

**Early Childhood/Elementary/Middle Level Education Department
ELE 2050**

The Whole Child: Teaching and Learning in the Educational Environment

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Unit Theme: Educators as Creators of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies and technologies.

Course Description: This course is designed to introduce students to the influences that development (physical, social and emotional, cognitive, linguistic), past experience, prior knowledge, economic circumstances and issues of diversity have on the learning process. Educational beginnings, curricular trends, professional issues in teaching, characteristics of schools and other learning environments will be explored. Students will become familiar with professional dispositions and begun to practice habits of positive dispositional behavior both in and out of the classroom. Students will complete a minimum of 30 observation hours of preschool through middle school environments.

Prerequisites: The prerequisite for this course is ELE 1050. For transfer students, concurrent enrollment in ELE 1050 during the semester they enroll in ELE 2050 will be permitted with department chair approval.

Prerequisites for Observation: A background check is required for ELE 2050 before observing in schools. You MAY NOT go out to any school for an observation until the Dean's office has your background check on file and your ELE 2050 professor has received notification from the Dean's office indicating your eligibility for observations.

Course Purpose: This course is designed to introduce students to the influences that development (physical, social and emotional, cognitive, linguistic), past experience, prior knowledge, economic circumstances and issues of diversity have on the learning process. Educational beginnings, curricular trends, professional issues in teaching, characteristics of schools and other learning environments will be explored. Students will become familiar with professional dispositions and begin to practice habits of positive dispositional behavior both in and out of the classroom. Students will complete a minimum of 30 observation hours of preschool through middle school environments.

Course Textbooks: Bergin, C.C. & Bergin, D. A. (2012). *Child and adolescent development in your classroom*. Belmont, CA: Cengage.

Supplemental Materials: Course Packet

Teaching Model:

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, and 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:

Outcomes Specific to ELE 2050:

Pre-service teachers enrolled in this course will:

1. Recognize and reflect on how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, prior knowledge, economic circumstances and issues of diversity.
2. Recognize and reflect on the impact educational issues have (both current and historical) on children’s learning.
3. Interpret how teachers’ backgrounds, philosophies and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions.
4. Develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect and other identified professional dispositions which lead to becoming a reflective practitioner.
5. Apply professional language and dispositional awareness.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Written Reflective Reports	<p>Recognize and reflect on how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, prior knowledge, economic circumstances and issues of diversity.</p> <p>Recognize and reflect on the impact educational issues have (both current and historical) on children’s learning.</p> <p>Interpret how teachers’ backgrounds, philosophies and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions.</p> <p>Develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect and other identified professional dispositions which lead to becoming a reflective practitioner.</p> <p>Apply professional language and dispositional awareness.</p>	<p>IPTS: 1B, 1E, 1F, 1I, 1K, 2A, 3A, 3F, 3H, 4B, 4D, 4E, 5F, 8I, 8B, 8M, 9D, 9H, 9I, 9J, 9K, 9T</p> <p>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C</p> <p>ACEI: 1.0, 2.1, 2.6, 2.7, 3.2, 5.1</p> <p>NAEYC: 1a, 1b, 2a, 3a, 4a, 6a, 6b, 6d</p> <p>Dispositions: IWS, PEP, EC, PTSL, SDE</p>

