

George Mason University
College of Education and Human Development
Division of Elementary, Literacy, and Secondary Education
EDUC 200-005: Introduction to Education: Teaching, Learning, and Schools
3 credits, Fall 2019

Thursdays, 4:30-7:10 p.m., Peterson Hall room 1109 (Fairfax Campus)

Instructors: Debra Reeder and Jenna Reeder
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Prerequisites/Corequisites: None

University Catalog Course Description: Introduces educational issues related to learning, schooling and teaching. Examines roles of teachers and nature of American schools and learners. Requires 15 hours of school-based field experience.

Course Overview: This course is designed to introduce students to the foundations of our system of American public education. Students will reflect critically upon and critique their own educational experiences and articulate their own beliefs and values about teaching, learning, and schooling. Students will also examine current and historical roles, expectations, stereotypes, and characterizations that define teaching as a profession.

Course Delivery Model: This course is designed as a full face-to-face course. A variety of instructional methods are used to cover the subject matter. These methods include large and small group discussions, collaborative team learning, individual and group reflection, and online discussions and activities.

Learner Outcomes: This course fulfills the Mason Core Social and Behavioral Sciences requirement and is designed to enable students to do the following:

1. Explain how individuals, groups, and institutions are impacted by the educational system.
2. Demonstrate awareness of changes in social and cultural constructs related to teaching and learning.
3. Describe U.S. schools and some of the issues, challenges, and rewards of teaching and learning, and the roles that teachers play within them.
4. Identify the qualities and dispositions of effective teachers.
5. Use appropriate methods and resources to apply social and behavioral science concepts, principles, terminology, and theories to analyze from multiple perspectives the role of the teacher, goals of education and schools, and teacher effectiveness.
6. Discuss and critically reflect on the role of student ideas and learning needs in relationship to standards and curricula.
7. Reflect on professionalism, intellectualism, personal and professional growth, and potential to make meaningful contributions to the field of education.

Professional Standards: Upon completion of this course, students will have been introduced to the INTASC professional standards (<http://www.doe.in.gov/sites/default/files/licensing/intasc.pdf>).

Required Texts: There is no assigned textbook for this class. Readings and videos will be assigned throughout the semester. All readings and videos can be accessed through Blackboard (Blackboard → Read, Watch, Explore → Week [X] Resources). Please consult the course outline for due dates.

Course Performance Evaluation: Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy). See Assignments on pages 4-5 for further details about assignments, due dates, and grading scale.

Course Expectations:

1. Class begins promptly at 4:30 p.m. Consistent, on-time attendance is expected, as a portion of your grade is based on participation. Missing multiple classes will result in significant point deductions on the final grade. Arriving late to class will also result in participation point deduction.
2. You are expected to be familiar with the course's Blackboard site and its functionality. A brief overview of the class's site organization will be provided during the first night of class.
3. Students are expected to submit all assignments on time. All written assignments must be posted on Blackboard by 3:30 p.m. on the date that it is due. Written assignments will not be accepted for full credit at any other time. Written assignments will also not be accepted in hard copy unless otherwise noted. If absent, written assignments are still due on Blackboard by 3:30 p.m. on the due date. Points will be deducted for each day an assignment is late.
4. Correct spelling, grammar, and format are essential to the success of your written assignments. Pay careful attention to proofreading, as it will be part of the grade on all written assignments.

Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times. For further information, see <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule: Please see attached course outline (pages 6-7) for course schedule. Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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. See <http://cehd.gmu.edu/values/> for more information.

George Mason University Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see

<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound-emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <http://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.
- For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Grading Scale

Letter Grade	Percentage	Points
A	90-100%	450-500
B	80-89%	400-449
C	70-79%	350-399
D	65-69%	325-349
F	Less than 65%	324 or less

