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Professor & Head
Department of Curriculum & Instruction

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

The Hundred Languages of Children—Advanced Reflections, 3rd edition (2012) edited by Carolyn Edwards, Lella Gandini, and George Forman and published by Praeger in Santa Barbara, California. [...] an education that is effective and humane; its students undergo a sustained apprenticeship in humanity, one that may last a lifetime. ..... Howard Gardner

Course Description:

Course Description: This course will focus on the benefits and practices utilized in an emergent curriculum approach in which the some of the explorations and activities of the children arise from their own questions. The curriculum and practices of the schools of Reggio Emilia, Italy will be examined as an exemplary model of inquiry-based learning; and emphasis will be placed on scaffolding children as they ask questions, use tools of inquiry, seek multiple resources, explore, dialogue, write, and represent what they’ve learned; and use “a hundred languages” for authentic purposes. Documentation’s role in assessment and collaboration with children, parents, and others teachers will also be emphasized.
**Student Learning Outcomes:**

The learning outcomes are what you are able to do as a result of the activities, readings, instruction etc. that have occurred in this course. Assignments/activities designed to produce these outcomes are described in the assignments and assessments portion of the syllabus.

The learner will be able to:

1. Be an active and engaged participant in class and group discussions by analyzing, designing, and evaluating information within the texts, supplementary readings, and class activities.
2. Compare and contrast different theories, research, and philosophical stances which address the organization of learning activities in relation to inquiry-based learning.
3. Identify and elaborate on, both verbally and in writing, the contextual factors and diversities that affect the learner and the learning environment within inquiry based learning.
4. Demonstrate the ability to read and synthesize existing professional literature related to curriculum theory and inquiry learning.
5. Develop knowledge of a special topic within inquiry learning and experience designing an inquiry learning activity for the class; thereby demonstrating the integration of practices that promote learning through inquiry.
6. Be able to articulate through response journal your analysis of your own inquiry learning through provocations presented in class and/or online; as well as learning for your self as a designer of inquiry-based projects.
7. Be able to present to the class a formal oral report describing your project, accompanied by a visual representation of the project as well as your reflective analysis.

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### COURSE REQUIREMENTS

**Instructional / Methods / Activities Assessments**

Thus, the major requirements for this course will be to:

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- **Attend and participate:** Read the assigned readings and participate in related discussions and collaborative response activities in each class session. Utilization of “many languages” will be encouraged as these artifacts will become documentation of growth/learning/development of knowledge as the course progresses.

- **Prepare pithy quote cards for each chapter assigned.** Choose a few pithy quotes from each of the assigned chapters; prepare visually attractive 5” X 8” mini-posters featuring your quotes for each seminar. Place the quote on one side of the card, along with a visual representation (your interpretation) of what the quote means to you. On the opposite side of the card, write your reflection, connection, or response to the quote. Be prepared to share and defend your choices.

- **Response Journal:** At the end of each class session, you will be asked to reflect and represent insights and implications for teaching and learning gleaned from that day’s session----with the idea of connecting to both readings and class discussions/provocations. To be turned in each class session with the entire collection due again on the last class day.

- **Mid-Term Exam**
• **Special Project**: By the of the fourth class day, you will need to select partners to work with you in a group to select an area related to Inquiry-Based Projects that you would like to explore further. As the semester progresses, each group will make a presentation to the class about his/her topic. As part of the presentation, groups should involve other class members in an exploratory activity designed to familiarize all members of the class with what you learned about your topic of interest (i.e., you will lead the other members of the class in some sort of involvement/engagement with the new content you learned as a result of your project or exploration). **A poster that represents your learning should also be presented.**

• **Take-Home, Open-Book Final**: At the last class session on July 26, you turn in an open-book, open-note essay exam in which you will have the opportunity to synthesize all you’ve learned about inquiry-based projects, Reggio Emilia, and emergent curriculum.

> Learning is the key factor on which a new way of teaching should be based, becoming a complementary resource to the child and offering multiple options, suggestive ideas, and sources of support. Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water.

**Course Evaluation:**

Criteria for each requirement will be discussed. The following holistic scoring format will be adapted for each course requirement:

- **4** = Highly impressive - well above average in thought, organization, and professional choices. Evidences significant control of own decision-making and learning processes.
- **3** = Commendable - in command of thought, organization, and professional choices. Evidences acceptable control of own decision-making and learning processes.
- **2** = Developing - probably functional in terms of thought, organization, and professional choices. Responsible, but in need of instruction. Evidences some control of own decision-making and learning processes.
- **1** = Minimal - somewhat lacking in thought, organization, and responsibility. Lack of awareness of professional choices. Evidences minimal control of own decision-making and learning processes.

