

**University of North Alabama**  
**Spring 2012**

**ECE 309-01**  
**Introduction to Elementary Education**

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Office Hours (501 SH):

Course Description:

ECE 309 is an introduction to elementary education including its importance to the total education sequence and curriculum. It involves collaborative work, field experiences, and demonstration of expected learning.

Textbooks/Resources:

Sadker, D. M., & Zittleman, K. R. (2012). *Teachers, Schools and Society: A Brief Introduction to Education*. McGraw Hill.

Lowry, L. (1993). *The Giver*. New York: Doubleday.

College LiveText.edu solutions membership (sold at the University bookstore or online at [www.livetext.com](http://www.livetext.com))

<b>Conceptual Framework (CF)</b>	<b>AL Code #</b>	<b>Standard</b>	<b>Evidence / How Assessed</b>
<b>290-3-3-3.03 Alabama Quality Teaching Standards</b>			
CF 1	<b>290-3-3-03 (1)(c)2.(i)</b>	Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching field(s) as defined in the <i>Alabama Course of Study</i> for those teaching fields.	Lesson plan/rubric
CF 1	<b>290-3-3-03 (4)(c)4.(i)</b>	Knowledge of research and theory related to learning styles and multiple intelligences.	Learning Theory Performance/rubric
CF 3	<b>290-3-3-03 (5)(c)1.(iii)</b>	Knowledge of roles and responsibilities of para-educators and other paraprofessionals.	Panel Reflection/rubric
CF 1	<b>290-3-3-03 (5)(c)2.(iv)</b>	Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.	Philosophy/rubric
CF 1	<b>290-3-3-03 (5)(c)3.(i)</b>	Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) and their relationship to student achievement.	Podcast/rubric
<b>290-3-3-.05 Early Childhood Education</b>			
CF 1 & 4	<b>290-3-3.05 (2)(a)2.(ii)</b>	Knowledge of the multiple influences on development and learning, including environment, family circumstances, peer relationships, culture, and school climate.	Case Study Analysis/rubric
CF 1, 3 & 4	<b>290-3-3.05 (2)(d)2.(i)</b>	Knowledge of developmentally effective practices and strategies in all content areas, including interdisciplinary learning experiences and those advocated by the Alabama Math, Science, and Technology Initiative (AMSTI), the Alabama Reading Initiative (ARI), and other State initiatives and programs.	Podcast/rubric
CF 1 & 3	<b>290-3-3.05 (2)(d)2.(ii)</b>	Knowledge of The importance of collaborating with family and community stakeholders to enhance the social,	Article Critique/rubric

		emotional, and cognitive growth of all learners.	
CF 1	<b>290-3-3.05 (2)(d)2.(iii)</b>	Knowledge of Academic content as determined by the <i>Alabama Courses of Study</i> .	Lesson plan/rubric

Course Objectives:

Upon completion of ECE 309, the candidate will develop an awareness of:

1. teaching as a profession, professional qualities essential to effective teaching, and developmental milestones to becoming an expert teacher CF1, 290-3-3-.03 (5)(c)2.(iv)
2. how successful schools work, including curriculum, and roles and responsibilities of various school personnel CF 1, 290-3-3-.03 (1)(c)2.(i); CF 3' 290-3-3-.03 (5)(c)1.(iii); CF 1, 290-3-3-.03 (5)(c)3.(i); CF 1, 290-3-3.05 (2)(d)2.(iii)
3. multiple influences on development and learning, and its implication for students in multicultural classrooms CF 1 & 4, 290-3-3.05 (2)(a)2.(ii)
4. creating an environment that meets the needs of individual learners CF 3, 290-3-3-.03 (4)(c)4.(i)
5. the impact of federal and state laws and additional regulations that impact teachers, students, and parents-including public policies and procedures concerning the work of the teacher and the curriculum of the school CF 1, 3, &4, 290-3-3.05 (2)(d)2.(i)
6. the historical, philosophical, and sociological foundations of American education
7. the importance of forming school-home partnerships CF 1 & 3, 290-3-3.05 (2)(d)2.(ii)
8. issues and trends that confront education

