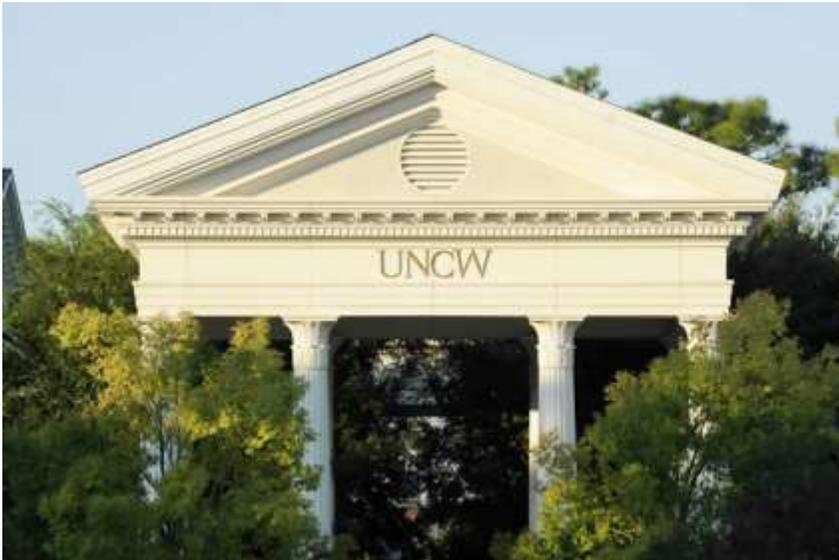


EDN 300/EDNL 300: Elementary School Programs and Practices

"If students are products of experience, it would be wise to know their experience and begin from there."

– John Dewey



UNCW Catalog Description

EDN 300 (2): Focus on the purposes of the elementary school in today's society and the varied philosophical and theoretical stances used to design programs and select practices that will meet the needs of diverse learners. Partially satisfies University Studies IV: Building Competencies/Writing Intensive.

EDNL 300 (1): Designed to provide opportunities to observe and engage in reflective discussion of curriculum and instructional practices in a variety of elementary schools. Emphasis on how various philosophies are reflected in instructional practice. Students will participate in three hours of field study and reflective seminar activities per week. Satisfies University Studies V: Explorations Beyond the Classroom.

REQUIRED TEXTS:

1) *The Incredible Work of the Elementary School* (2nd ed.) (Walker & Wasserberg, 2013)
-Available for purchase in bookstore or online at:
<http://www.kendallhunt.com/store-product.aspx?id=98324>



2) *The Essential 55* (Ron Clark, 2004)
-Available for purchase online at:
http://www.amazon.com/The-Essential-Award-Winning-Discovering-Successful/dp/0786888164/ref=sr_1_1?ie=UTF8&qid=1407810011&sr=8-1&keywords=ron+clark+55+essentials



3) *North Carolina Professional Teaching Standards 1-5*
-Available free via Bb or at:
<http://www.ncpublicschools.org/docs/humanresources/district-personnel/evaluation/standardteacher.pdf>



Professor:

Maggie Guggenheimer

EDN 300-001:

Tuesday/ Thursday
11 am – 12:15pm

EDNL 300-201:

Orientation Friday TBA
2 full school-day Fridays, TBA
**accommodations will be made only for class conflicts*

Course URL:

<http://learn.uncw.edu>

E-mail: guggenheimerm@uncw.edu

Phone: 910.399.3122

Office Hours:

online and by appointment



I. COURSE DESCRIPTION

Education in modern elementary schools exists within many contexts. An understanding of how these contexts influence elementary schools and teachers will help you expand your educational knowledge and interests.

Course readings and discussion will focus on various perspectives in the field in order to better understand key issues and debates confronting education. In this course, we will examine issues that have multiple perspectives. Our understanding suffers when voices are marginalized or shut out of the conversation. The success of this course will *rely heavily on your classroom and online dialogue*. Please be tolerant and respectful of others in this endeavor.

In this course students will explore the purposes of the elementary school in today's society. This will include investigating various philosophical stances used to design programs and select practices that will meet the needs of diverse learners. Students will study the social contexts of schools, and explore their impact on teaching and learning. Current issues will be identified and solutions will be sought.

