College of Charleston  
EDEE 374 Introduction to Elementary Education  
Balancing Students and the Curriculum  
Spring 2015  
Three (3) Credits

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>Monday 8:00 AM – 10:45; ECTR 213</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>James P. McKenna, Adjunct</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Before &amp; after class on Monday; other times by arrangement</td>
</tr>
<tr>
<td>Office:</td>
<td>CPIE area (3rd floor), 86 Wentworth St.</td>
</tr>
<tr>
<td>Phone/Email</td>
<td>Home phone (land line) 843-216-7331, Email: <a href="mailto:mckennaj@cofc.edu">mckennaj@cofc.edu</a></td>
</tr>
</tbody>
</table>
| Course Description:    | This course focuses on the specific characteristics and learning needs of upper elementary children (grades 2-6) and on best practice for upper elementary teachers. It helps candidates balance understanding of upper elementary students (e.g., their development, group affiliations, individual differences, and life outside of school) with the curricular expectations for these grades. In addition, candidates develop skills in involving and communicating with families. Special attention is paid to the importance of planning and assessment and to the factors influencing teachers' efforts to create classroom environments that foster a sense of accomplishment, belonging, and engagement in students.  
   
The course is closely aligned to the EHHP conceptual framework, addressing all three elements of teaching competency with its focus on understanding and valuing upper elementary students (ETC1), knowing what and how to teach and assess and create an environment in which learning occurs for grades 2-6 (ETC2) and understanding self as a professional upper elementary teacher (ETC3). |
| Course Text/Materials: | Course Texts:  
| Course Objectives:     | 1. Extend knowledge of child development, focusing deeply on developmental trends and issues for upper elementary students  
   2. Analyze factors that influence development and school performance for upper elementary students  
   3. Understand the role of planning and assessment in the teaching and learning process  
   4. Identify key avenues for improving family involvement  
   5. Examine key elements of school and classroom environments that affect upper elementary student learning  
   6. Evaluate the support for professionalism for upper elementary teachers |
| Course Outcomes:       | All teacher preparation programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection: 1. Understand and value the learner; 2. Know what and how to teach and assess and how to create an environment in which learning occurs, and 3. Understand themselves as professionals. These three elements of teacher competency are at the heart of the EHHP conceptual framework and guide what you will learn and how your learning will be assessed. Each course in the teacher education programs provides opportunities for you to develop the knowledge, skills and dispositions needed to become an effective teacher. |
Below are EDEE 374’s specific outcomes related to the three elements of teacher competency. You will note that standards are listed in parentheses following each outcome. These refer to standards developed by the School of Education, Health and Human Performance (EHHP) and the professional organizations that review elementary education programs – Council for the Accreditation of Educator Preparation & the Association for Childhood Education International (CAEP/ACEI)

**ETC 1-Outcomes related to understanding and valuing the learner:**
1. Recognize and describe developmentally appropriate and inappropriate learner behavior (EHHP Standard I; CAEP/ACEI 1.0, SC6)
2. Recognize and describe how culture, class, gender, communication patterns, and disability influence all areas of development (EHHP Standard I; CAEP/ACEI 1.0, 3.2)

**ETC 2-Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs:**
3. Examine the relationship between standards, curriculum and assessment in elementary teaching (EHHP Standard II, VI; CAEP/ACEI 2.1-2.4, 4.0, SC 7)
4. Use systematic observation and reflection as tools to promote student learning (EHHP Standard III, VI; CAEP/ACEI 3.1, 4.0)
5. Recognize and describe the influence of individual differences among students on the teaching and learning process (EHHP Standard I & III; CAEP/ACEI 3.2)
6. Assess factors in classrooms, including technology, that affect students’ sense of accomplishment, belonging and engagement (EHHP Standards III, VII; CAEP/ACEI 3.1-3.5, SC4, ISTE 1,2,3)