Content:

- I. Professional Aspects of Teaching
  - A. Why Choose Teaching as a Career?
  - B. What are the Challenges of Teaching?
  - C. How do You Articulate and Reflect on a Personal Philosophy and Its Relationship to Teaching Practice and Professional Learning Choices and Commitment? CF 1, 290-3-3-.03 (5)(c)2.(iv)
  - D. What is the Professional Code of Ethics?
  - E. How do I Become an Expert Teacher?
  - F. How do I Reflect on and Modify Personal/Cultural Biases that Can Affect Teaching?
  - G. What are roles and responsibilities of para-educators and other paraprofessionals? CF 3, 290-3-3-.03 (5)(c)2.(iv)
- II. Learning to Teach
  - A. What Essential Knowledge Do Teachers Need?
  - B. What are the Content Standards and Scope and Sequence of the Subject Areas of One's Teaching Fields as Defined by the Alabama Courses of Study for those Teaching Fields? CF1, 290-3-3-.03 (1)(c)2.(i); CF 1, 290-3-3.05 (2)(d)2.(iii)
  - C. How do Mentoring Relationships Support Growth?
  - D. Who Should Determine Curriculum?
- III. The School as a Social Institution
  - A. What are the Aims of Education Today?
  - B. How Diverse are Schools in the United States?
  - C. What Characteristic Describe Successful Schools?
  - D. What Social Problems Affect Schools and Place Students at Risk?
  - E. What can Schools do to Address Societal Problems?
- IV. Teaching Diverse Learners
  - A. How does Effective Teaching Relate to a Knowledge of Research and Theory Related to Learning Styles and Multiple Intelligences? CF1, 290-3-3-.03 (4)(c)4.(i)
  - B. What impact do multiple influences on development and learning, including environment, family circumstances, peer relationships, culture and school climate have on children and schools? CF 1 & 4, 290-3-3.05 (2)(a)2.(ii)

- C. What is Bilingual Education?
- D. What is Multicultural Education?
- E. What is culturally responsive teaching?

V. Governance and Support of American Education

- A. What is Democracy? What are Democratic Institutions, Values, and Behaviors that Foster Respect for Self and Others?
- B. What Influences and Powers do States Have in Governing Schools?
- C. How does the Federal Government Influence Education?
- D. What is the Role of the Local Community, State, and Other Resources, Including Referral Resources?

VI. History and Philosophy of American Education

- A. What are Some European Influences on American Education?
- B. What were Schools and Teaching like During the Colonial Period?
- C. What were Schools and Teaching Like During the Revolutionary Period?
- D. What are Struggles for State Supported Schools?
- E. What were Some Changes in American Education During the Modern Post-War Era?

VII. Parent and Community Involvement

- A. Why Parent and Community Involvement? What does Research Say? CF 1 & 3, 290-3-3.05 (2)(d)2.(ii)
- B. What Approaches Enhance Parent and Community Involvement?
- C. How do I Recognize Child Abuse and Neglect?

VIII. Education Issues for the 21<sup>st</sup> Century

- A. What Will Students Need to Know and be Able to Do?
- B. How are Teachers Involved in School Restructuring and Curriculum Reform?
- C. How Will Technology Continue to Change Teaching and Learning?
- D. What Influences do National and State Standards Have on Curricula?
- E. What are Current and Emerging State Initiatives and Programs Including, but not Limited to: Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange ALEX); the Alabama Connecting Classroom, Educators, and Students Statewide (ACCESS) and their relationship to student achievement? CF 1, 290-3-3-.03 (5)(c)3.(i); CF1, 3 & 4, 290-3-3.05 (2)(d)2.(i)