**Requirements:**

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<tr>
<th>Requirement</th>
<th>Topic</th>
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<tbody>
<tr>
<td>#1</td>
<td>Attendance, Participation/ Reflections, &amp; Professionalism</td>
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<tr>
<td>#2</td>
<td>Assigned Readings and Response Activities (Collection and Representation of Pithy quotes from our text) &amp; Active Participation in Reflective Discussions and Activities</td>
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<td>#3</td>
<td>Midterm Exam</td>
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<td>#4</td>
<td>Special Project Presentation</td>
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<td>#5</td>
<td>Poster to visually represent your learning about the special topic [Documentation Panel]</td>
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<td>#6</td>
<td>Final Exam/Synthesis paper</td>
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Final course grades will be determined by the following scale:
A  All requirements completed with at least a 3.5 average score
B  All requirements completed with at least a 2.8 average score
C  All requirements completed with at least a 2.0 average score
D  At least 1.5 average score
F  Less than a 1.5 average score

Appeal of Final Grade

The policy for appealing a semester grade is available through the office of the Department of Curriculum & Instruction, Texas A&M University-Commerce, Commerce, Texas (Ph: 903-886-5537). Generally, the student must first make an appointment with his or her professor and present in writing the reasons why he or she believes a higher grade was earned. The professor is obliged to hear and read the case and provide an answer to that appeal with a reasonable time. If the student continues to be dissatisfied with the decision of the professor, the student may contact the head of the Department of Curriculum & Instruction and continue the appeal at that level.

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<tr>
<th><strong>TECHNOLOGY REQUIREMENTS</strong></th>
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<tr>
<td>The following technology is required to be successful in this course:</td>
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<tr>
<td>Internet connection – high speed recommended (not dial up)</td>
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<tr>
<td>Word Processor (Microsoft Office Word – 2003 or 2007)</td>
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<tr>
<td>Access to University Library site</td>
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<td>Access to E-mail</td>
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As a student enrolled at TAMU-C, you have access to an email account via myLeo. All my emails from eCollege will go to this account, so please be sure to check it regularly. Likewise, you are to email me via the eCollege email system or you're my Leo email as our spam filters may catch yahoo, hotmail, etc.

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operation system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh) OS X along with a recent version of Safar 2.0 or better. ECollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.
ACCESS AND NAVIGATION

To get started with the eCollege portion of the course, go to https://leo.tamu-commerce.edu/login.aspx.

eCollege Technical Concerns: Please contact the eCollege HelpDesk by sending an email directly to helpdesk@online.tamuc.org. You may also call 1-866-656-5511, or click on the “live Support” tab within your eCollege course.

If you have questions for your instructor, such as assignment details or due dates, etc, the “virtual Office” feature in eCollege is one way to contact me.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: Students may contact the instructor by e-mail, phone or through the virtual office feature in eCollege. Every effort will be made to respond as quickly as possible and in most cases the same day. Students may also make an appointment with me at the Commerce office, or make arrangements for us to visit by phone or at the Rockwall Administration Building.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

- Class Attendance. Attendance at all class meetings is required and is essential to your success in this experience. Participants are expected to be on time and to actively participate, and to stay until the end of the class session. Any unexcused absence will result in an adjustment to the final grade. The university policy on excused absences is explained in the 2011-2012 Catalog and includes: (a) participation in a required or authorized university activity; (b) illness that is verifiable; (c) death in the immediate family; (d) obligation at a legal proceeding in fulfilling responsibility as a citizen; and (e) other reason as determined by the instructor of the course to be excusable. Although you are urged to notify faculty in advance in the event you are not able to attend class, such notification does not constitute an excused absence. In the event of an emergency and a missed class, you are responsible for obtaining materials/assignments/notes from one of your peers. Please notify the instructor if you anticipate an absence.

- Class Participation. A noticeable trait of master teachers is the way they actively pursue and interact with their own learning journey. Commit yourself to active learning by demonstrating: reflection, inquisitiveness, creativity, and persistence to achieve your mission, goals and dreams as a developing master teacher.

Academic Integrity/Dishonesty

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; or (3) copying from professional works without citing them. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or be brought before a higher level of governance for possible dismissal from the university.
University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

COURSE OUTLINE / CALENDAR

Class Session Dates and Topics

1st Session July 9: Coming Together: Getting acquainted, course/syllabus overview, talking about the special project, Thomas Armstrong’s Twelve Kinds of Genius, & CNN Video.

Textbook readings for our next class session: Forward, Preface, & Part I: Starting Points
Chapter. 1, Introduction: Background and and Starting Points in The Hundred Languages text.

