George Mason University
Introduction to Teaching ~ EDUC 300-003
Fall 2004 ~ Thur 4:30 -7:10

Instructor: Eileen Goor
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Required Text
Those Who Can, Teach, Tenth Edition by Kevin Ryan and James Cooper

Course Description
EDUC 300 introduces students to the teaching profession through an examination of the roles of a teacher, the foundations and nature of American Schools, and the student’s potential contribution. Field experience is required.

Nature of Course Delivery
Class sessions will be highly participatory including: interactive experiences; large and small group discussion; cooperative learning; problem solving and reflection. Your degree of preparation prior to class and your in-class participation will affect what you receive from class.

Consideration of Self and Others
Turn off & put away your cell phone. If you have an URGENT reason to have your phone on vibrate to receive a call during class, notify me before class begins. If you need to leave class early for an UNAVOIDABLE reason, notify me before class begins.

Student Outcomes
As a result of full participation in the course and field experience, students will be able to:
1. Describe the nature of American schools and today’s diverse students and the issues they face.
2. Explain issues and trends in curriculum planning and delivery.
3. Identify effective teachers including their use of technology and their understanding of the legal and ethical issues in education.
4. State their philosophy of education drawing from the philosophical foundations of education.
5. Describe the formation, governmental influences and reformation potential of American schools.
6. Explore the job opportunities and expectations in education.
7. Thoughtfully discuss professionalism and reflect on their personal potential to be a contribution to the field of education.

Commitment and Attendance
Class begins at 4:30. Be on time and prepared. You would not be late to, unprepared for or skip a teaching assignment. Begin your professional behavior here.
What will be discussed in class is essential to your understanding of the field of education; therefore **consistent, on-time attendance is expected.** Weekly Reflections will be collected at the beginning of each class and **will not be accepted any other time.** You will not receive credit for bringing a Weekly Reflection unless you stay for class. A **Reflection on the Class Experience** will be collected as you leave class. If you are absent, **it is your responsibility to find out what you have missed.**

**Assignments will be turned in on time even if you are not attending class.** Assignments (other than Weekly Reflections; these are **ONLY accepted in class**) can be **emailed to me or left in my mailbox** in Robinson A326 **PRIOR to the class/time when they are due.** Late assignments will receive ½ credit unless arrangements are made for special circumstances in advance.

**College of Education and Human Development Statement of Expectations**
The Graduate School of Education (GSE) expects that all students 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/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for 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.
EDUC 300 - 003 ~ Introduction to Teaching

Reflection # 1 ~ September 2, 2004 ~ [“I don’t know” is not an acceptable response]

1. What motivates me to consider teaching as a career?

2. What characteristics do I have that I think would make a good teacher?

3. What do I think a school is for?

4. What is my personal philosophy of education?

[You may continue on the back.]
I am willing to prepare for this class each week because:

Name___________________________________

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Name___________________________________

I am willing to prepare for this class each week because:
**ASSIGNMENT**

**Weekly Reflections** ~ Read the chapter and write a **brief** response to each item in ‘*For Reflection*’ (*in red at the end*) of each chapter. Make it evident you read the chap.

**Class Experience Reflections** ~ Complete for each class.

**Article Review** ~ Write a **1 page** review of an **educational journal** article which addresses one of the diversity aspects from Chap 2. [*Ed journal (2); summary (1); thoughtful reaction (1); clear writing (1)*]

**Web Resource Response** ~ Explore **1** of the web resources (listed at the end of each chap) from Chap 1-6 and write a **1 page** response incl. its relevance to your exploration of teaching. [*web address (1); relevance (1); description (1); thoughtful reaction (1); clear writing (1)*]

**Interviews** ~ Choose **2** people from **different** categories:
- Beginning teacher (1-3 yrs)
- Experienced teacher (10+ yrs)
- School counselor
- Principal or Assistant Principle
- Special Education Teacher
- Specialty Teacher (music, art, PE, reading, etc.)
[*meaningful questions (2); clear depiction of responses (2); insight & wisdom gained (4); clear writing (2)*]

**My Philosophy of Education** ~ Drawing from your reflections throughout the course and the information found in Chap 8, write your personal philosophy of education. Include a description of what you think a school is/does and a snapshot of your proposal for the ideal school. Integrate information from field experience.

**TO BE OR NOT TO BE — a teacher** ~ Discuss your end-of-course decision about pursuing teaching as a career using Chap 5 as a framework. If you choose ‘TO BE’, talk about personal attitudes, knowledge, skills and motivations you possess or plan to cultivate that you think will make you an effective teacher. If you are choosing ‘NOT TO BE’ discuss the aspects of teaching and/or personal attitudes and motivations behind your choice.