

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

**Instructor:** Dr. Daniel Carter PhD

**Graduate Assistant:** Megan Lindsay

**Office/Office Hours Dr. Carter:** Buzzard Hall 2176 T 11:00am-1:00pm / W 2:30pm-5:30pm

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**Class Meetings:** Wednesdays 6:00-6:50pm Buzzard 1140

**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 identity 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* (9<sup>th</sup> 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](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](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.nocate.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.

<b>Course Core Requirements</b>	<b>Demonstrated Competencies</b>	<b>Aligned Standards</b>
<b>Disposition Report</b>	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.	<b>IPTS:</b> 1F, 6E, 9D, 9E, 9H, 9K <b>ACEI:</b> 5.1 <b>NAEYC:</b> 6B <b>SEL:</b> 1B.5a, 1B.5b, 1C.5b, 3B.5a, 3B.5b <b>Dispositions:</b> IWS, PEP, EC, PTSL, SDE
<b>Topic Reflection</b>	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.	<b>IPTS:</b> 6E, 9G, 9I, 9T <b>ACEI:</b> 5.1 <b>NAEYC:</b> 6C <b>SEL:</b> 1B.5b, 2A.5a, 3A.5a, 3A.5b <b>Dispositions:</b> PEP, EC, SDE
<b>Participation</b>	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.	<b>IPTS:</b> 9H, 9I, 9P, 9T <b>ACEI:</b> 5.1 <b>NAEYC:</b> 6b, 6c <b>SEL:</b> 1A, 1C, 2A, 2C <b>Dispositions:</b> PEP, EC, SDE

**COURSE ASSIGNMENTS**

<b>Course Core Requirements</b>	<b>Brief Description</b>	<b>Points/Due Date</b>
<b>Introduction Letter</b>	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.	45 pts <b>Due January 24 by 6:00pm</b>
<b>Written Reflections (Final)</b>	During the final two weeks of class, the students will participate in panel presentations led by ELE 3100 and 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.	45 pts <b>Due May 2 by 9:30pm</b>
<b>Participation</b>	Active participation in classroom activities signified by active listening, reflection, and questioning resulting from the presentation topics and content. Preparedness for class and regular attendance is expected.	10 pts earned for each class period attended <b>(With every two class periods not attended, the overall course grade lowers by a letter)</b>

**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**

<b>Date</b>	<b>Presenter and Topic</b>	<b>In Class Activity</b>
January 10	Presenters: Dr. Daniel Carter and Megan Lindsay Topic: Introduction Night	Portrait Project
January 17	Presenters: Crystal Brown and Beth Gillespie Topic: Volunteering in Education	Volunteer Project on the Go
January 24	Presenter: Dr. Stephen Lucas Topic: Dispositions	Notes Sheet
January 31	Presenters: Mrs. April Flood, Mrs. Denise Reid, Dr. Stephanie Woodley, and Samantha Dillon Topic: Professional Development	Go to a Professional Development Meeting
February 7	Presenter: Michele McDaniel Topic: Ballenger Teacher Center	BTC Scavenger Hunt
February 14	Presenter: Kurt Olausen Topic: Study Abroad	Study Abroad Survey
February 21	Presenter: Angela Coady Topic: Teaching in a General Education Classroom	Exit Slip
February 28	Presenter: Bobbi Kingery Topic: Career Services	Resume Night
March 7	Presenter: Jeff Duck Topic: Advising for Fall 2018	Bring Laptop – Schedule Planner Night!
March 14	<b>SPRING BREAK</b>	
March 21	Presenter: Tracy Valinevicius Topic: Social Work in a School	Exit Slip
March 28	Presenter: Jodi Cline Topic: Gifted Students	Classroom Visit
April 4	Presenter: Denise Titus Topic: Leadership and Administration	Mark Twain Tour
April 11	Presenter: Jay Smith Topic: Alternative Education	Alternative Education Survey
April 18	Presenters: Students from CORE 2 Topic: Core 2 Panel	Participate in TodaysMeet Discussion Board
April 25	Presenters: Students from CORE 3 Topic: Core 3 Panel	Participate in TodaysMeet Discussion Board
May 2	<b>FINAL EXAM DUE BY 9:30PM</b>	

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

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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](http://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 9<sup>th</sup> 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.