

**EDEC 4030**

Spring 2006

Integrated Curricular Practices in Early Childhood Education: Taking an  
Inquiry Stance

Monday and Wednesdays 8:00-9:55

Room 430

**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 developing, implementing, and evaluating an inquiry-based curriculum that enables you, as classroom teachers, to meet the needs of students with diverse abilities and from diverse socioeconomic, cultural, ethnic, and linguistic backgrounds. Specifically, we will focus on developing an inquiry stance toward teaching and learning within the elementary and early childhood classroom. Doing so, we presume, means calling into question and extending our notions of what we think children (from diverse backgrounds) know and are capable of doing. Our ultimate goal is that through developing inquiry stances as teachers, we can develop and implement curriculum and instruction that will enable us all to address issues of educational and social equity in and through our teaching.

As your instructors, we aim to grapple with the following questions in this course:

1. What does it mean to take an inquiry stance as a teacher? What cultural and linguistic knowledge and resources do children bring with them to school? How can we join children in co-constructing cultural and linguistic knowledge in the classroom?
2. What is fair, just, and ethical teaching for *all* children? What does such teaching look like? What does such teaching sound like? How might we articulate a rationale for our teaching that is morally and ethically grounded?
3. What resources can we draw on that will enable us to call into question and extend our personal views on teaching and learning so that we might meet *all* children's needs while honoring their strengths?
4. What are our unique social and cultural locations? How have who we are and where we come from influenced what we consider to be "good" teaching? Is this vision of "good" teaching one that is inclusive of *all* children, especially those who do not share our social and cultural locations? Is this vision one where children's cultural and linguistic backgrounds are seen as resources to their learning or as deficits? Is this vision one where we aim to supplement children's cultural and linguistic backgrounds or replace them with our own cultural and linguistic backgrounds? Is replacing children's cultural and linguistic backgrounds with our own ethical? If so, why? If not, why not?
5. How might we together look past stereotypical notions of poor and minority children (i.e., that poor and minority children are culturally deprived, in need of being "saved" or "at-risk") and develop curriculum and instruction that recognizes children's strengths and draws on their cultural and linguistic backgrounds as resources for their learning?
6. What theories on teaching and learning do we engage with in our classroom instruction and interactions? What theories on teaching and learning do our teaching practices extend, modify, and re-form?
7. How can teaching that is committed to multicultural goals and the social reconstruction of society for equity be rigorous in its approach, having student learning and achievement as its center?

In pursuing these questions, this course follows the conceptual framework for educator preparation programs in the College of Education, which states that the college "aspires to prepare exemplary, reflective professionals to serve a diverse global community" (see <http://ncate.coe.uga.edu/framework/>). We share that aspiration and seek to prepare exemplary and reflective teachers of young children by committing out inquiry to the standards for early childhood education of the Georgia Professional Standards Commission. The early childhood standards addressed in EDEC 4030 include the following:

Standard I: Child Development and Learning  
Standard II: Curriculum Development and Implementation  
Standard III: Family and Community Relationships  
Standard IV: Assessment and Evaluation  
Standard V: Professionalism  
Standard VI: Field Experiences I  
Standard VII: Teaching of Reading  
Standard VIII: Georgia Special Requirements

(see 505-3-.17 at

[http://www.gapsc.com/TeacherCertification/Documents/cert\\_rules.asp](http://www.gapsc.com/TeacherCertification/Documents/cert_rules.asp))

#### **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, 3rd edition). Acts of plagiarism will be viewed as academic misconduct.

#### **WRITING CRITERIA**

Writings for this course will be assessed both on how well **you integrate course readings and use proper conventions of academic writing to articulate your thoughts and opinions. All assignments should be typed in a readable 12-point font, double-spaced, spell checked, and grammatically correct with 1 inch margins.** In the spirit of a professional learning community, we will frequently share drafts with classmates for proofreading and feedback.