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Regular Journal Entries	Performance includes participation according to instructor guidelines. Reflections are the internalization of the knowledge and pedagogical learning of each participant. Reflections consist of both a description of what happened and a thoughtful analysis of those events for the progress of learning for the child, the class, and the teacher candidate.	<p>IPTS: 1K, 3A, 3C, 3F, 3H, 4H, 5O, 8B, 9T</p> <p>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C</p> <p>ACEI: 1.0, 5.1</p> <p>NAEYC: 1a, 1b, 2a, 3a, 4a, 6a, 6b, 6d</p> <p>Dispositions: IWS, PEP, EC, PTSL, SDE</p>
Educational Autobiography	The students will gain a better understanding of the developmental needs of their future students by examining their own developmental background.	<p>IPTS: 1F, 1I, 3C, 3F, 3H, 6E, 9K, 9T, 9U</p> <p>ACEI: 1.0</p>
Current Event on Relevant Educational Topics	Performance includes analyzing current information as presented by the media and their influence on education.	<p>IPTS: 2A, 2D, 2N, 6S,</p>
Quizzes and Exams	The students will demonstrate their content knowledge of child development within an educational setting through the completion of varying assessment tools.	<p>IPTS: 1A, 1B, 1C, 1E, 1I, 2A, 2C, 2D, 2E, 2G, 2H, 3A, 3C, 3F, 4F, 4H, 5A, 5B, 5O, 6C, 7A, 8B, 8E, 8F, 8M, 9B, 9F, 9H</p> <p>SEL: 1A, 1B, 1C, 2A, 2B, 2C, 2D</p> <p>ACEI: 1.0, 3.2</p> <p>NAEYC: 1a, 1b, 2a, 3a, 4a</p>

Course Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Written Reflective Reports	Comprehensive Written Reflective Reports on 30 hours of assigned Field Experiences (Total of 5 reports, one specific report for each age/grade level) Specific instructions on submitting the reports will be in course packet.	Written Report: up to 20 points each, total of 100 points (submit through D2L) Module 1: Sept. 15, 11:30 pm Module 2: Oct. 6. 11:30 pm Module 3: Oct. 27, 11:30 pm Module 4: Nov. 17, 11:30 pm Module 5: Dec. 8, 11:30 pm	28%
Regular Journal Entries	Maintain on-going reflection about field placement experiences (teacher dispositions, classroom management, student-teacher interaction) and course content (child development and educational issues). You will need to write a reflection of each hourly individual observation. The reflection must be submitted in d2L by assigned dates. Each reflection should be a minimum of one page, typed, double-spaced, 12 point font, Times New Roman, with one inch margins. For each hour of observation, your written report will begin with a statement including location, class size, diversity, class set-up, and age/grade level. Reflect upon the learning you observed, using concrete examples as evidence. For example, you may provide student responses, student engagement, questions/answers, and participation. Instead of stating “everyone was good”, be specific about behaviors. Do not make blanket judgments or statements about the students, teacher(s), or school.	Journal Entries: 5 Journal Entries for each Module; 10 points for Journal Entries per Module; possible 50 points for all journal entries (submit through D2L) 5 Journal Entries for Module 1: Sept. 14, 11:30 pm 5 Journal Entries for Module 2: Oct. 5. 11:30 pm 5 Journal Entries for Module 3: Oct. 26, 11:30 pm 5 Journal Entries for Module 4: Nov. 16, 11:30 pm 5 Journal Entries for Module 5: Dec. 7, 11:30 pm	14%
Educational Autobiography	Through reflection, students will analyze their personal educational experiences to gain insight for future professional practice. Specific instructions will be provided by your course instructor. This paper will be a minimum of 5 pages, double-spaced, 12 point font, Times New Roman, and one inch margins.	Up to 25 points (submit through D2L) November 19, 11:00 am (class time)	7%

