THE UNIVERSITY OF TEXAS AT SAN ANTONIO
COLLEGE OF EDUCATION
DEPARTMENT OF INTERDISCIPLINARY LEARNING AND TEACHING
ECE 5503: Theoretical Foundations of
Early Childhood and Elementary Education
SPRING 2010
5:30-8:15
HSS 2.02.06

Professor: Dr. Iliana Alanís (York)  email: iliana.alanis@utsa.edu
Office: MB 2.2.14  Phone: 458-5422
Office Hours: M-2:00-5:00

Department of Interdisciplinary Learning and Teaching
Mission:
• The mission of the Department of Interdisciplinary Learning and Teaching
  is to foster the intellectual and professional growth and integrity of
  students and faculty through critical reflection and dialogue, civic
  responsibility, and leadership.

Goals:
The Department of Interdisciplinary Learning and Teaching will create a
context that nurtures interdisciplinary learners who:
• Acquire and demonstrate content and discipline knowledge
• Demonstrate an awareness and acknowledgement of and engagement in
  research-based, reflective, culturally responsive practices
• Are producers, disseminators, and critical consumers of research
• Demonstrate an awareness and acknowledgment of and engagement in
  social justice and equitable practices
• Articulate their professional philosophy and demonstrate a strong
  professional identity

CATALOG DESCRIPTION
5503 Theoretical Foundations of Early Childhood and Elementary education
(3-0) 3 hours credit. Opportunity is provided for a systematic analysis of
theoretical foundations of early childhood and elementary education, including
an application of theoretical principles to instructional objectives,
organizational schemes, teaching strategies, and materials.

REQUIRED TEXTS
    Lang
COURSE GOALS:
1. Examine historical perspectives on contemporary research in child development.
2. Review research studies which shed new understandings on child development theory.
3. Provide an overview of physical, cognitive and social/emotional development at the infant, toddler, preschool and early primary levels.
4. Analyze theoretical principles for teaching strategies and materials.

COURSE OBJECTIVES:
Students will:
- explore the relative contribution of philosophers to children’s social, cognitive, and affective, development.
- identify specific variations and similarities in theoretical perspectives
- analyze and synthesize research findings regarding the cognitive, social, and affective development in childhood
- reach conclusions regarding the role of theory in curricular development

COURSE REQUIREMENTS:

1. Blackboard Discussions (48 points; 6 postings)
   Discussion questions will be posted on-line by Monday morning. Students are to respond by Friday. Students will answer the question posed by the professor, post a quote from the reading and a short response to it (the quote must have the page number and the author for full credit) and then respond to two classmates postings.

2. Presentations and Research Paper (150 points)
   Theoretical Models: Students will be assigned a theory of learning or topic area to research and present to the class
   Research Paper (100 points): 12-15 pages, APA format, minimum of 6 references (must be current peer-reviewed references). Meet with me individually to discuss

   Presentation (50 points) (approximately 30 minutes) Explain to the class what you discovered in your research through a powerpoint presentation.

3. Guiding Children’s Cultural/Social/Moral Development (35 points)
   Students will evaluate one Disney movie for the effect on children’s understanding of gender, family, language, culture. Discussion Board

4. Class Participation/Attendance (12 points)
   High levels of attendance and participation are expected for this class. To be eligible for the full class participation grade, students must demonstrate attentiveness to the subject matter, contribution to the class in the form of
questions, comments, suggestions, respect for the course content and for student representatives in class. It is your responsibility to notify the professor of absences and to arrange acceptance of late work. Upon the second absence, the student will be dropped from the course by the instructor. If the drop period has passed, the student will receive a reduction in grade by one letter grade.

**GRADING SYSTEM:**

<table>
<thead>
<tr>
<th>Total points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>225 +</td>
<td>A</td>
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<tr>
<td>200-224</td>
<td>B</td>
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<td>175-199</td>
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<td>150-174</td>
<td>D</td>
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<td>Below 174</td>
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**EXPECTATIONS:**

**Quality of Work**
A standard of written English appropriate for elementary teachers will be expected. All written work submitted must be of professional quality, neatly presented, grammatically correct, and free of spelling and punctuation errors. All written assignments should be prepared on a computer with appropriate word processing software. Facilities are available on campus for this purpose. To improve readability of papers, standard print styles should be used (e.g. Times, Geneva, and New York). **Font size must be 12 point.** Pages should be stapled together with your last name on every subsequent page. Full credit cannot be earned for work that does not meet these standards.

**Submission of Assignments**
Assignments must be submitted on or before the specified due date. No late work will be accepted unless delay is unavoidable and the student has discussed the situation with the instructor prior to the due date (**problems with the printer do not apply**). Grades on late assignments that have been approved by the instructor will be **reduced by 5-10 points.**

If you are absent on the day an assignment is due, you should make arrangements to submit the assignment on time to avoid the loss of points for late submission. Assignments must be complete upon submission. No incomplete assignments will be accepted. No resubmissions will be allowed unless requested by the instructor.

