

Early Childhood, Elementary and Middle Level Education Department ELE 2000: The Teacher and the School

Spring 2013

Tuesday/Thursdays

1:00-1:50

1501 Buzzard

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Office Hours: T/TH 10:00-11:00; W 8:45-10:45

Office Phone: 581-7889 (LMS e-mail preferred)

Unit Theme:

Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Course Description:

ELE 2000: The Teacher and the School (2-1-2). Observation and data collection techniques, professional issues in teaching, characteristics of schools, curricular organizations, effective teachers, 13 clock hours of structured observation.

Prerequisites & Concurrent Enrollment:

Concurrent enrollment in ELE 2320 is desirable, or permission of department chair.

Course Purpose:

ELE 2000 is designed to introduce the university student to public schools and to the issues confronting public education. This freshman/sophomore level course is structured to provide background information and experiences for potential elementary and middle level education majors with general and middle school options.

Course Textbooks:

Ryan, K. & Cooper, R. (2007). *Those who can, teach*. Boston: Houghton Mifflin.

Supplemental Materials:

1. You need to purchase *The ELE 2000 Protocol*, which includes required forms, observation reports' requirements, and selected assignments for this class. The ELE 2000 Protocol is purchased at Panther Print and Copy Center in the Student Union. Assignments and due dates will be announced in class during the course of the semester. Included in the packet is the *ELE 2000 Syllabus*.
2. You must also purchase a license to Live Text (electronic portfolio) for a one-time fee that covers your entire time at EIU plus one year after. The licenses are available in the Bookstore or online at livetext.com. This electronic portfolio will provide you with a valuable technology tool, as well as valuable assessments of your efforts, and will assist you in developing a showcase portfolio to supplement a resume when applying for teaching positions. If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Teaching Models:

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, “classroom management” is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions:

Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment Requirement:

For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards:

Course requirements and demonstrated competencies are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTs) <http://www.isbe.il.us/profprep/PDFs/ipts.pdf>
- Association for Childhood Education International (ACEI) <http://www.acei.org/Synopsis.htm>
- Illinois Core Language Arts Standards (ICLAS) http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
- Illinois Core Technology Standards (ICTS) http://www.isbe.net/profprep/CASCDvr?pdfs/24100_coretechnology.pdf

Outcomes specific to ELE 2000

- Learn about educational issues, both current and historical, that influence K-8 schools.
- Through field work, document observations that highlight the similarities, differences and complexities in K-8 classrooms.
- Model appropriate professional behavior.
- Interact with children, teachers, administrators and peers during observation times in elementary classrooms.
- Engage in personal reflection through field observations, written assignments and course content in order to help determine whether teaching is the appropriate career for each individual student.

| Course Requirements | Demonstrated Competencies | Aligned Standards |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Technology | Performance includes knowledge, use, and application of LMS and LiveText. Focus is on increasing student technology skills and enabling students to utilize technology products of the classroom and to post online. | IPTS 7 ACEI 5.1 ICTS 1, 2, 5, 8 ICLAS 1, 2 Dispositions: EC |

| Course Requirements | Demonstrated Competencies | Aligned Standards |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Professionalism | Performance includes fulfillment of course requirements (including submission of all required paperwork) and school and classroom guidelines. Dispositions of inquiry, serious effort, and dedication to excellence will be expected. Appropriate dress, cleanliness, smiles, ready conversation with children will be typical of the professional teacher candidate. Focus is on the participants' joy and well-being in the classroom. | IPTS 11 ACEI 5.1 ICTS 2, 5, 8 ICLAS 1, 2 Dispositions: EC, IWS, PEP, SDE |
| Field Experience Documentation | Fulfillment of the instructor's guidelines for field work may include: <ul style="list-style-type: none"> • Log of practicum hours • Completion of Field Experience 1 rubric form by the cooperating teacher, including signature • Submission of LiveText rubric • Completion of observation reports as outlined in the ELE 2000 protocol packet | IPTS 2, 10 ACEI 5.1, 5.2, 5.4 ICTS 1, 5, 8 ICLAS 1, 2 Dispositions: EC, IWS, PEP, SDE |
| Participation Through Completion of Course Outlines | Performance includes attendance and contribution during class meetings, support of peer classmates, children, and classroom teachers during the practicum. Focus is on responsible, enthusiastic, and effective communication and cooperation with university supervisor, classroom teacher, children, and peers. Additionally, the students will create chapter outline notes as a means to learn the material before class lectures, and as a means to study the material for quizzes and exams. | IPTS 10, 11 ACEI 5.1 ICTS 2, 5, 8 ICLAS 2 Dispositions: EC, IWS, PEP, SDE |