Course Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Current Event on Relevant Educational Topics	Summarize current information as presented by the media and reflect on its impact on education. Specific instructions will be provided by your instructor.	Due Dates Vary Submit in Hard Copy, Present in Class 10 possible points Last day to present is Tuesday, November 19	3%
Quizzes and Exams	Quizzes and Exams on Course Content. There will be a minimum of five exams. Additional informal assessment tools may be determined by the individual instructor.	September 10 September 26 October 15 October 29 November 12 Final: MONDAY, Dec. 9, 10:15-12:15 25 possible points each exam	42%
Participation	Participation in class discussions on a regular basis is expected. This includes contributions to discussions and activities, both in class and electronically.	Attendance will be taken daily. 15 points possible, not including extra points given for periodic class/group activities.	4%
30 hours of documented observation time	<p>Students will log in 30 hours of observation time in Birth through Grades 8. Teacher signature verifying attendance, professional appearance, and engagement with class is required for each observation. Most of these observations will be done in the Charleston/Mattoon area. Observation hours may not take place during ELE 2050 class time or during any of your other regularly scheduled classes.</p> <p>Observation hours required: Birth – Age 2: 5 hours Ages 3- 5: 5 hours Kindergarten – Grade 2: 5 hours Grade 3 – Grade 5: 5 hours Grade 6 – Grade 8: 5 hours Student Choice (Birth through Grades 8): 5 hours</p> <p>Students wanting to schedule the student choice hours while at home (maximum of 5 hours) will need to make early arrangements with the Department of Student Teaching. All schools used as Student Choice must be approved schools which have a contract with Eastern Illinois University.</p> <p>Specific sign-up for observations will be provided by the instructor.</p> <p>Students will be required to keep a log sheet for each visit. All parts of the log sheet must be completed including the cooperating teacher’s signature. Log sheets will be submitted to your instructor on the same dates as your written reflective reports. Specific instructions for submitting the log sheets will be provided by your instructor.</p>	Required to pass the course	

Course Core Assignments	Brief Description	Approximate Weight
Professional Development Requirement	Students will be expected to attend at least one student professional development meeting and have at least 3 hours of involvement with children through community outreach during the semester. Verification documents will be required.	Required to pass the course

Detailed instructions and expectations for each assignment will be provided by the individual instructor.

This course is writing active because it incorporates a variety of writing assignments. The following assignments will be evaluated for correctness of factual understanding, quality of analysis and level of detail: Written Reflective Reports, Educational Autobiography, Journal Entries, Current Event and Quizzes/Exams.

Reading Assignments & Discussion Questions – It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

Grading Scale: Students will need to participate productively in class, attend class consistently and complete all assignments satisfactorily, demonstrating effective critical thinking, critical writing and reflection. The grading scale for this course will be:

- A = 93%-100%
- B= 84%-92%
- C= 75%-83%
- D= 66%-74%
- F = Below 66%

COURSE OUTLINE

Class Session	Session Content	Reading/Preparation	Due
1 T: Aug 20	Introduction Educational Beginnings Historical Political Philosophical issues	use Week 1 lecture notes to review and prepare for Thursday discuss participation discuss PDR sheet	make arrangements for fingerprinting
2 TH: Aug 22	Professional Behavior Dispositions Advocate for students (e.g. mandatory reporting, sexual misconduct, corporal punishment, confidentiality) Collaboration Learning communities Reflection Openness to diversity Ethical behavior including the use of digital tools Impacts personal perspectives and biases have on one's teaching	use Week 1 lecture notes to review and be prepared to discuss in class discuss Current Event discuss 30 hours of observation	make arrangements for fingerprinting

Class Session	Session Content	Reading/Preparation	Due
3 T: Aug 27	Current Trends in Education Illinois Teacher Performance Standards Test of Academic Proficiency Response to Intervention (problem solving teams) Common Core Standards Teacher Proficiency Assessment Standards-Based Movement Qualities of Effective Schools and Teachers	use Week 2 lecture notes to review and prepare for Thursday discuss Journal Entries	Be sure you have been fingerprinted!
4 TH: Aug 29	Theorists/Theories in Education Dewey Bloom Mann Committee of Ten Froebel Montessori Reggio, Rousseau Pestalozzi Locke	use Week 2 lecture notes to review and be prepared to discuss in class discuss Written Reflection Report Read chapter 1 in text for next class	
5 T: Sep 3	Theorists/Theories in Child Development Psycho-Analytic/Freud Cognitive Developmental/Piaget Classical Conditioning/Pavlov Socio-Cultural/Vygotsky Behaviorism/Watson and Skinner Social-Cognitive/Bandura Ethological/Lorenz Ecological/Bronfenbrenner Psycho-Social/Erikson Current Debates in Child Development Nature/nurture controversy Continuity/discontinuity controversy Active/passive controversy	Be prepared to discuss chapter 1 Use Week 3 lecture notes to prepare for next class session	
6 TH: Sep 5	School Curriculum How it is used to guide what is taught How children are assessed How teachers use this information to inform their instruction to meet the needs of all learners Differentiated instructional practices Collaboration/co-teaching	Be prepared to discuss Week 3 lecture notes	

