

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Introduction to Teaching**  
**EDUC 300 003 CRN 74538**

**Instructor:** Teresa L. Hicks Ed.D  
**Semester:** Fall 2009  
**Day and Time:** Tuesday, 4:30-7:10 p.m.  
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**TEXTBOOK:**

Hall, Gene E., Linda F. Quinn, and Donna M. Gollnick (2008). *The Joy of Teaching: Making a Difference in Student Learning*. NewYork, NY: Pearson, Allyn & Bacon.

Additional readings may be assigned.

**COURSE DESCRIPTION:**

Introduction to educational issues; 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.

**STUDENT 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 including.
- Understand legal and ethical issues in education.
- State their 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.
- Articulate a concept of learning and teaching
- Identify effective and ineffective teaching practices
- Articulate components of effective teaching

- Articulate the relationships among teaching, learning, classroom management and assessment

**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 discipline(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, and 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 Professional Development**

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, 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. Weekly assignments will be collected at the beginning of each class and will not be accepted any other time. Students will not receive credit for bringing weekly assignments unless they stay for class. A reflection on the class experience will be collected at the end of class. If absent, it is the student's responsibility to find out what was missed.

Assignments must be turned in on time even if students miss a class. Assignments (other than reflections) can be emailed to me or left in my office prior to the class in which they are due. Students will not receive full credit for assignments turned in late unless arrangements are made for special circumstances in advance.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT (CEHD) EXPECTATIONS:**

CEHD expects all students to abide by the following:

- 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>.

**INSTRUCTOR'S PERSONAL GOALS**

- To provide enough information, insight and reflection to enable students to make an informed choice about pursuing education as a career
- To guide students to develop and articulate a personal philosophy of teaching and educating children.

## ASSIGNMENTS FOR EDUC 300 003 – FALL 2009

**Weekly** - Read the assigned chapter. Write a text reflection worth 5 points per assignment due at the beginning of the next class meeting. The assignment is due at the beginning of each class.

On a single sheet of paper list:

- State 3 striking realizations and describe their significance to you
- Give a statement summarizing the key point from the “Legal Issues” section.
- State what you learned from one website suggested in “Using the Web” or relevant site
- State one thought provoking issue stated in question form based on Bloom’s Taxonomy

**Weekly Class Reflections** – Complete the reflection worksheet at the close of each class. The reflection is worth 3 points per assignment plus 2 points for attendance.

**Field Experience Assignments** – A maximum of 50 points may be earned for each of the three field experience assignments. A separate description of the assignments, due dates and a grading rubric are on a separate document.

**Final Project** – The written portion of the final written project will be due on December 8, 2008 and will be worth 75 points. The oral portion of the final project will be presented during the final exam period, Date according to schedule and will be worth 50 points. The intent of the final project is to serve as a synthesis of the EDUC 300 experiences. Attendance is REQUIRED. Separate rubrics and project descriptions will be distributed.

### Grading Scale

A =	92 – 100	B =	83 - 91
C =	74 - 82	D =	65 - 73
F =	64 or less		

A maximum of 405 points can be earned for the class.

A =	373-405
B =	336-372
C =	300-335
D =	263-299
F =	262 or less

### Accumulation of Points by Assignment:

	Points
Text Reflection (12 required @ 5 points)	60
Class Participation/Reflection (14 required @ 3 points)	42
Attendance at class (14 required @ 2 points)	28
Field Experience Reflections (3 required @ 50 points)	150
Final Written Project	75
Final Oral Presentation	<u>50</u>
	405

**EDUC 300 03 COURSE CONTENTS: Fall 2009**

Session	Date	Topics
#1	9/1	<p><i>Welcome to the World of Education</i></p> <ul style="list-style-type: none"> <li>• Blooming Questions</li> <li>• The Nature of Education</li> <li>• Relationship of Learning and Teaching</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 1, pp. 2-38</li> <li>• Register for Field Experience</li> </ul>
#2	9/8	<p><i>Becoming a Teacher</i></p> <ul style="list-style-type: none"> <li>• (Tentative) Speaker: Field Experience</li> <li>• Critical Thinking</li> <li>• A Look at Standards of Teaching</li> <li>• Self Assessment</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 2, pp. 44-86</li> </ul>
#3	9/15	<p><i>Today's Students</i></p> <ul style="list-style-type: none"> <li>• (Tentative) Speaker: Dr. Jane Dreyfus, Cluster Director, Fairfax County Public Schools, The Achievement Gap</li> <li>• Are Students Really That Much Different Today?</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 3, pp.90-123</li> </ul>
#4	9/22	<p><i>Families and Communities</i></p> <ul style="list-style-type: none"> <li>• The Relationship Between Families, Communities and Achievement</li> <li>• Bias in Schools</li> <li>• Working with ESOL Students</li> <li>• Standards of Teaching Performance</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 4, pp.122-167</li> </ul>
#5	9/29	<p><i>Schools and the Workplace for Students and Teachers</i></p> <ul style="list-style-type: none"> <li>• Locus of Control in the Schools</li> <li>• School Funding</li> <li>• No Child Left Behind</li> <li>• Standards of Performance continued</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 5, pp. 172-211</li> </ul>