| Core Assignments | Brief Description | Approximate Weight & Due Date |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 13 hours of documented observation time (Pink Sheet) | Students will log in 13 hours of classroom observation time out in K-8 schools. Teacher signature verifying their attendance is required. Most of these observations will be done in the Charleston/Mattoon area, with one specific observation required to be completed outside this area. | Required to pass the course |
| Professional Development Requirement (Purple Sheet) | Students will be expected to attend at least one student group meeting during the semester, and have at least 3 hours of involvement with children during the semester. Verification documents will be required. | Required to pass the course |

| Core Assignments | Brief Description | Approximate Weight & Due Date |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Development Requirement Agreement | In the protocol packet is a single page that outlines the professional development requirements for ELE 2000, Block 1 and Block 2. The form needs to be completed, signed and turned in during the semester, documenting the student's understanding of and agreement with these requirements. This will be an in-class assignment. | Required to pass the course |
| LiveText Submissions | The purchase of LiveText is required during the semester. Two different documents will need to be submitted through LiveText: 1) the Department Letter of Intent and 2) the template for Field Experience 1 | Required to pass the course |
| Test of Academic Proficiency (TAP) Diagnostic Scores or Test of Academic Proficiency (TAP) Scores or ACT test (with writing portion included) composite score of 22 or higher | A hard copy of the test results showing scores from the: Test of Academic Proficiency (TAP) Diagnostic Scores or actual Test of Academic Proficiency (TAP) Scores for the State of Illinois or ACT test (with writing portion included) with a composite score of 22 or higher must be submitted by the due date. | Required to pass the course (See pages 6c, 6d, 6e, 6f and 6g in Protocol Packet for full information on this requirement.) Additional information that becomes available will be announced in class. |
| Field Experience I Rubric | The white Field Experience I Rubric is to be completed and signed by the teacher you observe for Observation 1, A Day in the Life of a Teacher. This signed form needs to be turned in by the due date. | Required to pass the course |
| Background/Fingerprint Check | A background check and/or fingerprint check is required for ELE 2000 to observe out in the schools. If prior to July 1, 2012 you had an Illinois State Police Criminal History name based search (EIU Criminal Background Check form), your first background check requirement will be considered met. The Dean's office will notify your ELE 2000 professor of your clearance. If you did <u>not</u> have the Illinois State Police Criminal History name based search done <u>before</u> July 1, 2012, | Required to pass the course (see pages 6a and 6b in Protocol Packet for full information on this requirement) |

