

ELEMENTARY EDUCATION (EE)

EE 281 | INTRODUCTION TO EDUCATIONAL PRACTICE | 4 quarter hours (Undergraduate)

This is the first in a sequence of theory and practice courses that serves to familiarize teaching candidates with the world of elementary. Through observation and participation in schools, self-reflection, independently created assignments, cooperative learning assignments and classroom discussion, candidates will acquire familiarity with schools and classrooms including: social/cultural context, classroom climate, classroom management, curricular coherence, standards-based instruction, and teacher professional beliefs and practices. Written critical reflections and papers serve as initial foundation for the development of teaching philosophies. Required field experiences are integrated into this course.

EE 317 | PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL | 4 quarter hours (Undergraduate)

The course is designed to promote an understanding of the contribution that Physical Education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching whole classes of children in local schools.

EE 281 and an Education major or minor are prerequisites for this class.

EE 324 | READING/LANGUAGE ARTS IN THE EARLY YEARS | 4 quarter hours (Undergraduate)

This course focuses on the curriculum content and sequence, instructional and assessment strategies as well as considerations integral to the creation of authentic, effective emergent literacy environments and engagements for kindergarten through third grade. Theory and practice principles are woven into course assignments and required field experiences designed to observe, teach, and reflect upon instructional decisions made for individual as well as groups of children. Prevailing curricular and instructional models (e.g., code-based, meaning-oriented, balanced) and their histories are compared and contrasted. The influences of development, home language(s) and dialect(s) (especially those of U.S. metropolitan areas), and educational settings are studied and applied to candidate instructional planning and teaching. Case studies and lesson planning facilitate the application of course content. **(EE 281 or ECE 290) and an Education major or minor are prerequisites for this class.**

EE 326 | READING/LANGUAGE ARTS IN THE INTERMEDIATE GRADES | 4 quarter hours (Undergraduate)

This course extends Emerging Reading and Language Arts to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate grades. Emphasis is placed on the complex nature of literacy addressing issues such as content-area literacies, learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Application of course material is facilitated through the design, teaching, and reflection on literacy lesson(s) for intermediate learners in required field experiences.

EE 281, EE 324, and an Education major or minor are prerequisites for this class.

EE 330 | URBAN EDUCATION RESIDENCY | 4 quarter hours (Undergraduate)

The Urban Education Residency is designed to enhance students' knowledge and experiences working in urban school settings. Working along professional urban educators, preservice elementary candidates will gain first-hand experience in best pedagogical practices that make teaching and learning culturally relevant in diverse urban elementary classrooms and support students' academic success. Students will build a repertoire of strategies that will enable them to become reflective and effective urban professional educators.

An education major or minor is a prerequisite for this class.

EE 333 | TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS | 4 quarter hours (Undergraduate)

This course is an introduction to materials, processes for developing, and strategies for mathematical literacy in grades 1-6. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or spatial perception; the use of technology, and ways to assess student progress. Daytime clinical hours are required. Note: MAT 111 may be taken as a prerequisite OR it may be taken concurrently with EE 333.

MAT 110, EE 281, and an Education major or minor are prerequisites for this class.

EE 334 | ELEMENTARY SCIENCE INQUIRY TEACHING STRATEGIES | 4 quarter hours (Undergraduate)

This course is an introduction to instructional strategies for helping students in grades 1-6 become science literate: i.e., to understand the nature of science and its impact on the world. Particular attention will be given to theoretical views about how children learn science and develop scientific process skills, e.g., skills in observing, classifying, collecting and interpreting data and questioning strategies, and ways to assess student progress. Daytime clinical hours are required.

EE 281 and an Education major or minor are prerequisites for this class.

EE 344 | ART AND MUSIC IN THE ELEMENTARY SCHOOL | 4 quarter hours (Undergraduate)

This course focuses on the arts (visual art, music, drama and dance) as an integral component of teaching and learning in the elementary school curriculum. Students will explore a variety of art forms and disciplines to develop a critical aesthetic and artistic vocabulary. Students learn to help children utilize artistic media in the exploration and expression of thoughts and feelings. Emphasis is placed on design, construction, and implementation, and assessment of authentic conceptual classroom arts activities that integrate the arts with other classroom curricula. Daytime clinical hours (10) are required during this course.

EE 281 and an Education major or minor are prerequisites for this class.

EE 347 | CHILDREN'S LITERATURE | 4 quarter hours (Undergraduate)

This course familiarizes students with quality children's literature for infancy through young adulthood. Students will select, discuss, critique, and share books appropriate for this age span, focusing primarily on ages 1-6 years. The influences of child development, culture, technology, and education stakeholders (i.e., parents, students, teachers, administrators, and their community) on literature selection are emphasized. Students will develop skills in evaluating books, responding to books, and using literature across the curriculum.

EE 355 | METHODS: CONTEMPORARY TEACHING OF SOCIAL STUDIES | 4 quarter hours (Undergraduate)

This course is an introduction to an integrated view of social studies for engaged citizenship. Through the study of strategies such as concept formation, historical inquiry, and role-play, and materials, such as primary sources, teacher candidates will apply principles of curricular integration to create curriculum/units that engage elementary learners in the exploration of issues, ideas, and perspectives that impact our world.

Daytime clinical hours are required.

EE 281 and an Education major or minor are prerequisites for this class.

EE 356 | ASSESSMENT IN THE ELEMENTARY CLASSROOMS | 4 quarter hours (Undergraduate)

This course focuses on study, use, and evaluation of assessment practices in diverse, elementary school contexts. Assessment is addressed as part of instructional systems, attending to issues including: the appropriate use of standardized measures, formal and informal classroom assessment, portfolio development, as well as reporting to all stakeholders. This course also emphasizes ways of involving students and parents in assessment processes, how to observe and assess children individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system.

EE 281, SCU 337, and (EE 324, EE 333, EE 334, or EE 355) and an Education major or minor are prerequisites for this class.

EE 384 | CAPSTONE IN ELEMENTARY EDUCATION | 4 quarter hours (Undergraduate)

The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective elementary educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to engage in critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to elementary education. The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies Program. COREQUISITE(S): EE 385.

EE 385 | ELEMENTARY STUDENT TEACHING | 10 quarter hours (Undergraduate)

Five school days a week supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Application and approval required. Open only to DePaul students.(10 credit hours)

EE 387 | CAPSTONE SEMINAR IN ELEMENTARY EDUCATION | 2 quarter hours (Undergraduate)

The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective elementary educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to engage in critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to elementary education. The course is grounded in the College of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies Program. COREQUISITE(S): EE 385.

EE 399 | INDEPENDENT STUDY IN ELEMENTARY EDUCATION | 1-4 quarter hours (Undergraduate)

Permission of program chair required. (1 credit hour)