



Course Syllabus

COURSE NUMBER: ECED 5670.01	COURSE TITLE Sociomoral Development: Implications for Early Learning	TERM: Fall 2009 Term 1
SITE: WEBG	INSTRUCTOR CONTACT INFORMATION: Jennifer Strange j.l.strange@att.net	CREDIT HOURS: 3 credit hours

1. COURSE DESCRIPTION:

2. Students examine theories and research in regard to sociomoral development of young children. The integral linkage of social and moral development with children’s intellectual development is explored. Curriculum implications for normally developing children, as well as children with disabilities are examined. Emphasis is placed on interactions that foster mutual respect and trust with adults and children; the development of self-regulation and social responsibility; self-esteem, social knowledge and competence; cooperation and collaboration, and positive dispositions toward learning life. The sociomoral goals of Project Construct and their implications for curriculum and assessment are analyzed. Students use action research methods involving observation and documentation to study children’s behavior and learning processes.

NOTE: The syllabus is subject to change in response to student needs and topics of interest that emerge

2. LEARNING OUTCOMES: (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards. Rows and columns may be added or deleted using the Microsoft Word Table Tool).

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
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<p>1. Develop the skills of listening to children, observing and documenting their ideas, action, words and work.</p>	<p>2.4 The informed instructor employs a variety of formal and informal assessments to monitor learning and modify instruction. Dispositions 2.4 listens respectfully to other points of view</p>	<p>NAEYC Standard 3. Observing, documenting and assessing to support young children and families 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches MoSTEP 2.1 Knows and identifies child development 8.3 Evaluates the effect of class activities on both individual and class as a whole, collecting information through observation of classroom activities, questioning, and analysis of student work NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p>
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<p>2. Draw upon knowledge of developmental theory, multicultural perspectives, and ongoing study of particular children when preparing the learning environment and learning experiences.</p>	<p>1.3 The knowledgeable learner identifies developmental factors in student learning; and 1.4 understands theoretical principles of effective instruction to plan learning experiences. 4.2 The responsive educator acknowledges social and cultural contexts to create effective teaching and learning environments. Dispositions 2.1 understands, respects and responds appropriately to diversity in a variety of settings</p>	<p>NAEYC Standard 1. Promoting child development and learning 1a Knowing and understanding young children’s characteristics and needs 1b Knowing and understanding multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, and challenging learning environments MoSTEP 2.1 Knows and identifies child development 2.4 Knows theories of learning 3.4 Connects instruction to student’s prior experiences, family, culture and community NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills</p>
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<p>3. Learn how to support children’s learning in regard to the content areas of language arts, math, science, social studies, art, music, dram and movement through integrated learning experiences, project studies, and daily living experiences.</p>	<p>Goals</p> <p>1.1 The knowledgeable learner knows content that supports conceptual understanding; and</p> <p>1.2 applies tools of inquiry to construct meaningful learning experiences.</p> <p>2.1 The informed instructor designs curriculum based on students’ prior knowledge, learning styles, strengths and needs; and</p> <p>2.2 uses a variety of communication modes, media, and technology to support student learning.</p> <p>Dispositions</p> <p>1.2 embraces and openness to change (adaptability, flexibility)</p>	<p>NAEYC</p> <p>Standard 4. Teaching and Learning</p> <p>4b Using developmentally effective approaches</p> <p>4c Understanding content knowledge in early education</p> <p>4d Building meaningful curriculum</p> <p>MoSTEP</p> <p>1.5 Creates interdisciplinary learning</p> <p>4.1 Selects, creates and plans learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.</p> <p>7.3 Supports and expands learner expression in speaking, writing, listening and other media</p> <p>NCATE</p> <p>Content Knowledge</p> <p>Pedagogical Knowledge</p> <p>Professional Knowledge and Skills</p> <p>Impact on PreK-3 Learners</p>
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<p>4. Learn how to support autonomy and reciprocity among children, including those with diverse learning styles and abilities.</p>	<p>4.3 The informed educator adapts instruction to the learner’s knowledge, ability, and background experience; and 4.4 identifies resources for specialized services when needed Dispositions 2.2 exhibits empathy 3.5 affects change with courage and confidence</p>	<p>NAEYC Standard 4. Teaching and Learning 4a Knowing understanding and using positive relationships and supportive interactions MoSTEP 2.3 Encourages student responsibility 6.2 Manages time, space, transition and activities effectively 9.1 Applies a variety of problem-solving strategies reflecting on practice, influences on student’s growth and learning and the complex interactions between them 10.2 Talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners Evidence of Dispositions</p>
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<p>5. Act as mentors and co-learners who provoke curiosity, creative thinking, consideration of multiple perspectives and research among children and adults</p>	<p>4.1 the responsive educator understands and responds appropriately to issues of diversity;</p> <p>4.2 acknowledges social and cultural contexts to create effective teaching</p> <p>Dispositions</p> <p>1.3 exhibits curiosity</p> <p>3.3 communicates in university and school cultures</p> <p>3.4 accepts academic rigor (willingness to work/high expectations)</p>	<p>NAEYC</p> <p>Standard 1. Promoting Child Development and Learning 1a, 1b, 1c (see above)</p> <p>Standard 5. Becoming a Professional 5d Integrating knowledgeable, reflective and critical perspectives on early education</p> <p>MoSTEP</p> <p>5.2 Engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities</p> <p>NCATE</p> <p>Ability to Respond to Diversity Content Knowledge Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p>
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<p>6. Develop skills of observation, documentation and research in order to continuously inform curriculum decisions and teaching responses.</p>	<p>3.1 The reflective collaborator values and integrates reflection to grow as a professional; Dispositions 1.4 engages in reflection 1.5 3.2 practices informed decision-making in university and school cultures</p>	<p>NAEYC Standard 5. Becoming a Professional 5c Engaging in continuous, collaborative learning to inform practice MoSTEP 8.1 Employs a variety of formal and informal assessment techniques (e.g., observations, authentic assessments) 11.2 Applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications and learning tools to support the diverse needs of learners 11.4 Uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning NCATE Ability to Utilize Technology Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p>
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7. Learn how to collaborate with parents as partners in the development, analysis, and implementation of curriculum.	3.2 The reflective collaborator promotes communication and collaboration with colleagues, families and community leaders; 3.3 seeks relationships with families and students to support student learning; and 3.4 initiates change that benefits students and their families	NAEYC Standard 2. Building Family and Community Relationships 2c Involving families and communities in their children’s development and learning NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Evidence of Dispositions

