**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 2022

Instructor: Lindsay Griffies, Tamra Pickering

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Office: 5014 Haley Center

Office Hours: By appointment

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

Classroom: Haley 2461

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. Play Assignment = 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. It is your responsibility to come prepared with proper materials and attire. See dates below.

February 8: Loose Parts

February 22: Blocks

March 15: Drawing/Painting

April 5: Clay/Playdoh

April 19: Dramatic Play/Prop Box

4. TENTATIVE SCHEDULE

**Spring 2022 – 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 13 – Thursday  First day of class, Introductions  Syllabus, Image of child, teacher, environment |
| January 18– Tuesday  Intro to ECE, Discuss Philosophies (Assign groups) | January 20 - Thursday  NAEYC position statements, DAP, Image of the Child |
| January 25 – Tuesday  Philosophy Presentations | January 27– Thursday  Field Trip, Read Intro, Ch. 1-2: Seeing Young Children with New Eyes (SYC) **Discussion 1: Due January 28** |
| February 1 – Tuesday  Intro & Chapter 1: Art of Awareness (AoA)  **Guest Speaker – Mrs. Shope** | February 3 – Thursday  Field Trip, Chapters 6-7: AoA  **Discussion 2: February 4** |
| February 8 – Tuesday  **3200/4200 SEMINAR DAY: Loose Parts (11-1:30)**  SYC Chapter 46 | February 10 – Thursday  AoA Chapter Presentations (2 & 3)  **Discussion 3: February 11** |
| February 15 – Tuesday  AoA Chapter Presentations (4 & 5) | February 17 – Thursday  SYS Chapters 9-15, AoA Chapters 12-14 |
| February 22 – Tuesday  **3200/4200 SEMINAR DAY Blocks (11-1)** | February 24 – Thursday  SYC Chapters 45,48-50, Play PowerPoint & assign play homework **Discussion 4: February 25 (Field Trips)** |
| March 1 – Tuesday (Mid-Semester)  SYC Chapters 3-7, 27: Integrated Learning | March 3 – Thursday  **August to June, Discussion 5: March 4** |
| March 8 – Tuesday  **SPRING BREAK** | March 10 – Thursday  **SPRING BREAK** |
| March 15 – Tuesday  **3200/4200 SEMINAR DAY Art (11-1)**  AoA Chapter 9, **Play Homework Due** | March 17 – Thursday  Discuss Project Approach Presentation, Assign Groups |
| March 22 – Tuesday  AOA Chapter 8 (Discuss Dramatic Play/Prop Box) | March 24 – Thursday  **Guest Speaker? Discussion 6: Due March 25** |
| March 29 – Tuesday  **Project Approach Presentations** | March 31 – Thursday  **Project Approach Presentations** |
| April 5 – Tuesday  **3200/4200 Seminar Clay (11-1)** SYC Ch 47 | April 7 – Thursday  Choice Words Chapter 1 & 2, **Discussion 7 Due** |
| April 12 – Tuesday  Choice Words Chapter 3 & 4, **Discussion 8 Due** | April 14 – Thursday  **12 Principles of Development PowerPoint** |
| April 19 – Tuesday  **3200/4200 SEMINAR -Prop Box (11-1**) | April 21 – Thursday  Choice Words Chapters 5 & 6, **Discussion 9 Due** |
| April 26 – Tuesday  Choice Words Chapters 7 & 8, **Discussion 10 Due** | April 28 – Last Class, Morning Meeting  **Philosophy Paper Due May 5** |

**COVID Related Policies**

Given the recent surge in COVID-19 cases across our state and nation, Auburn University will require**all individuals to wear face coverings inside all Auburn University buildings and on university transportation (including Tiger Transit), beginning January 3, 2022.**

The revised face coverings policy aligns with the latest [guidance from the CDC](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance.html) as well as recommendations from university medical staff, local health officials and the Alabama Department of Public Health. Beyond this temporary measure, Auburn does not intend to adjust operational or instructional plans.

The policy applies to all students, faculty, staff and campus visitors, regardless of vaccination status. Face coverings do not have to be worn when alone in private offices, when eating inside campus dining facilities, in residence hall rooms with a roommate, in open-air athletics venues or in the Recreation and Wellness Center. [The complete policy can be found here.](https://sites.auburn.edu/admin/universitypolicies/Policies/UsageOfFaceCoveringsPolicy.pdf)

Face coverings, along with other [safe practices](http://auburn.edu/covid-resource-center/policies/safe-practices/), are an important means of preventing the spread of COVID-19. However, vaccinations are the best protection against the virus. We strongly encourage every member of our campus community to [get vaccinated](https://cwscloud.auburn.edu/SentinelScheduler/). The vaccine is free and readily available on campus and in our community.

Those choosing not to get vaccinated are at a much greater risk of contracting COVID-19. If you have reservations about getting vaccinated, we urge you to consult the Auburn University Medical Clinic, the Auburn University Pharmaceutical Care Center or your health care provider.

All updates to the university’s protocols will be posted on the [COVID-19 Resource Center](http://auburn.edu/covid-resource-center/) website. We look forward to the semester and ask for your continued support in the fight against COVID-19. We are hopeful the 2022 academic year will be successful and uninterrupted.