

## EDEC 4030

Fall 2004

Integrated Curricular Practices in Early Childhood Education

Monday and Wednesday 10:10 – 12:10

Room 531

### Instructor Information

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### **Course Purpose**

The purpose of this Block 3 course is to support you as we work together through issues of planning, teaching, and evaluating integrated curriculum. The 12 components of the Middle Childhood Generalist certification for the National Board of Professional Teaching Standards (NBPTS) will be used to guide all of our work this semester. Specifically, we will focus on curriculum development, subject matter integration, reflection, communication, classroom organization and management, family involvement, and teaching diverse learners in developmentally appropriate ways.

### **Culture of Honesty**

This course will adhere to the policies established through the UGA Culture of Honesty. (Refer to <http://www.uga.edu/ovpi/> for details.) An act of plagiarism is “to use and pass off as one’s own the ideas of writings of another”, (American Heritage College Dictionary, 3<sup>rd</sup> edition). Acts of plagiarism will be viewed as academic misconduct.

### **Course Expectations**

This course contains both a field and academic components. **Students must pass both the university and field component of EDEC 4030 in order to pass the course and progress to student teaching.**

### **Writing Criteria**

Writings for this course will be assessed both on what you write (essential ideas) and on how well you write. All assignments should be typed in a readable 12-point font, double-spaced, spell checked, and grammatically correct. In the spirit of a professional learning community, we will frequently share drafts with classmates for proofreading and feedback.

### **Course Texts**

1. Wong, H. and Wong, R. (2001). *How to Be an Effective Teacher: The First Days of School*. Mountain View, CA: Harry Wong Publications, Inc.
2. Tomlinson, C. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
3. EDEC 4030 Compiled Readings available at Bel-Jean.

## PRIMARY RESPONSIBILITIES

### Responsible Membership in Our Learning Community

**Attendance** reflects your dedication and professionalism, and your presence and in-class contributions are valuable to everyone's experience in this class. In addition, your prompt attendance is expected both in class and in the field. Please advise me of any absences via email or in person. Absences from class and during the field experience may affect your final assessment.

**Preparation** for class discussions includes reading assigned texts prior to each class session. Reflection journals will be used to record your responses to concepts presented in assigned readings, class discussions, and field experiences. In addition, prompts will be provided frequently to guide your reading.

**Reflection Journals** will be due **five times** during the course. You will journal your reactions and/or thoughts related to assigned readings, field experiences, and class discussions. Your reflections should include your previous thoughts regarding the concept, reactions to the new knowledge (including multiple perspectives, remaining questions, and expectations of how the new knowledge will inform your future as a teacher. **Please see attached rubric for details regarding grading for reflection journals. Reflective journals will be submitted via email ([cfields@uga.edu](mailto:cfields@uga.edu)) by 8:00am on the day that they are due.**

**A Letter to Mentor Teacher** is due **AUGUST 30<sup>th</sup>**. In this letter you will introduce yourself and your interests. This will be your first opportunity to make an impression on your mentor teacher. We will exchange letters in class for proofreading and feedback.

**A Letter to Parents of the Students** is due **SEPTEMBER 1<sup>st</sup>**. In this letter you will introduce yourself to the parents of the students in the classroom of your intern experience. Share your interests, where you are from, how and when you will be working in the classroom, and anything other relevant information you would like to add. This letter will be proofread by your peers. Be creative, use clip art, borders, but keep it simple. Use a 14pt or higher font to help readability. **Note:** This letter should serve as a model for the letter you will send to the parents of children in your first class.

**A Portfolio will be due** toward the end of the course. Your portfolio should include your professional philosophy of teaching and learning, an original integrated teaching unit, and burning question research/professional reading.

#### Philosophy of Teaching and Learning

This document should be **no more than two pages long** and should address your views regarding the following areas:

1. Teaching and Learning: Did you address both? How do you define teaching, and why? How do children learn?
2. Curriculum: Who creates it? What is involved? How is it transmitted, if at all?
3. Nature of the Child: What role do children play in the classroom?
4. Role of the Teacher: What are your responsibilities as teacher? What kind of data do you collect? How does assessment work in your classroom?
5. Community and Families: What relationships will you have with parents and the school community? How will the relationships with parents and community connections be authentic and relevant to your curriculum and students?
6. Collaboration: How will you interact with other adults as part of a staff and what impact will these interactions have on your students' learning and your own development?

