

**George Mason University**  
College of Education and Human Development

EDUC 300: Introduction to Teaching  
3 Credits ~~ Spring 2010 ~~ Tuesdays ~~ 4:30 – 7:10 p.m. ~~ Fine Arts Bldg 112

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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](http://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](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](http://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**

Parkay, Forrest W., and Beverly Hardcastle Stanford *.Becoming a Teacher.* New York, NY: Pearson, Allyn & Bacon.7<sup>th</sup> Edition

Note: Additional readings may be assigned throughout the semester.

### **Course Outline/Schedule**

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

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Jan. 19	Introductions; Review Syllabus; What is a teacher?
Class 1	<b>Due: Class Reflection</b>
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Jan. 26	Chapter 1: Teaching: Your Chosen Profession
Class 2	<b>Due: Text Reflection Chapter 1; Class Reflection; Letter to a Former Teacher</b>
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Feb. 2	Chapters 2: Learning to Teach
Class 3	<b>Due: Text Reflection Chapter 2; Class Reflection</b>
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Feb. 9	Chapter 3: Ideas and Events that Shaped Education
Class 4	<b>Due: Text Reflection Chapter 3; Class Reflection; Web Resource Review</b>
*****	
Feb. 16	Chapter 4: Social Realities and Today's Schools
Class 5	<b>Due: Text Reflection Chapter 4; Class Reflection</b>
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Feb. 23	Chapter 5: Struggles for Control of Schools
Class 6	<b>Due: Text Reflection Chapter 5; Class Reflection</b>
*****	
March 2	Chapter 6: Ethical and Legal Issues
Class 7	<b>Due: Text Reflection Chapter 6; Group Presentations-Court Case; Class Reflection</b>
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March 9	Spring Break
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March 16	Chapter 7: Teaching Diverse Learners
Class 8	<b>Due: Text Reflection Chapter 7; Class Reflection</b>

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March 23 Chapter 8: Addressing Learners with Individual Needs  
Class 9 **Due: Text Reflection Chapter 8; Class Reflection**  
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March 30 Chapter 9: Authentic Instruction and Curricula for Creating a Community of Learners  
Class 10 **Due: Text Reflection Chapter 9; Class Reflection; Article Review**  
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April 6 Chapter 10: Curriculum Standards, Assessment, and Student Learning  
Class 11 **Due: Text Reflection Chapter 10; Class Reflection**  
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April 13 Chapter 11: Teaching with Technology  
Class 12 **Due: Text Reflection Chapter 11; SOL Review; Class Reflection**  
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April 20 Chapter 12: Teachers as Educational Leaders  
Class 13 **Due: Text Reflection Chapter 12; Class Reflection**  
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April 27 Chapter 13: Your Induction into Teaching  
Class 14 **Due: Text Reflection Chapter 13; Class Reflection; Field Experience Reflections**  
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May 4 Student Selected Topics  
Class 15 **Due: Resume; To Be or Not To Be A Teacher Due**  
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May 11 Final - TBA  
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## Assignments

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**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. (13 X 10 = 130 pts.)

**Class Reflections** – Write a three to four paragraph reflection about the class to be turned in at the end of each class. The reflection is worth two points per assignment. (15 reflections X 4 = 60 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. (20 points = teacher qualities @10pts.; impact on you @5pts.; letter format @5pts.)

**Web Resource Response** – Explore one of the web resources (found throughout the chapters) 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 in a clear way. (25 pts. = web address @ 5pts.; relevance @5pts.; summary@5 pts.; thoughtful reaction @5pts.; clear writing @5pts.)

**Court Case** – Working with a group, present one of the major court cases that impacted education. (70 pts. =

**Article Review** – Write one page review of an education journal article that addresses one of the characteristics of the learners described in chapters 7 or 8. (25 pts. = Article name and reference @ 5pts.; summary@5 pts.; new information learned @5pts.; thoughtful reaction @5pts.; clear writing @5pts.)

**SOL Review** - See separate assignment sheet and rubric. (100 pts.)

**Field Experience Reflections** – See separate assignment sheet and rubric. (100 pts.)

**Resume** – Draft a preliminary professional resume. (20 pts.)

**To Be or Not to Be A Teacher** – Discuss 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 pts. = defense of decision @10pts.; self-knowledge @20pts.; address complexity of teaching @10pts.; clear, accurate writing @10pts.)

### 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

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

**Summary of Assignments** = Total points possible = 600

<b>Text Reflections</b>	13 x 10 points each = 130 points
<b>Class Reflections</b>	15 x 4 points each = 60 points
<b>Letter to a Former Teacher</b>	20 points
<b>Web Resource Response</b>	25 points
<b>Court Case</b>	70 points
<b>Article Review</b>	25 points
<b>SOL Review</b>	100 points
<b>Field Experience Reflections</b>	100 points
<b>Resume</b>	20 points
<b>To Be or Not to Be A Teacher</b>	50 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.