Class Session	Session Content	Reading/Preparation	Due
7 T: Sep 10	How Theory Impacts Children's Learning and Teacher's Decision Making in the Academic Environment	You may bring your book and notes to the exam if you desire. Read chapter 3 for next class	Exam 1
8 TH: Sep 12	Assessing Children's Development The importance of child study Typical/atypical development Ways to gather information on children including universal screening, curriculum-based assessment, and progress monitoring How learning takes place Importance of play Effects of abuse and/or challenging home environments on development Effects of diversity (e.g. race and ethnicity, socioeconomic status, English Language Learners, gender, gender identity) that each child brings to learning across the curriculum	Be prepared to discuss chapter 3	5 Journal Entries are due by Sept 14 at 11:30 pm One Module is due by Sept 15 at 11:30 pm
9 T: Sep 17	Genetics and Heredity Genes Chromosomes Genetic Principles Dominant/Recessive Genes Reproductive Challenges/Choices Chromosomal Abnormalities Gene-Linked Abnormalities Pre-Natal Tests	use Week 5 lecture notes to review and prepare for Thursday	Bring 5 Log Sheets for one Module to class
10 TH: Sep 19	Conception and Prenatal Development Fertilization Cell Differentiation Germinal/Embryonic/Fetal Periods Sensitive Periods/Teratogens Nutrition Brain Development Myelination	use Week 5 lecture notes to review and be prepared to discuss in class	

Class Session	Session Content	Reading/Preparation	Due
11 T: Sep 24	Birth through the Toddler Years 3 stages of birth Various birthing methods Assessing the newborn Premature/full term births Personality characteristics based on genetics Bonding Physical/cognitive/socio-emotional development Importance of physical activity and play	use Week 6 lecture notes to review and be prepared to discuss in class	
12 TH: Sep 26		Read chapter 2 for next class	Exam 2
13 T: Oct 1	Classroom Implications of Physical/Motor Development in Children – Birth Through Adolescence Age trends Individual differences Physical activity Health challenges Strategies to promote motor development in the classroom	Be prepared to discuss chapter 2 in text Read chapter 4 for next class	
14 TH: Oct 3	Classroom Implications of Cognitive Development in Children – Birth Through Adolescence, part 1 Development of schema Speech/language development Memory Development of learning skills including critical thinking and problem solving Cognitive processes needed to master the Common Core Learning Standards Strategies to support cognitive development in the classroom	Be prepared to discuss chapter 4 Read chapter 5 for next class	5 Journal Entries are due by Oct 5 at 11:30 pm One Module is due by Oct 6 at 11:30 pm
15 T: Oct 8	Classroom Implications of Cognitive Development in Children – Birth Through Adolescence, part 2 Intelligence Individual Diversity in Intelligence Challenges in Intelligence Achievement Strategies to support cognitive development in the classroom	Be prepared to discuss chapter 5	Bring 5 Log Sheets for one Module to class
16 TH: Oct 10	Field Experience Discussion Group Projects Reflections		