**ETC 3-Outcomes related to understanding self as a professional:**
7. Identify the duties and characteristics of effective elementary teachers (EHHP dispositions, Standard I-VII; CAEP/ACEI 5.1, SC5, ISTE 5)
8. Speak and write clearly, persuasively, and skillfully (EHHP Standard V; CAEP/ACEI 5.1)
9. Develop strategies to reflect on practice and professional growth (EHHP Standard V; CAEP/ACEI 5.1)
10. Develop understanding of issues and strategies to increase family involvement and coordinate with community agencies. (EHHP Standard V; CAEP/ACEI 5.2)

<table>
<thead>
<tr>
<th><strong>Course Requirements</strong></th>
<th>Demonstration of SOE Dispositions and how students express them in this course:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Belief that all students can learn (attitudes expressed about students and learning)</td>
</tr>
<tr>
<td></td>
<td>• Value and respect for individual differences (participation in class discussions)</td>
</tr>
<tr>
<td></td>
<td>• Value of positive human interactions (participation in class discussions)</td>
</tr>
<tr>
<td></td>
<td>• Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (participation in class discussions; completion of reading assignments; quality of course projects)</td>
</tr>
<tr>
<td></td>
<td>• Dedication to inquiry, reflection, and self-assessment (quality of course assignments; active participation in class discussions; support and encouragement of diverse ideas)</td>
</tr>
<tr>
<td></td>
<td>• Value of collaborative and cooperative work (participation in class activities)</td>
</tr>
<tr>
<td></td>
<td>• Sensitivity toward community and cultural contexts (insights expressed in class discussions and reflected in course assignments)</td>
</tr>
<tr>
<td></td>
<td>• Engagement in responsible and ethical practice (performance on course assignments and contribution to class activities)</td>
</tr>
</tbody>
</table>
Students are responsible for:

- Completion of all assigned readings and projects on time. Late assignments are accepted only at the discretion of the professor. All late assignments will receive only partial scores.
- Learning all course content (lecture, text, outside reading, handouts, research)
- Acquiring all missed assignments/notes from someone in class, not the instructor
- Utilizing internet, word processing, email and OAKS. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.

<table>
<thead>
<tr>
<th>Description of Projects and Assignments</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>More detailed descriptions of each assignment and grading rubrics will be discussed and/or distributed in class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Morning meeting</strong>: You will be responsible for leading a morning meeting during one class period. The morning meetings will provide a chance to know your classmates better and to introduce issues of relevance to elementary teachers.</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td><strong>Knowing Your Students</strong>: This assignment provides an opportunity for you to explain why it is important to know about your students and to identify or design an interest inventory you may use with your students.</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td><strong>Children's/Young Adult Literature</strong>: Select two children's or young adult chapter books to read. Write a paper for each book on how, why and when this book could be used in your classroom. We will share these reading with the class, and potentially use these readings for the final project. (60 points each)</td>
<td></td>
<td>120</td>
</tr>
<tr>
<td><strong>Conducive Learning Environment</strong>: This assignment allows you to systematically examine how the classroom environment affects students. You will examine all aspects of the classroom that contribute to a positive learning environment. Using a template provided, you will document positive aspects of your field teacher’s classroom. In addition, you will build on what you have learned about these children in the classroom and describe the steps you would take to reach out to their families to involve them in their child’s learning. Describe the children and what you know of their family situation, how you will communicate with their families, the focus of the communication, and recommendations you would make to increase their involvement with their child’s learning.</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td><strong>Fair and Useful Assessment</strong>: Assessment of student learning is a critical and controversial aspect of teaching. You will select an aspect of assessment that you find interesting, disturbing, useful, etc. to research and write up in an issues paper using professional journals.</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>
**Standards/Common Core Assignment:**
Go to commoncore.org. Choose a language arts standard (reading strand) for grades 3-5. Examine the standard you have chosen and compare it to the current SC standard for the same grade and content (crosswalk). What are the similarities and/or differences? Then choose a reading selection from the children’s or young adult literature which you have read for this course or for a methods course you are taking this semester. How would you utilize that literature selection as a key component to the development of a series of lesson plans or to a “unit” which supports the standard? What would be the theme of the unit? What would be the content/skills you would emphasize? Provide examples from the reading which would support your choice of content. Using a concept map, how can you link this reading standard to a writing standard and to a social studies or science standard? Finally, how would you assess the levels of mastery related to the knowledge of the subject and for personal meaning? Provide examples of the assessments you would develop. Key distributions for this assignment will be provided in class as the due date nears.

