

George Mason University
College of Education and Human Development

EDUC 300: Introduction to Teaching

3 Credits ~ Fall 2010 ~ Tuesdays ~ 4:30 – 7:10 p.m. ~ Science & Technology 258

Instructor: Beverly J. Worek
Phone: 703-830-1866

Email: bworek@aol.com or bworek@gmu.edu
Office Hours: By Appointment

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.

Learning Outcomes

As a result of full participation in the course, 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
4. Understand legal and ethical issues in education.
5. State a philosophy of education drawing from the philosophical foundations of education.
6. Describe the formation and governmental influences of American schools.
7. Explore job opportunities and expectations in education.
8. Discuss professionalism and reflect on their personal potential to contribute to the field of education.

Electronic Requirements

Students must have access to email and the internet, either at home, work or GMU campus. GMU provides students with free email accounts which must be accessed for information sent from the university or the Graduate School of Education. Go to [Http://mason.gmu.edu/](http://mason.gmu.edu/) for information on accessing email.

Electronic Devices

Students are asked to turn off all cell phones and other devices before class starts, including computers.

College of Education and Human Development (CEHD) Expectations

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.

Class Expectations

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 of 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.

Readings and Materials

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

Note: Additional readings may be assigned throughout the semester.

Course Outline/Schedule

(Note: Readings and assignments are due on the day they are cited.)

Aug. 31 Welcome to the World of Education: Introductions; Review Syllabus;

Class 1 **Due: Class Reflection**

Sept. 7 Chapter 1: Becoming a Teacher and Chapter 13 Improving Teachers and Schools and School Reform

Class 2 **Due: Text Reflection Chapter 1 or 13; Class Reflection**

Sept. 14 Chapters 2: Today's Students

Class 3 **Due: Text Reflection Chapter 2; Class Reflection; Letter to a Former Teacher**

Sept. 21 Chapter 3: Families and Communities

Class 4 **Due: Text Reflection Chapter 3; Class Reflection; Article Review**

*****Se

Sept. 28 Chapter 4: Schools as the Workplace for Students and Teachers

Class 5 **Due: Text Reflection Chapter 4; Class Reflection; Resume**

Oct. 5 Chapter 5: The History of Schools in the United States

Class 6 **Due: Text Reflection Chapter 5; Class Reflection; Group Presentations-Court Case**

Oct. 19 Chapter 6: The Social Context of Schools

Class 7 **Due: Text Reflection Chapter 6; Class Reflection; Group Presentations-Court Case**

Oct. 26	Chapter 7: Thinking about Teaching and Learning
Class 8	Due: Text Reflection Chapter 7; Class Reflection; Web Resource

Nov. 2	Chapter 8: Focusing on Learning and Results
Class 9	Due: Text Reflection Chapter 8; Class Reflection

Nov. 9	Chapter 9: Teaching Strategies
Class 10	Due: Text Reflection Chapter 9; Class Reflection; Instructional Strategy Presentations

Nov. 16	Chapter 10: Integrating Technology and Teaching
Class 11	Due: Text Reflection Chapter 10; Class Reflection; Creative Inspiration

Nov. 23	Chapter 11: Assessing Student Learning and Results
Class 12	Due: Text Reflection Chapter 11; Class Reflection; SOL Review

Nov 30	Chapter 12: Managing the Classroom and Student Behavior
Class 13	Due: Text Reflection Chapter 14; Class Reflection; To Be or Not To Be A Teacher

Dec. 7	Chapter 14: Succeeding in Your Teacher Education Program and Beyond
Class 14	Due: Text Reflection Chapter 14; Class Reflection; Field Experience Reflections

Assignments

Text Reflections – Read the assigned chapter. Directions will be given each week as to the type of text reflection that should be created. The assignment is due at the beginning of each class. (135 points = 12 reflections at 10 pts. each and 1 at 15 pts.)

Class Reflections – Write a three to four paragraph reflection about the class to be turned in at the end of each class. (65 points = 13 reflections x 5 pts.)

Letter to a 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 needs to be typed, single spaced, in a letter format, one page minimum. (25 points = 5 points each: teacher qualities; examples of qualities; impact on you; letter format, spelling, grammar; sending the letter)

Article Review – Write one page review of an education journal article that addresses one of the on one of the Special Education programs listed on page 80 of the text. (25 points = 5 points each: journal name, issue, date, article name, pages; summary; new information learned; thoughtful reaction; clear writing including spelling, grammar and punctuation)

Cover Letter and Resume – Maximum 1 page letter and 2 page resume (25 pts. = 5 points for letter with position desired, philosophy paragraph, what makes you the best candidate; 4 points each for names, addresses, email, phone contact ; 3 references; degree/certification/tests taken; teaching/school experience; special skills, community service, outside interest)

.....

Court Case – Working with a group, present one of the major court cases that impacted education. (50 points = 8 pts. each and 2 bonus points: referenced clearly; question before the court; opposing sides presented equally; accurate content; clearly written summary provided to classmates; presentation of presentation)

Web Resource – Explore one of the web resources from any chapter and write a one page response including the title and web address, its relevance to your exploration of teaching, summary; and your reaction. (25 points = 5 pts. each: web address; relevance to you; summary; thoughtful reaction; clear writing including spelling, grammar and punctuation) Web site to be shared with the class.

Instructional Strategy: Share an instructional strategy that you would find useful in your area of teaching. Sign up for presentation evening. (25 pts.)

Creative Inspirations: Create a slide presentation which will inspire your students - parents - colleagues. Student choice of topic; graded by classmates (50 points = 15 points each; plus 5 point bonus: inspirational, wow-ness; creativity)

SOL Review – Answer 25 questions related to the Standards of Learning, Curriculum Framework, Blueprints, Enhanced Scope & Sequence, Released Items, VA Electronic Practice Assessment Tool, Jefferson Lab, T/Tac online (50 points=2 points per answer)

To Be or Not to Be A Teacher – Present your end-of- course decision about pursuing teaching as a career. If you choose “To Be,” talk about the 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. (50 points = 10 points each: presentation delivery; defense of decision; self-knowledge; address complexity of teaching; clear, accurate writing)

Field Experience Reflections – Create and complete a 25 point check list with comment boxes about what you’d like to see in your field experience. Provide anecdotal notes on 10 points. (75 points =1 point for each of 25 topics; 5 points for 10 anecdotal notes)

.....

Grading Scale

A=100-94; A- = 93-90; B+=89-87; B=86-83; B-=82-80; C+=79-77; C=76-73; C-72-70; D=69-65

A	600 - 564	B	521 – 498	C	461 – 438
A-	563 – 540	B-	497 – 480	C-	437 – 420
B+	539 – 522	C+	479 – 462	D	419 – 390

Summary of Assignments = Total points possible = 600

Text Reflections	12 x 10 points each and 1 x 15 =	135 points
Class Reflections	13 x 5 points each =	65 points
Letter to a Former Teacher		25 points

Article Review	25 points
Resume	25 points
Court Case	50 points
Web Resource	25 points
Instructional Strategy	25 points
Creative Inspiration	50 points
SOL Review	50 points
Field Experience Reflections	75 points
To Be or Not to Be A Teacher	<u>50 points</u>
	600 points

Note: You may negotiate an extension for **one** assignment prior to its due date without penalty. Otherwise, one letter grade will be deducted for each day that an assignment is late.

Evaluation

Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. All assignments will be graded. All assignments are due at the beginning of class.