



ECE 548.01W: Inquiry-Based Learning  
EDCI 690.01W: Designing Inquiry-Based Learning

**Instructor:** Dr. Jennifer Dyer Sennette, Associate Professor  
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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

Textbooks Required:

Edwards, Carolyn; Gandini, Lella; and Forman, George. (2012). *The Hundred Languages of Children — Advanced Reflections, 3<sup>rd</sup> edition*. Santa Barbara, California: Praeger.

“...an education that is effective and humane;  
its students undergo a sustained apprenticeship  
in humanity, one that may last a lifetime.....”  
Howard Gardner

Resources:

Armstrong, Thomas. (1998). *Awakening Genius in the Classroom*. Alexandria, VA: ASCD.

Armstrong, Thomas. (1999). *Seven Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Plume Books.

Armstrong, Thomas. (2000). *Multiple Intelligences in the Classroom (2<sup>nd</sup> ed.)*. Alexandria, VA: ASCD.

Fu, Victoria, R.; Stremmel, Andrew J.; & Hill, Lynn T. (2002), *Teaching and Learning: Collaborative Exploration of the Reggio Emilia Approach*. Upper Saddle River, NJ: Merrill.

Lindfors, Judith Wells. (1999). *Children’s Inquiry: Using Language to Make Sense of the World*. New York: Teacher’s College Press.

Scheinfeld, Daniel R.; Haigh, Karen M.; & Scheinfeld, Sandra J.P. (2008). *We are All Explorers: Learning and Teaching with Reggio Principles in Urban Settings*. New York: Teachers College Press.

**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 yourself 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.

**COURSE REQUIREMENTS**

The major requirements for this course will be to:

- **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 featuring your quotes. You will also write your reflection, connection, or response to the quote. Be prepared to share and defend your choices.

- **Response Journal:** Reflect and represent insights and implications for teaching and learning gleaned from that module----with the idea of connecting to both readings and discussions/provocations.
- **Mid-Term Exam**
- **Special Project:** Select an area related to Inquiry-Based Projects that you would like to explore further. As the semester progresses, you will make a presentation online to the class about his/her topic. **A poster that represents your learning should also be presented.**
- **Open-Book Final:** At the end of the last class module, 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.*

**Writing for Apprehension** – this course is cross-listed ECE 548 & EDCI 690. The doctoral level students will write substantially more in their process of apprehending these elegant concepts.

### **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:**

Requirement Topic

- #1 Attendance, Participation/ Reflections, & Professionalism
- #2 Assigned Readings and Response Activities (Collection and Representation of Pithy quotes from our text) & Active Participation in Reflective Discussions and Activities
- #3 Midterm Exam
- #4 Special Project Presentation

- #5 Visually represent your learning about the special topic [Documentation Panel]  
 #6 Final Exam/Synthesis paper

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.

## TECHNOLOGY REQUIREMENTS

*The following technology is required for success in this course.*

- Internet access/connection – high speed recommended (not dial-up)
- Headset/Microphone/Webcam (especially for ClassLive synchronous sessions)
- Word Processor (i.e. MS Word or Word Perfect) save all files in Rich Text Format .rft

*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 operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.x, 7.x, or 8.x).*

*Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.x) 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.*

*Follow the operating system guidelines published here*

*<https://secure.ecollege.com/tamuc/index.learn?action=technical>.*

## ACCESS AND NAVIGATION

*This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to*

*<https://leo.tamuc.edu/login.aspx> or <http://myLeo.tamuc.edu>. One shortcut into eCollege is <http://online.tamuc.org>. You will need your CWID and password to log in to the course. If you*

do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc-commercede.edu](mailto:helpdesk@tamuc-commercede.edu).

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

Communicate with me as needed. Use [Josh.Thompson@tamuc.edu](mailto:Josh.Thompson@tamuc.edu), or my office phone 972-775-7230 or cell phone 214-663-6102. I typically respond within the next business day.

### **eCollege Student Technical Support** (QM 6.6, 7.1)

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

**Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### *Attendance*

Attendance online is expected; regular, consistent participation is important. We do important things every week of class – don't miss it. Excessive absences may prompt an administrative withdrawal.

### University Specific Procedures:

#### *Academic Honesty Policy*

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

We suggest these web resources to students for reference regarding what constitutes plagiarism and how to avoid it: <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.

5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

#### *Drop a Course*

<https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx>

Students who wish to drop a course are responsible for initiating this action. Students may drop a class with a full refund (if remaining enrolled) until the census day of the particular term. Census date is the 12th University class day of Fall or Spring, 4th university class day of summer or 2nd university class day of a mini term. After census date, eligible students may use their MyLeo to process drops online. The student must obtain approval from the department/instructor to drop after census date.

#### *Administrative Withdrawal*

<https://www.tamuc.edu/admissions/oneStopShop/registrar/forms/default.aspx>

It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty members recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar's Office.

*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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.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 Guidebook*).