### Course Assignments and Expectations (Course instructor reserves the right to modify)

<p><b>Required Reading, Participation and Professionalism</b> (CF 1, CF 6) (See course policy statement # 1) Thoroughly read all course assignments (see course schedule). Always bring a copy of the assigned text to class on the designated day for discussing the topic with your learning community; materials are essential to fully participate in scholarly discussions based on the reading. The format of our classes will vary and will be negotiated together as we develop our own learning community. Expect our sessions to progress through <b>discussions</b>, not lecture. Each of us has a responsibility to make the discussions work. The purpose of our conversations will be to explore ideas rather than to display expertise, so each person's contributions will inevitably help us learn more. Readings and assignments should be completed prior to scheduled class sessions. What each of you learns in this class and what we learn as a group, will depend upon your collective commitment to careful reading, thoughtful reflection, and insightful discussion. Professional attitude is expected, including being on time to class, prepared for class activities, and adhering to due dates.</p> <p><b>Opening.</b> Prepare one 5-10 minute opening to bring the class together as a community.</p> <p><b>Discussion Leader.</b> With a small group, serve as discussion leader for <i>one</i> class session. This means you will read the materials for class especially thoughtfully and take responsibility for seeing the discussion goes well. Bring an index card (to turn in) with at least two questions to discuss.</p> <p><b>Clinical Experiences</b> You are required to complete 12 hours of planned school site visits in Demographical Clusters H, J, and N (3/3 hour visits, plus 3 additional hours). These visits are designed to give you experience working with elementary students and teachers. It strongly recommended you spend some time in classrooms that incorporate multiple intelligences: music, art, physical education, language, etc. Clinical hours are in addition to regularly scheduled class time. Each clinical visit requires a completed Clinical Experience Form (forms provided) documenting your visit, and the signature of the elementary teacher. A clinical experience log is required. Final Clinical Experience Reflection—<i>Submit in Livetext.</i></p>	<p>75</p> <p>5</p> <p>10</p> <p>P/F</p>
<p><b>Reflection on Panel Presentation</b> CF 3, 290-3-3-.03 (5)(c)1.(iii) The purpose of this assignment is to get you thinking about classroom teachers and supporting professionals. After the panel presentation, write a reflection regarding role and responsibilities, daily routine, and impact on student learning of classroom teachers and supporting professionals. <i>Submit in Livetext.</i></p>	<p>20</p>
<p><b>Article Critique</b> CF 1 &amp; 3, 290-3-3.05 (2)(d)2.(ii) Choose a journal article concerning the importance of collaborating with family and community stakeholders to enhance the social, emotional, and cognitive growth of learners. Each critique should contain correct bibliographic information (APA style), a summary, and a personal assessment of the information—including how the information can help you teaching in a multicultural elementary classroom. <i>Submit in Livetext.</i></p>	<p>30</p>
<p><b>Case Study Analysis</b> CF 1 &amp; 4, 290-3-3.05 (2)(a)2.(ii) Analyze the case study for the impact of influences on development and learning in terms of environment, family circumstances, peer relationships, culture and/or school climate. <i>Submit in Livetext.</i></p>	<p>30</p>
<p><b>Informational Podcast</b> CF1, 290-3-3-.03 (5)(c)3.(i); CF 1, 3, &amp; 4 290-3-3.05 (2)(d)2.(i) You will create an informational podcast on one of the following state mandated programs and their relationship to student achievement: ARI, AMSTI, ALEX, or ACCESS.</p>	<p>30</p>
<p><b>Lesson Plans</b> CF1; 290-3-3-.03 (1)(c)2.(i); CF 1, 290-3-3.05 (2)(d)2.(iii) Develop and teach two lesson plans based on the content standards and of the scope and sequence of a subject area as defined in the Alabama course of study for a teaching field. <i>Submit in Livetext.</i></p>	<p>2 @ 40</p>
<p><b>Professional Philosophy</b> CF1, 290-3-3-.03 (5)(c)2.(iv) Develop a personal teaching philosophy and its relationship to teaching practice and professional learning choices and commitment. <i>Submit in Livetext.</i></p>	<p>45</p>
<p><b>Learning Theory Performance</b> CF1; 290-3-3-.03 (4)(c)4.(i) In groups, prepare and perform a short skit/play demonstrating knowledge of research and theory related to learning styles and multiple intelligences in terms of how students learn. Must all of Gardner's Multiple Intelligences, including: Logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential intelligences. <i>Submit reflection in Livetext.</i></p>	<p>35</p>
<p><b>The Giver Analysis</b> In pairs or individually, compose and recite a poem for two voices- representing different perspectives comparing the book to life in schools.</p>	<p>20</p>
<p><b>Exams</b> <b>Reality Checks</b> (40): Throughout the course, you will have the opportunity to demonstrate your understanding of the reading material at the beginning of selected class sessions. <b>Midterm</b> (20) <b>and Final</b> (50): In class exam: material will come from textbook, handouts, and other assigned</p>	<p>110</p>

