GEORGE MASON UNIVERSITY
INTRODUCTION TO TEACHING
EDUC 300-001
Fall 2004

Instructor: Dr. James E. Laws, Jr.
Class Days & Time: Monday 7:20-10:00
Class Location: Thompson 114
Contact Information & Campus Hours:
I do not have an office on campus. You may leave messages at my home number at 202-882-3911 or e-mail me at james.laws2@comcast.net
My mailbox can be found in Robinson A326.

COURSE DESCRIPTION
Education 300 introduces students to the teaching profession through an examination of the roles of a teacher, the nature of American Schools, with an emphasis on grades K-12: their teachers, organization, curriculum, students, future trends and contemporary issues. Field experience is required. Activities done during field experience are the major part of this experiential course. It is imperative that the student spends as much time in the school setting as their schedule and the schedule of the school will allow in order to benefit completely from this course.

STUDENT OUTCOMES
As a result of the field experience and the classroom activities, this course will help the student to:

Groups and Institutions
1. Describe professional aspects of teaching (concerning issues such as the teaching career, employment opportunities and professional organizations).
2. Identify aspects about control, management, organization and support of education.
3. Describe the historical and philosophical foundations of American education.
4. Identify contemporary issues in education that will affect teachers and schools.

Students and Learning
1. Describe the instructional implications of student characteristics.
2. Discuss the multicultural dimensions of the teaching environment.

Teachers and Planning
1. Describe the organization and development of the curriculum.
2. Describe how school programs and practices effect teaching decisions.

Clinical Application and Practice
1. Describe how classroom teachers address the issues of curriculum and instruction.
2. Assess their strengths and interests in relation to a career in teaching.
3. Describe how schools are governed and managed including how they are funded.
4. Identify and describe a personal educational philosophy.

TEXTBOOKS:
Two basic textbooks are required, Those Who Can, Teach, Tenth Edition by Kevin Ryan and James Cooper and Building Classroom Discipline, Seventh Edition, by C.M. Charles. They both can be purchased at the GMU bookstore.

COURSE REQUIREMENTS:
The course is experiential in nature and requires maximum participation during class sessions and in the field experience component. Students must document their growth and performance for assessment and write a reflection for all assignments while doing their field experience. This will
include assignments from the texts, lectures, and class interaction, as well as field experience activities.

**COMMITMENT AND ATTENDANCE:**
Most of what you learn in class cannot be tested but is essential to your understanding of the field of education; therefore, **attendance in class is not optional**. If you must leave class early because of an appointment that could not be changed please **notify me in advance**. Attendance is taken in various ways and usually not obvious to the class. It could be taken with the work turned in, during group activities, or prior to the end of class. When you are absent it is your responsibility to find out what you missed and to have your assignments turned in on time even if you are not attending class. If you cannot put your assignment in my mailbox prior to the beginning of class then you must email your assignment to me in order to get the full points. **Class begins sharply at 7:20.** I expect you to be on time. I will give all I can to help you learn about the teaching field. You can expect the class to be challenging, interesting and well taught by an effective, ethical and caring educator who knows first hand what teaching is all about. Extra credit to make up missed assignments or to raise a grade is not an option. Please concentrate your time and effort on your assignments and the exam.

**CALENDAR, ASSIGNMENTS AND EVALUATION CRITERIA:**
See attached

**EXAMS** – The final exam is a take-home exam, and I expect you to give thought and time to the answers. The following honor code must be followed.

**HONOR CODE** – To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at [www.gmu.edu](http://www.gmu.edu)
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<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction/Orientation&lt;br&gt;Begin reading Ryan/Cooper text - Chapter 1&lt;br&gt;Purpose of Schools&lt;br&gt;History of Public Education in America&lt;br&gt;First draft of philosophy of education is due at the next class.</td>
<td>8/30/04</td>
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<td>2</td>
<td>Read Ryan/Cooper text - Chapter 2&lt;br&gt;Charles, Senter, and Barr – Chapters 1 and 2&lt;br&gt;Analysis of the types of students attending public schools. <strong>First Draft of Philosophy of Education due.</strong>&lt;br&gt;News article and critique due at the next class.</td>
<td>9/13/04</td>
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<td>3</td>
<td>Ryan/ Cooper – Chapter 3&lt;br&gt;Charles, Senter, and Barr – Chapter 3&lt;br&gt;Social Problems and Tension Points that Affect Today’s Students. <strong>Article critique due.</strong>&lt;br&gt;Students are to critique 1 newspaper or magazine article that addresses the influence social issues have on teaching and learning.</td>
<td>9/20/04</td>
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<td>4</td>
<td>Ryan/ Cooper – Chapter 4&lt;br&gt;Charles, Senter, and Barr – Chapters 4 and 5&lt;br&gt;Curriculum Development&lt;br&gt;Students are to bring a copy of your school’s curriculum to class, and be prepared to discuss it.&lt;br&gt;First reflective paper is due at the next class.&lt;br&gt;Paper topic: Curriculum and Instruction</td>
<td>9/27/04</td>
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<td>5</td>
<td>Ryan/ Cooper – Chapter 5&lt;br&gt;Charles, Senter, and Barr – Chapters 6 and 7&lt;br&gt;Effective Teachers&lt;br&gt;<strong>Reflective Paper on Curriculum and Instruction Due</strong></td>
<td>10/04/04</td>
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<td>6</td>
<td>Ryan/ Cooper – Chapter 6&lt;br&gt;Charles, Senter, and Barr – Chapters 8 and 9&lt;br&gt;Technology in the Class Room</td>
<td>10/11/04</td>
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7 Ryan/ Cooper – Chapter 7
Charles, Senter, and Barr – Chapter 10
Schools and Teachers
Group assignments and project instructions provided

8 Ryan/ Cooper – Chapter 8
Charles, Senter, and Barr – Chapter 11
Philosophy of Education
Personal Philosophy of Education is due next week.

9 Ryan/ Cooper – Chapter 9
Charles, Senter, and Barr – Chapter 12 and 13
History of Education in America
**Philosophy of Education Due**
Instructions for reflective paper on discipline distributed

10 Ryan/Cooper – Chapters 10 and 11
School Governance

11 Ryan/ Cooper Chapters 12 and 13
**Reflective Paper on Discipline Due**

12 Ryan/ Cooper Chapters 14 and 15
Take Home Exam Distributed

13 **Group Presentations**
**Take Home Exam Due**

14 **Group Presentations**

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### Scoring and Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Total Possible Points</th>
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<tbody>
<tr>
<td>Article Critique</td>
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<tr>
<td>Paper #1 Curriculum and Instruction</td>
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<td>15</td>
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<tr>
<td>Case Study Analysis</td>
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<td>Paper #2 Discipline</td>
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<tr>
<td>Personal Philosophy of Education</td>
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<tr>
<td>Group Project</td>
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<td>Final Exam</td>
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<td><strong>Total Possible Points for Final Grade</strong></td>
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<td><strong>100</strong></td>
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100 – 92 = A
91 – 83 = B
82 – 74 = C
73 – 65 = D
64 or less = F