Class Session	Session Content	Reading/Preparation	Due
17 T: Oct 15		Read chapter 6 for next class	Exam 3
18 TH: Oct 17	Classroom Implications of Personality Development in Children – Birth Through Adolescence Attachment Temperament Personality Strategies to support healthy personality development in the classroom	Be prepared to discuss chapter 6 Read chapter 7 for next class	
19 T: Oct 22	Classroom Implications of Self-Control and Discipline in Children – Birth Through Adolescence Learning self-control Purpose of discipline: Role of parent, role of teacher Classroom implications of discipline How to teach elements of self-regulation Differing parenting styles and its effects on discipline Strategies to support control and discipline (self-regulation) development in the classroom	Be prepared to discuss chapter 7 Read chapter 8 for next class	
20 TH: Oct 24	Classroom Implications of Emotional Development in Children – Birth Through Adolescence Age trends Emotional regulation Discipline Emotions/thoughts Strategies to support emotional development in the classroom and to maximize student engagement and attentiveness	Be prepared to discuss chapter 8 Discuss Autobiography	5 Journal Entries are due by Oct 26 at 11:30 pm One Module is due by Oct 27 at 11:30 pm

Class Session	Session Content	Reading/Preparation	Due
21 T: Oct 29		Read chapter 9 for next class	Exam 4 Bring 5 Log Sheets for one Module to class
22 TH: Oct 31	Classroom Implications of Social Cognition in Children – Birth Through Adolescence Theory of Mind Humor in Children Moral Judgment: Kohlberg, Piaget Age Trends in Social Cognition Strategies to support social cognition of children in the classroom	Be prepared to discuss chapter 9 Read chapter 10 for next class	
23 T: Nov 5	Classroom Implications of Social Development in Children – Birth Through Adolescence Age trends Importance of friends/peers Moving beyond the home environment Pro-social/anti-social behavior Learning and behavior Social identity Self efficacy Strategies to support social development in the classroom	Be prepared to discuss chapter 10 Read chapter 11 for next class	
24 TH: Nov 7	Classroom Implications of Peers, Friends and Play in Children – Birth Through Adolescence Peer Status Accepted/Rejected/Ignored Friendship and Peer Networks How Children Play and Why Age Trends Strategies to support positive peer relationships in the classroom	Be prepared to discuss chapter 11	
25 T: Nov 12		Read chapter 12 for next class	Exam 5

Class Session	Session Content	Reading/Preparation	Due
26 TH: Nov 14	Classroom Implications of Language and Literacy Development – Birth Through Adolescence Children’s Language Development Verbal/Non-Verbal Diversity in Language Ability Literacy Development Theories that Influence Views on Literacy Strategies to promote language and literacy skills in the classroom	Be prepared to discuss chapter 12	5 Journal Entries are due by Nov 16 at 11:30 pm One Module is due by Nov 17 at 11:30 pm
27 T: Nov 19	Field Experience Discussion Group Projects Reflection	Read chapter 13 for next class	Autobiography due by November 19 by 11:00 am (class time) Last day for Current Event
28 TH: Nov 21	Classroom Implications of the Self-System and Motivation in Children – Birth Through Adolescence Self-Esteem Self-Concept Self-Efficacy Differences Among Individuals Social Identity Gender/Ethnicity Motivation Development Age Trends Strategies to promote positive self-identity and encourage motivation in children	Be prepared to discuss chapter 13 Read chapter 14 for next class	
T: Nov 26	No class		
TH: Nov 28	No class		
29 T: Dec 3	Classroom Implications of the Child in Context: Family Structure, Child Care and the Media – Birth Through Adolescence Varying Family Structures Intact/Estranged Parents Maternal Employment and Child Care Kinds and Quality of Child Care Television and Other Media Classroom Implications of Media Use Strategies to promote a school/home connection and encourage age-appropriate media choices	Be prepared to discuss chapter 14	PDR Sheet due

Class Session	Session Content	Reading/Preparation	Due
30 TH: Dec 5	Field Experience Discussion Review Conclusion		5 Journal Entries are due by Dec 7 at 11:30 pm One Module is due by Dec 8 at 11:30 pm
FINAL EXAM MONDAY December 9 10:15-12:15			Exam 6 Bring 5 Log Sheets for one Module to class

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 2050 References

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 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.
