

**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 2018

Instructor: Caroline Hall

Email Address: ceh0057@auburn.edu

Phone Number: Cell: 256-572-6066

Office: 5048 Haley Center (5th floor)

Office Hours: By appointment

Schedule: T 1:00-3:50

Classroom: 2423 Haley Center

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.

Stacey, S. (2015). *Pedagogical Documentation in Early Childhood: Sharing Children’s Learning and Teachers’ Thinking*. St. Paul, MN. Redleaf. ISBN: 978-1-60554-391-8

**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]

**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. Two unexcused absences will result in dismissal from the course. Late assignments will not be accepted except at the discretion of the instructor.

**Grading Plan:**

**Course Assignments:** Total Possible Points = 310

\*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

\*Will be posted on Canvas

2. Participation = 20 points

3. Observation Assignments 4 @ 10 points each = 40 points

4. Midterm and Final Exams @ 25 points each = 50 points

5. Seminar assignments = 40 points

6. Philosophy of Education = 20 points

7. Observation Project (3 hours) = 40 points

1. 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.
2. 280-310
3. 250-279
4. 217-249
5. 188-216

Failure- below 188

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

4. TENTATIVE SCHEDULE

**CTEC 4200– Course Schedule**

**Summer 2018**

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| --- | --- | --- |
| Date: | Topic: | Assignments:  *(Due by the beginning of class the following week)* |
| May 22 | First day of class.  Introduction, Syllabus, Image of the child & AoA introduction  Getting connected | Discussion Board 1  NAEYC/DAP Position Statement (Key Messages)  Image of the Child Article  Blog Article\* (link below)  Seeing Young Children Ch. 1 |
| May 29 | Introduction to ECE: types of education and care, NAEYC, DAP, resources (blogs). | Discussion Board 2  Philosophy Report  Art of Awareness Ch. 1-3  Seeing Young Children Ch. 2-3 |
| June 5 | Exploring philosophies and resources (blog articles & philosophy report)  Image of Child (continued)  Observation & Documentation – DOL activity  (in-class activity) | Discussion Board 3  Art of Awareness – Two Voices Within a Teacher (before intro) & Ch. 4-5  Seeing Young Children Ch. 4-5  **Obs. Doc #1** (due 6/12) |
| June 12 | Observation & Documentation (cont.)  **Obs. Doc #2** (in-class activity)  Image of the teacher | Discussion Board 4  Art of Awareness Ch. 9  Seeing Young Children Ch. 9-11, 17 |
| June 19 – **Midterm Exam/Midterm Course Reflection** | Seminar Day (tentative) | Discussion Board 5  <https://www.childrenandnature.org/>  Art of Awareness Ch. 6-7  Seeing Young Children 13-15 |
| June 26 | Integrated Curriculum  Project Based Learning  Loose Parts & Nature | Discussion Board 6  Art of Awareness Ch. 8  Holiday/Play Readings  **Obs. Doc #3** |
| July 3 | Play lecture (images, problems, strategies, & provocations)  Celebrations & Holidays | Discussion Board 7  Prop Boxes  Choice Words Ch. 1-4  Seeing Young Children Ch. 18, 24 |
| July 10 | Image of the environment  Personal Theories; The role of language in the constructivist classroom  Community Building | Discussion Board 8  Choice Words Ch. 5-8  Seeing Young Children Ch. 34-35  Anti-bias Article (link below)  **Obs. Doc #4** |
| July 17 | Personal Theories/Mutual Respect  Building identity and agency  “Sensitive Topics” – In-class reading | Discussion Board 9  Philosophy of Education Project  Seeing Young Children Ch. 45-49 |
| July 24 | Seminar Day (tentative)  Professional Dispositions Activity (collaborative)  Review for Final Exam | Discussion Board 10  Study for Final Exam  *Open from 7/24-8/3* |
| August 1 – Final Exam |  | Final Exam  *Open from 7/24-8/3* |

Blog Article Link: <http://www.eduref.net/top-50-blogs-for-early-childhood-educators/>

Anti-Bias Reading Link: <https://www.naeyc.org/resources/pubs/yc/may2015/building-anti-bias-programs>