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| | <p>then listed in the area below this table are the dates for spring 2013 when the fingerprint check may be completed. Information from the fingerprint check will be forwarded to the Dean's office who will then communicate with the ELE 2000 professor to determine teacher candidates' eligibility to begin observations out in the schools.</p> <p>YOU MAY NOT GO OUT TO ANY SCHOOL FOR AN OBSERVATION UNTIL THE DEAN'S OFFICE HAS YOUR BACKGROUND CHECK/FINGERPRINT CHECK ON FILE, AND YOUR ELE 2000 PROFESSOR HAS RECEIVED NOTIFICATION FROM THE DEAN'S OFFICE INDICATING YOUR ELIGIBILITY TO BEGIN OBSERVATIONS.</p> | |
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| Core Assignments | Brief Description | Approximate Weight & Due Date |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Observation Reports | <p>A total of 7 observation reports need to be written as a means of reflection during the 13-hour field experience requirement. The content and focus of each observation report will vary; please see the ELE 2000 protocol packet for specific information for each observation.</p> <p>All observation reports are to be submitted to LMS through the Assignments link by due date. No late reports will be accepted.</p> | <p>2 observation reports will be computed into midterm grades</p> <p>Last day for submission is 11:59 pm on April 23, 2013</p> <p>7 reports X 15 possible points each = 105 POSSIBLE POINTS</p> <p>28%</p> |
| Participation Through Completion of Chapter Outlines Class Attendance | <p>Preparedness for class and regular attendance is expected. Using a template, students will read each assigned chapter, take notes and create a chapter outline for each book chapter. Chapter outlines will be submitted through the LMS Assignment link for review and assessment by the professor. Hard copies will also be required to bring to class on designated days.</p> <p>All chapter outlines are to be submitted to LMS through the Assignments link by the varying due dates. No late chapter outlines will be accepted.</p> | <p>CHAPTER OUTLINES: 16 outlines X 2 possible points each = 32 POSSIBLE POINTS</p> <p>Due dates listed in syllabus.</p> <p>8%</p> <p>CLASS PARTICIPATION: 22 class sessions X 2 possible points each = 44 POSSIBLE POINTS</p> <p>11%</p> |

| Core Assignments | Brief Description | Approximate Weight & Due Date |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 online quizzes, Midterm Exam and Final Exam | <p>A total of 7 open-note, open-book quizzes will be made available to students throughout the semester. These will be completed online, with beginning days/times and ending days/times determined by the professor. The midterm and final exams will <u>not</u> be open-note or open-book. The midterm will be a cumulative test covering material in chapters 1 through 8, while the final exam will be a cumulative test covering material in chapters 9 through 16.</p> <p>All quizzes are to be taken on-line through the LMS Assessment link on the varying due dates. No quizzes can be taken after (or before) the due date/time.</p> <p>The midterm and final exams are administered in the Buzzard Auditorium on the assigned dates. No late or early midterm or final exam dates/times will be permitted.</p> | <p>7 quizzes X 15 possible points each = 105 POSSIBLE POINTS</p> <p>1 midterm exam = 40 POSSIBLE POINTS</p> <p>1 final exam = 40 POSSIBLE POINTS</p> <p>QUIZ/EXAM TOTALS: 185 POSSIBLE POINTS</p> <p>50%</p> |
| DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR | | |

***** **Note on Background/Fingerprint Check** *****

YOU ARE NOT PERMITTED TO GO OUT TO OBSERVE IN CLASSROOMS FOR ELE 2000 UNTIL DOCUMENTATION FROM THE DEAN’S OFFICE HAS BEEN RECEIVED INDICATING THAT YOU HAVE SUCCESSFULLY PASSED THE BACKGROUND/FINGERPRINT CHECK REQUIREMENT.

A fingerprint technician from Accurate Biometrics is on campus weekly during most of the academic year to meet the fingerprinting needs of EIU teacher education candidates. To make an appointment to be fingerprinted on one of these dates go to the Department of Student Teaching & Clinical Experiences and sign up for a specific time slot. In some cases the technician may be able to take walk in appointments but this practice is not advised.

Fingerprint Dates for Spring 2013
(appointments are from 8:30-4:00 unless noted)

| | | | |
|-----------------------------|----------------|------------------------------|-----------------------|
| Jan. 16 | Feb. 5 | Feb. 26 | April 9 (1-5) |
| Jan. 22 (10:30-2:30) | Feb. 14 | March 6 | April 23 (9-1) |
| Jan. 30 | Feb. 20 | March 27 (10:30-2:30) | |

The current fee for criminal history checks is \$30.