### Burning Questions Research/Professional Reading

The National Board of Professional Teaching Standards requires teachers to make contributions to the profession through school improvement and advancing knowledge in their field. Professional reading fosters your development as a teacher. Select a specific area of early childhood education that you would like to know more about. Focus on a specific burning question to gather information on. Note: Your question may require tweaking over the course of the semester. Include at least five citations from reputable sources. Write a response to your question based on your research. Remember to consider multiple perspectives. [See Rubric]

**Classroom Information:** During the first two half day sessions in the field (9/17, 9/24), record the daily schedule for your classroom, illustrate the classroom layout, describe the community surrounding the school, and develop your own classroom roll noting gender, race, etc. Also visit your school's website, classroom website, and the school's district website, as applicable. **These items are due Monday, September 27<sup>th</sup>. I will return them to you Wednesday, 9/29.**

**Integrated/Thematic Unit:** In your portfolio, you will provide a rationale, objectives, and lesson plans for an original, 5-day thematic teaching unit. The unit should address all major subject areas and incorporate expressive subjects such as music or art. Lesson plans should include an introductory lesson and a culminating activity, represent the various levels of learning found in Bloom's Taxonomy, and involve a variety of learning modalities. Further details will be provided on the grading rubric for the Integrated/Thematic Unit.

### Course Grading Structure

Attendance/Participation	5%
Reflection Journals	15%
Mid-Term	20%
Class Assignments	15%
Field Experience	20%
Portfolio	25%

Note: Readings and assignments may change over the course of the semester.

**EDEC 4030 Readings and Assignments**

<b>Date</b>	<b>Topic</b>	<b>Assigned Reading [To be read BEFORE class]</b>	<b>Other Assignments Due</b>
M - August 23 <sup>rd</sup>	Introductions/Course Overview	NONE	
W - August 25 <sup>th</sup>	The Effective Teacher/Standards/Learning theories	<ul style="list-style-type: none"> <li>Wong, p. 3-12</li> <li>McEwan, Who is the Effective Teacher, p.1-23</li> </ul>	<ul style="list-style-type: none"> <li>1-2 page description of learning experiences Pre-K – 5<sup>th</sup> grades.</li> </ul>
M - August 30 <sup>th</sup>	Knowing the Children We Teach	<ul style="list-style-type: none"> <li>Wood, p. 1-27</li> <li>NAEYC Position Statement EDEC 4030 compiled readings p. 155 - 169</li> </ul>	<ul style="list-style-type: none"> <li>Letter to Mentor Teacher</li> <li>Visit Georgia State Dept website for status of new standards.</li> </ul>
W - September 1 <sup>st</sup>	Lesson Planning – Long v. Short-term/ Review Bloom's	<ul style="list-style-type: none"> <li>Wong, p. 209 – 228</li> <li>Integrating the Revised Bloom's, Noble, p. 135-143 in EDEC 4030 readings.</li> </ul>	Letter to Parents * Reading Prompt: Compare and contrast original Bloom's Taxonomy to the revised taxonomy discussed by Noble.
<i>Labor Day</i>			
W - September 8 <sup>th</sup>	Differentiated Instruction	Tomlinson, Chapters 1-6	Reflection Journal 1 Due
M- September 13 <sup>th</sup>	Differentiated Instruction/Field Preparation	Tomlinson, Chapter 1 - 6	Burning Question Research topic due
<b>T - September 14<sup>th</sup></b>	<b>Meet Your Teacher Day</b>	See Field Packet for time.	
W-September 15 <sup>th</sup>	Differentiated Instruction/Unit Planning	Tomlinson, Chapter 7 - 8	
<b>F-September 17</b>	<b>½ Day in the Field</b>		
M-September 20 <sup>th</sup>	Differentiated Instruction/Unit Planning	Tomlinson, pages 94-124	Integrated Unit topics/concepts due
W-September 22	Classroom Management/Unit planning	Wong, p. 82-90, p. 141 - 194	Draft of Unit Rationale Due [Include references to standards]
<b>F-September 24<sup>th</sup></b>	<b>½ Day in the Field</b>		
M-September 27 <sup>th</sup>	Diversity/Classroom Management	<ul style="list-style-type: none"> <li>Diversity Within Unity, EDEC 4030 readings p. 171-177</li> <li>Univ. Teaching Strat., EDEC readings p.17-45</li> <li>Cult. Resp. Class MGMT, EDEC 4030 readings p. 93-99</li> </ul>	Objectives for 2-3 lessons from integrated unit due

