

# EDEC 4030

## Fall 2007

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### Course Description

In this Block Three course, we will be thinking hard about three questions:

- How can we teach content in significant and connected ways?
- What kinds of instructional strategies can we use to teach this content and to include all of our students? and
- Who are we teaching and how do we make connections to them?

The centerpiece of our work will be a five-day integrated unit that you will teach in your placement classroom. In this unit, you will be expected to address important content from at least two disciplines and to use three particular teaching techniques that we will explore in class. We will be focusing on the techniques of holding rich discussions, supporting groupworthy tasks, and offering differentiated assignments. I have chosen to focus on these three techniques because they allow children to engage with content in meaningful ways, welcome a variety of children into the learning community and are manageable for beginning teachers. My goal is that you will develop a diverse range of teaching practices that will help you connect each of the unique children in your class to the content you are expected to teach.

There are many reasons to learn to teach integrated units in elementary schools. First, we have unique flexibility in the lower grades to design our

days around ideas, rather than schedules. Second, in the real world, problems rarely fall neatly into only one discipline. Mostly we need to draw on multiples areas of knowledge at the same time. Third, drawing on multiple disciplines allows children (and teachers) to use subjects in which they feel strong to engage with those in which they feel less competent. Fourth, with the many subject area demands placed on teachers, integrating lessons can free up time. Finally, it is often simply more interesting to teach in this way.

My hope is that at the end of this course you will have a collection of strategies for planning, teaching, and evaluating integrated units that you can take with you into your future classrooms.

### **Early Childhood Teacher Preparation Program Conceptual Framework**

The conceptual framework for preparation programs in the College of Education states that the college "aspires to prepare exemplary, reflective professionals to serve a diverse global community" (see <http://coe.uga.edu/framework/>). The early childhood program shares that aspiration and seeks to prepare exemplary and reflective teachers of young children by committing itself to the standards for early childhood education of the Georgia Professional Standards Commission. The early childhood standards addressed in EDEC 4030 and the EDEC 4030L field experience include the following:

STANDARD I: Child Development and Learning - Sections ii, iii, iv, v, vi, vii

STANDARD II: Curriculum Development and Implementation - Sections i, ii, iii, xii, xiv, xv, xvi, xviii, xxiii

STANDARD IV: Assessment and Evaluation - Sections i, ii, iii, v

STANDARD V: Professionalism-Sections i, vi

STANDARD VI: Field Experiences-Sections i, ii, iii

### **Academic Honesty Policy**

This course adheres to the academic honesty policy. Admission into UGA implies agreement with the following statement, "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." (See the Office of the VP of Instruction website <http://www.uga.edu/ovpi/honesty/acadhon.htm> ). I expect that all written

work submitted by you will be your own original work and that the contributions of others will be openly acknowledged.

### **Required Texts**

You are not required to purchase any books for this course. All readings will be provided electronically through WebCT.

However, we will be reading several chapters from *Designing Groupwork* by Elizabeth Cohen. You may find it convenient to purchase a copy of this book from amazon.com or another online book seller.

### **Written Work**

I expect that written work you hand in will be quality work, both in its content and form. As teachers, we need to be able to articulate our reasons for what we do, to justify the claims and assertions we make about children, learning, curriculum, and our teaching practice to students, parents, administrators, and other teachers. Therefore, I expect you to use description, including specific quotes, examples, copies of children's writing or drawing, or vignettes to support claims you make about children's learning, a piece of curriculum, or the behavior of your class. This does not mean that I am asking you to write pages and pages, but it does mean that I am asking you to craft what you write carefully, to be clear and succinct, and to support what you say. I also expect your work to be typed, double spaced, and presented in an edited format (i.e., correct spelling and grammar).

## Course Requirements

Requirements	Points
Readings and Response Emails	20
In-class Participation	20
Unit Plan	50
Proposal (5)	
Introduction (10)	
Schedule (5)	
3 detailed plans (10)	
Status narrative (5)	
Discussion analysis (10)	
Reflection (5)	
Museum of Practice	10

## Grading Scale

Points	Grade
95-100	A
94-90	A-
89-87	B+
86-84	B
83-80	B-

## Description of Requirements

### Readings and Response Emails (20 points)

I have made an effort to limit the number of readings assigned in this course and to control the length of individual pieces. The readings I have chosen are central to the work we will be doing and I expect you to seriously engage with them before coming to class. For each reading, I will expect you

to write me a short email (no more than 250 words) summarizing your key understandings and raising a question or two that you would like to pursue in class. The goal of these emails is to ensure that we can start each class assuming all members are familiar with the text. To that end, I expect to receive them by MIDNIGHT on the night before class. (Although earlier submission is appreciated ☺). I will respond to each email as well as award full (2 pts), partial (1 pt) or no credit.

### Participation (20 points)

The baseline for participation is showing up on time for each class. To receive full participation points, you must be in class each day by 10:05. Excused absences will require a doctor's note. Unexcused absences will cause 3 points to be subtracted from this grade. It's up to you to decide if this is worth it to you. I'm not your mother.