Fingerprinting is also available in Charleston at the Coles County Human Services Building , 825 18th Street, from 9-2 every other Thursday. For exact dates, go to:
http://www.accuratebiometrics.com/fingerprint_Region_Map.asp

The syllabus is tentative and subject to change. Specific guidelines for other requirements (selected assignments in the ELE 2000 Protocol, in-class activities, etc.) will be discussed in advance of due dates. Attendance and participation are essential. If you are absent, you obviously cannot participate. Observation reports, selected assignments, and other assignments are to be turned in on time.

NO LATE WORK (including quizzes and chapter outlines) WILL BE ACCEPTED.

Grading Scale: A=100-92%; B=91-82%; C=81-72%; D=71-62%; F=below 61%

Note: A grade of C or better is **required** of those who are planning to continue their professional course work in the teacher preparation program of the Early Childhood, Elementary, and Middle Level Education department.

COURSE OUTLINE

(May be subject to change depending on local/state/federal concerns and legislation; global events; university and/or department issues; and students' interests.)

PART #1: Schools and Students

“A great variety of motivations lead people to select teaching as their occupation and often the same person has more than one reason for choosing teaching. Teaching, like other professions, often attracts people because of the rewards it offers them. The reward of teaching can be divided into extrinsic and intrinsic rewards. In deciding whether to become a teacher, you can draw on a number of sources of useful experiences, including actual encounters with teachers and children, vicarious classroom experiences, guidance from friends and acquaintances .in the profession, and – most important – your own personal reflections” (Ryan & Cooper, 2007, p. 1).

| Class Session | Session Content | Reading Assignment | Due |
|----------------------|---------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1: Jan. 8 | Introduction (A) | | |
| 2: Jan. 10 | Why Teach? (A) | Ch 1 | Chapter Outline Through LMS (due by 1:00 pm...no late submissions accepted...this holds for all chapter outline assignments listed below) |
| 3: Jan. 15 | Education and Schooling (A) | Ch 2 | Chapter Outline Through LMS |
| 4: Jan. 17 | Dispositions Module 1 (A) | Bring salmon-colored packet to class | Bring hard copy of chapter outlines 1 & 2 for in-class activity |
| 5: Jan. 22 | No class, take online quiz 1 | | Online quiz 1 Begin to think about Purchasing LiveText and registering account |
| 6: Jan. 24 | School Diversity (A) | Ch 3 | Chapter Outline Through LMS Suggested Observation Write Up |
| 7: Jan. 29 | Social Problems and Schools (A) | Ch 4 | Chapter Outline Through LMS |
| 8: Jan. 31 | Curriculum (A) | Ch 5 | Chapter Outline Through LMS |

PART #2: Teachers

“Teachers are required to make many decisions as they plan for instruction, implement teaching strategies, and evaluate outcomes of their planning and strategies. Four major types of attitudes affect teachers' behavior: 1.) attitude toward self; 2.) attitude toward children; 3.) attitude toward peers and parents, and 4.) attitude toward the subject matter. A teacher should have an intimate knowledge of the subject matter being taught, both the instructional content and the discipline from which it derives. To be able to recognize and interpret classroom events appropriately, a teacher should be familiar with theoretical knowledge and research about learning and human behavior. Effective teachers demonstrate a repertoire of teaching skills that enable them to meet the different needs of their students. Research has identified a number of these skills in, to name a few areas, classroom management, effective questioning, and planning techniques” (Ryan & Cooper, 2007, p. 149).