#### **COURSE TEXTS**

##### *Required*

1. Compton-Lilly, C. (2004). *Confronting Racism, Poverty, and Power: Classroom Strategies to Change the World*. Portsmouth, NH: Heinemann. ISBN: 0325006075
2. Gallas, K. (1994). *Languages of Learning*. New York: Teachers College Press. ISBN: 0807733059
3. Grant, C. & Gomez, M.L. (2000). *Campus and Classroom: Making Schooling Multicultural (2nd Edition)* Mahwah, NJ: Merrill Prentice Hall. ISBN: 0139488782
4. Rethinking Schools. (2004). *The New Teacher Book*. Milwaukee, WI: Author. ISBN: 0942961455

Choose one of the following for your literature circles:

Ladson-Billings, G. (1997). *The dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey Bass. ISBN: 0787903388

Valdes, G. (1996). *Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools: An Ethnographic Portrait*. New York: Teachers College Press. ISBN: 0807735264

Delpit, L. (1996). *Others People's Children: Cultural Conflict in the Classroom*. New Press. ISBN: 1565841808

Howard, G. (1999). *We Can't Teach What We Don't Know: White teachers, Multiracial schools*. New York: Teachers College Press. ISBN: 080773800X

Kumashiro, K.K. (2002). *Troubling Education: "Queer" Activism and Anti-Oppressive Pedagogy*. Falmer Press. ISBN: 0415933129

Gallas, K. (1997). *"Sometimes I Can Be Anything": Power, Gender, and Identity in a Primary Classroom*. New York: Teachers College Press. ISBN: 0807736953

##### *Recommended*

Wong, H.K. & Wong, R.T. (2004). *The First Days of School: How to Be an Effective Teacher*. Mountain View, CA: Wong Publications, Inc. ISBN: 0962936065

#### **COURSE EXPECTATIONS**

This course contains both 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.

Your primary responsibility is to be a **responsible member of our learning community.**

**COURSE PARTICIPATION - 50% OF FINAL GRADE:**

1. **Attendance:** Your attendance is required for each class meeting. Not only are your in-class contributions valuable to everyone's experience in this class, but attendance is a reflection of your developing professional disposition. In addition, promptness is expected both in class and in the field. Please advise us of any absences via email or in person. Absences from class and during the field experience may affect your final assessment. **Attendance is 10 % of your participation grade.**
2. **Class Discussions:** Another aspect of your responsibility to our learning community is **preparation for class discussions.** This includes reading assigned texts prior to each class session and coming to class ready, willing, and eager to participate. For the most part, in-class participation is measured through discussion. You are expected to discuss actively (and respectfully of all class members) the course readings. Your discussion will be evaluated on how well you seem to understand the general concepts presented in the readings. To support each of us in our joint inquiry into teaching and learning, we will form several **Small Learning Communities (SLC)** comprised of 4 students each. In your SLC you will discuss key classroom issues, share course writings, discuss course readings, and co-present your classroom discourse projects. **The course instructors reserve the right to give impromptu quizzes on the readings in the case of lackluster class discussions. YOU WILL NOT GET AN "A" IN THIS COURSE IF IT BECOMES APPARENT THAT YOU HAVE NOT COMPLETED THE COURSE READINGS.** Class Discussions are 10% of your participation grade.
3. A **response journal** 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. **Response Journals** will be collected periodically throughout the course. In class on each Monday, 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, and reactions to the new knowledge, including multiple perspectives, remaining questions, and expectations of how the new knowledge will inform your future as a teacher. You should purchase a separate spiral notebook for your response journal. **Response Journals are 10 % of your participation grade.**
4. **In-Class Assignments and Other Things:** A **steno notebook** will be used to record fieldnotes and observations during your internship. **Please bring this to class on Wednesday, January 18.** We will also have several in-class writing assignments. If you are absent you will be required to find out what these were and make them up. This is your responsibility to find out this information. **In-class writing assignments are 10 % of your participation grade.**
5. **Literature Circles:** You will select one of the literature circles texts to read independently and to discuss with other members of your literature circle. We will spend **3 class sessions** on literature circles. As a group you should decide how you want to divide up the reading of your book. For each course day, however, each participant should prepare **(to be handed in)** one of the roles below designed to foster discussion. Each participant should assume a different role for each class session.
  - **Discussion Director:** For this role you should prepare an 8-10 thought provoking questions reflecting all levels of Bloom's Taxonomy about issues raised in the readings. During the discussion it is your responsibility to facilitate a discussion of the reading and to make sure each group member participates and shares his/her role.