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Class Attendance and Participation

Attendance:

Attendance is important. One absence must be made up according to professor’s wishes. More than 1 absence can count against your final grade.

Participation (class courtesy and class format expectations):

Please agree to keep cell phones and beepers turned off during class time. If there is an emergency, please speak to the instructor before class and sit close to the door in order to exit quietly. Also be aware that side conversations can be distracting and take away from the learning environment.

This class is based on group discussion, observations, lectures, and videos. The success of the class is based on student cooperation, enthusiasm, and a willingness to participate in group discussions. Students will frequently get together in discussion groups. Students will be asked to analyze current lecture materials, readings and observations and to discuss their personal viewpoints. To ensure the success of the learning process, students should be prepared to actively contribute to the group as speakers and as listeners.

Expectations of the Instructor

- Provide a syllabus that describes course objectives, subject matter to be covered, evaluation procedures, major course requirements, rules of attendance, grading and conduct.
- Provide instruction that will begin promptly, is presented in a clear and concise manner, and provide relevant structured activities consistent with the requirements of this course.
- Provide classroom instruction, assignments and evaluation that are consistent with the general course description and the specifications of the syllabus.
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Be “available” to students before and after class and through email and by telephone. • Treat students in a humane, ethical and professional manner both in the classroom and in all communication

and contact.

