GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Division of Elementary, Literacy and Secondary Education
EDUC 300-001: Introduction to Teaching
3 Credits, Fall 2015
Tuesday 7:20-10:00 p.m. Robinson Hall A 101

PROFESSOR:
Name: Susan V. Groundwater
Office Hours: By appointment only
E-mail: sgroundw@masonlive.gmu.edu

EMERGENCY PROCEDURES
You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on http://www.gmu.edu/service/cert

COURSE DESCRIPTION:
A. Prerequisites
None
B. University Catalog Course Description
Introduction to educational issues; not applicable in graduate-level teacher education programs. Examines roles of teacher, nature of American schools, and potential contributions of students. Requires school-based field experience during course.
C. Expanded Course Description
Not applicable

LEARNER OBJECTIVES
This course is designed to enable students to:

• Describe the nature of U.S schools and today’s diverse students and the issues they face through education-based observations and reflections;
• Research and present a current issue(s) and/or trend(s) in teaching and learning that embrace global and local contexts;
• Identify effective and skillful teaching through examination of research;
• State a philosophy of teaching drawing from the philosophical foundations of education, personal experiences and deep reflection;
• Describe the formation and governmental influences of U.S. schools through a panel of guest speakers and course readings; and
• Discuss professionalism and reflect on their personal potential to contribute to the field of education by expanding perspectives beyond the local context.

REQUIRED TEXTS

***Please note that other selected readings will be posted on Blackboard (BB) ***

RECOMMENDED READINGS


WEB SOURCES

- **Common Core**: http://www.corestandards.org/
- **Ed Change**: http://www.edchange.org/index.html
- **George Mason University Library Education InfoGuide**:
• http://infoguides.gmu.edu/cat.php?cid=2136
• Multicultural Education & Culturally Responsive Teaching:
  http://www.ithaca.edu/wise/multicultural/
• Office of Special Education (U.S. Department of Education):
  http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr
• Paulo Freire Project: http://www.freireproject.org/
• Purdue Online Writing Lab APA: http://owl.english.purdue.edu/owl/resource/560/01/
• Rethinking Our Schools: http://www.rethinkingschools.org/index.shtml
• Teaching Tolerance: http://www.tolerance.org/
• Zinn Education Project: https://zinnedproject.org/
• Virginia Department of Education: http://www.doe.virginia.gov/
• SOL Studying: www.solpass.org
• National Education Statistics Center: https://nces.ed.gov
• PISA: http://www.oecd.org/pisa/
• TIMMS/PIRLS: http://timssandpirls.bc.edu/

EDUCATION NEWS SOURCES
• The Washington Post: http://www.washingtonpost.com/local/education/
• Edweek: http://www.edweek.org/ew/index.html
• National Public Radio: http://www.npr.org/sections/education/
• BBC: http://www.theguardian.com/education/education+world/world
• Education International: http://www.ei-ie.org/

COURSE ASSIGNMENTS
Note: Assignments must be submitted to Blackboard by 11:59pm on the due date or no credit will be given.

A. CLASS PARTICIPATION - 20 Points
Students are expected to attend all classes, arrive on time, and stay until the end of class.
Participation is expected and an essential part of class. Your participation will be broken into two parts:
• Class participation - this is how you engage in the class activities and discussions.
• Exit slips will be collected at the end of class.

B. CURRENT EDUCATION ISSUE PRESENTATION - 20 Points
Because teaching is a social, performance-based activity, you are required to research and present a current education issue (topics listed below). This will help you to begin to develop a classroom presence and enrich our class meetings with your research and knowledge of a new topic. In groups
of two or three, you will lead the class for 30 minutes. This presentation is not a lecture, but an interactive presentation. You and your partner(s) will prepare a one-page handout including a reference list (minimum of five sources, APA style) to be handed out in class.

Topics: Due Date:
No Child Left Behind 9/22
Charter schools 10/6
Vouchers/school choice 10/6
Inclusive Classrooms 10/20
Bullying 10/20
Common Core 11/3
Race to the Top 11/3
PISA (International) 11/10 (Program for International Student Assessment)
TIMMS (International) 11/10 (Trends in International Mathematics and Science Study)
Teacher Accountability 12/1

C. LESSON PLAN - 10 Points
Lesson plans are essential to the teaching and learning process, and planning your lessons will become a critical component in how you design, facilitate, and access the learning material. During this course, you will gain exposure in learning about the components of a lesson plan. The work you do for your lesson plan will be done in class and through various small group activities with your peers and instructor. The template that we will use for this activity can be found on BB. Your lesson plan is due November 24th.

D. SCHOOL-BASED EXPERIENCE – 25 Points
Students will be required to attend a total of fifteen hours of field service at an accredited school in the area. In addition, two of the fifteen hours are to be spent attending a faculty meeting, curriculum meeting, or extra-curricular activity. The purpose of the school-based experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools.

