

# George Mason University

College of Education and Human Development

## EDUC 300: Introduction to Teaching

3 Credits ~ Fall 2011 ~ Thursdays ~ 4:30-7:10 p.m. ~ Robinson B 118

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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.
- The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values>

*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.)*

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Sept. 1      Welcome to the World of Education: Introductions; Review Syllabus;
Class 1      Due: Class Reflection
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Sept. 8      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
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Sept. 15     Chapters 2: Today’s Students
Class 3      Due: Text Reflection Chapter 2; Class Reflection; Letter to a Former Teacher
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Sept. 22     Chapter 3: Families and Communities
Class 4      Due: Text Reflection Chapter 3; Class Reflection; Article Review
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Sept. 29     Chapter 4: Schools as the Workplace for Students and Teachers
Class 5      Due: Text Reflection Chapter 4; Class Reflection
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Oct. 6 Chapter 5: The History of Schools in the United States  
 Class 6 Due: Text Reflection Chapter 5; Class Reflection, **Resume**  
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Oct. 13 Chapter 6: The Social Context of Schools  
 Class 7 Due: Text Reflection Chapter 6; Class Reflection; **Web Resource**  
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Oct. 20 Chapter 7: Thinking about Teaching and Learning  
 Class 8 Due: Text Reflection Chapter 7; Class Reflection  
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Oct. 27 Chapter 8: Focusing on Learning and Results  
 Class 9 Due: Text Reflection Chapter 8; Class Reflection; **Instructional Strategy Presentations**  
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Nov. 3 Chapter 9: Teaching Strategies  
 Class 10 Due: Text Reflection Chapter 9; Class Reflection  
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Nov. 10 Chapter 10: Integrating Technology and Teaching  
 Class 11 Due: Text Reflection Chapter 10; Class Reflection; **Creative Inspiration OR  
 Creative Assignment for your students**  
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Nov. 17 Chapter 11: Assessing Student Learning and Results  
 Class 12 Due: Text Reflection Chapter 11; Class Reflection; **SOL Review**  
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Dec. 1 Chapter 12: Managing the Classroom and Student Behavior  
 Class 13 Due: Text Reflection Chapter 14; Class Reflection  
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Dec. 8 Chapter 14: Succeeding in Your Teacher Education Program and Beyond  
 Class 14 Due: Text Reflection Chapter 14; Class Reflection; **Field Experience Reflections**  
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## 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 to be turned in at the end of each class. Directions will be given in class. (120 points = 12 reflections at 10 points each)

**Chapter Presentation to Class** – Each student will choose a chapter or part of a chapter to ‘teach’ to the class via a power point presentation. A sign-up sheet will be provided. Be prepared to ask 2 thought provoking questions for classmates to discuss in class. (100 points = 40 points for accurate, clear content; 40 points for interesting slides (not too many words per slide); 20 points for questions developed and discussion) Time limited to 15 minutes.

**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 and grammar; sending the letter = nice; getting a reply = priceless)

**Professional Article Review** – Write one page review of an education journal article that addresses one of the Special Education programs. A list will be provided. (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 3 paragraph letter: position desired, philosophy, what makes you the best candidate; 5 points each for personal information; position desired; degree/certification/tests taken; work/teaching/school experience; special skills and interests; community service; 3 references; format)

**Web Resource** – Explore one of the web resources from any chapter and share it with the class. (20 points = 5 points each: web address; relevance to you; summary; thoughtful reaction)

**Instructional Strategy:** Share an instructional strategy that you would find useful in your area of teaching; include description for Interactive Notebook. (20 points = 5 points each for sharing strategy description; benefit to students; entry in Interactive Notebook; possible adaptations)

**Creative Inspirations OR Creative Assignment for Your Students:** Create a slide presentation which will inspire your students - parents - colleagues. OR Develop a creative assignment for your students. Share in class. Student choice of topic; (70 points = 20 points each for originality, inspirational, and conveys message or instruction; plus 10 points for appropriateness for audience)

**SOL Review** – Answer 20 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= 2.5 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](mailto: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; Not My Thing) explaining what happened, what impact it had on the students and a summary of each category. Further explanation and samples provided in class. (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

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

**Summary of Assignments** = Total points possible = 700

<b>Text Reflections</b>	12 x 10 points each	120 points
<b>Class Reflections</b>	12 x 10 points each	120 points
<b>Chapter Review for Class</b>		100 points
<b>Letter to a Former Teacher</b>		25 points
<b>Professional Article Review</b>		25 points
<b>Resume</b>		50 points
<b>Web Resource</b>		20 points
<b>Instructional Strategy</b>		20 points
<b>Creative Inspiration OR Creative Assignment for your Students</b>		70 points
<b>SOL Review</b>		50 points
<b>Field Experience Reflections</b>		<u>100 points</u>
		700 points

## 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.