Expectations of the Student Respons

course. Responsible for being punctual a

participating in class activities. Responsi

on time. Responsible for consulting with the instructor as soon as possible if problems arise and for seeking

appropriate s

college life. Responsible for behaving in a humane and ethical manner both in the cla

and contact with the instructor, other staff members

Reading Assignments Completion of assigned readings, accompanied by a written reflection (1—2 pages) concerning

concepts/issues addressed. Include in this written reflection one idea that you would like discussed in Typed reflections to be turned in at the beginning of each class. Each assigned reading will be student led

- Class discussion of e
interactive, not read word for word from outlines or scripts. **Observational Studies** s on a chosen aspect of sociomoral development in young children including observation,

- Four short paper
documentation, reflection Due dates TBA

Format of papers:

Introduction (context, finding and framing a research question)

Body of paper (supporting observations of subject and issue)

Peer group comments (summary of collaborative inquiry)

Conclusion (reflections, questions, projections for next observation)

Documentation

(work)

- Participation in peer group discussion regarding observational studies
Be prepared to discuss your observation assignments
experience

Final Paper The final paper is based on the preceding observations, questions and resultant research (7—10 pages typed and double spaced. Title page, reference page(s)

be considered as part

Format of paper:

Title page (the title should summarize the main

Introduction (origins of your question/focus)

The body of the paper opens with an introduction study and describes the research strategies.

Develop the background material with enough detail understood by a wide professional audience.

State the purpose

Data Collection

This section describes in detail how the study was conducted (videotape, transcribed conversations, photographs, field notes, reflective surveys, peer-group comments or interviews).

Identify the participants within their context.

Tell the reader what you did and how you did it in sufficient detail.

Refer to observations as

the body

Data Analysis

Summarize the data collected and report findings.

Analyze

Conclusions

Present

the paper

References

At least three different class readings

At least five additional references

A limit of one internet reference

All citations in the text.

Provide sufficient references in the literature.

Presentation of final paper on 10/14/08

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Construct. Initial look at Piaget's definition on autonomy as it relates to sociomoral development. In-class jigsaw of Autonomy as the Aim of Constructivist Education by Constance Kamii (reading provided in class). Discussion and negotiation of course assignments.

Reading assignment 1/22: MO E.C. Standards. Preface & Chaps. 1 in Berk/Winsler, Preface in Gartrell and Intro to Kohn. (This assignment will be instructor-led)

9/2 Final negotiation of the assignments. Discussion of readings. Examining the roles of the physical environment, scheduling and transitions as sociomoral supports. Exploration of methods for observation and documentation of sociomoral development.

Reading assignment, 1/29: Chaps 2, 5 & pgs. 113—130 in Chapt. 6, Berk/Winsler. Chapt 1. & 2 in Gartrell and Chapt. 1 in Kohn.

9/9 Building relationships of mutual trust and respect with adults. Focus on sociomoral literature, group games, and creative expression. Discussion of readings and analysis of weekly observations. Observational papers to be turned in at end of class period.

Reading assignment, 2/5: Chaps. 3, & Chapt. 6, pgs. 130—136 in Berk/Winsler. Chapt. 8 in Gartrell and Chapt. 2 & 3 in Kohn.

9/16 Building relationships with peers. Observing sociomoral development through emergent curriculum and project approach work with young children. Discussion of readings and classroom exercises re: case studies. Continuing analysis of weekly observations. Observational papers to be turned in at end of class period.

Reading assignment, 2/12: Chapt. 4 in Berk/Winsler. Chapt. 3, 4 & 5 in Gartrell. Chaps. 4 & 5 in Kohn.

9/23 Considering the perspectives of others—conflict resolution. Discussion of readings. Analysis of weekly observations, and exploration of family involvement. Observational papers to be turned in at end of class period.

Reading assignment, 2/19: Chaps. 6, 7 & 9 in Gartrell. Chaps. 6, 7 & 8 in Kohn.

9/30 Negotiation and agreement—class democracy through class meetings. Discussion of assigned readings. Continued analysis of weekly observations. Observational papers to be turned in at end of class period.

Reading assignment, 2/26: Chaps. 6 (pgs. 136—147) & 7 in Berk/Winsler. (No written reflection required. This assignment will be instructor-led.)

10/7 Assessing sociomoral development. Discussion of final readings. Final peer group meetings.

10/14 **Final papers and class presentations due.**

4. RESOURCES:

Required Text(s):

Required Text(s):

Berk, Laura E. and Adam Winsler (1995), Scaffolding Children's Learning: Vygotsky and Early Childhood Education. NAEYC, Washington, D.C.

Gartrell, Dan (2004), The Power of Guidance. NAEYC, Washington, D.C.