| Class Session | Session Content | Reading Assignment | Due |
|---------------|-----------------------------------------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9: Feb. 5 | Dispositions Module 2 (A) | Bring salmon-colored packet to class | Bring hard copy of chapter outlines 3, 4 & 5 for in-class activity Suggested Observation Write Up |
| 10: Feb. 7 | No class, take online quiz 2 | | Online quiz 2 |
| 11: Feb. 12 | Effective Teachers (A) | Ch 6 | Chapter Outline Through LMS |
| 12: Feb. 14 | School Technology (A) | Ch 7 | Chapter Outline Through LMS Suggested Observation Write Up |
| 13: Feb. 19 | Ethical and Legal Issues (A) | Ch 8 | Chapter Outline Through LMS |
| 14: Feb. 21 | Dispositions Module 3 (A) | Bring salmon-colored packet to class | Bring hard copy of chapter outlines 6, 7 & 8 for in-class activity |
| 15: Feb. 26 | No class, take online quiz 3 | | Online quiz 3 LiveText Letter of Intent |
| 16: Feb. 28 | MIDTERM EXAM (in auditorium) Chapters 1-8 | | Suggested Observation Write-Up (midterm grades will be computed with TWO observation reports included in the total number of possible points) |

PART #3: Foundations

“Philosophical knowledge has a fundamental role in clarifying questions of education. Philosophical thought has distinct characteristics that contribute to the way we know the world...Philosophies of education...have many practical implications for the classroom teacher. Psychological theories, particularly constructivism, influence modern educational thought. Teachers need to have a philosophy to guide their practice. Many develop eclectic personal philosophies that incorporate elements of several major philosophical views. Discovering your personal philosophy is a lifelong process, but it should begin now” (Ryan & Cooper, 2007, p. 263).

| Class Session | Session Content | Reading Assignment | Due |
|-----------------|------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 17: March 5 | Philosophy of Education (A) | Ch 9 | Chapter Outline Through LMS |
| 18: March 7 | History of Education (A) | Ch 10 | Chapter Outline Through LMS |
| March 12 | | | |
| NO CLASS | | | |
| March 14 | | | |
| NO CLASS | | | |
| 19: March 19 | Dispositions Module 4 (A) | Bring salmon-colored packet to class | Bring hard copy of chapter outlines 9 & 10 for in-class activity Suggested Observation Write Up |
| 20: March 21 | No class, take online quiz 4 | | Online quiz 4 |
| 21: March 26 | School Government (A) | Ch 11 | Chapter Outline Through LMS |

PART #4: The Teaching Profession

“Many factors influence the availability of teaching jobs. At the present time, some teaching fields face a severe shortage, while in other fields, the supply and demand seem balanced...Certain job-hunting strategies will increase your chances of locating the right job for you. You may have to spend considerable time and energy preparing materials for your job search. Licensure requirements differ from state to state for both general and specialized areas of teaching. A wide variety of careers are available to people trained as teachers. Should you be unable to secure a teaching position or wish to change careers after you have taught, the skills you have acquired in teacher education can be transferred to related occupational areas. No matter what the job market may be at a particular moment, there has never been a surplus of good teachers. Better-prepared teachers will find it easier to gain employment and will improve the teaching profession and its public image” (Ryan & Cooper, 2007, p. 392).

| Class Session | Session Content | Reading Assignment | Due |
|------------------------------------------------------------------------------|----------------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22: March 28 | School Reform (A) | Ch 12 | Chapter Outline Through LMS Bring hard copy of chapter outlines 11 & 12 for in-class activity Suggested Observation Write Up |
| 23: April 2 | No class, take online quiz 5 | | Online quiz 5 |
| 24: April 4 | Job Options in Education (A) | Ch 13 | Chapter Outline Through LMS Suggested Observation Write Up |
| 25: April 9 | New Teachers (A) | Ch 14 | Chapter Outline Through LMS Bring hard copy of chapter outlines 13 & 14 for in-class activity |
| 26: April 11 | No class, take online quiz 6 | | Online quiz 6 |
| 27: April 16 | Professionalism (A) | Ch 15 | Chapter Outline Through LMS |
| 28: April 18 | Why Teach? (A) | Ch 16 | Chapter Outline Through LMS Bring hard copy of chapter outlines 15 & 16 for in-class activity Suggested Observation Write Up |
| 29: April 23 | No class, take online quiz 7 | | Online quiz 7 <u>Last day</u> for Observation Reports; LMS closes at 11:59 pm for submission <u>Last day for:</u> 1. Pink Log Sheet 2. Hard Copy White Rubric Field Experience Form 3. Purple Sheet 4. LiveText for Field Experience 1 5. Print out of TAP Test Scores <u>OR</u> TAP Diagnostic Test Scores <u>OR</u> ACT (with writing portion) composite score of 22 or higher |
| 30: April 25 | Conclusion (A) | | |
| FINAL EXAM Wednesday May 1 2:45-4:45 pm | FINAL EXAM (in auditorium) Chapters 9-16 | | |