In addition to showing up, I expect you to fully engage with in-class activities. This means bringing required materials (student work, manipulatives, etc.) as well as completing in-class assignments, such as group discussions and micro-teaching. We will do a lot of your unit-planning in class so you can benefit from each other's ideas. This will save you time out-of-class, but it only works if you come prepared.

### Unit Plan (50 points)

More detailed assignment sheets for each part of the unit plan will be handed out in class. Broadly, you will plan a five-day unit that explores an interesting, worthwhile topic drawing on at least two disciplines (literacy, mathematics, science, social studies). For this unit, you will write an introduction connecting your plan to the Georgia standards, discussing why your topic is important or engaging, and broadly framing the kind of teaching you plan to do. For this unit, you will plan at least one lesson that includes a whole-class discussion, one that includes a group-worthy task, and one that includes a differentiated assignment. You will turn in detailed plans for these three lessons and a schedule that outlines the rest of your unit. Guidelines for this work will be passed out in class.

After teaching the unit, you will engage in a few analyses designed to assess how it went. The discussion analysis, status narrative and reflection will be completed after the unit is taught. Guidelines for these will also be passed out in class.

### Museum of Practice (10)

Throughout your career, you will find that other teachers are a source of both knowledge and support. To encourage you to take on the roles of both asking for and offering knowledge and support, we will hold a museum of practice the last two days of class. You will choose an aspect of the course in which you feel you were particularly successful (planning groupwork, holding discussions, integrating curriculum, connecting with students, etc.) and prepare a presentation for your classmates. This might include photographs, student work, your lesson plans, transcripts, or handouts of tips. The goal is to have a visual display that people can come and look at, learn from and talk to you about. Additional guidelines will be passed out in class.

### Schedule (Part 1)

DATE	IN-CLASS	DUE	NOTES
Monday Aug. 20	Integrated units: analyzing significant content, what is smart		
Wednesday Aug. 22	Integrated Units: Looking at standards	<b>Read:</b> Calkins, pp. 453-465 <b>Write:</b> Response email	
Monday Aug. 27	Integrated Units: Planning strategies		
Wednesday Aug. 29	Groupworthy tasks: Reasons and Dilemmas	<b>Read:</b> Cohen, Chpt. 5 <b>Write:</b> Response email	Labor Day on Monday.
Wednesday Sept. 5	Groupworthy tasks: Roles and Norms	<b>Write: Unit plan proposal due</b>	
Monday Sept. 10	Groupworthy tasks: Planning	<b>Read:</b> Cohen, Chpt. 6 <b>Write:</b> Response email	Meet your Teacher Day, Tuesday, September 11.
Wednesday Sept. 12	Groupworthy tasks: Status and treatments	<b>Read:</b> Cohen, Chpt. 8 <b>Write:</b> response email	Friday, Sept. 14, in the field
Monday Sept. 17	Groupworthy tasks: Trying it out	<b>Micro-teach:</b> Groupworthy tasks	
Wednesday Sept. 19	Differentiated assignments: Strategies and examples		Friday, Sept. 21, in the field
Monday Sept. 24	Rich discussions: Analyze videos, transcripts, Stein	<b>Read:</b> Almasi <b>Write:</b> Response email	
Wednesday Sept. 26	Integrated units: multiple intelligences and assessments	<b>Write: Unit Plan Due</b>	Friday, Sept. 28, in the field
October 1- October 25	<b>No Class</b>	<b>Teach Unit</b> <b>Collect work from groupworthy task, differentiated assignment and one other.</b> <b>Status Narrative</b> <b>Record discussion</b>	<b>Full-time in the field</b>

## Schedule (Part 2)

Monday Oct. 29	Learning about children: Making connections	<b>Read:</b> Servis <b>Write:</b> Response email	
Wednesday Oct. 31	Learning about children: Trouble-shooting	<b>Status Narrative due in class</b>	
Monday Nov. 5	Learning about children: Analyzing student work	<b>Read:</b> Easton and Lewis <b>Write:</b> Response email <b>Bring:</b> student work from two tasks, including differentiated assignment	
Wednesday Nov. 7	Groupworthy tasks: Evaluating success	<b>Bring:</b> Student work from groupworthy task	
Monday Nov. 12	Discussions: Analyze transcripts	<b>Read:</b> Lampert <b>Write:</b> Response email <b>Bring:</b> Discussion transcript to class	
Wednesday Nov. 14	Differentiated instruction: Special ed	<b>Discussion analysis due</b>	
Monday Nov. 19	Integrated units: Teaching beyond the standards	<b>Read:</b> Gutstein and Peterson <b>Write:</b> Response email	No Class Wednesday. Happy Thanksgiving!
Monday Nov. 26	Integrated units: Teaching beyond the standards	<b>Read:</b> Paley <b>Write:</b> Response email	
Wednesday Nov. 28	Integrated units: Yearlong planning	<b>Unit reflection due</b>	
Monday Dec. 3	Wrapping up	<b>Museum of successful practice</b>	
Wednesday Dec. 5	Wrapping up	<b>Museum of successful practice</b>	