**SYLLABUS OUTLINE**

**AUBURN UNIVERISTY**

**SYLLABUS**

**1. Course Number: CTEC 7210**

**Course Title:** Origins of Thought

**Course Credit:** 3 semester hours

**Prerequisites:**  None

**Corequisite**  None

2**. Date Syllabus Prepared: June 1998; Revised January 2007, 2016**

**Instructor:** Angela Love, PhD

**Email Contact: azl0009@auburn.edu**

**3. Texts**

Sophian, Catherine (2009). *The origins of mathematical knowledge in childhood*. Routledge. ISBN: 9780415877701

Gonzolez, Moll, & Amanti (Eds.) (2005). *Funds of knowledge : Theorizing practices in households, communities, and classrooms*. Rutledge ISBN: 9780805849189

Sobel, D. (2013). *Place based education: Connecting classrooms and* *communities* (2nd edition). Great Barrington, MA: The Orion Society.

Vygotsky, L. (Edited by Kozulin, A.) (2012). *Thought and language, revised and expanded edition.* Cambridge, MA: Massachusetts Institute of Technology.

Additional articles posted on Canvas.

**4. Course Description**

The purpose of this course is to help teachers construct the ability to analyze, interpret, and compare the social and biological roots of the development of thought and how this impacts learning theory as conceived by Vygotsky and the concept of Funds of Knowledge. Students will additionally reflect on the implications of theory, and the reality of funds of knowledge.

**5. Course Objectives**

Through course readings, class presentations and discussions, and observations of young learners, the student will:

 1. examine the evolution of thought in multiple domains.

 2. compare and contrast theories of cognitive development and Funds of Knowledge theory.

 3. describe instructional implications as they relate to these points of view

 4. integrate the thinking of the theory with practice.

 5. examine curriculum and theoretical frameworks.

**6. Course Content & Proposed Schedule**

 I. ***The Origins of mathematical knowledge in childhood***

 Week 1 Cognitive development, mathematical thinking, and children’s counting; What children know about numerals before formal education (**CH 1-2)**.

 Week 2 Quantitative comparison, understanding units (**CH 3-4)**.

 Week 3 Additive & multiplicative reasoning **(CH 5-6)**

 Week 4 Implications for developmental psychology & education. **(CH 7-8)**

 II. ***Funds of knowledge/Place based education/Thought and language***

 Week 5 Introduction, Beyond Culture. **CH 1-2**

Sobel (2013) begin the book

 Week 6 Formation, Transformation, & Funds of Knowledge for Teaching. **CH 3**

Sobel (2013) conclude the book

 Week 7 Funds of knowledge for teaching in Latino households. **CH 4-5**

 ***T&L*** Forward, Vygotsky in context, Note on the title, Author’s Preface

 **Week 8 Teachers as Researchers - *6 chapters divided among participants***

 ***T&L*** The problem and the approach

 Week 9 **CH 12-14** Funds of knowledge & Texas; Preservice Teachers Enter Urban Communities;` Reflections on the Study of NYC & LI Households

 ***T&L*** Piaget’s theory of child’s speech and thought; Stern’s theory of language development

 Week 10 Funds of distributed knowledge; Reflections & Possibilities; Funds of Knowledge Presentations **CH 15-16, Funds of Knowledge Presentations; Reflection and Review; *T&L*** An experimental study of the development of concepts

**7. Course Requirements & Evaluation**

1. Weekly reflections of your readings. In these reflections you will discuss what you have learned from the readings and how they have altered your knowledge of learning. You are required to generate two questions for discussion to extend your current understandings and to discuss them with the class. In the discussion you will summarize what you understand thus far and what remains unclear to you. Be brave and use this as an opportunity to challenge yourself and grow. These are expected to be typed and will be handed in for comments on a weekly basis. I will be looking for depth in your thinking and questions that show thought given to your readings.
2. Reference online resource/research - share on weekly resource page - to be shared eight times during the semester
3. A Funds of Knowledge Project - to be discussed in class, online, and conducted in an educational setting; may be a collaborative project with a peer
4. A final reflection paper that integrates the thinking of children’s cognition, curriculum in an area of study that interests you: e.g., music, the arts, mathematical thinking, second language learning, meditation and the brain, etc., integrating the Funds of Knowledge approach and project. Topics must be approved by the fourth week of class (Jun. 9). In this paper you are expected to present an accurate account of the research thus far on the topic approved. You will critique cognitive theory, using Funds of Knowledge and other theoretical perspectives in the field of study. A total of 15 references, including at least five original sources that back up your point of view are required. You are encouraged to bring these references to online and in-class discussion to help clarify your thinking while getting assistance from class members to enhance your paper. As we get into the Funds of Knowledge readings, your reflections on your project and topic area will begin to integrate.

 Weekly Reflections 150 points (15 pts. x 10 discussions)

 Weekly Reference/resource 40 points (5 pts. x 8 references/resources)

 FoK Project 45 points

 Paper 55 points

 TOTAL = 290 points

**Scoring criteria for the reflective discussion:**

* Overall summary of readings (5 points)
* Quality of questions generated to advance your thinking based on the summary presented (5 points)
* Ability to discuss what you know with the class and to engage in dialogue to advance the knowledge of all those involved in the discussion (5 points)

**Scoring criteria for paper**

* Accuracy of the facts in relation to the topic discussed - 15 points
* Ability to logically argue the position taken as to what you believe to be an effective theoretical approach to learning - 20 points
* How this course has altered your thinking of the way children develop as thinking human beings and your role in facilitating this process. 10 points
* Questions and doubts that remain and how you could use your future studies to evolve your thinking - 10 points

**8. 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 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.

**9. Justification for Graduate Credit**

The extent and depth of reading assignments for CTEC 7210 will present a challenge for graduate students and go beyond the ability of most undergraduates to digest or synthesize. Readings include numerous studies and in depth texts that will require students to read and reread for deeper meaning. Students are expected to critically evaluate their own thinking and practice as they reflect on the theoretical and empirical ideas that conflict with previously held ideas. This course will be part of the Master's program submitted to the Alabama State Department of Education that will qualify the graduates for the Advanced Level A Certificate in the State of Alabama. Additionally, this course meets the National Association for the Education of Young Children's Standards for Master's, Specialist's and Doctoral Candidates.