POINT TOTALS:

| | |
|-------------------------|----|
| 1. Observation 1 Report | 15 |
| 2. Observation 2 Report | 15 |
| 3. Observation 3 Report | 15 |
| 4. Observation 4 Report | 15 |
| 5. Observation 5 Report | 15 |
| 6. Observation 6 Report | 15 |
| 7. Observation 7 Report | 15 |
| 8. Quiz 1 | 15 |
| 9. Quiz 2 | 15 |
| 10. Quiz 3 | 15 |
| 11. Quiz 4 | 15 |
| 12. Quiz 5 | 15 |
| 13. Quiz 6 | 15 |
| 14. Quiz 7 | 15 |
| 15. Chapter 1 Outline | 2 |
| 16. Chapter 2 Outline | 2 |
| 17. Chapter 3 Outline | 2 |
| 18. Chapter 4 Outline | 2 |
| 19. Chapter 5 Outline | 2 |
| 20. Chapter 6 Outline | 2 |
| 21. Chapter 7 Outline | 2 |
| 22. Chapter 8 Outline | 2 |
| 23. Chapter 9 Outline | 2 |
| 24. Chapter 10 Outline | 2 |
| 25. Chapter 11 Outline | 2 |
| 26. Chapter 12 Outline | 2 |
| 27. Chapter 13 Outline | 2 |
| 28. Chapter 14 Outline | 2 |
| 29. Chapter 15 Outline | 2 |
| 30. Chapter 16 Outline | 2 |
| 31. Attendance (22 X 2) | 44 |
| 32. Midterm | 40 |
| 33. Final | 40 |

= 366 possible points

***note:** Two (2) missed chapter outlines during the semester is permitted without grade penalty for emergencies. When the formula for computing averages at the end of the semester is entered into LMS, these two allowed missed reports will be factored in. Therefore, it is possible for a student to have a final percentage higher than 100 at the end of the semester if perfect scores were earned on every assignment, quiz, midterm and final exams, and the student submitted all chapter outlines and attended every class session.

Suggested Journals for Review:

| | |
|------------------------------|----------------------------|
| Educational Leadership | Social Education Principal |
| Journal of Staff Development | Teaching K-8 Instructor |
| The Clearing House | Educational Forum Teacher |

Suggested Internet Sites for Review:

Illinois State Board of Education
 American Federation of Teachers
 Education Link Library
 The Global Schoolhouse
 National Education Association
 Library of Congress
 Global/School Net Foundations
 EdLinks
 Classroom Connect

REQUIRED TO PASS THE COURSE:

- 13 documented hours in schools (pink sheet)
- Professional Development Agreement
- Completed PDR sheet (purple sheet)
- Completed and signed white Rubric form
- LiveText Letter of Intent
- LiveText Field Experience 1 Assignment
- Score Report** from the TAP Diagnostic Test **OR** the actual TAP Test **OR** ACT (with writing portion) score of 22 or higher
- Background/Fingerprint check prior to observing out in the schools

NOTE: Failure to submit any one of these 8 items will result in a grade no higher than a D at the end of the semester, regardless of the number of points earned in the course.

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

ELE 2000 References

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- Ravitch, D. (2000). *Left back: A century of failed reforms*. New York: Simon & Schuster.
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Washington, DC: U.S. Government Printing Office.
- Wynne, E. (1980). *Looking at schools*. Lexington, MA: D.C. Heath Publishing.

 Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,
 please contact the Office of Disability Services at 581-6583.
