

**George Mason University**  
**College of Education & Human Development/Graduate School of Education**  
**Secondary Teacher Education Program**

*EDUC 522, Foundations of Secondary Education*

Instructor: Anthony Pellegrino, PhD, Assistant Professor  
Office/hours: Robinson A320, Fairfax campus; hours by appointment  
Email: [apelleg2@gmu.edu](mailto:apelleg2@gmu.edu) (Typical email response: < 24hrs.)  
Phone: 904.377.3428 (mobile)  
Mail: George Mason, College of Education and Human Development, MS 4B3, Fairfax, VA 22030

**Fall 2010 Class Meetings**

Monday 4:30-7:10; August 30-December 11, 2010

*Notes: No class meeting, Monday September 6, 2010  
and*

*Due to the Columbus Day holiday, instead of meeting Monday October 11, 2010, we will meet on Tuesday October 12, 2010*

Please note that due to the nature of this course, our class may not meet as a whole group for every scheduled class session. Individual and small group meetings, independent work times, and/or discussion online may be required.

**Course Description**

Education 522 offers an analysis of philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. This course further emphasizes applications to all disciplines taught in secondary schools and examines current educational trends and issues in relation to sociology of secondary school settings.

**Relationship to Program Goals and Professional Organizations**

Through course assignments and formal and informal commentary, EDUC 522 emphasizes the basic premise and following standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC):

INTASC: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that *all* students learn and perform at high levels.

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
2. The teacher understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. 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.
6. The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

### Student Outcomes

Upon completing this course, students will

- understand the varied, competing, and changing purposes of American public education,
- have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues;
- understand the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability;
- be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools;
- analyze teaching behaviors and categorize them according to their relationships to major educational philosophies;
- examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles;
- take positions on selected issues in education and analyze how those positions relate to teaching style preferences;
- state their own philosophical positions in regard to the following questions:
  - What is the nature of the learner?
  - What is the nature of one subject matter area you wish to teach?
  - What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
  - What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
  - What approaches to classroom management do you prefer?

### Statements of Expectations

The College of Education and Human Development expect that all students abide by the following:

- Students must activate their GMU email accounts to receive important University information, including messages related to this class.
- If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474 and [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc). All academic accommodations must be arranged through the ODS.
- The University Catalog (<http://catalog.gmu.edu>) is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.
- Students are expected to exhibit professional behavior and dispositions. See <http://www.gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code and maintain “academic integrity.” See <http://www.gmu.edu/catalog/apolicies/index.html#Anchor12> for the full honor code. Adherence to the principle of academic integrity for this course includes three main components. First, is the idea that you will perform course assignments on time and as directed. If you have a concern with any assignment or aspect of it, it is your responsibility to share that concern with your instructor. Second, in all assignments, you are expected to complete your own work. Some assignments will require you to utilize others’ ideas as you formulate your own. In these situations, including major writing assignments, you must give proper credit when necessary. And third, you are expected to conduct yourself professionally during class discussions. The free exchange of ideas is a critical part of learning in this course and professional consideration is expected. Violations of the principle of academic integrity are taken very seriously. If questions arise regarding the idea of academic integrity as outlined for this course, please ask.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.
- Other useful campus resources:
  - Writing Center: A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>
  - University Libraries: “Ask a Librarian”; <http://library.gmu.edu/mudge/IM/IMRef.html>
  - Counseling and Psychological Services (CAPS): (703) 993-2380; <http://caps.gmu.edu>

### Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting <https://alert.gmu.edu>. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at <http://www.gmu.edu/service/cert>.

### Required Texts

- Halse Anderson, L. (2009). *Speak (Tenth Anniversary Edition)*. New York: Penguin Group
  - ISBN: 978-0-14-242473-6
- Lieberman, A. (Foreword) (2003). *The Jossey-Bass Reader on Teaching*. San Francisco, CA: Jossey-Bass/ Wiley.
  - ISBN: 0-7879-6240-6
- Spring, J. (2010). *American Education*. Boston, MA: McGraw Hill
  - ISBN: 978-0-07-337868-8
- Additional readings will be available on-line (via Blackboard) and/or in class, by me and by students in the class

### Course Requirements

#### **General**

All assignments should be turned in on the due date indicated in the schedule below. All papers must adhere to APA 6<sup>th</sup> edition formatting included using 12-point Times New Roman font, with one inch margins, double-spaced. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course.

#### **Reading Reflection Papers (10 points each/60 points total)**

You will be required to complete six two-page (double-spaced) papers focused on synthesis of chapter readings in your *Jossey-Bass Reader on Teaching text, Speak* or other media. Each paper will include a combination of personal reflections on a prompt, comments and insights provided by the source and relevant outside sources which enhance the comments and assertions made in your paper. Each paper will be assessed on a combination of the aforementioned components as well as overall writing quality, which includes adherence to APA 6<sup>th</sup> edition for formatting.

