

Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
ELE 1050.001 Introduction to Teaching as a Profession

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Graduate Assistant: Megan Lindsay

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Class Meetings: Wednesdays 6:00-6:50pm Buzzard Auditorium 1501

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.ncaete.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 Reflection	A final reflection will be developed noting the various topics presented throughout the semester and their impact upon the teacher candidate's overall identity as a potential educator.	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 and reasoning for considering education as a career.	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
Introduction Letter	An introductory letter will be submitted at the beginning of the semester that relates in writing their reasoning for selecting education as a potential career. Within the letter, students will support their decision to become an educator with personal and professional strengths. The students will also relate their own experience as a student.	90 pts Due September 6 by 6:00pm
Written Reflections (Final)	During the final week of class, the students will participate in a panel presentation led by ELE 4100 pre-service teachers. The students will summarize key points presented and their potential influence upon their future participation in the program of choice. The students will also develop a written summary of key points from the various presentations throughout the semester. The final reflection will complement their initial analysis and synthesis of professional dispositions.	90 pts Due December 13 by 9:30pm
Participation	Active participation in classroom activities signified by active listening, reflection, and questioning. Preparedness for class and regular attendance is expected.	20 pts earned for each class period attended (With every two class periods not attended, the overall course grade lowers by a letter)

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

- 8/23: Class introduction – welcome to the department/teaching as a possible profession/course expectations – Mr. Duck and Dr. Carter
- 8/30: Pre-service teacher dispositions/Teacher Education expectations – Dr. Stephen Lucas
- 9/6: Community Involvement/Volunteering – Crystal Brown and Beth Gillespie
- 9/13: Ballenger Teacher Center- Ms. Michele McDaniel
- 9/20: Professional Organizations – Ms. April Flood
- 9/27: Advising and EC/ELE/MLE departmental expectations – Mr. Duck
- 10/4: Technology – Dr. Tom Grissom

- 10/11: Teacher Presentation – Ms. Rachael McCoy – 3rd grade teacher Williams Ele-Mattoon
- 10/18: Gifted Students – Jodi Cline – Charleston Schools Gifted Program
- 10/25: Study Abroad – Dr. Kurt Olausen – Director of Study Abroad Department
- 11/1: Special Education – Dr. Stephanie Woodley, Assistant Professor SPE Department
- 11/8: Counseling Services – Dr. Larson, Counseling Department Representative
- 11/15: Career Services – Allison Frees-Williams
- 11/22: Thanksgiving Break
- 11/29: Educational Leadership – Ms. Denise Titus, Williams Elementary Assistant Principal
- 12/6: 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.