

George Mason University
College of Education and Human Development

EDUC 300: Introduction to Teaching
3 Credits ~ Spring ~ Tuesdays ~ 4:30 – 7:10 p.m. ~ Fine Arts Bldg. B 212

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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.

College of Education and Human Development

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

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.)

 Jan. 25 Welcome to the World of Education: Introductions; Review Syllabus;
 Class 1 **Due: Class Reflection**

Jan. 31	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

Feb.1	Chapters 2: Today's Students
Class 3	Due: Text Reflection Chapter 2; Class Reflection; Letter to a Former Teacher

Feb 8	Chapter 3: Families and Communities
Class 4	Due: Text Reflection Chapter 3; Class Reflection; Article Review

Feb 15	Chapter 4: Schools as the Workplace for Students and Teachers
Class 5	Due: Text Reflection Chapter 4; Class Reflection; Resume

Feb 22	Chapter 5: The History of Schools in the United States
Class 6	Due: Text Reflection Chapter 5; Class Reflection; Legal Issues Assignment

March 1	Chapter 6: The Social Context of Schools
Class 7	Due: Text Reflection Chapter 6; Class Reflection; Group Presentations-Court Case

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

March 15	Chapter 8: Focusing on Learning and Results
Class 9	Due: Text Reflection Chapter 8; Class Reflection

March 29	Chapter 9: Teaching Strategies
Class 10	Due: Text Reflection Chapter 9; Class Reflection; Instructional Strategy Presentations

April 5	Chapter 10: Integrating Technology and Teaching
Class 11	Due: Text Reflection Chapter 10; Class Reflection; Creative Inspiration

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

April 26	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

May 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. (120 points = 12 reflections at 10 points each)

Class Reflections – Write a three to four paragraph reflection about the class to be turned in at the end of each class. Directions will be given in class. (120 points = 12 reflections at 10 points each)

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 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 (50 points = 10 points for letter with position desired, philosophy paragraph, what makes you the best candidate; 5 points each for names, addresses, email, phone contact; position desired; degree/certification/tests taken; teaching/school experience; special skills; community service; outside interest; 3 references)

Legal Issues – Choose one of the legal topics from the list and present the information in a written lesson plan and content description. Instruct the class on your topic. (100 points = 30 points each for lesson plan; accurate, clear content; class instruction; 10 points for clear writing including spelling, grammar and punctuation)

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. (20 points = 5 points each: web address; relevance to you; summary; thoughtful reaction) Your web site is to be shared with the class.

Instructional Strategy: Share an instructional strategy that you would find useful in your area of teaching; include description for Interactive Notebook. (40 points = 10 points each: description; benefit to students; entry in Interactive Notebook; possible adaptations)

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; creativity; connection to audience)

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)

Field Experience Reflections – Observe a teacher in your field for 15 hours. Watch the video at <http://cehd.gmu.edu/teacher/fieldexperience/> then email Lauren Clark at lclarkg@gmu.edu regarding your assigned school. 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 observable topics in three categories (Great Ideas; Something I'd Use; Interesting) explaining what happened, what impact it had on the students and a summary. (100 points =8 point for listing 25 topics; 4 points for each of 23 paragraphs)



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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	700 – 658	B	608 – 581	C	538 – 511
A-	657 – 630	B-	580 – 560	C-	510 – 490
B+	629 – 609	C+	559 – 539	D	489 – 455

Summary of Assignments = Total points possible = 700

Text Reflections	12 x 10 points each	120 points
Class Reflections	12 x 10 points each	120 points
Letter to a Former Teacher		25 points
Article Review		25 points
Resume		50 points
Legal Issues		100 points
Web Resource		20 points
Instructional Strategy		40 points
Creative Inspiration		50 points
SOL Review		50 points
Field Experience Reflections		<u>100 points</u>
		700 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.