- Reflection paper one: Review of chapter 7 in *Teaching* text: The purpose of school, the purpose of teachers
- Reflection paper two: Review of chapters 9, 15 & 18 in *Teaching* text and Lalee's Kin video: Seeking equality/equity
- Reflection paper three: Review of *Speak*: Knowing our students, teaching our students
- Reflection paper four: Review of chapters 1-3 in *Teaching* text: The teaching profession
- Reflection paper five: Review of chapters 6, 8 & 11 in *Teaching* text: The teacher as advocate
- Reflection paper six: Review of chapters 13, 14, 16, 17 and 19 in *Teaching* text: Exemplary teaching, what does it look like and why is it so difficult to achieve?

#### **Philosophy of Teaching (50 points)**

In a maximum five double-spaced pages, describe and illustrate your personal beliefs about teaching, addressing a minimum of five guiding questions. You might address any of the following inquiries in your report:

- 1) What is the nature of the learner?
- 2) What is the nature of one subject matter area you wish to teach?
- 3) What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
- 4) What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?
- 5) What approaches to classroom management do you prefer?
- 6) What learning theories do you most strongly identify with and why?
- 7) What are your objectives as a teacher?
- 8) What is the role of the teacher with respect to motivation, instruction, assessment, and challenge/support?
- 9) What should teachers do to accommodate diverse learners?

- 10) What teaching methods will you use to work toward your objectives?
- 11) How you intend to measure your effectiveness at reaching your objectives?
- 12) How will you continue to grow as a teacher during the first five years of your career? In the years following?

In addition to the questions above, you can add your own inquiries—just be sure to identify the specific questions you address. Each of your answers to the questions you address—a minimum of five between those listed above and those you identify—must also be illustrated with examples from your fieldwork, including from your work with particular students.

**Topical Presentation (50 points)**

Near the beginning of the semester you will be divided into groups for the purposes of developing a presentation to the class on a specific topic related to American public education. Each group will be assigned a presentation date during which time a 45 minute to one hour presentation is expected. Each group is expected to treat the presentation as a teaching presentation, employing effective instructional strategies and maintaining student engagement. You are encouraged to include student activities in your presentation. Further, you are expected to utilize many resources to gather your information. Your textbooks may provide significant information, however outside sources are also necessary. If you choose to assign readings to your classmates in preparation for your presentation, please make an effort to distribute those early to give all an opportunity to read carefully. In the weeks prior to your presentation date you will meet with your instructor to review the topic and discuss presentation strategies. During this time, or before, you will also meet your group partners and exchange contact information. You are encouraged to contact your instructor as questions or concerns arise.

**Mid-term examination (40 points)**

Your mid-term exam will consist of a combination of short answer and extended response questions relating to the topics and readings covered in class prior to exam day (including content covered by your course-mates in their presentations).

**“Critical Incidents Reflections and Images” (CIRIs) and Field Experience Report (50 points)**

The purpose of the field experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. During your 15-hour field experience, you are required to keep detailed field notes of relevant data collected. Your mentor teacher will also complete a log indicating dates, times, subject area, grade levels (see Appendix A). Each day you are in your fieldwork site, you will keep a journal of what you have observed, practices you appreciate, and questions you’ve considered. For three of your minimum five field experience days you will complete a “Critical Incidents Reflections and Images” (CIRI) (see Appendix B) and submit and be ready to discuss this in our class. As a part of each CIRI you must include a related artifact and image. At the end of your field experience, you will use your journal and these CIRI forms to prepare a “Field Experience Report.” In this paper (a maximum of five double-spaced pages), you will analyze your notes in order to discuss how curricula, instructional methods, and school culture influenced student success in the setting(s) you observed. This report must also include images, examples, and evidence from your field experience to illustrate the conclusions you draw.

**GRADING**

90 - 100%	A
80 – 89%	B
Below 80%	Not passing

**Assignment Summary:**

- Reading Reflection Papers (From Jossey-Bass Reader on Teaching, Speak and instructor-provided readings).....60 points
- Current School Issues Presentation.....50 points
- Mid Term Exam.....40 points
- Teaching Philosophy Paper.....50 points
  - Field Experience Reflection Paper.....50 points

Total = 250 points

## COURSE REQUIREMENTS/EVALUATION

Assignment	Due	Point Value	Percentile
Reading Reflection papers	Week 4 Week 5 Week 6 Week 8 Week 12 Week 14	60 total	24 Total
School Issues Presentation	Group one: Week 3 Group two: Week 6 Group three: Week 7 Group four: Week 9 Group five: Week 11	50	20
Mid-term examination	Week 8	40	16
Teaching Philosophy Paper	Week 10	50	20
Field Experience Reflection Paper/Discussion	Weeks 14/15	50	20
<b>Totals</b>		<b>250 points</b>	<b>100%</b>

