

George Mason University
College of Education and Human Development
EDUC 300: Introduction to Teaching
Fall 2009
Wednesdays, 4:30 p.m. – 7:10 p.m.
West 1007

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Office Hours:	By Appointment

Textbook:

Powell, Sara Davis (2009). *An Introduction to Education: Choosing Your Teaching Path*. Upper Saddle River, New Jersey: Pearson.

Additional readings may be assigned throughout the semester.

Course Description:

This course is an introduction to educational issues, but it is not applicable in graduate-level teacher education programs. This course examines roles of teachers, the nature of American schools, and potential contributions of students. Fifteen hours of school-based field experience is required.

Nature of Course Delivery:

A variety of instructional methods are used to cover the subject matter. These methods include large and small group discussions, cooperative learning, media, Internet assignments, lecture, guest speakers, group presentations and individual research.

Learning Outcomes:

As a result of full participation in the course, students will be able to:

- Describe the nature of American schools and today's diverse students and the issues they face.
- Explain issues and trends in curriculum planning and delivery.
- Identify effective teachers
- Understand legal and ethical issues in education.
- State a philosophy of education drawing from the philosophical foundations of education.
- Describe the formation and governmental influences of American schools.
- Explore job opportunities and expectations in education.
- Discuss professionalism and reflect on their personal potential to contribute to the field of education.

Professional Standards:

Interstate New Teacher Assessment and Support Consortium (INTASC)

Standard 1: Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, & supportive interaction in the classroom.

Standard 7: Planning Instruction

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Personal Development

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parent, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

Course Requirements:

Class begins promptly at 4:30 p.m. Consistent, on-time attendance is expected. All assignments will be collected at the beginning of each class and *will not be accepted for full credit any other time*. Students will not receive credit for bringing assignments unless they stay for class. A reflection of the class experience will be collected at the end of class. If absent, out of class assignments are still due on the class day by 4:30.

All assignments are expected to be turned in on time. *Points will be deducted for each day that an assignment is late.*

College of Education and Human Development (CEHD) Expectations:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of Professional Dispositions.

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 George Mason University Disability Resource Center (DRC) and inform the instructor in writing at the beginning of the semester. See <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.

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 student members of the university community, have set forth this honor code: *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.* For further information, please refer to the University Catalog or website at <http://www.gmu.edu/departments/unilife/deanofstudents/honorcode>.

Assignments for EDUC 300 Fall 2007

*Note: All written assignments must be submitted in hard copy. The instructors **will not** accept electronic copies.*

Attendance and Participation—It is expected that all students will come to

every class and participate in all discussions and activities. Students will receive no participation credit for classes they do not attend. (5/class x 14 = 70 points)

Prepared Questions—Prepare 2 thoughtful questions about the reading for each of 10 class sessions. Questions must be **typed** and must demonstrate your understanding of the analysis, evaluation, and/or creation levels of the New Bloom's Taxonomy. (2 points for each question and evidence of the New Bloom's Taxonomy: 4 X 10 = 40 points)

Class Reflections (11 required)– Write a 1 to 2 paragraph reflection about the class to be turned in at the end of each class. The reflection is worth five points per assignment. Class reflections will only be accepted for classes the student has attended. (11 X 5 = 55 points)

Letter to Former Teacher-- Write a letter to a former teacher who made an impact on your education and who demonstrated the qualities of a *great* teacher. Include a description of those qualities and how they impacted you personally and professionally. The letter must be typed, single-spaced, in business letter format, 1 page minimum. **Due September 16th** (25 points)

Tools and Templates Projects 1 & 2-- Using your Tools and Templates CD as a guide, develop a **fillable** that could be used to assist students in your field observation class. The fillable should correspond with a current unit or lesson the students are learning. **#1 due October 21st** ; **#2 due November 11th** (30 points/project x 2 = 60 points)

Field Experience Journal – See separate assignment sheet and rubric. All students are required to view the online presentation designed to review all of the field experience guidelines and register for a field experience placement. **Due December 2nd** (100 points)

Final Project Presentation -- With your group, develop a lesson in a specific discipline that you will teach to the class. The lesson should be interactive and should utilize multiple teaching strategies discussed over the course of this class. Your final grade on this project will be a combination group and individual grade. See separate assignment sheet and rubric. **Due December 9th and 16th** (100 points)

Grading Scale:

A= 92 – 100
B= 83 – 91
C= 74 – 82
D= 64 – 73
F= 64 or less

A maximum of 450 points can be earned for the class:

A= 412-450
B= 372-411
C= 331-371
D= 286-330
F= 285 or less

Students are asked to turn off all cell phones before the start of class.