**College of Charleston**  
**EDEE 374.01 Introduction to Elementary Education**  
**Balancing Students and the Curriculum**  
**Spring 2016**  
**Three (3) Credits**

| Meeting Time and Place: | Mondays 9:00 AM – 11:45  
ECTR 201 |
<table>
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<tbody>
<tr>
<td>Instructor:</td>
<td>Dr. Christine Finnan</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Monday 1:00 to 4:00 PM Thursday 1:30 to 3:00 PM or by appointment</td>
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<tr>
<td>Office Location:</td>
<td>Room 311, 86 Wentworth Street</td>
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<tr>
<td>Phone/Email:</td>
<td>Office: 843-953-4826, Cell: 843-906-4708, Email: <a href="mailto:finnanc@cofc.edu">finnanc@cofc.edu</a></td>
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**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).

**Required Course Text/Materials:**

**Course Texts:**


Additional readings available on OAKS.

**Course Objectives:**

1. Extend knowledge of child development as it pertains to elementary-age children in the US and internationally
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 organization that reviews elementary education programs -- the Council for Educator Preparation (CAEP) 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)

Course Requirements

Demonstration of SOE Dispositions and how students express them in this course:
- Belief that all students can learn (attitudes expressed about students and learning)
- Value and respect for individual differences (participation in class discussions)
- Value of positive human interactions (participation in class discussions)
- 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)
- Dedication to inquiry, reflection, and self-assessment (quality of course assignments; active participation in class discussions; support and encouragement of diverse ideas)
- Value of collaborative and cooperative work (participation in class activities)
- Sensitivity toward community and cultural contexts (insights expressed in class discussions and reflected in course assignments)
- Engagement in responsible and ethical practice (performance on course assignments and contribution to class activities)
- Development of professional mastery over time (performance over time on all assignments)

Students are responsible for:
- Completion of all assigned readings and projects on time. Late assignments are accepted only at the discretion of the professor. Five points a day will be subtracted from your grade (up to 50% of the total points possible).
- Engaging with all course content (lecture, text, outside reading, handouts, research)
- Acquiring all missed assignments/notes from someone in class
- Utilizing internet, word processing, email and OAKS.
Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.

Description of Projects and Assignments

Assignments

Creating Community: This course emphasizes the importance of environments that help students develop a sense of accomplishment, belonging, and engagement. There are many strategies available to teachers to create such environments. It is also important that we create such an environment in this class, and we are all responsible for doing so. Each week members of our community will begin the class with strategies that build community. By the end of this course, you will have a set of strategies that you can use in your classroom. With a partner, you will be expected to
lead the class in an activity (no more than 30 minutes long) designed to create community.
Due: Varied
Points: 50

Knowing Your Students: This assignment provides an opportunity for you to explain why it is important to know about your students and to identify or design ways to better understand your students.
Due: February 22
Points: 100

Test 1: This is a summative assessment of key aspects related to understanding students. It is designed to provide you the opportunity to synthesize what you have learned and for me to see if my objectives have been met. The test combines objective and open response questions.
Due: February 29
Points: 50

Fair and Useful Assessment: 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. You will have the opportunity to share your findings with the class.
Due: April 18
Points: 100

Test 2: This is a summative assessment of key aspects related to setting up conducive learning environments and knowing what and how to teach and assess. It is designed to provide you the opportunity to synthesize what you have learned and for me to see if my objectives have been met. The test combines objective and open response questions.
Due: April 21
Points: 50

Final Exam: The final exam provides an opportunity to synthesize what you have learned this semester in relation to the EHHP Elements of Teacher Competency.
Due: April 28
Points: 50

Total Points: 400

Evaluation Scale:

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>91-92</td>
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<tr>
<td>B+</td>
<td>89-90</td>
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<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>82-83</td>
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<tr>
<td>C</td>
<td>79-81</td>
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<tr>
<td>C-</td>
<td>77-78</td>
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<td>D+</td>
<td>75-76</td>
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<tr>
<td>D</td>
<td>72-74</td>
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<tr>
<td>D-</td>
<td>70-71</td>
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<td>F</td>
<td>0-69</td>
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Attendance and Due Dates

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.” Five points a week day are subtracted from assignments that are turned in late up to 50% of the total points available.

Academic Integrity Statement

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of
Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (e.g., smart phone, iPad), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php).

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<tr>
<th><strong>Accommodations for Students with Disabilities</strong></th>
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<tr>
<td>In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (843-953-1431) and provide me with documentation of needed accommodation by 1st week of class.</td>
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# Class Schedule for Spring 2016 (Tentative)

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
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<tbody>
<tr>
<td>January 11</td>
<td>Introduction to the course</td>
<td></td>
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<tr>
<td>January 18</td>
<td>NO CLASS – MLK Day!</td>
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<tr>
<td>January 25</td>
<td>What is &quot;normal&quot; about childhood</td>
<td>Lancy &amp; Grove (OAKS) Finnan (OAKS)</td>
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<tr>
<td>February 1</td>
<td>Development of 8-12 year-old children</td>
<td>Finnan, Chapter 2 Angier (OAKS)</td>
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<tr>
<td>February 8</td>
<td>Student diversity: groups</td>
<td>Finnan, Chapter 3 Kids Count <a href="http://datacenter.kidscount.org/">http://datacenter.kidscount.org/</a></td>
</tr>
<tr>
<td>February 15</td>
<td>Student diversity: individual</td>
<td>Finnan, Chapter 4 Dweck (OAKS)</td>
</tr>
<tr>
<td>February 22</td>
<td>Children's lives outside of school</td>
<td>Finnan, Chapter 5 Bergen &amp; Fromberg (OAKS) Kotlowitz (OAKS) <a href="#">Knowing Children due</a></td>
</tr>
<tr>
<td>February 29</td>
<td>Knowing and involving families Test 1</td>
<td>Jaynes (OAKS) <a href="#">Test 1</a></td>
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<tr>
<td>March 7</td>
<td>SPRING BREAK!!</td>
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<tr>
<td>March 14</td>
<td>School and classroom environments</td>
<td>Finnan, Chapters 6 &amp; 7</td>
</tr>
<tr>
<td>March 21</td>
<td>Teaching and assessing upper elementary</td>
<td>Finnan, Chapter 8</td>
</tr>
<tr>
<td>March 28</td>
<td>Engaging instruction and assessment</td>
<td>Pogrow (OAKS) Popham Chs. 1-3</td>
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<tr>
<td>April 4</td>
<td>Formative assessment</td>
<td>Popham Chs. 4- Conclusion</td>
</tr>
<tr>
<td>April 11</td>
<td>Meeting needs of all students</td>
<td>Jung &amp; Guskey (OAKS) Moon (OAKS)</td>
</tr>
<tr>
<td>April 18</td>
<td>Discussion of assessment issues papers Test 2</td>
<td><a href="#">Assessment paper due</a></td>
</tr>
<tr>
<td>April 21</td>
<td>Summing it up and professionalism</td>
<td>Finnan, Chapter 9 <a href="#">Test 2</a></td>
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<tr>
<td>April 25</td>
<td>Final exam</td>
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### Additional Resources:

**Middle childhood:**


**Effective teaching and learning environments in upper elementary grades:**


**Planning and assessing learning for all students**