Assignments for EDUC 200: Introduction to Education, Fall 2019

Assignment	Due Date	Point Value
<p>Reflections on Your Student Experience</p> <p>Reflect on your own experiences as a student. Consider who you were and what you needed from your teachers and classes in order to be successful. What behaviors, strategies, and structures supported your success? What was less helpful? Use the graphic organizer to capture your thinking, then determine the best format to present your reflections. You may choose any format except Power Point. Note: This should be based entirely on your own experiences and not research. Click here to view the assignment rubric.</p>	9/12/19	30
<p>Teacher Interview Question Bank</p> <p>As part of your field experience project, you will interview the teacher that you are observing. Develop a bank of a minimum of 15 questions that you will draw from to conduct this interview. Questions must reflect your understanding of the elements of effective higher-order thinking questions. The following five categories must be represented: classroom management; teaching 21st century & higher-order thinking skills; supporting all learners; planning for student engagement; and checking for understanding. Click here to view the assignment rubric.</p>	10/10/19	40
<p>Education in the News Research Hyperdoc</p> <p>Teachers need to be aware of the current issues in education in order to best serve their students and school communities. You will use the Educational Research hyperdoc to guide you in researching <i>one</i> relevant education topic to activate your prior knowledge about the topic, gather information using scholarly research practices, and develop a substantiated opinion about the issue based on your research. Click here to view the assignment rubric.</p>	10/31/19	50
<p>Education in the News Group Synthesis</p> <p>You will work in class with a team who researched the same topic to create a product that synthesizes the team's research in a visual manner. Note: If you are absent on the night this assignment is due, you will be required to write and submit a research paper on the topic (in addition to the hyperdoc) in lieu of the in-class work. Click here to view</p>	10/31/19	25

<i>assignment rubric.</i>		
<p>Field Experience Project</p> <p>See separate assignment sheet for specific details. All students are required to view the online presentation designed to review all of the field experience guidelines. You can access the field experience video at: https://cehd.gmu.edu/epo/field-experience Click here to view the assignment rubric. Note: Field experience documentation form must be submitted with project. Any project submitted without a completed field experience documentation form will receive a zero.</p>	11/14/19	125
<p>Final Project: Truths of Teaching Showcase</p> <p>Based on the learning you have gained this semester in class and during your field experience, prepare a 15-20 minute group presentation that answers the question: <i>What are 5 truths that all teachers must consider and apply to ensure optimal student learning?</i> The presentation must include specific structures to deliver information and engage the audience. Click here to view the assignment rubric.</p>	12/12/19	100
<p>Participation (5 points/class)</p> <p>Students will attend every class, participate in all discussions and activities, and complete readings and viewings which will be discussed in class. Robust participation is required in order to receive full participation credit. Students will receive no participation credit for classes they do not attend.</p>	--	70
<p>Exit Ticket (5 points/class)</p> <p>Students will complete an exit ticket that is related to the topic of that night's class. The response should connect the assigned readings, videos, and class discussion as well as utilize reflective strategies and critical thinking. Exit tickets will be completed on Blackboard on the discussion board (the last two will be completed in class). Students who do not attend the class can still complete the exit ticket for that week but will not receive full credit, as they cannot make connections to the class discussion. Click here to view the exit ticket rubric.</p>	Every Sunday by 11:59 p.m.	60
Total Points Possible		500

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Course Outline

Note: Weekly assignments (Read, Watch, Explore) can be found on My Mason:

My Mason → Read, Watch, Explore → Week [Number and Topic]

Week/Date	Class Topic	What's Due?	Exit Ticket Due by 11:59 PM on
Week 1 August 29	Course overview What is an effective teacher?	--	--
Week 2 September 5	Collaborating with colleagues	Week 2 Read, Watch, Explore Resources	Sunday, 9/8
Week 3 September 12	Classroom management	Reflections on Your Student Experience Week 3 Read, Watch, Explore Resources	Sunday, 9/15
Week 4 September 19	Standards & How to Unpack Them	Week 4 Read, Watch, Explore Resources	Sunday, 9/22
Week 5 September 26	Higher-ordering thinking & questioning	Week 5 Read, Watch, Explore Resources	Sunday, 9/29
Week 6 October 3	Teaching 21st century skills	Week 6 Read, Watch, Explore Resources	Sunday, 10/6
Week 7 October 10	Supporting all learners	Teacher Interview Question Bank Week 7 Read, Watch, Explore Resources	Sunday, 10/13
Week 8 October 17	Assessment and checking for understanding	Week 8 Read, Watch, Explore Resources	Sunday, 10/20

Week/Date	Class Topic	What's Due?	Exit Ticket Due by 11:59 PM on
Week 9 October 24	[ONLINE] Education in the news	--	--
Week 10 October 31	Current issues in education	Education in the News Hyperdoc Week 10 Read, Watch, Explore Resources	Sunday, 11/3
Week 11 November 7	Engaging students in learning	Week 11 Read, Watch, Explore Resources	Sunday, 11/10
Week 12 November 14	Strategies for successful presentations	Field experience project	Sunday, 11/17
Week 13 November 21	Reflecting on learning Sample final project	--	Sunday, 11/24
Week 14 November 28	Happy Thanksgiving!		
Week 15 December 5	Group work time Individual check-in with instructors	--	--
Week 16 December 12	Final project showcase	Final project	Complete in class