Kohn, Alfie (2005), Beyond Discipline: From Compliance to Community. Merrill/Prentice-Hall, Upper Saddle River, N.J.

Supplemental Readings: To be distributed in class.

Audio Visual: Videos and slides will be used to illustrate and examine concepts and strategies presented in class.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Class Attendance and Participation	1--7	15%
Reading Assignments	1--7	30%
Observational Studies	1--7	20%
Final Paper and Presentation	1--7	35%

6. GRADING SCALE:

To be distributed in class.

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

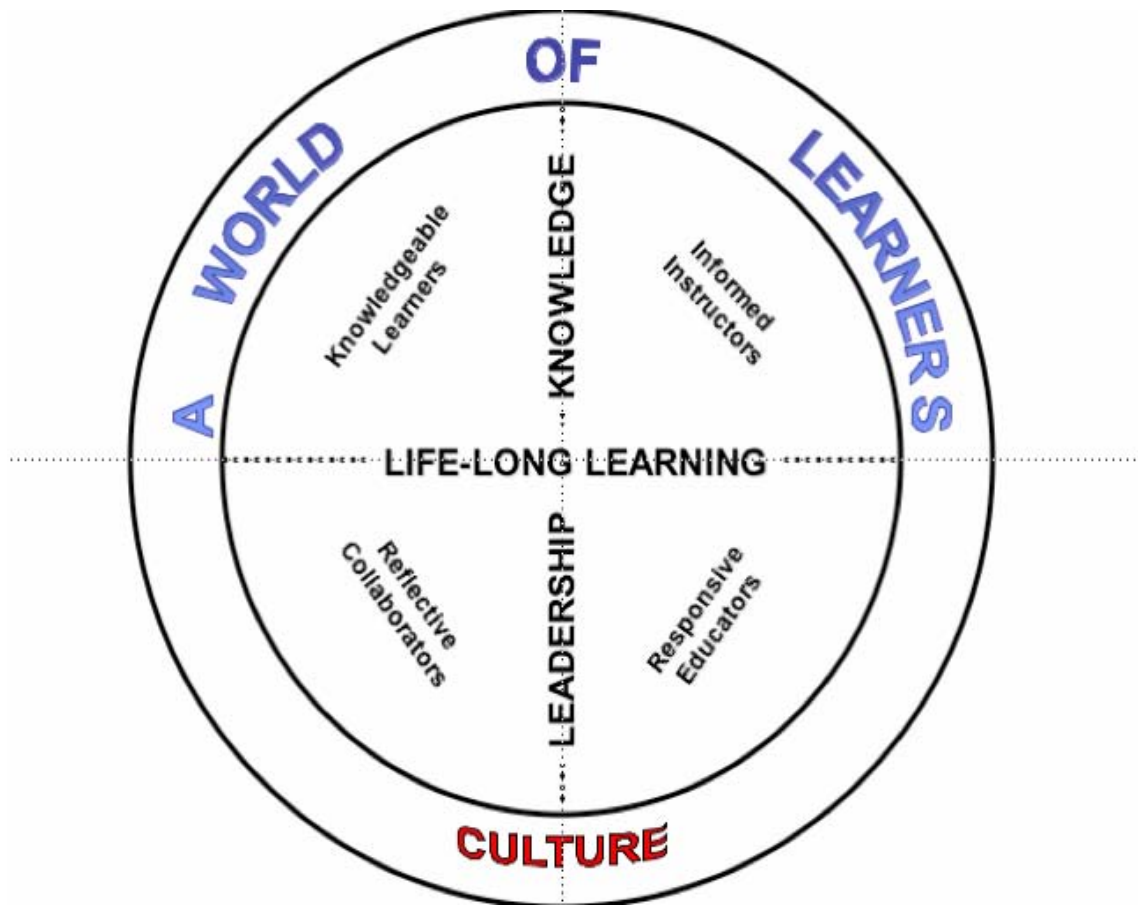
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

Webster University School of Education

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self

- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

2. Understands and Respects Others

- 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
- 2.2 Exhibits empathy
- 2.3 Commits to fairness and honesty
- 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

- 3.1 Commits to professional behavior in university and school cultures
- 3.2 Practices informed decision-making in university and school cultures
- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).