## COURSE SCHEDULE

TOPICS	DATE	READING DUE Note: Instructor may include additional readings as necessary. This list serves as a guide	ASSIGNMENT DUE
Course Introduction First Penny Debate Discussion of Group Projects Meet with group one to discuss presentation	August 30	None	None
Labor Day Holiday: No class meeting	September 6	None	None
History and purpose of schooling The fundamentals of reading  Review of Speak readings	September 13	Chapter 1 in American Education Chapter 7 in Jossey-Bass Reader on Teaching Pages 1-72 in Speak (Introductory Poem-Winter Break)	Group one presentation (the purpose of schooling: change over time nineteenth century-2010)
The classroom environment and equality and equity in schooling Lalee's Kin Meet with group two to discuss presentation  Review of Speak readings	September 20	Chapter 2 in American Education Chapter 15 in Jossey-Bass Reader on Teaching Pages 73-153 in Speak (Hard Labor-Growing Pains)	Reflection Paper one due
Race, Gender and students with disabilities Meet with group three to discuss presentation  Final Review of Speak readings	September 27	Chapter 3 in American Education Chapters 9 and 18 in Jossey-Bass Reader on Teaching Pages 154-198 in Speak (Gag Order-Final Cut)	Reflection paper two due
Student Diversity	October 4	Chapters 4 and 5 in American Education Chapters 4 and 10 in Jossey-Bass Reader on Teaching	Group two presentation (National Center for Educational Statistics) How can teachers adapt to changing faces of our students?  Reflection paper three due
Changes to school control Meet with group four to discuss presentation	October 12* Due to Columbus Day holiday, our class meets on Tuesday of this week	Chapters 6 and 7 in American Education Chapter 1 in Jossey-Bass Reader on Teaching	Group three presentation Charter schools, home-schooling, and private schools (KIPP and others...are they succeeding?)

Meaningful Teaching Integrated Learning Student Engagement	October 18	Chapter 8 in American Education Chapters 2 and 3 in Jossey-Bass Reader on Teaching	Reflection paper four due  <b>Mid term examination</b>
Education Philosophies Second Penny Debate	October 25	Chapter 9 in American Education Chapters 5 and 12 in Jossey-Bass Reader on Teaching	Group four presentation (Global models of schooling, student engagement and pedagogy)
School Law	November 1	Education law resources provided by instructor	Educational Philosophy assignment due
School Law/Teacher Ethics	November 8	Chapter 10 in American Education Chapters 6 and 8 in Jossey-Bass Reader on Teaching	Group five presentation (what every teacher needs to know about the law and teacher ethics...from the Establishment Clause to uses of social media)
The struggles and rewards of teaching	November 15	Chapter 11 in Jossey-Bass Reader on Teaching	Reflection paper five due
Exemplary teaching: Thinking in the content area	November 22	Chapters 13, 14 and 16 in Jossey- Bass Reader on Teaching	None
Exemplary teaching and learning: Field experience reflections	November 29	Chapters 17 and 19 in Jossey- Bass Reader on Teaching	Reflection paper six due and Be prepared to discuss your field experience
Field experience reflections	December 6	none	Completion of field experience reflection Paper/discussion

**Appendix A  
Field Experience Hours/Activities Log**

*Deliver this log to your mentor teacher on the 1st day of your field experience. Your mentor will keep the log in her/his classroom and daily track dates, activities, and hours. You must complete a minimum of 15 hours of field experience, all of which must involve interactions with individual students and small and large groups of students. Hours must begin by the 3<sup>rd</sup> week of the summer semester, and be spread across a minimum of 5 sessions, with no single session lasting longer than 4 hours. Submit this signed log at the end of the course to Dr. Pellegrino.*

GMU Student: \_\_\_\_\_

Mentor Teacher/School: \_\_\_\_\_

Subject Area/Grades: \_\_\_\_\_

Dates	Activities with focus student(s)	Other activities	Hours





**Appendix B**  
**Critical Incidents Reflections and Image Form**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Critical Incidents**

What were the highlights and lowlights of your recent work in schools? What student or students can you identify who are having success or struggling in your classes?

**Burning Issues/Questions**

What issues or concerns can you identify from your recent work in schools?

**“Best Practice” Tips**

What activities, assignments, or strategies from your recent work in schools have you identified as particularly effective?

