

EDTE 507: Perceptual-Motor Development
(2 units)

Time: 8 AM- 12 PM, M-F, Fall 2010

Room: MRH139

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Office Hours: Tuesday 1-3 p.m.

Course Description

This course will demonstrate visual, tactile, gustatory, olfactory, and auditory aids for children in two different developmental stages: 12 to 36 months, and 3 to 6 years. For ages 3 to 6, the course will introduce the student the group of exercises known in Montessori education as Sensorial. These activities are designed to allow the child to classify his sensory impressions. Focus will be given to the child's ability to explore the world intelligently and imaginatively through the use of the senses.

Course Objectives

During this course, students will:

Outcome A: Academic Excellence, Critical Inquiry and Reflection

- Learn how the Sensorial materials educate the senses and promote clarity of perception by isolating a single quality within each material.
- Understand how these materials enable the child to make sense of his natural surroundings.
- Create developmental visual, tactile and auditory aids for children from three to six years.
- Identify the intended outcomes of working with each material, including coordination and the development of movement and language.
- Explain the characteristics, purposes, and appropriate ages associated with the Sensorial materials.
- Discuss the theory behind each activity and exercise in relation to the development of intelligence.

Outcome B: Community and Service

- Learn to prepare an environment so that the materials are accessible to the children in age appropriate sequences.
- Demonstrate all Sensorial exercises and explain the fundamentals of this group of activities.

Outcome C: Ethics, Values and Diversity

- Value the child as an individual who is different from his peers. Acknowledge that the desire for exploration and classification is uniquely manifested in each child.
- Learn to recognize the range of normal sensory perceptions in children as it relates to the early identification of physical, mental, and learning disabilities.

COURSE REQUIREMENTS

Required Text:

- Montanaro, Silvana Q. (1991). *Understanding the Human Being: The Importance of the First Three Years of Life*. Mountain View, CA: Nienhuis.
- Montessori, Maria. (1988). *The Discovery of the Child*. Oxford, England: Clio Press. (Especially Chapters 8-12.)
- Montessori, Maria. (1988). *The Absorbent Mind*. Oxford, England: Clio Press. (Especially Chapter 16.)
- Montessori, Maria. (1988). *The Secret of Childhood*. Oxford, England: Clio Press. (Especially Chapters 7-9)
- Montessori, Maria. (1989) *The Advanced Montessori Method Volume 1: Her Program For Educating Elementary School Children*. Oxford, England: Clio Press. (Especially Chapters 6 and 8.)
- Ackerman, Diane (1990). *A Natural History of the Senses*. New York: Vintage Books.

Reading and Class Participation

Class members are required to independently read all assigned materials and to prepare for discussions of the readings before coming to class. Active participation in every class session is expected.

Reference Albums and Materials

Students will be expected to develop a complete reference album containing the Exercises for the Education of the Senses as well as essays on the lectures, books, and articles discussed during these sessions. Students will also create two materials for their classroom—a box of fabrics and a Mystery Bag.

Additional Research

Students will augment their introductory essay in the Sensorial Album with additional information about the development of the senses.

Assessment Criteria

1) Materials: Fabrics, Mystery Bag	30%
2) Sensorial Album	50%
3) Supplemental Research on the Senses	10%
4) Participation	10%

Grading

A	=	94-100%
A-	=	90-93%
B+	=	87-89%
B	=	83-86%
B-	=	80-82%
C+	=	76-79%
C	=	73-75%
C-	=	69-72%
D+	=	66-68%
D	=	63-65%
D-	=	60-62%
F	=	Below 59%

Grade of Incomplete:

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the “I” grade will become a permanent “F.”

A petition for a grade of incomplete must accompany all request for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session of a grade or a grade of F is permanently calculated in the overall grade point average. Any attempt to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Requests for Accommodation:

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

Statement on Plagiarism

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university.

Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person’s actual spoken or written words; or
- a paraphrase of another person’s spoken or written words.

If you wish more information on what plagiarism is and how to avoid it please see <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> . (The bulleted material above is from this website.)