Course Number: CTEE 3100

Course Title: Introduction to Elementary Education

Credit Hours: 3 semester credits

Prerequisites: Acceptance into the Teacher Education Program

Dr. Megan Burton

5020 Haley Center

Class Hours: Tuesday 1:30-4:00pm

Class Location: Haley Center 2406

Office Hours: Tuesday, 8-9am; Thursday 8:00-11:00

Contact Information: megan.burton@auburn.edu

**Texts or Major Resources:**

**Required Texts:**

Moore, K. & Hansen, J. (2012). *Effective Strategies for Teaching K-8 Classrooms.* Los

Angeles: Sage.

**Additional Resources:**

Alabama Educator Code of Ethics State of Alabama Department of Education:

<http://www.alsde.edu/html/doc_download.asp?id=3578&section=70>

Alabama Quality Teaching Standards: <http://alex.state.al.us/leadershipalqts_full.pdf>

Educational journals located online and in Learning Resource Center

**Course Purpose:**

In order to become an effective teacher, teacher candidates need to understand the realistic expectations of classroom life. You must possess the ability to create and sustain classroom environments conducive to learning, to understand the stages of emotional development and intellectual growth, to analyze classroom contexts, and to always be prepared to solve problems. Additionally, effective teachers must collaborate with other educators, parents, and consultants. To wear all of these hats requires a combination of confidence, enthusiasm, and importantly, stamina.

**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 on important dispositions that support a career choice and continuous improvement as an elementary educator.

**Course Objectives:**

As a result of participation in this course students will:

1. Analyze various elementary school arrangements and how they support the school program (AQTS 290-3-3-.04(5)©3.(I,ii,iii,iv)
2. Identify and explain why professional dispositions are important for the teaching profession (AQTS 290-3-3-.04(5)(c)2.(iv, vi, vii)
3. Explain the research-based rationale behind current learning theory and the Learning Cycle (AQTS 290-3-3-.04(2)(c)4.(ii)
4. Evaluate the appropriate use of “best practice” strategies for instruction in content areas (AQTS 290-3-3-.04(2)(ii)
5. Draft lesson plans that meet standards and “best practice” strategies for student learning (AQTS 290-3-3-.04(1)(iii)
6. Describe the purpose and types of assessment used to evaluate student learning (AQTS 290-3-3-.04(2)(c)5.(i, ii)
7. Make student assessments including authentic types of assessments (AQTS 290-3-3-.04(5)(c)5.(ii,iii,iv,v,vi,vii,viii,ix,x)
8. Create an integrated unit plan for instruction at a chosen grade level for diverse learners (AQTS 290-3-3-.04(2).(I, ii,iii)
9. Consider the role of reflection in continuous improvement as an elementary educator (AQTS 290-3-3-.04(5)(c)2.(vi)
10. Reflect on the role of elementary teacher as a career choice (AQTS 290-3-3-.04(5)(c)2.(viii)
11. Receive information regarding field placements and internships, and program expectations for students (AQTS 290-3-3-.05(5)(c)2.(vii)

**Course Content and Schedule:**

See attached calendar

**Course Requirements/Evaluation**

The papers and projects will be given in lieu of a midterm and a final exam.

Assignment 1: Course Notebook (20 points)

Assignment 2: Classwork (10 points)

Assignment 3: Midterm (25 points)

Assignment 4: Behavior management project (10 points)

Assignment 5: Reading Quizzes (5 points)

Assignment 6: Integrated Unit Plan Project (in lieu of a final examination) (30 points)

**Course Assignments**

Assignment 1: Notebook (20 points)

Over the semester you will collect weekly reflections, class work, and various other writings in a three-ring notebook. At the end of the semester you will be asked to review the collection of your work and write a 2-3 page summary that reflects on and highlights what you have learned throughout the course. The weekly reflections will be written each week following Tuesday’s class.

Assignment 2: Classwork (10 points)

Throughout the course you will participate in a variety of activities, compile a list of educational buzz-words, and interact with your classmates in discussions. Your classroom professionalism also will be reflected in this portion of your grade. You will maintain documentation of class activities under a separate tab in your notebook.

Assignment 3: Mid-term Examination (25 points)

You will complete an individual midterm examination that evaluates your learning

through the first half of the course.

Assignment 4: Behavior Management Project (10 points)

You will select a behavior management system and with your group will provide classmates a handout about the management system.

Assignment 5: Reading quizzes (5 points)

During the semester you will complete reading quizzes on Canvas that will cover the material assigned for that day’s class session.

Assignment 6: Integrated Unit Plan Project (30 points)

This assignment serves as a culminating project to demonstrate your learning from the

semester. Working with assigned classmates, you will complete two integrated lesson plans for a given grade level and model your learning for the other members of the cohort.

**Grading Scale**

90 – 100% A

80 – 89% B

70 - 79% C

69 - 69% D

0 - 59% F

**Course Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Cell Phones/Electronic Devices: Students are expected to keep all cell phones on vibrate/silent ring during class time. **No use of electronic devices or text messaging will be permitted during class time unless otherwise stated!** While students may use an iPad, laptop or similar device for viewing the textbook in class, should it become a distraction, or if a student is found using it for other purposes during class, it will be banned and the student will be responsible for purchasing a physical textbook for the remainder of class.

Attendance/Absences Policy: Attendance is required at each class meeting and scheduled labs. Excused absences, as defined in the *Tiger Cub* must provide appropriate documentation to the instructor the day the student returns to class. Unexcused absences may result the lowering of a letter grade.

Course Contingency: If normal class and/or lab activities 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.

Unannounced quizzes: There will be unannounced quizzes.

