

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
COLLEGE OF EDUCATION
DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING
ECE 5503: Theoretical Foundations of
Early Childhood and Elementary Education
SPRING 2008
WED 5:30-8:15
MB 0.410

Professor: Dr. Iliana Alanís (York)
Office: MB 2.2.14
Office Hours: Tues 10-3 and Wed 3-5

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Department of Interdisciplinary Learning and Teaching

Mission:

■ The mission of the Department of Interdisciplinary Learning and Teaching is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership.

Goals:

The Department of Interdisciplinary Learning and Teaching will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge***
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices***
- Are producers, disseminators, and critical consumers of research***
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices***
- Articulate their professional philosophy and demonstrate a strong professional identity***

CATALOG DESCRIPTION

5503 Theoretical Foundations of Early Childhood and Elementary education (3-0) 3 hours credit. Opportunity is provided for a systematic analysis of theoretical foundations of early childhood and elementary education, including an application of theoretical principles to instructional objectives, organizational schemes, teaching strategies, and materials.

REQUIRED TEXTS

1. Bodrova, E. & Leong, D. (2007). Tools of the mind: The Vygotskian approach to early childhood education. 2nd Edition. Pearson.

2. Twomey-Fosnot C. (2005) Constructivism: Theory, perspectives, and practice. 2nd Edition. Teachers College Press.
3. Waite-Stupiansky, S. (1997). Building understanding together: A constructivist approach to early childhood education. Delmar Publishers.

COURSE GOALS:

1. Examine historical perspectives on contemporary research in child development.
2. Review research studies which shed new understandings on child development theory.
3. Provide an overview of physical, cognitive and social/emotional development at the infant, toddler, preschool and early primary levels.
4. Analyze theoretical principles for teaching strategies and materials.

COURSE OBJECTIVES:

Students will:

- explore the relative contribution of philosophers to children's social, cognitive, and affective, development.
- identify specific variations and similarities in theoretical perspectives
- analyze and synthesize research findings regarding the cognitive, social, and affective development in childhood
- reach conclusions regarding the role of theory in curricular development

COURSE REQUIREMENTS:

1. Weekly WebCT Discussions (Individual activity 40 points; 8 postings)
Discussion questions will be posted on-line by Tuesday afternoon. Students are to respond by Friday. Students will answer the question posed by the professor, post a quote from the reading and a short response to it (the quote must have the page number and the author) and then respond to **two** classmates postings.
2. Presentations and Synopses (Partner/Trio activity 70 points)
Theoretical Models: Students will be assigned a theory of learning, Constructivism, Culturally Relevant Pedagogy, Social Capital Theory, Vygotskian Framework

Each presentation (approximately 60 minutes) will include a discussion (**not a presentation**) of each model in terms of the following elements:

- A. Theory of learning: What is learning? How are skills and knowledge acquired?
- B. Theory of value: What knowledge and skills are worth learning?
- C. Theory of transmission: Who is to teach? Methods? Curriculum?
- D. Theory of opportunity: Who is to be educated?

E. An evaluation for your classmates

Each student will then write a synopsis (20/70 points) related to the theory presented. Each synopsis will include a typed, double-spaced, 500-word, *referenced** discussion of the theoretical model in terms of the four elements listed above (I-IV). The presenter will provide copies of his/her synopsis to the instructor on the day of the presentation.

***separate references page, minimum of three references, they may not be internet-based, use APA format.**

See Calendar for Due Date

3. Guiding Children's Moral Development (Individual 40 points)

Given that children construct their morality out of their lived experiences, Students will evaluate one form of media (children's literature, children's television programs, motion pictures, prime-time television programs, etc for the effect on children's understanding of right and wrong (based on chapter 3 in Waite-Stupiansky and chapter 8 in Twomey-Fosnot). You will present your findings in a poster session.

See Calendar for Due Date

4. Workshop (Trio Activity 65 points)

Students will be randomly assigned an instructional area. The purpose of this assignment is to provide a framework for addressing developmental strengths and needs at early childhood and primary levels relative to the content areas. Each workshop (approximately 60 minutes for the entirety) will include the following elements:

- Icebreaker
- Objectives
- Central workshops ideas
- Guided discussion/practice
- Evaluation

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|---|
| <ul style="list-style-type: none"> ○ Science ○ Mathematics ○ Language Arts ○ Arts |
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Activities should address the developmental continuum relating to the selected content area **and** the theory of learning presented on in assignment #1. Workshop activities should address ways that curriculum can be adapted to address differences in abilities, learning styles, cultural and linguistic backgrounds.