readings or activities.	
<b>TOTAL</b>	500

### Course Policies

1. Attendance, Participation and Professionalism: You are expected to attend ALL classes. 100% attendance, preparation for, and participation in this class are expected and highly valued in this class. **This means not just showing up, but being present.** Part of your grade is based on **appropriate** participation in class and activities. You will be evaluated on your overall daily performance and may earn points based on this performance. Absences will be considered unexcused unless you bring a doctor's excuse or are participating in a UNA sponsored event. Any absence may affect your grade in this course because class time and required participation in discussions, demonstrations, and peer sharing cannot be made up. Arriving late or leaving early more than once will affect your grade. Preparation for this class includes completing all assigned readings. Active participation in all discussions, group projects, and in-class and online activities is expected. Please note that working on an assignment from another class indicates that you are not engaged in this class and will result in an absence. Your grade is subject to be lowered if unexcused absences exceed 2 class sessions.

2. Final grades: Final grades will be determined by averaging grades on course requirements. **Planned school site visits, all other group assignments, and class participation are basic requirements for this course and must be completed at the designated time to successfully complete the course.** To earn a grade of A, all assignments must be completed.

Final Grades (based on percentages: 100-93=A; 92-84=B; 83-75=C; 74-65=D; 64-0=F)

To earn a grade of C or better a student must demonstrate proficiency in written and oral grammar skills. You must earn a grade of C or better in class for continued good standing in the Department of Elementary Education.

Note: Your grade will suffer if errors (spelling, grammar, punctuation) and poor composition style make an assignment difficult to read.

3. Late Work: NO late assignments will be accepted. The dropbox in Angel or Livetext will serve as the official record of completed assignments.

4. Electronic format: All electronic assignments must be Microsoft Office (word, powerpoint, etc.) formats only. I reserve the option NOT to grade any work that is not turned in the appropriate electronic format.

5. Academic Dishonesty: All work must be yours—write in first person when appropriate. Share your thoughts; don't just copy the ideas of others.

6. Syllabus subject to revision if necessary: While the provisions in this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision without actual notice if circumstances so warrant. Every effort will be made to keep candidates advised of

changes; however, it is the responsibility of each candidate to know what changes, if any, have been made and to successfully complete the requirements of the course.

**Accommodation Statement**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-764-4214).

**Academic Honesty:** “All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty, and graduates.

It is in the best interest of the entire university community to sanction any individual who chooses not to accept the principles of academic honesty by committing acts such as cheating, plagiarism, or misrepresentation. . . .” (2009-2010 University of North Alabama catalog)

**UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION**

**CONCEPTUAL FRAMEWORK**

*“Engaging Learners,  
Inspiring Leaders,  
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

*“Changing lives. Creating futures.”*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

**“Knowledgeable Practicing Professionals”**

**who:**

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn. Revised: November 27, 2007

I have received a copy of the syllabus for ECE 309-01 for Fall 2012. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name \_\_\_\_\_

Date \_\_\_\_\_