In addition, EDN 300 has been tagged as a *Writing Intensive Course* at UNCW. Research will be examined and writing assignments will be in line with the Common Student Learning Outcomes for Writing Intensive Courses.

Common Student Learning Outcomes for Writing Intensive Courses (aligned to University Studies Goals):

The student will:

- WI 1. Locate appropriate sources of information to support written arguments. [Foundational Knowledge]
- WI 2. Evaluate and use evidence to generalize, explain, and interpret content. [Information Literacy; Critical Thinking]
- WI 3. Demonstrate an understanding of the ethical use and citation of the ideas of others used as supporting material in written work. [Inquiry; Information Literacy; Thoughtful Expression]
- WI 4. Demonstrate the ability to write critically, using the conventions of the discipline covered in the course. [Critical Thinking; Thoughtful Expression]
- WI 5. Analyze and evaluate the claims, arguments, and theories presented course materials using appropriate methods (such as logical analysis and the identification of fallacies). [Foundational Knowledge; Information Literacy; Critical Thinking; Thoughtful Expression].

To assist with the goals of the course, students will engage in **2 school days** of comprehensive **field experience (EDNL 300)** where they will critically observe and analyze issues addressed in the course. When visiting schools, students should be sure to be on time, dress appropriately, and exhibit professionalism (ie. leave cell phones in car). While observing, students will pay special attention to interactions between students and teachers. Students will eventually be using these field experiences to help lay out a "solution" to a case study, comment on discussion boards, and complete other assignments. Students are encouraged to take full advantage of the experiences and help the teachers in any way he or she may ask (this may include working one-on-one with a student, circulating the room to offer assistance, etc.).

II. PURPOSE

The mission of the Watson College of Education is to develop knowledgeable and proficient education professionals dedicated to improving schools and society. The primary purpose of this course is to give you a means for testing yourself as a potential teacher and to introduce you to the world of classrooms and elementary schools. Planning for teaching involves much more than passing the required number of courses for state licensing. A successful career in education is integrally related to an understanding of the relationship between schools and society, and the major issues facing America's schools.

The educational aim in EDN 300 is to provide a meaningful educational experience for you as a beginning teacher education candidate through the examination of cases that challenge you to think analytically and thoughtfully. Additionally, the basic pedagogical assumption in the course is that our class and online dialogues can yield important knowledge as we learn from others' experiences.

This course is designed to establish a solid understanding of elementary schools and their workings. You will visit elementary schools, and observe, shadow, and dialogue with educators who may operate from different philosophical stances. You will also explore the diversity of the learning communities within elementary schools today. This process will help you create a framework upon which to build your expertise as you continue through your methods courses and internship.

COURSE TOPICS

- 1) Teaching Standards
- 2) Purpose of Schools/Philosophies of Education
- 3) Behaviorism v. Constructivism
 - a. Instruction
 - b. Classroom management
- 4) Accountability and Equity:
 - a. Issues of Diversity (Race, Gender, Special Education, Language, International Perspectives)
 - b. No Child Left Behind, Race to The Top
 - c. Standardized Testing
 - d. Present Federal, State, Local Mandates
- 5) Lesson Planning
- 6) Introduction to the Watson College of Education Elementary Education Program

COURSE OBJECTIVES

- 1) Fully understand the NC Professional Teaching Standards
- 2) Understand the purposes and goals of the elementary school and of elementary school teachers.
- 3) Understand different theories and philosophies which educators use to guide their work and the consequences of those decisions on the design of elementary school programs.
- 4) Understand federal, state, and local standards, and what elementary schools must do to meet those standards.
- 5) Study the demographics of elementary schools today and identify the implications for school programs and practices.
- 6) Identify a variety of school structures that have been used to respond to the needs of diverse learners.
- 7) Demonstrate understanding of the roles and responsibilities of elementary school educators, particularly that of collaboration.
- 8) Identify the issues facing elementary school teachers today with possible solutions.
- 9) Understand elements of effective planning for elementary school teaching.
- 10) Demonstrate the ability to evaluate educational research in a manner that meets Common Student Learning Outcomes for Writing Intensive Courses at UNCW.
- 11) Understand the design of the Watson College of Ed educational program and articulate their roles and responsibilities in becoming effective elementary school teachers.

