GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDUC 300 002
INTRODUCTION TO TEACHING
Fall 2005
WEDNESDAY
4:30 - 7:10
Physical Education 217

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Office Hours: By appointment

Course Description
This course introduces the teaching profession by examining the roles of a teacher, the nature of American schools, and students' potential contributions. School-based field experiences are required during course. The course will provide a structure for students to examine the teaching profession. This structure involves students in developing a view of teaching and education, reviewing the foundation of teaching effectiveness, and analyzing the issues for educational stakeholders.

Nature of Course Delivery
The course delivery will consist of instructor lecture, large, group, small group, and two and three student team activities and discussion. In addition, each student will be required to observe a classroom lesson taught in a school setting. The length of the observation will be approximately one class session. Students are required to make arrangements with a school setting for the observation.

Student Outcomes:
The course is designed to enable students to:
- develop their view of teaching
- develop their view of education
- describe the skills of effective teaching
- describe their teaching skills
- analyze issues for educational stakeholders including administrators, teachers, students, parents, and community.

Course Requirements
Students will complete the following requirements. (Guidance will be provided):

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>An introductory review of their teaching skills</td>
<td>5</td>
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<tr>
<td>A framework for a view of teaching</td>
<td>10</td>
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<tr>
<td>A framework for a view of education</td>
<td>10</td>
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o An analysis of curriculum
o An analysis of planning a lesson
o An analysis of educational issues
o A review of their teachings skills
o A comprehensive final examination

Total: 100

Grade: A= 93 - 100; A- = 90 - 92; B+ = 87 - 89; B= 80 - 86; B- = 76-79; C = 70 - 75.

Required Texts


College of Education and Human Development Statement of Expectations

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalogue/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy of Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
Course Calendar

August 31  Introductory Session

**Project:** An introductory review of your teaching skills  
(Due: September 7)

September 7  A View of Teaching- Self Fulfillment

**Reading (R&C):**
15. Why teach? 
12. What are your job options in education?

**Project:** A framework for a view of your teaching  
(Due: September 21)

September 14  A View of Teaching- Expectations

**Reading (R&C):**
13. What can the new teacher expect? 
14. What does it mean to be a professional?

**Project:** A framework for a view of your teaching  
(Due: September 21) (continued)

September 21  A View of Education - Roots

**Reading (R&C):**
8. What are the philosophical foundations of American Education?  
9. What is the history of American Education?

**Project:** A framework for a view of education  
(Due: October 5)

September 28  A View of Education - Mission

**Reading (R&C):**
1. What is a school and what is it for? 
2. Who are today's students in a diverse society? 
10. How are schools governed, influenced, and financed?

**Project:** A framework for a view of education  
(Due: October 5) (continued)
October 5   Defining Teaching Effectiveness

**Reading (R&C):**
5. What makes an effective teacher?

**Project:** An analysis of planning a lesson  
(Due: November 2)

October 12   Curriculum/Content

**Reading (R&C):**
4. What is taught?
5. What makes an effective teacher?
6. What should teachers know about technology and its impact on schools?

**Project:** An analysis of curriculum (Due: October 26)

October 19   Planning for the lesson

**Reading (R&C):**
4. What is taught?
5. What makes an effective teacher

**Project:** An analysis of planning a lesson  
(Due: November 2) (continued)

October 26   Classroom Motivation

**Reading (R&C):**  
CM Charles, *Classroom Discipline*

November 2   Assessing Student Performance

**Reading (R&C):**  
4. What is taught?
5. What makes an effective teacher?

November 9   The Issues for Educators and Students

**Reading (R&C):**  
2. Who are today's students in a diverse society?
3. What social problems and tensions affect today's students?
6. What should teachers know about technology and its impact on schools?
7. What are the ethical and legal issues facing teachers?
11. How should education be reformed?

Project: An analysis of educational issues (Due: November 30)

November 16

Issues for Parents and the Community

Reading (R&C):
2. Who are today's students in a diverse society?
3. What social problems and tensions affect today's students?
6. What should teachers know about technology and its impact on schools?
7. What are the ethical and legal issues facing teachers?
11. How should education be reformed?

