1. Course Number: CTEE 3100  
Course Title: Introduction to Elementary Education  
Credit Hours: 3 semester hours  
Prerequisites: Admission to Teacher Education  
Corequisites: None

2. Date Syllabus Prepared: October 20, 2008

3. Text or Major Resources:
   Required

   Recommended Readings and Resources

   Readings

   Resources:
   Alabama Educator Code of Ethics State of Alabama Department of Education
   Auburn University College of Education Professional Competencies

4. Course Description:

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 that support a career choice and continuous improvement as an elementary educator.

5. Course Objectives:

Students will …

A. Analyze various elementary school arrangements and how they support the school program [AQTS 290-3-3-.04(5)(c)3.(i,ii,iii,iv)]

B. Identify and explain why professional dispositions are important for the teaching profession [AQTS 290-3-3-.04(5)(c)2.(iv,vi,vii)]

C. Begin meeting professional dispositions for this course and future courses toward internship. [AQTS 290-3-3-.04(5)(c)2.(vii)]

D. Explain the research-based rationale behind current learning theory and the Learning Cycle [AQTS 290-3-3-.04(2)(c)4.(ii)]
E. Evaluate the appropriate use of “best practice” strategies for instruction in content areas.  
[AQTS 290-3-3-.04 (2). (ii).]
F. Draft lesson plans that meet standards and “best practice” strategies for student learning.  
[AQTS 290-3-3-.04 (1)(iii)]
G. Describe the purpose and types of assessment used to evaluate student learning.  
[AQTS 290-3-3-.04(2)(c)5.(i,ii)]
H. Make student assessments including authentic types of assessments.  
[AQTS 290-3-3-.04(2)(c)5.(ii,iii,iv,v,vi,vii,viii,ix,x).]
I. Create an integrated unit plan for instruction at a chosen grade level for diverse learners  
[AQTS 290-3-3-.04(2). (i,iii,iii)].
J. Consider the role of reflection in continuous improvement as an elementary educator.  
[AQTS 290-3-3-.04(5)(c)2.(vi)]
K. Reflect on the role of elementary teacher as a career choice  
[AQTS 290-3-3-.04(5)(c)2.(vii)]
L. Receive information regarding field placements and internships, and program  
expectations for students  
[AQTS 290-3-3-.04(5)(c)2.(vii)].

6. Course Content and Schedule:
Week 1 Introduction and Overview of the course
- Course syllabus and expectations

Week 2 Elementary School Teaching in the 21st century
- Historical overview of elementary schools
- Elementary schools in the 21st century: Models and examples
- Influences and challenges in teaching elementary schools today
- Equality of educational opportunity for learners

Week 3 Teaching in the Elementary Classroom as a Profession
- Knowledge, skills, and dispositions of effective teaching
- Linking the interstate new teacher assessment and support consortium (INTASC)  
  Standards to the College of Education conceptual framework and proficiency  
  expectations
- Charlotte Danielson’s (1996) Four Domains of Professional Practice: (1) planning and  
  preparation, (2) the classroom environment, (3) instruction, and (4) professional  
  responsibilities

Week 4 Elementary Teaching as a Profession
- Lee Schulman’s (1987) domains for knowledge for teachers
- Reflective thinking and action (Dewey, 1993)
- Teacher withitness (Kounin, 1977)
- Reflective action in teaching model

Week 5 Teaching in the Elementary Classroom for the Construction on Meaning
- Traditional view of teaching versus constructivist view
- Constructivist theory and practice

Week 6 Establishing a Community of Learners in the Elementary Classroom
- Equality of Educational Opportunity for All Learners
- Respecting and fostering diversity in the classroom
- Howard Gardner’s eight types of intelligence
- Differentiated instruction

Week 7 Teaching Strategies for Authentic Learning in the Elementary Classroom
- Student centered instruction
- Discovery learning
- Inquiry learning
- Role playing
• Simulation
• Learning centers

Week 8: Engaging Students in Authentic Learning in the Elementary Classroom
• Student generated questions
• Interactive discussions
• Connecting learning with students’ experiences

Week 9: The Democratic Classroom
• Cooperative learning model
• Jigsaw approach
• Group investigation approach
• Structural approach
• Think-Pair-Share
• Managing the cooperative learning classroom

Week 10: Lesson Planning
• Lesson plan models
• Clarifying educational goals and outcomes
• Benjamin Blooms taxonomy of educational objectives
• Writing objectives to fit goals and outcomes

Week 11: Planning Curriculum Units in the Elementary Classroom
• Short range and long range planning
• Designing integrated thematic units
• Integration across the disciplines
• Meeting the standards

Week 12: Designing a Grade Level Integrated Unit
• Identifying grade level goals and objectives
• Selecting an integrated theme
• Gathering resources
• Developing a timeline for instruction
• Constructing sequenced lesson plans

Week 13: Assessing Student Learning in the Elementary Classroom
• Selecting and using assessment procedures overview
• Diagnosing prior knowledge
• Informal and formal assessment

Week 14: Assessing Student Learning in the Elementary Classroom
• Assessing and reporting student accomplishments
• Providing feedback to students
• Performance based assessments

Week 15: Reflection on Professional Growth and Lifelong Learning
• Professional Expectations and Requirements
• College of Education requirements and expectations
• Elementary Education program requirements and expectations
• School based placements requirements and expectations
• Setting professional goals

Week 16: Final Exam
Integrated Unit Plan Projects will be presented in the final exam time in lieu of a written examination.

7. Course Requirements/Evaluation:

| A. Weekly reading assignments, exercises, and reflections (30%) | 100-90% = A |
| B. Mid-term examination (30%) | 80-89% = B |
| C. Integrated Unit Plan Project and Presentation in lieu of a final | 70-79% = C |
Students must earn a grade of ‘C’ in order to receive credit for this course.

8. Class Policy Statements

Participation: Students are expected to attend all scheduled class meetings and participate in discussions and in all facets of the course. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed meetings and late work. Failure to submit work on scheduled due dates without prior agreed upon arrangement will result in point loss of 3 points per day. Work that is more than one week late will not receive credit.

Attendance/Absences: Attendance is required at each class meeting. Other than sudden illness or family emergency, students must notify the course instructor in advance of any missed class. Students should do the same after a sudden illness or emergency as soon as possible. Students must present an official university excuse (See Tiger Cub) for an absence no more than seven days after the absence. Otherwise, the absence is unexcused. Because attendance is required, students will be counseled regarding their options if absences for any reason exceed three.

Unannounced quizzes: There will be no unannounced quizzes.

Disability 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, 844-2096.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations 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