**Policy on Scholastic Dishonesty**
Students are expected to demonstrate professional conduct during class sessions. In order to minimize distractions, students should not leave the room...
during class unless an emergency arises. Students should also refrain from engaging in individual conversations during lectures or class discussions. Any other discipline issues will be managed as the UTSA Faculty Handbook specifies (review Fitness to Teach Policy). Students are expected to be above reproach in scholastic activities. Students who violate rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, any incidence of student dishonesty will be managed as outlined in the UTSA Student Guide.

**Students with Disabilities**
Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157(Voice), 458-4981 TTY, UTSA Downtown BV 1.302 458-2816) in order to receive support services. If you need accommodation for a disability, please contact me at your earliest convenience.

**Note**
This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

### CALENDAR OF READINGS AND ASSIGNMENTS

Theoretical Foundations of Early Childhood and Elementary Education - 5503

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>COURSE READINGS</th>
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<tbody>
<tr>
<td>Monday, Jan 11</td>
<td>Get-acquainted activities</td>
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<td>Orientation to course</td>
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<tr>
<td>Monday, Jan 18</td>
<td>Observation of Martin Luther King Holiday</td>
<td>Read, read, read</td>
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<tr>
<td>Monday, Jan 25</td>
<td>ECE Theories of Development</td>
<td>Chapter 1 Bloch &amp; Popkewitz in Soto</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings/Source</td>
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| Monday Feb 1 | Certifying the Damage: Mainstream educational psychology and the oppression of children A Post-Monolingual Education | Chapter 4 Kincheloe in Soto  
| Monday Feb 8 | Library                                                               |                                                                                |
| Monday, Feb 15 | Theoretical Model: Vygotskian Framework  
Research Paper Presentation: Vygotsky and early childhood | Chapter 1-3 B & L |
| Monday Feb 22 | Tactics  
Research Paper Presentation: Language Development-Natalie  
Research Paper Presentation: Literacy Development-Lydia | Chapters 4-7  
| Monday Mar 1 | Developmental Accomplishments and Leading Activity Supporting the Developmental Accomplishments in PK and K  
Research Presentation: Piaget  
Research Presentation: Assessment and ECE-Cyndi | Chapter 10 & 11 B & L  
| Monday Mar 8 | Consumerism in ECE  
Take the money and run: Toys, consumerism, and capitalism in early childhood conferences  
Research Presentation: Consumerism and ECE-Jenny  
Analyze a Disney Movie; Use discussion board to present your analysis | Chapter 5 McNaughton & Hughes in Soto  
Chapter 6 Are Disney movies good for kids? Giroux in Soto |
<p>| Monday Mar 15 | Spring Break                                                           |                                                                                |</p>
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<thead>
<tr>
<th>Date</th>
<th>Research Presentation:</th>
<th>Literature Reference</th>
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<tbody>
<tr>
<td></td>
<td>Critical pedagogy and politics of play</td>
<td>play: theory vs. practice [reprinted from Winter 1992 issue]. Montessori Life v. 13 no. 3 p. 8-11</td>
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<tr>
<td></td>
<td>Culturally Relevant Pedagogy</td>
<td>Influencing Children and Families: &quot;Compassionate&quot; Social Provision OR the Regulation of &quot;Others&quot;?</td>
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<td>“At risk” or At promise?</td>
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<td>Contemporary Public Policy</td>
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<td>Influencing Children and Families: &quot;Compassionate&quot; Social Provision OR the Regulation of &quot;Others&quot;?</td>
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<td>Research Paper Presentation CRP</td>
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<td>Research Paper Presentation Funds of Knowledge-Elizabeth E.</td>
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<tr>
<td>Monday April 12</td>
<td>Redefining child care and early education</td>
<td>Chapter 9 in Soto Gilliard, Moore, &amp; Lemieux (2007). “In Hispanic Culture, the Children Are the Jewels of the Family”: An Investigation of Home and Community Culture in a Bilingual Early Care and Education Center Serving Migrant and Seasonal Farm Worker Families. Early Childhood Research and Practice 9(2)</td>
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<td>Research Presentation: What’s the best way to educate young children?</td>
<td>Gallagher, Clifford, &amp; Maxwell (2004). Getting from Here to There: To an Ideal Early Preschool System. ECRP 6(1)</td>
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<td>Apr 19</td>
<td>Research Presentation: Maslow-Chen</td>
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<tr>
<td>Monday</td>
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<td>Last day to turn in research papers</td>
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<td>May 3</td>
<td>Last Class Day</td>
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