**CTEC 3030 – Intuitive Thought and Symbolic Function**

**Summer 2014**

**Course Time:** MW; 12:30 – 2:00 p.m.

**Course Location:** 2435 Haley Center

**Credit Hours:** 3

**Prerequisites:** Admission to EC Teacher Ed; CTEC 3200

**Co-requisite:** CTEC 4911

**Instructor:** Dr. Sean Durham

**Email:** [rsd0007@auburn.edu](mailto:rsd0007@auburn.edu)

**Office hours:** By appointment

**Required Textbooks:**

Fisher, B., & Medvic, E. F. (2003). *For reading out loud: Planning and*

*practice*. Portsmouth, N.H.: Heinemann

Lewin-Benham, A. (2011). *Twelve best practices for early childhood education:*

*Integrating Reggio and other inspired approaches*. New York: Teachers

College Press.

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

Souto-Manning, M. (2013). *Multicultural teaching in the early childhood classroom*.

New York: Teachers College Press.

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

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

**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:

a. How do children make the transition from intuitive thought to flexible use of the symbol systems of our culture?

b. How can teachers provide experiences that enable children to make their intuitive thought explicit?

c. How can teachers provide experiences that challenge the intuitive thought of children?

d. How can teachers facilitate the development of symbolic function in young children?

e. How can teachers understand and monitor the development from intuitive thought to symbolic function in literacy?

f. 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.

1. To understand the role of social interaction in learning and development.
2. 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.
3. To learn to use cooperative learning, discussion, and problem-based learning strategies.
4. 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.
5. To learn to administer, analyze, and use the results from appropriate assessments of literacy development.
6. To develop a strategy for planning experiences for young children.

**Course Content:**

1. Development of the symbiotic function
2. Representational competence in: Exploratory Learning via Physical Knowledge;
3. Exploratory Learning via Integrated Thematic Curriculum; Exploratory Learning via Math Games
4. Assessment of integrated content learning in literacy, math, science, and social studies
5. The role of culture and social interaction in the development of early thinking and learning experiences.
6. The role of the teacher in making decisions and planning experiences for children

**Class Policy Statements:**

Reading: As a co-requisite to a practicum, class time will be devoted largely to synthesizing professional literature with the practicum experiences. In other words, we will be linking theory (presented in readings) with practice (your experiences in practicum). All of the course texts are required reading and students should maintain an active and disciplined reading schedule so that they are reading to contribute in class. All readings will be integrated into the final examination. Some parts of the readings requirement may never be covered or discussed in class. However, students remain accountable for the information from all readings.

Participation: Students are expected to participate in all class discussions and all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines will not be met. Students are responsible for initiating arrangements for missed work. If work is missed due to lateness or an unexcused absence, **half of the possible points** will be deducted from the final score of the assignment. Late work must be submitted within 24 hours of the original due date.

Attendance/Absences: Attendance is required at each class meeting. 2 unexcused absences or being tardy will result in a **5-point deduction** **from your final average**. If an exam is missed, a make-up exam will be given only for University-approved excuses. Unavoidable absences from campus must be documented and cleared with the instructor in advance.

Unannounced quizzes: There may be unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during the first week of classes or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code will apply to this class. Please see <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

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 listed below:

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

**Cell phone** use (phone calls/texting/browsing) is prohibited during class time. If observed using digital devices for non-class purposes, **5 points will be deducted from your final average**.

**Course Assignments and Evaluation:**

Journal Compositions: (15 points) During the course students will be assigned a number of reflective journals to write from a variety of topics. These entries will consist of 2-4 of critical thought about readings, experiences, and the thoughts of others. In your journals, describe your thoughts and experiences and relate them to those of others presented orally or in writing. Always cite sources that you reference. Suggestions for reflective writing include: comment on things that surprise you, interest you, etc..; back up your viewpoint with data from your experience or professional preparation; contrast your ideas from those of others and “dialogue through” arguments with multiple perspectives.

Book Chapter Presentation: (15 points) Students will be assigned a chapter from the Lewin-Benham text with a colleague or two and will develop and present a 15 minute digital presentation with accompanying “take home” resources. The presentation will inform classmates of material in the book and should include a supporting application from the practicum experience in an electronic format (video, collage, recording, etc.).

Language/Literacy Development Case Study: (25 points) You will choose two children whom you will collect samples over a period of not less than 3 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 using these forms. 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 having books read to them. 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.

Journal Article Review and Presentation: (10 points) Students will be assigned a research article from a peer-reviewed journal to read and analyze. You will then share an overview of the article with the class for 1-2 minutes noting briefly what’s exciting or what information from the research would be important for teachers. You will distribute a one page handout that includes the citation for the article, the article abstract, a summary of the article in easy-to-understand language, and a series of bullet points of implications of the research for classroom/teacher use.

Language Submersion Experience Paper: (10 points) Students will choose to attend an organizational meeting (e.g., church service, community organization meeting, etc.) conducted in an unfamiliar language. You will then write a 5-7 page paper on your experience that centers on your experience of being in an environment where your language is not spoken. You will relate this to literature on emerging bilingual students and their experiences.

Final Examination: (25 points) The final examination will assess students’ knowledge of the course content and their ability to synthesize theory with practice in early childhood education related to children’s intellectual development. The exam will include objective components (multiple choice, short answer) and essay.

**Grading Scale:**

100 – 90 A

89 – 80 B

79 – 70 C

69 – 60 D

<60 F

**Tentative Course Schedule:**

Week One: Orientation to course and link between course and practicum

Week Two: Introduction to symbolic function and intuitive thought

Week Three: Preparation for Summer Enrichment Program

Week Four: Applications of professional literature to initial practicum experience

Week Five: Play and children’s literacies

Week Six: Representations of children’s thinking

Week Seven: Play, literacy, and gender issues

Week Eight: Multicultural and inclusive teaching

Week Nine: Appropriate assessment and using assessment information in curriculum development

Week Ten: Course review