Register online TODAY (there will be time to do this in class). The Field Placement Specialist, Comfort Uanserume, can answer any questions or concerns you may have about your field placement (cuanseru@gmu.edu).
All students MUST fill out this form on the first day of class https://cehd.gmu.edu/endorse/ferf. Make sure you have your field supervisors sign the Field Experience Documentation Form (on Blackboard) and turn in a form for each teacher you observe, along with your field experience poster.

School Based Experience Assessment (Poster)
Your assessment for this experience will be to create a poster. For this visual, you must address the following points/questions as you talk about your experience. The rubric is posted on Bb. You will present your poster in class on: Group 1: November 17th; Group 2: December 8th.
Some guiding questions during the observation may be…

- What strategies did you see the teacher use? How did the students respond?
- Did the strategies embrace a context that extends the local context? Why/why not?
- Were there elements of multicultural education, social justice education, culturally responsive pedagogy, intercultural development or other pedagogies? If so, what was implemented?
- What did you enjoy about the lesson? Why?
- What did you wish you saw? Why?
- What did you learn from this observation?
- How will you use what you learned in your future practice as a teacher?
- What did you see and hear students do and say?
- In what ways did the teacher interact with students?
- How is the fieldwork shaping your understanding of the profession?
- Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings.

E. PHILOSOPHY OF TEACHING PAPERS AND PRESENTATION OF GRAPHIC REPRESENTATION – 25 Points
September 15th - 10 points
December 15th - 15 points

In 4-5 pages, describe your personal beliefs about teaching. We will do this at the beginning of the semester as well as at the end of the semester. This assignment will be due in two formats: Paper form and presentation of your philosophy in graphic form (e.g. item, concept map, wordle, etc.). All questions stated below should be addressed in your paper:

- Why teach?
- What teaching philosophies and/or methods resonate with me?
- How do I view students as learners?
- How do I plan to create an inclusive and supportive learning environment for all learners?
- How I am expanding my social consciousness to embrace an intercultural approach to teaching?
- What concerns/questions do I have about teaching?

Philosophy of Teaching II - must make specific connections to the course readings and discussions.

Graphic Representation
Create a graphic or artistic interpretation of your philosophy. Use your creativity to help your peers understand your teaching philosophy through a visual form.

Please note, you are not allowed to hand in the SAME document twice!

This course will be graded on a point system, with a total of 100 points. Additionally, rubrics are assigned for each assignment. All rubrics are posted are posted on Bb.
ASSIGNMENT | DUE DATE | POINTS
---|---|---
Class Participation/Exit Slips | Each class | 20 points
Current Education Presentation | Assigned due dates | 20 points
Philosophy of Teaching Statement and Graphic 1 | 9/15 | 10 points
Lesson Plan | 11/24 | 10 points
School-based Experience | Group 1: 11/17; Group 2: 12/8 | 25 points
Philosophy of Teaching Statement and Graphic 2 | 12/15 | 15 points
TOTAL | | **100 points**

A+ = 99 – 100
A  = 93 – 96
A- = 90 – 92
D  = 60 – 69
F  = 0 – 59

B+ = 88 – 89
B  = 83 – 87
B- = 80 – 82
C  = 73 – 77
C- = 70 – 72

ACADEMIC INTEGRITY

All students are held to the standards of the George Mason University Honor Code; please see the University Catalog for a full description of the code and the honor committee process or visit oai.gmu.edu. The principle of academic integrity is taken very seriously and violations are submitted to the Office of Academic Integrity.

Plagiarism means using the words, opinions, concepts and/or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. *This also means that papers you wrote in other classes cannot be used in this class.* If you have any doubts about what constitutes plagiarism, please see either of your instructors.

This class will use APA format. A great resource in understanding APA can be found at owl.english.purdue.edu. If you don’t know much about APA, it is your responsibility to utilized free writing center visits at Mason’s Writing Center (www.writingcenter.gmu.edu) or contact us immediately.

What does academic integrity mean in this course?

- All work shall been done individually unless otherwise stated by the instructor.
- Don’t steal or plagiarize anyone’s ideas, concepts, words and/or work. Be sure to paraphrase and cite your sources correctly using the APA writing style. Failure to do so will result in an Honor Code violation.
- Don’t lie to the instructor.
- Don’t cheat inside or outside the class.
- If you have any hesitation, doubt or don’t understand, always ask the instruction for guidance and clarification. **DO NOT ASSSUME.**
GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code (See http://oai.gmu.edu/the-mason-honor-code/).

b. Students must follow the university policy for Responsible Use of Computing (See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance (See http://caps.gmu.edu/).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See http://ods.gmu.edu/).