EDN/EDNL 300 ASSIGNMENTS AND GRADING

A) Standards Paper – 20 points

“Before” Draft – 10 points

Students will read the North Carolina Professional Teaching Standards 1-5, and participate in related class and online dialogues. Then, for each one of the five standards, (a) define the standard, (b) detail why this standard is important to the craft of teaching, and (c) outline what it would look like in the classroom.

“After” Draft – 10 points

Towards the end of the course students will re-evaluate their initial paper, incorporating research, experience, and instruction from the course. Additionally, students will reflect on the newly added Standard 6.



B) Case Study Analysis – 25 points

(Directions will be provided within the course and will meet Writing Intensive Course Common Student Learning Outcomes)

Component 1 (group - in class) – 5 points

Title Page, Problem, Facts, Questions, Topics

Component 2 (individual) – 10 points

Literature Review

Component 3 (group) – 10 points

Solutions/Presentation



C) Behaviorism v. Constructivism Discussion Board – 5 points

Both quantity and quality will be considered for Discussion Board posts. Your writing needs to display a scholarly articulation of your viewpoints. *The best posts combine personal perspectives with information from the texts and coursework.* You are expected to complete *at least* 1 quality post, and 4 quality responses at some point during the module (*this is a minimum*). You should also respond to peers’ questions or comments on your post. Adhere to the due dates for first and final posts indicated on the syllabus.



D) School Reflections – 10 points

Students will analyze and reflect upon their school visit. *(Further directions will be provided within the course)*

School #1 Reflection – Individual, using format provided in class – 5 points

School #2 Reflection – 5 points



E) The Essential 55 book study – 5 points

Students will complete an assignment based on selections from Ron Clark’s *The Essential 55* text.

(Further directions will be provided within the course)



F) Tests and Quizzes – 30 points

-Tests are scheduled online and will include class lectures and readings.

-Test #1 – 15 points

-Test #2 – 15 points



G) Class participation and attendance – 5 points

-Students are expected to attend every class. Absences may lower your final grade. Professional notification of absence should be documented and discussed with course instructor.

-Each *unexcused* absence will result in a 2 point deduction.

-Three unexcused absences will result in meeting with professor

-Compulsive unexcused lateness will result in point deductions.

-Multiple absences or compulsive lateness may result in instructor recommendation to withdraw from course or failure.



H) Lab Grade:

Since success in this class is intertwined with the goals of your field experience, your lab grade will be the same as your course grade, providing you attend and successfully participate in orientation and both Friday sessions (or complete the alternative hours of field experience).



Grade	Points	Grade	Points
A	94- 100%	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D	60-69
B-	80-83	F	< 60

Course Schedule

-Late course assignments that require responses from other students will not be accepted.

Major Assignments at-a-glance:

Standards Paper (Before)

Discussion Board

Diversity Assignment

Literature Review

Standards Paper (After)

Final Case Analysis

Honor Code

The will be enforced in this course. Honesty in your academic work will develop into professional integrity. The faculty and students at UNCW will not tolerate any form of academic dishonesty.

See UNCW Honor Code at: <http://uncw.edu/odos/honorcode/>

Date	Activity* Color Coding: Readings, Assignments, Tests <small>*subject to minor changes, field experiences not yet scheduled</small>
Week 1: Aug 20 – Aug 22	Introduction <u>Thursday</u>
Week 2: Aug 25 – Aug 29	Teaching Standards <u>Tuesday</u> <u>Thursday</u> Read: NC Professional Teaching Standard (NCPTS) Read: Chapter 8 - Teaching Standards
Week 3: Sep 1 - Sep 5	Teaching Standards <u>Tuesday</u> Due: Chapter 1 - What is Our Work? What Should it Be? <u>Thursday</u> Read: Chapter 9 - Issues Facing Educators Due: Standards Paper “Before”

