**CTEE 3100 Introduction to Elementary Education**

Tuesdays, 12:30-3:15 pm

Haley Center 2406

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Office Hours: Tuesdays 9:30 – 11:30 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**

Students will be required to purchase one professional book selected for the Professional Literature Circle Project. Book selections will be made during the first week of the course.

*All other 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
* Composition Book

**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 Literature Circle  Website Portfolio (includes teaching philosophy) |
| Standard 5.2 | Professional Literature Circle |

Reading Responses (5 points each)

Throughout each module, you will be assigned texts to read, listen to, watch. 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.

Educator Journal (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 to 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 participate in a professional literature circle reading a professional book. Dr. Demoiny will provide a list of possible book choices, and based on your input, she will assign you a book to purchase and read with your team. You will respond to the reading through Twitter posts, discuss the readings via Twitter chats with your peers, participate in weekly literature circle meetings in class, and present your book to peers through an infographic and book talk commercial. You will need a Twitter account for this assignment. You may set up an account just to use for this project if you would like.

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 education issue that may 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 the Final Exam time.

Class Participation (15 points)

During class, you will participate in learning activities in-person and possibly 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. Together, the 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

*(Dr. Demoiny follows common rounding of final grade protocols. If there is a final grade with .50 or higher, Dr. Demoiny will round up to the next whole number.  If a final grade is .49 or lower, Dr. Demoiny will round down to the whole number).*

If you feel confused or overwhelmed with an assignment at any point during the semester, please schedule an appointment with Dr. Demoiny! She wants to provide you with any support you may need, and communication is extremely important in order to do so.

Assignments should be submitted on time. If circumstances arise where you are concerned about completing an assignment by the due date, please contact Dr. Demoiny to discuss the possibility of an extension. Otherwise, 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**

Face Covering Policy

All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf).

Food & Drink

Food will not be allowed during class as students need to wear a face covering. A drink is permitted as long as the student immediately puts the face covering back on after taking a drink.

**Technology**

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, Internet surfing, or text messaging during class. If this becomes an issue, a student may be asked to leave the class session.

Zoom Policy

If 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.

**Attendance**

Attendance is required at each class meeting. Excused absences are defined in the [*Student Policy E-handbook*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf), 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. In addition, students are excused for testing positive for COVID or required quarantine due to direct COVID exposure (see specific guidelines below).

**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. In addition to attendance, being present on time is also a part of professionalism. You need to be in the classroom as class start time. Three tardies will equal one unexcused absence.

**Guidelines Related to COVID**

Your health and safety, and the health and safety of your peers, are my top priorities as we continue to live through a global pandemic. If you are experiencing any symptoms of COVID-19, or if you have had a direct exposure, you need to follow the guidelines on the [COVID Resource Center website](http://auburn.edu/covid-resource-center/reporting/). **If you test positive for COVID, you must self-report the positive test result** [**here**](http://auburn.edu/covid-resource-center/reporting/).

**If you have been vaccinated:**

Vaccinated students who have been exposed to a diagnosed positive COVID case should monitor symptoms for 14 days.  If during that time they begin to show symptoms, they should be tested.  If negative, continue activities as desired.  If positive, students should start a 10-day quarantine beginning on the date of testing positive.

**If you have not been vaccinated:**

Unvaccinated students who have been exposed to a diagnosed positive COVID case must quarantine for 14 days.  You should report your exposure [here](http://auburn.edu/covid-resource-center/reporting/) in order to receive a class excuse note. Unvaccinated students should monitor symptoms for 14 days.  If during that time they begin to show symptoms, they should be tested. If positive, students should start a 10-day quarantine beginning on the date of testing positive.  If no symptoms have appeared after the first five days of quarantine, the student can be tested for COVID.  If negative, they can return to class, prior to the 14-day requirement.  If positive at day 5, even without symptoms, their 10 day isolation begins on the date of testing positive.

**Testing & Vaccination Resources on Campus:**

Auburn University Medical Clinic offers COVID testing. You may schedule a test appointment by calling 334-844-9825. COVID vaccinations are available on campus. You can find information on vaccines and make an appointment [here](http://auburn.edu/covid-resource-center/vaccine-information/).

**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.

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.

**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](http://auburn.edu/covid-resource-center/)
* [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 Auburn University Student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) 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.**