Project: An analysis of educational issues (Due: November 30)
(continued)

November 23

THANKSGIVING RECESS - NO CLASS

November 30

Action Research: Resolving Educational Issues

Reading (R&C):
2. Who are today's students in a diverse society?
3. What social problems and tensions affect today's students?
6. What should teachers know about technology and its impact on schools?
7. What are the ethical and legal issues facing teachers?
11. How should education be reformed?

December 7

Effective Education: An Integration of Educational Issues

Reading (R&C):
3. What social problems and tensions affect today's students?
6. What should teachers know about technology and its impact on schools?
7. What are the ethical and legal issues facing teachers?
11. How should education be reformed?

Project: A review of your teaching skills
(Due: December 14)

December 14

Concluding Activity:
Comprehensive Course Examination
Project Descriptions

An introductory review of students' teaching skills (5 points)

Students will write a statement of about 1 page in length that will include the following parts:
- A list of the steps of effective teaching
- An outline of a brief lesson (5 minutes to teach)
- A brief description of steps used to teach the lesson
- Three observations/learning from teaching the lesson

A framework for a view of students' teaching (10 points)

Students will write a statement of about 2 pages in length that will include the following parts:
- Who and what are involved in their teaching.- 5 or more items
- Their idea of their teaching. - 2 to 3 sentences
- Why teaching is important to them. - 3 reasons
- Time factors related to their teaching. - brief statement
- Location or where they want to teach. - brief statement
- An outline how they teach - strategies/methods, other. - brief statement
- Issues they have with their teaching. - 3 items
- An explanation of how well they teach. - brief statement

A framework for students' view of education (10 points)

Students will write a statement of about 3 pages in length that will include the following parts:
- Who and what are involved in education. - 10 or more items
- The main idea of education. - brief paragraph
- Why education is important. - 5 reasons
- When education takes place, i.e. time factors. - brief statement
- Where education takes place. - brief statement
- How education is implemented. - programs/strategies/other - brief paragraph
- Issues that exist in education. - 3 items
- How well education works - brief paragraph

An analysis of curriculum (15 points)

Students will review a sample of an educational curriculum and write a statement of about 2-3 pages in length that will include the following parts:
- Curriculum goals
- Concepts and skills presented through the curriculum
- Resources required to implement the curriculum
- Strategies used to implement the curriculum
- Procedures for assessing the achievement of curriculum goals
An analysis of planning a lesson (20 points)

Part 1 - Lesson plan review
Students will review a sample of an educational lesson plan and write a statement of about 2 pages in length that will include the following parts:
- The section that reviews the previous learning of the students to be taught
- The section that overviews what is to be taught to the students
- The section that teaches the concept or skill for the students to learn
- The section that provides students with opportunity to work with the concept or skill being taught
- The section that gives students an opportunity to do a review of the concept or skill being taught

Part 2 - Observation of teaching a lesson
- Visit a classroom to observe the teaching of a lesson
- Observe the teaching for the parts of a lesson plan used following a checklist
- Observe for teacher-student interpersonal communication following a checklist
- Write a 2-3 page description of classroom observations to include the parts of the lesson plan and teacher-student interaction

For this assignment students will need to make arrangement to visit a school classroom to observe the teaching of a lesson. Students should request to attend a class where the teacher is actually teaching a lesson to students rather than reviewing for a test or students are taking a test. The length of the visit should be for one class session or the length of time to see the complete lesson.

An analysis of educational issues (15 points)

Students will write a statement of about 3 pages in length that will include the following parts:
- Brief description of 3 issues for administrators. For each issue briefly describe the impact.
- Brief description of 3 issues for teachers. For each issue briefly describe the impact.
- Brief description of 3 issues for students. For each issue briefly describe the impact.
- Brief description of 3 issues for parents. For each issue briefly describe the impact.
- Brief description of 3 issues for the community. For each issue briefly describe the impact.

A review of students' teachings skills at the conclusion of the course (5 points)

Students will teach a 5 minute lesson in class that includes the following parts:
- A review of previous learning for the student to be taught
- An overview of what is to be taught
- Teaching the concept or skill for the students to learn
- An opportunity for students to work with the concept or skill being taught
- A student review of the concept or skill being taught