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See http://writingcenter.gmu.edu/).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website http://gse.gmu.edu/
# Proposed Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>September 1st</td>
<td>Introduction</td>
<td>None</td>
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<td>- Course overview</td>
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<td>- Field Experience</td>
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<td>- Course Expectations</td>
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<td>- Syllabus</td>
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<td>September 8th</td>
<td>Why Teach? The Teacher</td>
<td>Read: <em>Educational Foundations</em> page 1-28</td>
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<td>- Purpose of education and historical</td>
<td><em>Letters</em> Chapter 10</td>
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<td>- Education vs. School</td>
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<td>- Teaching vs. Learning</td>
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<td>- Student vs. Teacher</td>
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<td>September 15th</td>
<td>The Story of American Public Schools</td>
<td>Read: <em>Educational Foundations</em> page 131-158</td>
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<td>- Purpose of Education; has it evolved?</td>
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<td>- Who is Horace Mann?</td>
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<td>- Hierarchy of Public School System</td>
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<td>September 22nd</td>
<td>What is School?</td>
<td>Read: <em>Those Who Can Teach</em> Chapter 2 on BB</td>
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<td>- Is school equitable and accessible for</td>
<td><em>Letters</em> Chapter 4</td>
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<td>all learners?</td>
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<td>- What was your education like?</td>
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<td>- School diversity</td>
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<td>- Successful vs. Unsuccessful schools</td>
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<td>- Research databases</td>
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<td>September 29th</td>
<td>Teaching Philosophies</td>
<td>Read: <em>Letters</em> Chapter 9</td>
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<td>- Teaching Philosophies for all learners</td>
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<td>- Philosophies in theory; philosophies in</td>
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<td>- Educational Philosopher Activity</td>
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<td>October 6th</td>
<td>Who are our students?</td>
<td>Read: <em>Educational Foundations</em> page 8</td>
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<td>Date</td>
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<td>October 13th</td>
<td>NO CLASS</td>
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<td>October 20th</td>
<td>Today’s Students: Seek Multiple Perspectives From Within</td>
<td>Read: <em>Educational Foundations</em> page 61-98</td>
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<td>- Understanding our privileges</td>
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<td>- How does this influence your teaching?</td>
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<td>- What does this mean for your students?</td>
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<td>- Case Studies</td>
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<td>October 27th</td>
<td><em>Hard Times at Douglas High</em></td>
<td>Read: <em>Those Who Can Teach</em> Chapter 4 on BB</td>
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<td>- Movie and discussion/students in inner city schools</td>
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<td>November 3rd</td>
<td>Role of Teachers; What makes them effective, skillful?</td>
<td>Read: <em>Educational Foundations</em> page 101-132</td>
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<td>- What do teachers do to motivate you to learn?</td>
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<td>- What does it take to be a great teacher?</td>
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<td>- Content, Instruction, Relationships, Professionalism</td>
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<td>- Responsibility of teachers</td>
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<td>November 10th</td>
<td><strong>Curriculum</strong></td>
<td>Read: <em>Those Who Can Teach</em> Chapter 5 on BB (focus on curriculum) <em>Letters</em> Chapter 2</td>
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<td>- Standards of Learning</td>
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<td>- Program of Studies-FCPS</td>
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<td><a href="http://www.fcps.edu/is/pos/es.shtml">www.fcps.edu/is/pos/es.shtml</a></td>
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<td>- Multicultural/Intercultural/Core Curriculum</td>
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<td>- Tracking</td>
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<td>- Influences on the curriculum</td>
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<td>November 17th</td>
<td>Learning Outcomes and Assessment</td>
<td>Read: <em>Educational Foundations</em> pages 159-185</td>
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<td>- What do teachers do to motivate you to learn?</td>
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<td>- Content, Instruction, Relationships</td>
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<td>Date</td>
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<tr>
<td>November 24th</td>
<td>Lesson Planning Workshop</td>
<td>Lesson Plan Due by 11:59 PM Bring a student textbook to class GMU Library has FCPS textbooks.</td>
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<td>- In class workshop</td>
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<td>December 1st</td>
<td>Teacher Accountability and Responsibility</td>
<td>Read: <em>Educational Foundations</em> pages 187-202 <em>Letters</em> Chapter 12</td>
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<td>- Guest Speakers</td>
<td>Current Education Issue Presentation Teacher Accountability</td>
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<tr>
<td>December 8th</td>
<td>Classroom Management</td>
<td>Read: <em>The Key to Classroom Management</em> on BB <em>Letters</em> Chapter 12</td>
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<td>- Designing Classrooms</td>
<td>School-based Experience Poster Group 2</td>
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<td>- Making your own management plan</td>
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<td>- Teacher’s role and labeling behavior</td>
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<td>- Discipline vs. criminal actions</td>
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<td>- Engaging Parents</td>
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<td>December 15th</td>
<td>Final</td>
<td>Philosophy of Teaching Statement 2 by 11:59 Please turn in via Blackboard Remember to refer to the rubric.</td>
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<td>- Refer to Rubric</td>
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