the Accreditation of Teacher Education Standards for Early Childhood Education

PS=Alabama and National Council for the Accreditation of Teacher Education Standards for Professional Studies, Basic Programs.

NAEYC= National Association for the Education of Young Children

**Seminar Days:** These seminars are required. They will be for 3200 & 4200. We will divide you into two groups. One group will be 11:00-12:30 and the second group will be 12:30-2:00. I will let you know your group the week before. We will meet in Haley 2461. It is your responsibility to come prepared with proper materials and attire. See dates below.

February 4: Loose Parts

February 25: Blocks

March 11: Drawing/Painting

March 25: Clay

April 8: Dramatic Play/Prop Box

4. TENTATIVE SCHEDULE

**Spring 2021 – 4200 Schedule**

\*This schedule is subject to change. The instructor will announce changes through Canvas announcement. Check Canvas regularly for updates and information.

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| --- | --- |
| January 12 – Tuesday  First day of class, Introductions  Syllabus | January 14 – Thursday  Intro to ECE, Discuss Philosophies (Assign groups for presentations) |
| January 19 – Tuesday  NAEYC position statements, DAP, Image of the Child article | January 21 - Thursday  Philosophy presentations |
| January 26 – Tuesday  Philosophy Presentations | January 28 – Thursday  Chapter 1: Seeing Young Children with New Eyes |
| February 2 – Tuesday  Intro and Chapter 1: Art of Awareness (AoA)  AoA Chapters 6,7 | February 4 – Thursday  **Seminar: Loose Parts & Nature** 11-2:00  SYC Chapter 46 |
| February 9 – Tuesday  AoA Chapter Presentations (2 & 3) | February 11 – Thursday  AoA Chapter Presentations (4 & 5) SYC Presentation |
| February 16 – Tuesday  **No Class** | February 18 – Thursday  SYS Chapters 9-15 AoA Chapters 12-14 |
| February 23 – Tuesday  SYS Chapters 45,48-50 | February 25 – Thursday  **3200/4200 SEMINAR DAY** Blocks (11-2) |
| March 2 – Tuesday (Mid-Semester)  SYC Chapters 3-7, 27: Integrated Learning and Projects | March 4 – Thursday  Play PowerPoint, Assign play homework assignment |
| March 9 – Tuesday  August to June | March 11 – Thursday  **3200/4200 SEMINAR DAY (Art)** AOA Ch 9 |
| March 16 – Tuesday  AOA Chapter 8 (Discuss Dramatic Play/Prop Box) | March 18 – Thursday  Discuss Project Approach Presentation |
| March 23 – Tuesday  12 Principles of Development Powerpoint | March 25 – Thursday  **3200/4200 SEMINAR DAY (Clay) SYC Ch 47** |
| March 30 – Tuesday  Project Approach Presentations | April 1 – Thursday  **No Class** |
| April 6 – Tuesday  Finish Project Approach Presentations  Choice Words Chapter 1 | April 8 – Thursday  **3200/4200 SEMINAR DAY –** Prop Box |
| April 13 – Tuesday  Choice Words Chapters 2-4 | April 15 – Thursday  Choice Words Chapters 5-6 |
| April 20 – Tuesday  Choice Words Ch 7-8 | April 22 – Last Class  Morning Meeting |

**COVID Related Policies**

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U (Links to an external site.)](https://ahealthieru.auburn.edu/). The sections below provide expectations and conduct related to COVID-19 issues.

**Health and Participation In Class**

You are expected to complete your Healthcheck screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([ahealthieru.edu (Links to an external site.)](http://www.ahealthieru.edu/))
* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/))
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](https://cws.auburn.edu/aumc/)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office ([http://aucares.auburn.edu/ (Links to an external site.)](http://aucares.auburn.edu/))

**A Healthier U Campus Community Expectations**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck ([https://ahealthieru.auburn.edu/ (Links to an external site.)](https://ahealthieru.auburn.edu/)).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

**Course Expectations Related to COVID-19**

* **Face Coverings**: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.  
  You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings (Links to an external site.)](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
* **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Spring 2021. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:**This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the*[*Classroom Behavior Policy* (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*.*

**Course Delivery Changes Related to COVID-19**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.