



Course Syllabus

COURSE NUMBER: ECED 5670.01	COURSE TITLE: Sociomoral Development: Implications for Early Learning	TERM: Spring 2008 Term 1
SITE: WEBH	INSTRUCTOR CONTACT INFORMATION: Jennifer Strange j.l.strange@att.net	CREDIT HOURS: 3 credit hours

1. **COURSE DESCRIPTION:** 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:

Course Outcomes	Webster University SOE Goals and Dispositions	NAEYC Standards for Early Childhood Professional Preparation Missouri Standards for Teacher Education Programs (MoSTEP) NCATE Candidate Proficiencies
Students will: 1. Develop the skills of listening to children, observing and documenting their ideas, action, words and work.	Goals 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	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

		<p>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</p> <p>NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p>
<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>Goals 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>
<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 1.1 The knowledgeable learner knows content that supports conceptual understanding; and 1.2 applies tools of inquiry to construct meaningful learning experiences. 2.1 The informed instructor designs curriculum based on</p>	<p>NAEYC Standard 4. Teaching and Learning 4b Using developmentally effective approaches 4c Understanding content knowledge in early education 4d Building meaningful curriculum MoSTEP</p>

	<p>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>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 Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p>
<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</p> <p>4.4 identifies resources for specialized services when needed</p> <p>Dispositions</p> <p>2.2 exhibits empathy</p> <p>3.5 affects change with courage and confidence</p>	<p>NAEYC</p> <p>Standard 4. Teaching and Learning</p> <p>4a Knowing understanding and using positive relationships and supportive interactions</p> <p>MoSTEP</p> <p>2.3 Encourages student responsibility</p> <p>6.2 Manages time, space, transition and activities effectively</p> <p>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</p> <p>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</p> <p>NCATE</p> <p>Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners Evidence of Dispositions</p>

<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; 4.2 acknowledges social and cultural contexts to create effective teaching Dispositions 1.3 exhibits curiosity 3.3 communicates in university and school cultures 3.4 accepts academic rigor (willingness to work/high expectations)</p>	<p>NAEYC Standard 1. Promoting Child Development and Learning 1a, 1b, 1c (see above) Standard 5. Becoming a Professional 5d Integrating knowledgeable, reflective and critical perspectives on early education MoSTEP 5.2 Engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities NCATE Ability to Respond to Diversity Content Knowledge Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p>
<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</p>

		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
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

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

3. Course Requirements

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.
- 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

- Responsible for the time and effort he/she will need to allocate to meet the academic requirements for this course.
- Responsible for being punctual and attending classes as well as for being attentive and appropriately participating in class activities.
- Responsible for preparing for class by reading and completing his/her own assignments and turning work in on time.
- Responsible for consulting with the instructor as soon as possible if problems arise and for seeking appropriate support services to improve his/her level of academic achievement and to enhance the quality of college life.
- Responsible for behaving in a humane and ethical manner both in the classroom and in a communication and contact with the instructor, other staff members and other students.

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 class. Typed reflections to be turned in at the beginning of each class.
- Class discussion of each assigned reading will be student led. Discussions should be informative and interactive, not read word for word from outlines or scripts.

Observational Studies

- Four short papers on a chosen aspect of sociomoral development in young children including observation, documentation, reflection and implications for teaching (2—4 pages typed and double spaced)
Due dates TBA
Format of papers:
Introduction (context, finding and framing a research question)
Body of paper (supporting observations of subject and issue focused upon)
Peer group comments (summary of collaborative inquiry)
Conclusion (reflections, questions, projections for next observation)
Documentation (accompanying photos, sketches, videos, transcribed conversations, children’s work)
- Participation in peer group discussion regarding observational studies
Be prepared to discuss your observation assignments in class, reflecting on your observation experience and analyzing any related documentation

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) and any attached documents are not to be considered as part of the 7—10 pages.) *Due on 3/4/08*

Format of paper:

Title page (the title should summarize the main ideas of the paper with style)

Introduction (origins of your question/focus)

The body of the paper opens with an introduction that presents the specific question under

study and describes the research strategies.

Develop the background material with enough breadth and clarity to make it generally understood by a wide professional audience.

State the purpose of the paper and rationale (educational significance) behind it.

Data Collection

This section describes in detail how the study was conducted (videotape, transcribed conversations, photographs, filed notes, reflective journals, children's work samples, 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 needed but do not use previously written observations to make up the body of the paper.

