**CTEE 3100 Introduction to Elementary Education**

Tuesdays, 12:30-3:15 pm

Haley Center 2406

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Office Hours: Tuesdays @ 11:30-12:30, 3:15-4:15; Thursdays @ 10:30-12:30

**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.
* Evaluate the appropriate use of “best practice” strategies for instruction in content areas.
* Develop lesson plans that align with standards and incorporate research-based strategies for student learning.
* Develop a variety of assessments for summative and formative purposes.
* Create an integrated unit plan for instruction at a chosen grade level for diverse learners.
* Consider the role of reflection in continuous improvement as an elementary educator.
* Reflect on the role of the elementary teacher as a professional.

**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. In addition, students need to purchase a composition book. All other required readings will be available on Canvas.

**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, and 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 Flip video posts, discuss the readings by responding to your peers’ Flip videos, participate in weekly literature circle meetings in class, 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 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 Core 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, which requires that you have read all assigned texts prior to class. 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 within two weeks of receiving the graded assignment.

**In-person Classroom Protocols**

Face Covering Policy

Masks are optional during class as long as the COVID-19 community level remains below “high” the [CDC COVID-19 Community Level dashboard](https://www.cdc.gov/coronavirus/2019-ncov/your-health/covid-by-county.html). Each week, Dr. Demoiny will check the CDC dashboard. If Lee County returns to a “high” level, she will email Cohort A stating that they are required to wear masks in class until Lee County returns below the “high” level.

Food & Drink

Food and drink are permitted in class with the expectation that it does not distract from class participation and that each student cleans their space after eating or drinking.

**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. When on Zoom, students should have their cameras on. You may use a virtual background. Do not join Zoom from a vehicle.

**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: documented 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. As our class is discussion and activity-based, Zoom is not an option for class attendance.

**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 by class start time. Three tardies will equal one unexcused absence. Leaving early from class without a documented qualifying excuse equates to an 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](https://auburn.edu/covid-resource-center/). Please use the [Student Decision Tree](https://auburn.edu/covid-resource-center/_assets/pdf/sg-13-student-decision-tree.pdf) as a guide for what to do if you have been exposed or test positive for COVID.

**Testing & Vaccination Resources on Campus:**

Auburn University Medical Clinic offers COVID testing. You may schedule a test appointment by calling 334-844-4099. 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/).

**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, 334-844-2096 (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.**