*Describe an image and an artifact (related to at least one of the above incidents, highlights, lowlights, student successes or struggles, and burning issues):*

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## **Appendix C**

### **Field Experience Guidelines**

*The following suggested field experience activities are designed to help you prepare for writing your paper analyzing teaching styles and classroom management preferences.*

- 1) Observe a discussion session for the kinds of student participation that occur. How often are students asked to participate in divergent thinking? How often are students asked to participate in convergent thinking?
- 2) Observe teaching techniques to determine which ones involve students in convergent thinking and which ones involve students in divergent thinking activities.
- 3) Observe a lesson and determine how many academic disciplines the teacher has decided to use in that lesson. How are these various disciplines integrated?
- 4) Observe a “discovery” lesson to determine the nature of the investigation and its outcome.
- 5) Observe an “inquiry” lesson to determine the nature of the investigation and its outcome.
- 6) Observe a lesson in which individualization of instruction is a major focus. How does the instructor plan for helping students at different skill levels improve their expertise?
- 7) Talk with the cooperating teacher about the kinds of controversial issues which his/her students may be studying. Ask permission to observe a session in which a controversial issue is being examined so that you can determine what the issue is and its resolution(s).
- 8) Talk with the cooperating teacher to find out which method(s) he/she prefers to use and why: “discovery,” “inquiry,” problem-solving discussion, simulations, lectures, directed reading of primary sources, directed reading of secondary sources, “practice” exercises, learning centers, cooperative learning, individual research, group research/labs, activities using software and/or the internet, etc.
- 9) Observe rules and procedures to determine potential preferences for relationship/listening, confronting/contracting, or rules/consequences approaches to classroom management.

*Notes: Please be sure to speak with your mentor teacher before you engage with individual or small groups of students in particular activities related to our EDUC 522 class. All proper names should be omitted from your reflections and other documentation shared with our class.*

## Appendix D Field Experience Letter



College of Education and Human Development

4400 University Drive, Robinson A 341, MS 4B3  
Fairfax, Virginia 22030  
Phone: 703-993-5413

Dear educator:

My name is Anthony Pellegrino, I'm an assistant professor of literacy education at George Mason University, and I write as the instructor for EDUC 522, "Foundations of Secondary Education." This course is taken by future secondary (grades 6-12) teachers, and as a part of the course students are required to complete 15 hours of field experience in grades 6-12. Specifically, students are required to work with you and students in a school setting at a grade level/subject area of their choice. You have been identified as a teacher in a school where the Mason student bearing this letter might complete these 15 hours of field experience. With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher.

EDUC 522 focuses on the philosophical assumptions, curriculum issues, learning theories, current educational trends/issues, and history associated with teaching styles and secondary schools. For most of the Mason students in this course, this is one of their first education courses. Thus, they will likely have widely varying levels of experience working with adolescents and young adults. Our expectations for this field experience includes the following:

- Mason students will complete a minimum of 15 hours of tutoring, observation, and general interaction with students in your classroom
- All of these 15 hours must involve direct interaction with adolescents and young adults, with direct and indirect supervision by you or another licensed teacher
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of youth and teachers in secondary settings, including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies, etc.
- I would hope that the Mason student would be given guidance from you regarding strategies to use with supporting students and their learning, and that you'd allow the Mason student to plan some interventions of her or his own (with input from you)
- In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small groups on assignments or projects, check papers or tests, etc.

Our hope is that this student will begin to work in your classroom by the third week of the Mason summer semester, or beginning the week of September 13. Please note that field experiences must occur over a minimum of 5 visits to your classroom/school, with a maximum length of any one visit of 4 hours. These schedule requirements are meant to encourage the Mason student to visit your classroom and work with you and your students with some frequency, for meaningful periods of time, over a substantial length of time. Ultimately you will be asked to sign off on the schedule of field experiences this student completed.

Please contact me with any questions you might have about this experience and also complete the agreement page attached to this letter. And thank you for your support of this Mason student and her/his development as a future teacher.

Sincerely,  
Anthony Pellegrino, PhD  
Assistant Professor of Education  
George Mason University  
[apelleg2@gmu.edu](mailto:apelleg2@gmu.edu) | 904.377.3428

**Appendix E**  
**Field Experience Approval**



Date: \_\_\_\_\_

Mason Student: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

School: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

Mentor Teacher Phone: \_\_\_\_\_

Mentor Teacher Email: \_\_\_\_\_

I agree to support \_\_\_\_\_ (Mason Student Name) as she/he completes a minimum 15-hour field experience in my classroom.

I understand that this Mason student will work with me and my students over a minimum of five sessions (each lasting at most 4 hours), and that all of these hours must involve direct interaction with adolescents/young adults. These experiences may involve working with an individual student, small groups of students, and/or an entire class of students.

I understand that the goal of the Mason student's fieldwork is to gain experience with the day-to-day- workings of a teacher and her/his students. I agree to accurately document the Mason student's tutoring hours and activities on a daily basis.

\_\_\_\_\_  
Mentor Teacher Signature Date

\_\_\_\_\_  
Mason Student Signature Date

Tentative Tutoring Schedule (Weeks/Days/Times)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_