

Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
ELE 1050 Introduction to Teaching as a Profession

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Class Meetings: Wednesdays 6:00-6:50pm Buzzard 1103

Semester: Spring 2017

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

Catalog Course Description: This course is designed to enhance the transition, integration and retention of freshmen and transfer students who wish to pursue a career in Early Childhood, Elementary and Middle Level education. Students will be introduced to the EC/ELE/MLE program, with particular emphasis on the specific skill sets and dispositions necessary for success in the major. (1-0-1)

Purpose: The intent of this course is to enhance recruitment and retention of EC/ELE/MLE majors by helping students to identify with the department and the field of education very early in their college career. For transfer students, it will provide a means to help transition them to Eastern Illinois University through early and positive Department content.

Textbook: No textbook assigned

Teaching Model:

- **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 (pp 10-13).
- **Social Models:** When we work together, we generate a collective energy called *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. (pp. 13-15)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th 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. Failure to adequately meet dispositional requirements will lead to remedial requirements set forth by the instructor.

Standards:

Course requirements are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions
<http://www.eiu.edu/clinical/forms/DispositionsforEIUCandidates.pdf>
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): <http://www.isbe.net/rules/archive/pdfs/20ark.pdf>
- National Association for the Education of Young Children
(NAEYC): <http://www.naeyc.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>

- Association for Middle Level Education:
<http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

Outcomes specific to ELE 1050:

- Describe the requirements for successful completion of the Early Childhood and/or Elementary /Middle Level teacher certification program.
- Apply information and articulate strategies, interests and goals through reflection.
- Develop positive teaching dispositions.
- Analyze, evaluate and participate in a variety of opportunities for enriching their academic experience.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Topic Reflections	Weekly electronic reflection on the speaker's topic and the topic's role in the preparation of teacher candidates.	IPTS: 6E, 9G, 9I, 9T ACEI: 5.1 NAEYC: 6C SEL: 1B.5b, 2A.5a, 3A.5a, 3A.5b Dispositions: PEP, EC, SDE
Disposition Report	Students will consider the dispositions necessary to guide educators toward success in motivating and supporting children's development socially, emotionally, and cognitively. They will be challenged to introspectively analyze their own dispositional identity.	IPTS: 1F, 6E, 9D, 9E, 9H, 9K ACEI: 5.1 NAEYC: 6B SEL: 1B.5a, 1B.5b, 1C.5b, 3B.5a, 3B.5b Dispositions: IWS, PEP, EC, PTSL, SDE
Participation	Performance includes presence and contribution during class meetings and support of peers. Focus is on responsible, enthusiastic, and effective communication and cooperation with classroom instructors and peers.	IPTS: 9H, 9I, 9P, 9T ACEI: 5.1 NAEYC: 6b, 6c SEL: 1A, 1C, 2A, 2C Dispositions: PEP, EC, SDE

Course Core Requirements	Brief Description	Points/Due Date	Approximate Weight
Disposition Report	Written summary and reflection on the role of the five Eastern Illinois University Professional Dispositions and analysis of their own personal perspectives concerning each disposition as they enter the profession.		40%

	An initial report will be submitted at midterm after participating in a teacher panel discussion. The final report will be submitted during finals week after participating in another teacher panel discussion. The final report must include reflections from the teacher panel participation to complement their analysis and synthesis of professional dispositions.		
Topic Reflections	<p>Additional to the two submissions of the Dispositional Report expectation, students will submit 4 topic reflections (2 before midterm and 2 before finals week) based on given topics and the role of each in their preparation as a teacher candidate.</p> <p>Students may opt between:</p> <p style="padding-left: 40px;">a reflection combining the speaker's contributions and an experience/activity participated in by the student</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;">a reflection combining the speaker's contributions and articles/website reviews/information provided on D2L or through their own investigation</p> <p>All topic reflections are to be submitted to D2L through the Assignments link by the listed due date. No late reports will be accepted. If a student does not attend a class session, they cannot submit a reflection on that week's topic.</p>		60%
Participation	Active participation in classroom activities signified by active listening, reflection, and questioning. Preparedness for class and regular attendance is expected.		5% points lost for each class period missed

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.):

Grading Scale:

Students will need to participate productively in class, attend class consistently and complete all assignments satisfactorily, demonstrating effective critical thinking, writing and reflection.

A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below

COURSE OUTLINE

- 1/11: Class introduction – welcome to the department/teaching as a possible profession/course expectations
- 1/18: Pre-service teacher dispositions/Teacher Education expectations – Dr. Bower
- 1/25: Technology with Dr. Tom Grissom
- 2/1: Study Abroad – Director of Study Abroad Department
- 2/8: Professional Organizations – Ms. Flood

- 2/15: Advising and EC/ELE/MLE departmental expectations – Mr. Duck
- 2/22: Community Involvement/Volunteering – Crystal Brown and Beth Gillespie
- 3/1: Teacher Panel – Rachel McCoy from Williams Elementary
- 3/8: Gifted Students – Jodi Cline Gifted Program Charleston Schools
- 3/15: SPRING BREAK
- 3/22: Special Education – Dr. Stephanie Woodley, Assistant Professor SPE Department
- 3/29: Counseling Services – Dr. Larson, Counseling Department Representative
- 4/5: Career Services – Allison Frees-Williams
- 4/12: Ed TPA – Dr. Padmaraju, EC/ELE/MLE
- 4/19: Educational Leadership – Ms. Denise Titus, Williams Elementary Assistant Principal
- 4/26: ELE 4100 Student Panel Recommendations / Q&A

All information in this syllabus should be considered subject to change based upon professional discretion.

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, or go to 9th Street Hall, Room 1302.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.
