



## AUBURN UNIVERSITY SYLLABUS

### CTEC 3030 Intuitive Thought and Symbolic Function

Credit Hours: 3 semester hours

Prerequisites: Admission to Teacher Education

Corequisites: CTEC 4911

#### Instructor:

Angela Love, Ph.D.

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Curriculum & Teaching

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Office hrs by appointment

#### Textbooks required:\*

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

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

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

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.

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.

\*Additional readings will be made available on 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**

**Note cards/journal on readings (20 pts):** Type or print notes from reading on note cards or in a composition notebook (or you may type in a Word 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 for discussion.

**Book chapter presentation (30 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 (40 pts):** You will choose two children whom you will collect over a period of not less than three weeks samples of their drawing, writing, and other forms of expressive 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 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. These samples will include an observation during which you are able to record the child

working on one of the samples. 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 (40 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 8-10 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.

<b>Readings due</b>	May 17	Syllabus, defining intuitive thought & symbolic function
	May 20	<b>Class meets 12:30-4:30</b> <b>Read:</b> <i>The morning meeting book</i> : pp. 1-31 <b>Due in class:</b> Note cards on reading
	May 22	<b>Class meets 12:30-4:30</b> <b>Read:</b> <i>The morning meeting book</i> : pp. 33-71 <b>Due in class:</b> Note cards on reading
	May 24	<b>NO CLASS MEETING. ASSIGNMENT DUE BY MIDNIGHT:</b> View video on Canvas: <i>Where do the children play?</i> Write responses to questions on Canvas under the Discussion link. Respond within 24 hrs. to a minimum of

two other peers, following the **Response Guidelines** on Canvas.

**Read:** *The morning meeting book*: pp. 74-102

**Due on Canvas by midnight May 29:** Note cards on reading

Oral to written	June 17	<b>Read:</b> <i>What did I write?</i> CH 1-3; <i>Ramps &amp; pathways</i> , pp. 1-35 <b>Due in class:</b> Note cards on reading,
	June 19	<b>Read:</b> <i>What did I write?</i> CH 4-6; <i>Children's language</i> : CH 1 <b>Due in class:</b> Note cards on reading, 1st group's book chapter presentation
	June 24	<b>Read:</b> <i>What did I write?</i> CH 7-8; <i>Ramps &amp; pathways</i> , pp. 37-63 <i>Children's language</i> : CH 2 <b>Due in class:</b> Note cards on reading, 2nd group's book chapter presentation
	June 26	<b>Read:</b> <i>Children's language</i> : CH 3 <b>Due in class:</b> Note cards on reading, 3rd group's book chapter presentation
	July 1	<b>Read:</b> <i>Children's language</i> : CH 4 <i>Hundred languages - Interlude: From messages to writing</i> (after CH 11) <i>Ramps &amp; pathways</i> , pp. 65-99 <b>Due in class:</b> Note cards on reading, 4th group's book chapter presentation
	July 3	<b>NO CLASS MEETING. ASSIGNMENT DUE BY MIDNIGHT:</b> View video on Canvas & respond to questions.
	July 8	<b>Read:</b> <i>Children's language</i> : CH 5; <i>Designs for living &amp; learning</i> CH 6 <b>Due in class:</b> Note cards on reading; 5th group's book chapter presentation; Language submersion experience paper

<b>Play to Practice</b>	July 10	<b>Read:</b> <i>Children's language</i> : CH 6; <i>From play to practice</i> , CH 1-4 <b>Due in class:</b> Note cards on reading, 6th group's book chapter presentation
	July 15	<b>Read:</b> <i>From play to practice</i> , CH 5-7 <b>Due in class:</b> Note cards on reading,
	July 17	<b>Read:</b> <i>From play to practice</i> , CH 8-9 <b>Due in class:</b> Note cards on reading,
	July 22	<b>Due in class:</b> Language/literacy development Case Study Presentation (1/2 class)
	July 24	<b>Due in class:</b> Language/literacy development Case Study Presentation (1/2 class) Paper due online
<b>Assignments</b>	May 22 >>>	20 pts Note cards/journal on readings
	May 24, 2013	15 pts Video response
	June 19 >>>	30 pts Book Chapter Digital Presentation
	July 8, 2013	40 pts Language submersion experience paper
	July 22, 2013	40 pts Language/literacy development Case Study/presentation
	July 24, 2013	20 pts Participation

## 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 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/universitypolicies/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:

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| 1. Creates a caring and supportive learning environment and encourages self-directed learning by each student..   |
| 2. Demonstrates behaviors that are consistent with the ideals of fairness and the belief that all students can learn.   |
| 3. Demonstrates, models, and exemplifies a commitment to diversity.   |
| 4. Engages in responsible and ethical professional practices (shows trustworthiness, nurtures professional relationships, maintains confidentiality regarding students and school matters). |
| 5. Demonstrates professionalism by being prepared, dressing professionally, communicating appropriately, and fulfilling attendance expectations.  |

6. Shows respect for and cooperates with students, families, colleagues, and members of the community.
7. Shows initiative and self-direction in classroom activities (e.g., organization and management of classroom, planning and implementation of instruction).
8. Follows policy regarding use of digital tools and models digital citizenship and responsibility (e.g., the appropriate use of social media).
9. Contributes to collaborative learning community, models and nurtures intellectual vitality, and demonstrates interest and enthusiasm for the profession.
10. Accepts/acts on constructive criticism and suggestions in a professional way.
11. Monitors and adjusts own professional dispositions as necessary.
12. Reflects on and analyzes past practices to stimulate ongoing improvement for future practice.

\*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.