- Summarizer/Passage Picker: To perform this role, you should prepare a half page summary (typed) of the key points in each of the assigned readings. Try to be true to the focus of the readings, but also be sure to pick out one or two points that you personally find interesting by selecting quotes from the text to share with your group that you find of particular interest.
- Connector: The purpose of this role is to relate theory to personal experience. You should write one page connecting the reading to a personal experience related to a student, teacher, son/daughter, community member, artist, parent, etc.
- Practitioner: This role is similar to the connector in that it involves relating ideas from the readings to practice. For this role, however, focus on ways you might apply ideas from the readings to your work as a teacher/educator. What implications do you think the readings have for how you might design curriculum, interact with students, set education policy, etc.?
- Artful Artist: For this role, you should represent one or more ideas from the reading through an alternative form of expression (i.e., visual art, movement, poetry, music, diagram, etc.).

Following each day of discussing our literature circle texts, we will share our roles, discussion, and projects with the entire class. **Literature circles are 10% of your participation grade.**

**CLASSROOM DISCOURSE PROJECT (see handout) - 50% of FINAL GRADE. DUE MAY 5 BY 4PM.** You will need a separate steno notebook for completing this project. **Please bring this to class on Wednesday, January 18.** This notebook will be collected periodically to review your fieldnotes and will be turned in with your project at the semester.

1. *Social Context of Students' Schooling (Part 1 of Classroom Discourse Project)*: During the first two day sessions in the field (1/24, 1/31), record the daily schedule for your classroom, illustrate the classroom layout, describe the community surrounding the school, develop your own classroom role noting gender, race, etc., describe how children arrive/depart from school. Also visit your school's website, classroom website, and the school's district website, as applicable. **You will turn this into your instructors twice. Your first draft will be emailed to your classmates (in your small learning community) by NOON on Friday, February 3. The other members of your SLC will read and respond to this, and bring it to class on Monday, February 6 for peer review. This first draft will be turned into your instructors on Sunday, February 12.**
2. *Interactional Context of Students' Schooling*: During class, we will develop a list of "What happens when...?" questions. You will select one of these questions to inquire into in your classroom. **Due Friday, February 17 by 6 PM (see handout).** Your goal is to select language examples from the classroom that support your inquiry. To do this, you will record detailed fieldnotes on a classroom speech activity, making sure to get as precisely as possible what the teacher and students say. In addition, you will audiotape an example of this "speech event" within your classroom. You will transcribe this "speech event," and using the tools presented in class readings you will analyze your transcription. What is going on in this speech event? Who is doing most of the talking? What is the nature of that talk? How do other interactants respond? **Analysis is due on Wednesday, March 29 by 4PM (see handout).**
3. *Inquiry Teaching Unit*: Your initial work on your classroom discourse project, will help you develop an Inquiry Teaching Unit. In this unit, you will provide a rationale, objectives, and lesson plans for an original, 5-lesson inquiry-based teaching unit. You will also reflect upon the teaching of each of these lesson plans (see Lesson Plan Reflection Form). 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. Further details will be provided on the grading

rubric for the Inquiry Teaching Unit.

4. *Philosophy of Teaching*: You will synthesize your findings and ideas from the classroom discourse project into a more cohesive philosophy of teaching. In developing this philosophy, you will use evidence that you have collected to outline how and under what conditions you think students best learn.

**LATE ASSIGNMENT POLICY:** It is your responsibility to turn assignments in on their due dates. Any assignment turned in past its due date will be marked one full letter grade lower per day that it is past the assigned due date. If you know in advance that you will not be able to make a due date or in the case of unforeseen circumstances, it is your responsibility to inform the course instructors. It is also your responsibility to propose a new assignment deadline and to meet it. If you do not meet this new proposed deadline then your grade will be lowered one full letter grade per day that it is past the due date.

