**CTEE 3100 Introduction to Elementary Education**

Tuesdays, 12:30-2:45 pm

Haley Center 2406

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Office Hours: T: 10:15-12:15; TH: 10-12

**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 necessary to become an inclusive, reflective educator who strives for continual professional growth.

**Course Objectives**

*Students will:*

* Describe the dispositions and instructional philosophies that create a supportive, equitable, and inclusive learning environment.
* 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)
* Develop lesson plans that meet standards and “best practice” strategies for student learning. (AQTS 290-3-3-.04(1)(iii)
* Develop a variety of assessments for summative and formative purposes. (AQTS 290-3-3-.04(2)(c)5.(i, ii) (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)

**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**

Students will be required to purchase a professional book of choice. All additional required readings will be available on Canvas.

**Assessments of Learning**

Course Notebook (30 points)

Over the semester, you will write reading notes, reflections, and academic vocabulary in a three-ring notebook. Your notebook should come to class with you each class meeting.

Sections in Notebook:

* Reading Notes – You will choose a note-taking strategy to track what you have learned and questions you are asking from the assigned homework readings weekly.
* Reflections – On assigned weeks, you will write a 1-2 paragraph response to the reflection prompt provided on the course calendar.
* 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.

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| --- | --- | --- | --- |
| Word | Definition | Synonyms | Visual Representation (optional) |

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-spaced, using 12-point Times New Roman font. You will use the writing process to develop your philosophy, including peer review.

Professional Reading Book Club (35 points, midterm)

You will select a professional book (from a list) to read, reflect on, and discuss with peers. You will respond to your reading on Canvas, discuss the readings on Canvas with your peers, and present your reading in the form of an Infographic 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 cumulative 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. Excused absences are defined in the *Student Policy E-handbook*, and include the following: illness, death of an immediate family member, trips for a university-sponsored organization, intercollegiate athletic events, subpoena for court, or religious holiday. [Class Attendance Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf)

Students must provide appropriate documentation to the instructor the day the student returns to class. Two unexcused absences will result in the lowering of a letter grade on the final grade. At a third unexcused absence, the student will have a conference with the elementary education faculty. Three tardies equal one unexcused absence.

**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 readings 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 ([Academic Honesty Code](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: [Title IX](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.**