#6	10/6	<p><i>The History of Schools in the United States</i></p> <ul style="list-style-type: none"> <li>• The Conception of Public Education</li> <li>• Comparison of Education in 1800's to Education Today</li> <li>• The Founding Fathers of Educational Practice in the U.S.</li> <li>• Special Education</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 6, pp. 216-254</li> </ul>
		<b>NO CLASS 10/13 – MONDAY CLASS SCHEDULE RUNNING</b>
#7	10/20	<p><i>The Social Context of Schools</i>  <i>Introduction to Learning Theory</i></p> <ul style="list-style-type: none"> <li>• Guest Speaker: (Tentative) <ul style="list-style-type: none"> <li>◦ The path to licensure</li> </ul> </li> <li>• The Social Foundations of Schooling</li> <li>• Social and Emotional Growth – the Affective Domain</li> </ul> <p><b>FIELD EXPERIENCE #1 DUE</b></p> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 7, pp. 258-287</li> </ul>
#8	10/27	<p><i>Thinking about Teaching and Learning</i></p> <ul style="list-style-type: none"> <li>• Introduction to Learning Theory</li> <li>• The Relationship Between Teacher and Student</li> <li>• Teaching for Transfer</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 8, pp. 292 – 321</li> </ul>
#9	11/3	<p><i>Focusing on Learning and Results</i></p> <ul style="list-style-type: none"> <li>• Standards, Goals, Objectives and Curriculum</li> <li>• Instruction With the End In Mind</li> <li>• Construct a Rubric for Oral Presentation</li> </ul> <p><b>FIELD EXPERIENCE #2 DUE</b></p> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 9, pp. 326-360</li> </ul>
#10	11/10	<p><i>Teaching Strategies</i></p> <ul style="list-style-type: none"> <li>• Revisiting Bloom, Piaget, and Erikson</li> <li>• Best Practices identified in Research, Marzano</li> <li>• Concomitant Learning</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Read Chapter 12, pp. 436-479</li> </ul>

#11	11/17	<p><i>Managing the Classroom and Student Behavior</i></p> <ul style="list-style-type: none"> <li>Relationship Between Instruction and Behavior</li> <li>Elements of Classroom Management</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>Read Chapter 11, pp. 398-432</li> </ul>
#12	11/24	<p><i>Assessing Student Learning and Results</i></p> <ul style="list-style-type: none"> <li>Purposes of Assessment and Grading</li> <li>Various Forms of Assessment</li> <li>The Impact of Assessment on Teaching and Learning</li> </ul> <p><b>FIELD EXPERIENCE #3 DUE</b></p> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>Read Chapter 10, pp. 364-397</li> </ul>
#13	12/1	<p><i>Integrating Technology and Teaching/Communicating with Others in Your World</i></p> <ul style="list-style-type: none"> <li>What is Technology?</li> <li>Reflection on Technological Advances</li> <li>Pitfalls of Too Much Technology?</li> <li>Plan a Lesson</li> <li>Finish Final Written Project or Oral Project Depending on your date of presentation</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>Read Chapter 13, pp. 480-518</li> </ul>
#14	12/8	<p><i>Improving Teachers and Schools/Student Reform</i></p> <ul style="list-style-type: none"> <li>The Keys to Being Hired as a Teacher</li> <li>Sample Interview</li> </ul> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>Finish Final Oral Project or Written Project depending on your date of presentation</li> </ul> <p><b>FINAL ORAL PRESENTATION FOR NUMBERS 1-7</b>  <b>FINAL WRITTEN PROJECT DUE FOR NUMBERS 8-22</b></p>
#15	Final Exam Schedule	<p><b>ALL FINAL PRESENTATIONS AND WRITTEN PAPERS DUE</b></p> <p>All students are expected to be present for the entire class. Please plan accordingly.</p>