**CLASS SCHEDULE**

<i>Mondays</i>		<i>Wednesdays</i>	
8:00-8:20	Introduction: Greeting, Announcements, Read Aloud	8:00-8:20	Introduction: Greeting, Announcements, Teaching Demonstration
8:20-8:35	Journal Writing	8:20-8:50	Structured Discussion
8:35-9:00	Journal Discussion & Artifact Creation	9:00-9:40	Case Studies, Scenario Building, Inquiry Work, etc.
9:10-9:45	Group Inquiry (Text-based)	9:40-9:55	Debriefing
9:45-9:55	Debriefing		

**SYLLABUS**

Week	Topic	Readings (Have read for Monday's class meeting unless noted otherwise)
Week 1: January 9 & 11	The Social, Cultural & Historical Contexts of Teaching and Learning	Grant & Gomez, Chapter 1; Gallas, Introduction & Chapter 1 (Have read for Wednesday's meeting).
Week 2: January 16 & 18	The Social, Cultural, & Historical Contexts of Teaching and Learning (cont'd) <b>January 16: No Class - MLK, Jr. Day</b>	Grant & Gomez, Chapter 2; Compton-Lilly, Chapters 1 & 2 (Have read for Wednesday's meeting). <b>Bring Fieldnote Notebook to Class.</b>
Week 3: January 23 & 25	The Curriculum: Teaching as Inquiry and Conversation <b>1/24 Full Day Observation (RECORD FIELDNOTES IN YOUR NOTEBOOK)</b>	Grant & Gomez, Chapter 3; Gallas, Chapters 2-4; Compton-Lilly, pp. 51-59. <b>Bring Fieldnote Notebook to Class.</b>
Week 4: January 30 & February 1	Assessment: Making Children's Thinking Visible <b>1/31 Full Day Observation (RECORD FIELDNOTES IN YOUR NOTEBOOK)</b>	Grant & Gomez, Chapter 5; Gallas, Chapters 5-7; Wong, Unit D. <b>Bring Fieldnote Notebook to Class.</b>
Week 5: February 6 & 8	Classroom Management: Managing Children's Inquiry <b>2/7 Full Day Observation (RECORD FIELDNOTES IN YOUR NOTEBOOK)</b>	Wong, Unit C; Grant & Gomez, Chapter 7; Compton-Lilly, Chapters 4-6. <b>Bring Fieldnote Notebook to Class.</b>
Weeks 6-9: February 13-March 10	FIELDWORK EXPERIENCE	

March 12-18	NO CLASS - SPRING BREAK	
Week 10: March 20 & 22	Connecting Theory & Practice: Debriefing from Fieldwork	Selections from <i>New Teacher Book</i> ; Wong, Unit B. <b>Bring Fieldnote Notebook to Class.</b>
Week 11: March 27 & 29	Connecting Theory & Practice: Debriefing from Fieldwork	Selections from <i>New Teacher Book</i> ; Compton-Lilly, Chapters 9-10. <b>Bring Fieldnote Notebook to Class.</b>
Week 12: April 3 & 5	Teaching Language	Grant & Gomez, Chapter 6; Compton-Lilly, Chapters 6-8; Selections from <i>New Teacher Book</i> . <b>Bring Fieldnote Notebook to Class.</b>
Week 13: April 10 & 12	Multicultural Teaching in the Content Areas AERA: April 7-11 in San Francisco (Amy will be gone).	Choose <u>one</u> chapter from Grant & Gomez, Chapters 8-12, and choose <u>one</u> chapter from Grant & Gomez, Chapters 13-18.
Week 14: April 17 & 19	Literature Circles	Have read <u>one</u> of the literature circle texts. Be prepared to discuss in your literature circle role.
Week 15: April 24 & 26	Literature Circles (Monday) & Project Presentations (Wednesday)	Monday: Have read <u>one</u> of the literature circle texts. Be prepared to discuss in your literature circle role. Wednesday: Be prepared to share your classroom discourse project.
Week 16: May 1 & 3	Project Presentations	Be prepared to share your classroom inquiry project.

**OTHER KEY DATES**

Meet Your Teacher Day:

Full Day Observations (Fridays): 1/24, 1/31, 2/7 **RECORD NOTES IN YOUR FIELDNOTE NOTEBOOK.**

Full-time Fieldwork Experience: 2/13 - 3/10