**CTEE 3100 Introduction to Elementary Education**

Tuesdays, 12:30-3:15 pm

Haley Center 2406

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[Virtual Office Hours](https://auburn.zoom.us/j/95416014364): Tuesdays 8-10 am; Thursdays 10:15 am – 12:15 pm

**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, socially just, 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 & Materials**

Texts

Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.

*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.*

Materials

* Mask (for each in-person class session)
* Markers
* Post-it notes

**Assessments of Learning**

*The table below shows the alignment between course assignments and the Alabama CIEP Accreditation Standards.*

|  |  |
| --- | --- |
| **CIEP Standards** | **Course Assignment** |
| Standard 1 | Integrated Unit Plan |
| Standard 5.1 | Professional Book Club  Website Portfolio (includes teaching philosophy) |
| Standard 5.2 | Professional Book Club |

Reading Responses (5 points each)

Throughout each module, you will be assigned texts to read, watch, or listen to. As a learner, it is important to think about what we read in order to summarize, make connections, and synthesize the content. This semester, you are required to complete at least 5 reading responses. The reading response options are designed for you to practice comprehension and note-taking activities that may be useful in an elementary classroom.

Academic Vocabulary Log (10 points)

As an educator, we are continuously learning. It is easy to feel inspired and excited while learning in a class, professional development, or conference session, but we often quickly forget new ideas we have learned. Therefore, we are going to set up an Educator Journal. The first 2-3 pages of the journal will be the Table of Contents. Each time you add an entry to the Educator Journal, you need to add the entry title the Table of Contents. At end of the journal, you will include a Glossary. The glossary 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 the funds of knowledge of their students in the classroom.

Professional Literature Circle (40 points)

You will read Love’s *We Want to Do More Than Survive* with an assigned literature circle team. You will respond to your reading through Twitter posts, discuss the readings via Twitter chats with your peers, participate in weekly literature circle meetings, and present your book to peers through an infographic and book talk commercial.

Active in Education Project (25 points)

In this project, you will explore a form of teacher professionalism outside one’s individual classroom. You will select a current policy issue in the presidential election that will affect you, your students, their families, and schools. Then, you will research and reflect on 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.

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.

Website Portfolio (25 points)

Throughout the semester, you will build a portfolio website with evidence of assignments and tasks that align with the Alabama Quality Teaching Standards. You will present your website during Finals Week.

Class Participation (15 points)

During class, you will participate in learning activities in-person, synchronously, and asynchronously online. Learning depends on our active engagement; therefore, you are expected to fully participate. For in-person classes, this will be participating in discussions and small group work. During online modules, you will be submitting different Create and Reflection tasks. Together, this class participation will count as a portion of your overall 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

Assignments should be submitted on time. There will be a 10% deduction per day for late assignments. 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.

**In-person Classroom Protocols**

You are expected to complete your Healthcheck screener daily.

Face Covering Policy

As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the [university’s policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn University [Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, or any type of in-person instructional activity, and public spaces. A “face covering” is defined as a covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

Physical Distancing

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Technology**

Zoom Policy

When we meet on Zoom, your attendance, attention, and participation are expected. During Zoom meetings, your participation should remain as professional as possible. You should leave your microphone on mute unless speaking. Although not what we may choose, Zoom participation will often take place in our homes. It may feel intrusive that we are seeing each other’s private living spaces. I encourage you to use a virtual background if you desire. Additionally, at times, the WIFI connection is weak. In this situation, please send a private chat message to Dr. Demoiny saying that you may need to turn off your video because of the connection.

Technology in the Classroom

Students are expected to keep all cell phones off during class time. If you have children or someone in your care, please communicate with me about keeping your phone on silent. While students will need a laptop or tablet to use for learning activities during class, 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.

**Attendance**

Your health and safety, and the health and safety of your peers, are my top priorities. **If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes**. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence.
* Keep up with coursework as much as possible.
* Participate in class activities and submit assignments electronically as much as possible.
* Notify me if you require a modification to the deadline of an assignment.
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options. Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu)

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Additional excused absences are defined in the [*Student Policy E-handbook*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf), and include the following: death of an immediate family member, trips for a university-sponsored organization, intercollegiate athletic events, subpoena for court, or religious holiday.

Absences not included as part of those defined in the Student Handbook or not related to COVID-19 self-isolation (as described) above, are unexcused absences. 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.

For the weeks in which you participate in online learning, you are expected to complete all learning tasks. If there is a week where online learning tasks are incomplete, and you have not spoken with Dr. Demoiny about an excused situation, then this would count as an unexcused absence.

**Protocols for Positive COVID-19 Tests**

In the event a student in the class tests positive:

Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

In the event Dr. Demoiny tests positive:

If Dr. Demoiny is unable to attend our F2F portions of the class, we will transition to a fully online course until Dr. Demoiny is allowed to return. If Dr. Demoiny becomes ill or unable to lead the class, a backup instructor will be identified, and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Possibility of Transitioning to Remote Instruction**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and assessment methods. If an announcement is made for remote instruction, Dr. Demoiny will communicate with the class about course changes within two days. Dr. Demoiny with work with students to reconstruct a revised course calendar. Please be prepared for this contingency by ensuring that you have access to a computer and Internet.

Assignments & Schedule subject to change due to pandemic

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments may be changed during the semester in response to the changing health and safety requirements or policies of the University.

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Resource Center ([covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**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.**