**CTEE 3100 Introduction to Elementary Education**

Tuesdays, 12:30-2:45 pm

Haley Center 2406

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Office Hours: T: 10-12; TH: 10-12 (Additional meeting times available upon request)

**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 and equity in schools.

**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 align with standards and incorporate research-based 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 the elementary teacher as a professional. (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. In addition, students will need to create a Twitter account to use professionally during the first half of the semester.

**Assessments of Learning**

Reading Responses & Participation Activities (3 points each)

You will complete reading responses throughout the semester. Each response will encourage students to summarize and reflect upon the homework readings. Additionally students may be asked to complete participation tasks during class and/or at home to be used during class throughout the semester.

Academic Vocabulary Log (10 points)

Throughout the semester, you will keep an Academic Vocabulary Log. This may be handwritten or electronic. The log should be set up as a table with the following columns: Term, Definition, Concept in Practice. Each definition should be written in your own words. The “Concept in Practice” should describe how this term is used (or what it means) for teachers in their everyday work. For example, “funds of knowledge” will be one academic vocabulary term. In the last column of your log, you would give an example of how teachers may use funds of knowledge of their students in the classroom.

Professional Reading Book Club (42 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 through Twitter posts, discuss the readings via Twitter chats with your peers, and present your book to peers in the form of a technological presentation (e.g. infographic, podcast, book talk video). You may not use PowerPoint, GoogleSlides, or Prezi for the presentation.

Active in Education Project (20 points)

In this project, you will explore a form of teacher professionalism outside one’s individual classroom. You will select a current issue in the field of education that you think should be addressed. Then, you will research the issue, create an art activism poster to bring awareness to this issue, and take at least one action toward making a difference with this issue.

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.

Website Portfolio (final) (30 points)

Throughout the semester, you will build a portfolio with evidence of assignments and tasks that align with the Alabama Quality Teaching Standards. During Finals Week, you will present your portfolio website in an individual conference with Dr. Demoiny.

Draft Submissions (20 points)

During the semester, you will submit drafts for most sections of the Integrated Unit Plan. 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 and active engagement 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 session.

**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.**