Data Analysis

Summarize the data collected and report findings.

Analyze, interpret and draw inferences from the results.

Conclusions

Present a conclusive, cohesive research-based summation and/or action plan at the end of the paper.

References

At least three different class readings

At least five additional references

A limit of one internet reference

All citations in the manuscript must appear in the reference list and all references must be cited in the text.

Provide sufficient references to support your research and document statements made about the literature.

Presentation of final paper on 3/4/08

Format to be decided by instructor and class members

Course Calendar

- 1/15 Introduction to course content and expectations. Initial examination of the goals of Project 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 & Chapt. 1 in Berk/Winsler, Preface in Gartrell and Intro to Kohn. (This assignment will be instructor-led)
- 1/22 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: Chapt. 2, 5 & pgs. 113—130 in Chapt. 6, Berk/Winsler. Chapt 1. & 2 in Gartrell and Chapt. 1 in Kohn.
- 1/29 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: Chapt. 3, & Chapt. 6, pgs. 130—136 in Berk/Winsler. Chapt. 8 in Gartrell and Chapt. 2 & 3 in Kohn.*
- 2/5 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. Chapt. 4 & 5 in Kohn.
- 2/12 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: Chapt. 6, 7 & 9 in Gartrell. Chapt. 6, 7 & 8 in Kohn.
- 2/19 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: Chapt. 6 (pgs. 136—147) & 7 in Berk/Winsler. (No written reflection required. This assignment will be instructor-led.)
- 2/26 Assessing sociomoral development. Discussion of final readings. Final peer group meetings.
- 3/4 **Final papers and class presentations due.**

4. RESOURCES:

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.

- 1. 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.

7.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:

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

8.ACCESSIBILITY/ACCOMODATIONS POLICY:

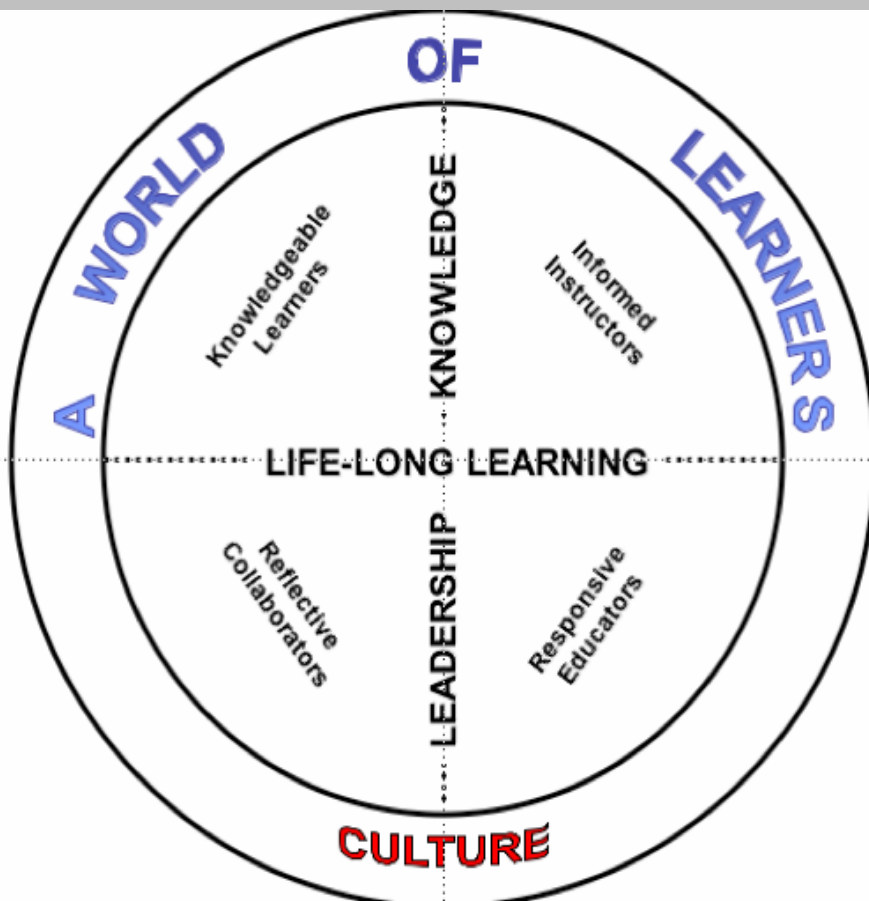
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

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.

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.

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).