W-September 29th	Learning Modalities/Unit Planning	<ul style="list-style-type: none"> <li>• An Introduction to Multiple Intelligences, 4030 readings, p. 101-116</li> <li>• An Introduction to Learning Styles, p. 117 – 133</li> <li>• Wong, p. 245-268</li> </ul>	Materials, Procedures due for 2-3 lessons from integrated unit due.
<b>F - October 1st</b>	<b>½ Day at Schools</b>		
M - October 4 <sup>th</sup>	Family Involvement	EDEC 4030 compiled readings, p. 179 - 200	<ul style="list-style-type: none"> <li>• Classroom Information due</li> </ul>
W - October 6 <sup>th</sup>	Unit planning	Prepare assessment strategies for 2-3 lessons from your integrated unit.	<ul style="list-style-type: none"> <li>• Reflection Journal 2 Due</li> <li>• Mini mid-term</li> </ul>
<b>M - October 11th</b>	<b>4 Week Field Experience Begins</b>		
M - November 8th	Field Experience Sharing		Reflection Journal 3 Due
W - November 10th	Guest Speaker (?)		Philosophy of teaching and learner drafts due
M - November 15 <sup>th</sup>	Unit Planning		Bring in draft of your integrated unit
W - November 17th			Integrated unit draft due
M- November 22nd	Planning/Writing Day (?)		
W - November 24th	<b>THANKSGIVING</b>		
M - November 29th	Interviewing schools for teaching positions		Reflection Journal 4 Due [Reflections on reflections]
W - December 1st	Final Presentations		Portfolios Due
M - December 6th	Final Presentations		
W - December 8th	Final Presentations		

### EDEC 4030 Reflective Journal Rubric

The purpose of the reflective journal is to record your response to readings. Typically, the reflective journal is due at the conclusion of a major topic. Your responses should be more than just a summary of what is read. What you write in your reflective journal should demonstrate 1) Your prior understanding has been changed. 2) Identification of multiple perspectives, or connections to your content area courses related to the topics discussed. 3) Questions that remain after reading, or connections made while reading. 4) How the reading and or discussions may influence your teaching.

- Reflective journals must be emailed to [cfields@uga.edu](mailto:cfields@uga.edu) by 8am on the day that they are due as indicated on the course syllabus.
- Your reflective journal will be evaluated as follows:

Demonstrates changes in prior knowledge of topic after reading.	25
Identifies multiple perspectives, or makes connections to your content area methods courses within the topic.	25
Identifies remaining questions after reading, or thoughts spurred from the reading.	25
Identifies influences on future teaching.	25

## Burning Question Research Rubric EDEC 4030 - Fall 2004

The Burning Question Research will be submitted as part of your portfolio requirement for this course. The purpose of this assignment is to foster professional development as part of the National Board of Professional Teaching Standards.

Directions: Select a specific topic within early childhood education that you would like to know more about. Formulate a question that will guide your investigation of the topic. Use sources from your field experience and 4-5 additional research/professional journal articles to explore answers to your burning question.

To report your findings, write a paper (*approximately 10 pages in length*) that includes an introduction of the problem/question you have identified, multiple perspectives you find in the answer to your question, and how your findings may influence your teaching. Towards the end of the semester you will make a 10-15 minute presentation to share your findings with the class.

**Use the rubric below to ensure an “A”**

OBJECTIVE	POINTS
• Paper discusses how findings may influence the author’s teaching.	20
• Paper provides an introduction of the problem/question identified.	20
• Findings include multiple perspectives on how to answer or address the question/problem. [or connects to class readings/discussions.]	20
• Paper is typed with a 12pt font, double-spaced with a reference list at the end.	10
• Paper incorporates knowledge gained from the field experience.	10
• Paper includes 4-5 sources from research/professional journals.	10
• Author conducts a 10-15 minute presentation, which includes visuals/handouts.	10