Accommodations: Students who need special accommodations in class, as provided for

by the American Disabilities Act, should arrange a confidential meeting with the instructor

during office hours the first week of classes - or as soon as possible if accommodations are

needed immediately. You must bring a copy of your Accommodation Memo and an

Instructor Verification Form to the meeting. If you do not have these forms but need

accommodations, make an appointment with the Program for Students with Disabilities,

1244 Haley Center at 844-2096.

Honesty Code: The University Student Academic Honesty Code on the University Policies

site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>) pertaining to cheating

will apply to this class.

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

**Tentative Class Schedule**

**Topic: Course Introduction/Community Building**

**Tuesday**

**01.14.14**

**Due Today: No assignments due**

|  |  |
| --- | --- |
| **Tuesday**  **01.21.14** | **Topic: Professionalism in Teaching** |
| **Due Today:** | **Reading** Text- pages 1-11  **Print and Review:** Alabama Quality Teaching Standards  **Buzz Words**: Procedures, Metacognition, Zone of Proximal Development, Constructivism, Assessment  **Reflection:** Watch the video clip at: <https://www.teachingchannel.org/videos/setting-classroom-expectations>  How does the teacher engage the students? Is he/she successful?  What qualities of professionalism does the teacher exhibit?  What might the teacher do to enhance her professional  practice? |

**Topic: Professionalism in Teaching/ Instructional Planning**

**Tuesday**

**01.28.14**

**Due Today: Read**: Text 12-24 & Take Quiz on Canvas

**Buzzwords:** NCLB, Objectives, Dispositions

**Reflection:** Describe your understanding of professionalism and its role in teaching. Explain how you will address professionalism as a pre-service teacher and eventually, as a practicing teacher.

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**Tuesday**

**02.4.14**

**Topic: Instructional Planning- Virtual Class**

**Due Today: Reading:** Curriculum Mapping article, Chptr 4 & take quiz on Canvas

**Buzzwords:** Curriculum Mapping, Backward Curriculum Design, Essential Questions, Procedures, Bloom’s Taxonomy

**Reflection:**  Reflect on the Curriculum Mapping article based on the following:

Summarize the article

Describe something you agreed with in the article

Explain one thing that your disagreed with or that you had a question about

Reflect on how you will apply this to your classroom in the future

**For Class:** The internet is full of lesson plans and some are better than others. Locate 4 lesson plans on the internet based the grade level you would like to teach. The lesson plans should encompass the four major content areas (Social Studies, Science, Math, Language Arts). Based on what you have learned about effective instruction, critique each of the lesson plans (about ½ page each). Be sure to discuss the highlights and drawbacks of each. After you have critiqued each lesson plan, rank the plans from best to worst using a scale of 1-4 with 1 being the best and 4 being the worst.

**Due Today: Reading:** Text – Chapter 5 and take quiz

No Reflection or Buzz words

**Topic: Instructional Planning**

**Tuesday**

**02.11.14**

**Topic: Assessment**

**Tuesday**

**02.18.14**

**Due Today: Reading:** Text – Chapter 6 and take quiz

**Buzzwords:** Formative Assessment, Summative Assessment, Performance Assessment, Rubric

**Reflection:** Explain the benefits and drawbacks to traditional vs. authentic assessment. Reflect on your personal opinions of each. For what types of assignments, evaluations, etc. would you use the different types of assessments?

**Topic: Instructional Methodology**

**Tuesday**

**02.25.14**

**Due Today: Reading:** Text – Chapter 7 or 8 as assigned (no quiz)

**Buzzwords**: Direct Teaching, Convergent questions, Divergent Questions, Heuristic Methods

* **Reflection:** Compare the chapter you read, with what you have seen in other classrooms. What do you see as the benefits and detriments of the teaching methodology you read about in this chapter? How would this look in elementary classrooms?

**Topic: Midterm Examination**

**Tuesday**

**03.04.14**

**Due Today:** Complete survey on Canvas (under quiz)

**Spring Break**

**Tuesday**

**03.11.14**

**Topic: Teaching Strategies- ESOL and the SCIOP method**

**Tuesday**

**03.18.14**

**Due Today: Reading:**  Chapter 9 and quiz

**Buzzwords:** ESOL, SIOP Method

**Reflection:** Think about the methods that you used to learn best. How do you see the methods discussed in the chapter applying to a primary classroom? To an elementary classroom?

**Unit Plan – Step 4**

**Tuesday**

**03.25.14**

**Topic: Classroom Management – Organization**

**Due Today: Reading:** Text – Chapter 3 pages 52-65

**Buzzwords**: Self-discipline approach, instructional approach, desist approach, routines

**Unit Plan – Step 5/6**

**No Reflection**

**Tuesday**

**04.01.14**

**Topic: Classroom Management - Behavior**

**Due Today: Reading:** Text – Chapter 3 pages 65-74 take chapter 3 quiz

**Buzzwords:** Ripple effect, limits, monitoring, punishment

**Unit Plan – Step 7/8**

**No Reflection**

**Due Today: Behavior Management Plans**

**Tuesday**

**04.08.14**

**Topic: Virtual Class Classroom Management - Behavior**

**Topic: Constructing an Integrated Unit**

**Tuesday**

**04.15.14**

**Due Today: Project notebooks are due in class 4/15**

**Reflection:** Complete note sheet on management plans presented on Canvas. Thenbased on the knowledge of classroom management that you have gained from your research and your classmates handouts, reflect on what you think is the most beneficial classroom management system. Explain how you will implement a behavior management plan in your own classroom.

**Final Reflection:** Write a 2-3 page summary of the class as described in the syllabus. What are the highlights of what you have learned throughout the course. What did you like and dislike about the class? How do you think what you have learned in this course will aid you in future coursework and in your field placements?

**Due Today: Projects**

**Tuesday**

**04.22.14**

**Topic: Project Presentations**