**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

**Office hours:** By appointment

**Required Textbooks:**

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

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.

Ray, K. W. (2001). *The writing workshop: Working through the hard parts (and they’re all hard parts)*. Urbana, IL: NCTE.

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 and other literacies.
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 Requirements:**

**I. Online Interactive Notebook** Reflections upon readings, video clips, lectures, investigations - (30 pts): Document your thoughts and questions from reading (you may scan/upload neatly handwritten notes or type notes in a Word or Pages document in outline/response format). Individual entries are due on midnight before class for which the readings are to be discussed. Bring your writing journal to class each day (a device, preferably, on which you can access your OIN.) You will share with your peers for beginning discussion each class. A schedule of planned journal entries will be provided in class.

**Part 1:** Notes, Summary, & Questions (For each class, combine notes for more than one chapter, labeling each chapter):

• your notes from reading the chapter highlighting (boldface) key concepts

• a brief summary of your notes

• 3 questions that demonstrate your critical thinking (e.g., questions that link to other readings and/or other authors, to self, to classroom context, to what surprised and/or interested you, to your curiosity, clarification questions)

**Part 2:** Connect to Background Knowledge and/or Previous Content (for each chapter)

• Bring in and embed links to images, videos, etc. Use web resources, make a CONNECTION that has meaning for you. Write or record a caption to explain the connection.

**Part 3:** Synthesize Learning (for each entry)

• Create something original from what you learned.

• Examples might be a poem, song, original image or drawing, comic strip, concept map or other graphic organizer, PowerPoint, video, magazine cover, letter to the editor, metaphorical representation, etc.)

**II. Writing/Play literacy Case Study** (40 pts):

Choose two children whom you will observe their writing, drawing, talking, and play. These may be your small group from the CTRD class. Collect samples of their drawing, writing, and other forms of expression that they may produce over a period of not less than five weeks (e.g., including their artwork, documentation of their imaginative play, written notes/transcripts from observing/listening to their talking).

For the children you observe and with whom you interact, you will document, analyze, & report:

• how imaginative play, drawing, talk and print function for the children,

• what they know about written language, and how they communicate with peers and teachers.

• the children's understanding of print - what they know, what “errors” demonstrate their knowledge

• **their level of representation** - the level of detail in their drawing and writing, how they communicate verbally about their representation

THOUGHT & SYMBOLIC FUNCTIONING

 • include samples (with clear photos in which the details of the child’s work can be clearly detected)

 • write a description of an observations of the child working on each sample including language from readings such as Kolbe

 • use quotes, transcribed notes, etc. to describe their thinking about the work sample,

 • describe the context (e.g., the lesson objective, purpose & expected outcome)

• **your interaction in terms of *language use*** (related to Peter Johnston and Katie Ray) – video record yourself at least twice interacting (may be in small group interaction with each child) and analyze

 • describe the context (i.e., lesson & include lesson plan if possible, regularity with which you have met with this group, what the objectives were for the interaction with this group of children, etc.)

 • document the #times you used language from a dynamic-learning v. fixed- performance frame, process v. person feedback, alternatives to praise

 • describe and make a plan based on your analysis

 • use the tables chapters from Johnston’s books (e.g., in Opening minds, pp. 17, 23. 45, Fig. 5.1, p. 56, etc.) to guide your analysis and plan for changes

**IV. Language submersion experience & paper** (20 pts):

You will choose to attend an organizational meeting (e.g., church service, community organizational meeting, foreign language class) conducted in an unfamiliar language. You will then write an 3-5 page paper on your experience. Assignment and grading criteria will be provided on the class Canvas website.

THOUGHT & SYMBOLIC FUNCTIONING

**V. Participation** **and professional behavior** (10 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 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.

**Grading Scale:**

100 – 90 A

89 – 80 B

79 – 70 C

69 – 60 D

<60 F

**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. If an assignment is missed, a make-up assignment will be given only for University-approved excuses. Unavoidable absences from campus must be documented and cleared with the instructor in advance. Each unexplained or unexcused absence will result in 5 points being deducted from the final grade total. **Three unexcused absences may result in a teacher candidate being dropped from the early childhood education program.**

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

**Electronic 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, unless specific use initiated by the instructor is communicated. If you take notes on your laptop, speak with the instructor.

**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: Developing the use of symbols toward conventional writing

Week Eight: Honoring and supporting children’s developing skills

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

Week Ten: Course review