Presenters are required to use various strategies for delivering the presentation including handouts, posters, videotapes/DVDs, multimedia presentations, audiotapes or other technological support. Activities based on related readings in assigned texts are also required.

See Calendar for Due Date

5. Class Participation/Attendance (10 points)

High levels of attendance and participation are expected for this class. To be eligible for the full class participation grade, students must demonstrate

attentiveness to the subject matter, contribution to the class in the form of questions, comments, suggestions, respect for the course content and for student representatives in class. Given the nature of summer courses it is imperative that you attend regularly. It is your responsibility to notify the professor of absences and to arrange acceptance of late work. Upon the second absence, the student will be dropped from the course by the instructor. If the drop period has passed, the student will receive a reduction in grade by one letter grade.

6. Reflective Assignment (Individual 10 points)

Each of you will reflect on the semester activities, readings, and assignments and determine which theoretical framework most relates to your style and philosophy of teaching. You will write a 3-page essay summarizing the main points of the framework, how it relates to your teaching style/philosophy, and how you intend to incorporate more of the ideas discussed during the semesters into your teaching. **Post on WebCT by May 7.**

GRADING SYSTEM:

Total points	Grade
225 +	A
200-224	B
175-199	C
150-174	D
Below 174	F

EXPECTATIONS:

Quality of Work

A standard of written English appropriate for elementary teachers will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on campus for this purpose. To improve readability of papers, standard print styles should be used (e.g. Times, Geneva, and New York). **Font size must be 12 point.** Do not use bold lettering. At the top of each assignment include your name, course/section number and date for all written assignments (in other words, **title pages are not necessary**). Pages should be stapled together with your last name on every subsequent page. Please do not use folders or binders. Full credit cannot be earned for work that does not meet these standards.

Submission of Assignments

Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed

the situation with the instructor prior to the due date (**problems with the printer do not apply**). Grades on late assignments that have been approved by the instructor will be **reduced by 5-10 points**.

If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. **You will not be able to email assignments**. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.

Policy on Scholastic Dishonesty



Students are expected to demonstrate professional conduct during class sessions. In order to minimize distractions, students should not leave the room during class unless an emergency arises. Students should also refrain from engaging in individual conversations during lectures or class discussions. Any other discipline issues will be managed as the UTSA Faculty Handbook specifies (review Fitness to Teach Policy). Students are expected to be above reproach in scholastic activities. Students who violate rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, any incidence of student dishonesty will be managed as outlined in the UTSA Student Guide.

Students with Disabilities

Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157(Voice), 458-4981 TTY, UTSA Downtown BV 1.302 458-2816) in order to receive support services. If you need accommodation for a disability, please contact me at your earliest convenience.

CALENDAR OF READINGS AND ASSIGNMENTS

Day	Topic	Readings prior to class date	Assignment
W Jan 16	Introductions and Syllabus		
W Jan 23	Theoretical Model: Vygotskian Framework	Chapter 1-3 B & L	Post on WebCT
W Jan 30	Tactics	Chapters 4-7	Post on WebCT
W Feb 6	Developmental Accomplishments and Leading Activity Supporting the Developmental Accomplishments in PK and K	Chapter 10 & 11 B & L	Post on WebCT
W Feb 13	Theoretical Model: Moral Development Partner Activity	Chapter 3 W-S Chapter 8 T-F	Post on WebCT
W Feb 20	Theoretical Model: Culturally Relevant Pedagogy: Trio Activity	Readings	Post on WebCT
W Feb 27	Theoretical Model: Social Capital	Readings	Post on

W March 5	Theory: Partner Activity Theoretical Model: Constructivism Trio Activity	Chapter 1-2 T-F Chapter 1-2 W-S Readings	WebCT Post on WebCT Post on WebCT
W March 12	Theoretical Model: Care Theory Trio Activity		
W March 19			
W March 26	Spring Break!! AERA Conference: New York		
W April 2	Workshop: Teaching and Learning Mathematics	Chapter 5 T-F Chapter 6 W-S Chapter 10 T-F	
W April 9	Workshop: Teaching and Learning Language Arts	Chapter 6 T-F Chapter 5 W-S	
W April 16	Workshop: Teaching and Learning Arts	Chapter 7 T-F Chapter 8 W-S	
W April 23	Workshop: Teaching and Learning Science	Chapter 4 T-F Chapter 7 W-S	
W April 30	Moral Development Poster Session		
W May 7	 <p data-bbox="672 1209 867 1236">Last Day of Class</p> <p data-bbox="423 1241 837 1272">Reflective Essay posted on WebCT</p>		