**CTEE 3100 Introduction to Elementary Education**

Tuesdays, 12:30-2:45 pm

Haley Center 2406

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**Course Description**

This course supports entering elementary education majors with the knowledge, skills, and dispositions required for the elementary teaching profession. Students will be introduced to the professional expectations of elementary teachers and to the organization of elementary schools. They will reflect on important dispositions that support a career choice and continuous improvement as an elementary teacher.

**Course Objectives**

*Students will:*

* Analyze various elementary school arrangements and how they support the school program. (AQTS 290-3-3-.04(5)(c)3.(I,ii,iii,iv)
* Identify and explain why professional dispositions are important for the teaching profession. (AQTS 290-3-3-.04(5)(c)2.(iv, vi, vii)
* Explain the research-based rationale behind current learning theory and the Learning Cycle. (AQTS 290-3-3-.04(2)(c)4.(ii)
* Evaluate the appropriate use of “best practice” strategies for instruction in content areas. (AQTS 290-3-3-.04(2)(ii)
* Draft lesson plans that meet standards and “best practice” strategies for student learning. (AQTS 290-3-3-.04(1)(iii)
* Describe the purpose and types of assessment used to evaluate student learning. (AQTS 290-3-3-.04(2)(c)5.(i, ii)
* Make student assessments including authentic types of assessments. (AQTS 290-3-3-.04(5)(c)5.(ii,iii,iv,v,vi,vii,viii,ix,x)
* Create an integrated unit plan for instruction at a chosen grade level for diverse learners. (AQTS 290-3-3-.04(2).(I, ii,iii)
* Consider the role of reflection in continuous improvement as an elementary educator. (AQTS 290-3-3-.04(5)(c)2.(vi)
* Reflect on the role of elementary teacher as a career choice. (AQTS 290-3-3-.04(5)(c)2.(viii)
* Receive information regarding field placements and internships, and program expectations for students. (AQTS 290-3-3-.05(5)(c)2.(vii)

**Essential Questions**

* What is good teaching?
* What does it mean to be a professional in the Education field?
* How can I become an effective elementary school teacher?
* How can I design a unit plan that meets standards, addresses students’ learning needs, and connects to students’ lives?

**Required Texts**

Marzano, R. J. (2007). *The art and science of teaching.* Alexandria, VA: ASCD

Moore, K. & Hansen, J. (2012). *Effective strategies for teaching K-8 classrooms.* Los

Angeles: Sage.

Additional required readings will be available on Canvas.

**Assessments of Learning**

Course Notebook (30 points)

Over the semester, you will write weekly reflections, class work, and academic vocabulary in a three-ring notebook. Your notebook should come to class with you each class meeting. At the end of the semester, you will be asked to review the collection of your work and write a 2-3-page summary that reflects on and highlights what you have learned throughout the course.

Sections in Notebook:

* Reading Reflections and Classwork - As you read the assigned texts, complete the three-column notes in your notebook.

|  |  |  |
| --- | --- | --- |
| Page Number and Sentence/Phrase | Ah-Ha Moments | Confusions or Questions |

* Academic Vocabulary - Each week, you will hear or read “academic vocabulary”. Complete the Four-Column Notes in your notebook to keep track of these important words in education. You should always complete this for the words in the syllabus, but you are welcome to add any words you feel would help increase your knowledge of the teaching profession.

|  |  |  |  |
| --- | --- | --- | --- |
| Word | Definition | Visual Representation | Synonyms |

Philosophy of Teaching (20 points)

Over the course of the semester, you will develop your personal “Philosophy of Teaching” statement. This statement should be 2-3 pages, double-space, using 12-point Times New Roman font. You will use the writing process to develop your philosophy, including peer review.

Midterm Choice Board Activity (30 points)

You will select an activity from the Choice Board (provided during class). You will complete the activity and present your activity to the class in lieu of a midterm.

Integrated Unit Plan (60 points)

This assignment serves as a culminating project to demonstrate your learning from the semester. Working with assigned classmates, you will complete an integrated unit plan for a given grade level and model your learning for the other members of the cohort.

Final Exam (30 points)

You will complete an individual course examination that evaluates your learning of the course.

Draft Submissions (30 points)

During the semester, you will submit drafts of the Philosophy of Teaching Statement and the Integrated Unit Plan assignment. You will receive points for submitting completed drafts on time for each due date.

Course Participation (15 points)

Throughout the course, you will participate in a variety of activities and interact with your classmates in discussions. Your classroom professionalism also will be reflected in this portion of your grade.

**Grading**

A: 90-100% of total points

B: 80-89% of total points

C: 70-79% of total points

D: 60-69% of total points

F: 0-59% of total points

If students have a concern with a specific grade received, Dr. Demoiny is willing to meet with them in order to discuss their learning, understanding, and effort.

**Attendance**

Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Student Policy E-handbook* <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

Students must provide appropriate documentation to the instructor the day the student returns to class. Unexcused absences may result the lowering of a letter grade. The student should contact the instructor as soon as he/she is able to discuss absences.

**Technology in the Classroom**

Students are expected to keep all cell phones off during class time. **No use of electronic devices or text messaging will be permitted during class time unless otherwise stated!** If you have children or someone in your care, please communicate with me about keeping your phone on silent. While students may use an iPad, laptop or similar device for viewing the textbook and completing in-class assignments, students should not use the devices for social media or Internet surfing during class. If this becomes an issue, a student may be asked to leave the class.

**Academic Integrity**

The University Student Academic Honesty Code on the University Policies site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>) pertaining to academic honesty will apply to this class. Make sure to give credit for any words and ideas that are not originally your own!

**Accommodations**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Title IX Statement**

Auburn University is committed to providing an environment that is free from discrimination and harassment based upon protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)

**Professionalism**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework.

These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
  + Contribute to collaborative learning communities
  + Demonstrate a commitment to diversity
  + Model and nurture intellectual vitality
  + Diversity of learners

**Course Contingency**

If class meetings are disrupted due to faculty illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to this syllabus and/or course assignments will replace the original materials.

**\*\*Course Calendar is attached.**