Also: The Museum Project article

Response Activity: Chose pithy quotes that you found particularly meaningful in relation to your current thinking and the work you are doing; prepare visually attractive 5” X 8” mini-posters featuring your quotes. Place the quote on one side of the card, along with a visual representation (your interpretation) of what the quote means to you. On the opposite side of the card, write your reflection, connection, or response to the quote. Be prepared to share and discuss your choices with our group.
2nd Session, July 10: A beginning provocation:

Unpacking the Museum Project & discussion in hermeneutic circle.

What children learn does not follow as an automatic result from what is taught. Rather, it is in large part due to the children’s own doing as a consequence of their activities and own resources.

Textbook readings for our next class session: Chapter 2, History, Ideas, and Basic Philosophy: An Interview with Lella Gandini and Chapter 3: Malaguzzi’s Story, Other Stories, and Respect for Children in The Hundred Languages.

Also: Looking in the Mirror: A Reflection of Reggio Practice in Winnetka

Assignments: Continue your creation of 5” X 8” mini-posters of Pithy Quotes from your reading assignment.

3rd Session: July 11: “Save the Last Word for Me” with pithy quotes from Chapters Two and Three; provocation with the video: To Make a Portrait of a Lion. Select your special topic, partners for your collaborative group to explore this topic, and schedule date (July 23 or 24) to present your topic and poster to the class.

Textbook readings for our next class session: Chapter Seven, Parent Participation in the Governance of the Schools: An Interview with Sergio Spaggiari by Lella Gandini & Chapter Nine, Teacher and Learner, Partner and Guide: The Role of the Teacher by Carolyn Edwards, & Chapter 10: The Observant Teacher: Observation as a Reciprocal Tool of Professional Development: An Interview with Amelia Gambetti in The Hundred Languages of Children.

Assignments: Continue to make mini-posters of Pithy Quotes from your reading. Find a small group of children [students] to take outdoors to experience something in nature or something new to them [a provocation]. Have them take a sketch pad and pencil and have them sketch whatever they are noticing [a tree, leaf, flower, anthill, statue, etc.]. Make notes of your students’ interest, engagement, anxiety, comments, dialogue, and/or excitement. What new questions are arising from this activity?

4th Seminar Session: July 12: Education as Relationship”; Sharing of Possible Projects; and lo Chi Siamo [“I am who we are.”], The Hundred Languages

Textbook readings for our next class session: Chapter 12, The Pedagogy of Listening: The Listening Perspective of Reggio Emilia; and Chapter 13, Negotiated Learning Through Design, Documentation, and Discourse in The Hundred Languages of Children.

Assignments: Continue Pithy Quotes and work on your special project.

5th Seminar Session: July 16: Design, Documentation, & Discourse: Progettazione; and Co-Construction of Theories
Assignment: Using a written format, prepare information about a potential Inquiry-based project that might have emerged within a previous class you’ve taught, including possibilities for what could have occurred—i.e., what the children could have explored, what materials and resources would have been needed, what direct instruction would have been needed, how you could have designed the context and provided provocations to extend the learners’ knowledge and experience, and what the children could have learned from conducting the project.

Textbook readings for our next class session: Chapter 17, The Atelier: A Conversation with Vea Vecchi & Chapter 18, Connecting through Caring and Learning Spaces in The Hundred Languages of Children.

Also: Poppies and the Dance of World Making.; The City in the Snow: Applying Multisymbolic Approach in Massachusetts

Assignments: Continue creation of mini-posters of Pithy Quotes from your reading.

6th Seminar Session: July 17: Environment as the Third Teacher- “Open Window” slides of the schools in Reggio Emilia; & Hermeneutic discussion about constructing and organizing spaces that enable children to express their potential.

It has been said that the environment should act as a kind of aquarium which reflects the ideas, ethics, attitudes and life-style of the people who live in it.

We have been working along these lines.

Textbook readings for our next class session: Chapter 15, The Relationships between Documentation and Assessment; and, Chapter 19, The Use of Digital Media in Reggio Emilia in The Hundred Languages of Children.

7th Seminar Session: July 18: Connecting theory & practice; Harvard’s Project Zero Collaborative Assessment Conference and Tool for Emergent Curriculum Design..

Readings for our next class session: Chapter 11, The Inclusive Community

8th Seminar Session: July 19: Children with “Special Rights” & Reggio-Inspired Teacher Education Programs

Online Threaded Discussion

Textbook readings for our next class session: Chapter 21: Final Reflections and Guiding Strategies for Teaching

9th Seminar Session: July 23: Showing What You Learned: Your special projects/posters will be presented and will include participation, inquiry, and engagement by other members of class.
10th Session: July 24: Turning in the final, final reflections, and class evaluation.