**Exam #1**

**Final Exam:**

**Total Points = 600**

<table>
<thead>
<tr>
<th>Evaluation Scale</th>
<th>A = 93-100</th>
<th>C = 79-81</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- = 91-92</td>
<td>C- = 77-78</td>
<td></td>
</tr>
<tr>
<td>B+ = 89-90</td>
<td>D+ = 75-76</td>
<td></td>
</tr>
<tr>
<td>B = 86-88</td>
<td>D = 72-74</td>
<td></td>
</tr>
<tr>
<td>B- = 84-85</td>
<td>D- = 70-71</td>
<td></td>
</tr>
<tr>
<td>C+ = 82-83</td>
<td>F = 0-69</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance & Participation**

Class attendance and **punctuality** are expected professional behaviors. Excessive absences (i.e., more than 15% (5.25 hours/2 classes) may result in receiving a “WA/F.” Participation in class discussions is encouraged because helps create a thoughtful, engaging environment.
# Class Schedule for Spring 2015 (Tentative)

The schedule may be adjusted as the course progresses.

<table>
<thead>
<tr>
<th>Class Date W, M</th>
<th>Topic</th>
<th>Activities</th>
<th>Readings and Assignments Due</th>
</tr>
</thead>
</table>
| January 12      | Introduction to the course | • Syllabus overview
 • Effective teaching qualities | Video on Effective Teaching |
|                 |       |            |                              |
| **Knowing Students** |       |            |                              |
| January 26      | Development of 8-12 year-old children | • Introduction to Morning Meeting
 • Reading discussion
 • Development review | Video on Morning Meeting |
| February 2      | Student diversity: groups | • Morning meeting
 • Reading discussion
 • Perceptions and diversity
 • Poverty | Readings |
| February 9      | Student diversity: individual | • Morning meeting
 • Reading discussion
 • Knowing students as individuals
 • Sharing of *Out of My Mind* ideas | *Readings Out of My Mind*
 *Video on learning Disabilities* |
| February 16     | Children’s lives outside of school | • Morning meeting
 • Reading discussion
 • Strategies to know students
 • Play | Readings |
|                 |       |            |                              |
| **Conducive Learning Environment** |       |            |                              |
| February 23     | School and classroom environments; The Responsive Classroom | • Morning meeting
 • Reading discussion
 • Overview of observation template
 • PLC | *Knowing Children due* |
| March 9         | Facilitating belonging in the classroom; making decisions | • Morning meeting
 • Reading discussion
 • Ensuring effective small group work
 • Sharing first book reading | Johnson & Johnson
 *Book paper #1* |
|                 |       |            |                              |
| **Planning and Assessment** |       |            |                              |
| March 16        | Teaching and assessing upper elementary | • Morning meeting
 • Issues of testing
 • Discussion of *Tested*
 • Exam (brief) | *Tested Exam* |
| March 23        | Instructing and assessing for learning | • Morning meeting
 • Reading discussion
 • Assessment video | *Readings Conducive Learning Environment due* |
| March 30        | Importance of assessment | • Morning meeting
 • Reading discussion
 • Discussion of standardized testing
 • Sharing of second book | *Readings Book paper #2* |
Planning and assessing learning for all students

April 6
Planning for assessment and instruction for all students
- Morning meeting
- Reading discussion
- Feedback

April 13
Assessment in schools
- Visit to Howe Hall Arts Infused Magnet School
- Chris Swetckie presentation

Communicating with Families

April 20
Family communication and involvement
- Morning meeting
- Reading discussion
- Conferencing skills

April 27
Summing it up and professionalism
- Morning meeting
- Reading discussion

TBD
Final exam

Assessment paper due

Standards/Common Core paper due

Note: A potential visit to a school may be scheduled; that visit may change the topics scheduled for the day.

Additional Resources:

Middle childhood:


Effective teaching and learning environments in upper elementary grades:


Planning and assessing learning for all students