<p>Week 4: Sep 8 – Sep 12</p>	<p><i>Behaviorism v. Constructivism</i> <u>Tuesday</u> Due: Chapter 2 - Philosophical Foundations</p> <p><u>Thursday</u> Due (in class): Case Study Analysis – Component #1 (group)</p>
<p>Week 5: Sep 15 – Sep 19</p>	<p><i>Behaviorism v. Constructivism</i> <u>Tuesday</u> Due: First Post on Discussion Board Due: Chapter 4 - Classroom Management: A Teacher's Story</p> <p><u>Thursday</u> Read <i>The Essential 55</i> by Ron Clark</p>
<p>Week 6: Sep 22 – Sep 26</p>	<p><i>Behaviorism v. Constructivism</i> <u>Tuesday</u></p> <p><u>Thursday</u> Discussion Board closes</p>
<p>Week 7: Sep 29 – Oct 3</p>	<p><i>Diversity</i> <u>Tuesday</u> Test #1 - Online</p> <p><u>Thursday</u> Due: Chapter 5 - Elements of Diversity</p>
<p>Week 8: Oct 6 – Oct 10</p>	<p><i>Diversity</i> <u>Tuesday</u></p> <p><u>Thursday</u></p>
<p>Week 9: Oct 13 – Oct 17 (Fall Break)</p>	<p><i>Diversity</i> <u>Tuesday</u> Fall Break – No class</p> <p><u>Thursday</u> Due: Chapter 3 - International Perspectives Due: Research article (self-selected on your topic)</p>

<p>Week 10: Oct 20 – Oct 24</p>	<p>Accountability <u>Tuesday</u> Due: Chapter 6 - Accountability <u>Thursday</u></p>
<p>Week 11: Oct 27 – Oct 31</p>	<p>Accountability <u>Tuesday</u> <u>Thursday</u></p>
<p>Week 12: Nov 3 – Nov 7</p>	<p>Accountability <u>Tuesday</u> <u>Thursday</u></p>
<p>Week 13: Nov 10 – Nov 14</p>	<p>Planning <u>Tuesday</u> Due: Chapter 7 - Effective Planning <u>Thursday</u> Due: Case Study Analysis – Component #2: Literature Review</p>
<p>Week 14: Nov 17 – Nov 21</p>	<p>Planning <u>Tuesday</u> <u>Thursday</u> Due: Standards Paper “After”</p>
<p>Week 15: Nov 24 – Nov 28 (Thanksgiving)</p>	<p>Planning <u>Tuesday</u> Test #2 <u>Thursday (Thanksgiving):</u> No class</p>
<p>Week 16: Dec 1 – Dec 5</p>	<p>Conclusion <u>Tuesday (Presentations):</u> <i>Finals Week – Due 12/3</i> Put Assignments 2-5 together with references and turn in final “Case Study Analysis” in APA style (group)</p>

Watson School of Education Standards of Professional Conduct

<http://www.uncw.edu/ed/advising/documents/StandardsofPC.pdf>

Cell Phones, PDAs, Laptops

****Please make sure you mute your cell phone before class**

Please silence your cell phone and do not make calls, access applications or text during class. If you have a personal, urgent matter for which you need to be on call, please let me know in advance.

Zero Tolerance Policy

UNCW practices a zero tolerance policy for violence and harassment of any kind. For emergencies contact UNCW CARE at 962-2273; Campus Police at 962-3184; or Wilmington Police at 911. For University or community resources visit: <http://www.uncw.edu/safe-relate/campusResources.htm>. Violence prevention information and resources are available at <http://www.uncw.edu/safe%2Drelate/>.

UNCW Diversity Statement

As an institution of higher learning, UNCW represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents: <http://www.uncw.edu/diversity/>. **Seahawk Respect Compact:** <http://www.uncw.edu/diversity/src.html>

Honor Code

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Special Needs

If you require accommodation for any special needs on a regular basis or on a one-time basis please notify me before class. Students with Disabilities information and resources available at <http://www.uncw.edu/stuaff/disability/>

The University Learning Center

DePaolo Hall 1056 & 1003, first floor, 910.962.7857

<http://www.uncw.edu/ulc>

The University Learning Center's (ULC) mission is to help students become successful, independent learners. Tutoring at the ULC is NOT remediation: the ULC offers a different type of learning opportunity for those students who want to increase the quality of their education. ULC services are free to all UNCW students and include the following:

-- Writing Services <http://www.uncw.edu/ulc/writing/index.html>

 University of North Carolina Wilmington



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