

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

**EDUC 300: Introduction to Teaching**

3 Credits ~ Spring 2012 ~ Wednesdays ~ 4:30-7:10 p.m. ~ Robinson A 206

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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 and the class meets three hours per week.

**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, individual/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.

**George Mason University Policies and Resources for Students:**

Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].

Counseling and Psychological Services – 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/>].

Office of Disability Services – 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 [<http://ods.gmu.edu/>].

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

The Writing Center (Optional Resource) – 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/>].

University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

**Core Values Commitment:**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

**Graduate School of Education**

Additional information can be found at our website: [www.gse.gmu](http://www.gse.gmu)

**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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Jan. 25	Welcome to the World of Education: Introductions; Review Syllabus; Your philosophy of teaching
Class 1	and learning Due: Class Reflection
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Feb. 1	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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Feb. 8	Chapters 2: Today’s Students
Class 3	Due: Text Reflection Chapter 2; Class Reflection; Letter to a Former Teacher
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Feb. 15	Chapter 3: Families and Communities
Class 4	Due: Text Reflection Chapter 3; Class Reflection; SOL Review
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Feb. 22	Chapter 4: Schools as the Workplace for Students and Teachers
Class 5	Due: Text Reflection Chapter 4; Class Reflection; Article Review
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Feb. 29	Chapter 5: The History of Schools in the United States
Class 6	Due: Text Reflection Chapter 5; Class Reflection, Resume
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March 7	Chapter 6: The Social Context of Schools
Class 7	Due: Text Reflection Chapter 6; Interactive Notebook Check; Class Reflection

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March 14 Spring Break

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March 21 Chapter 7: Thinking about Teaching and Learning  
Class 8 Due: Text Reflection Chapter 7; Class Reflection; Web Resource

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March 28 Chapter 8: Focusing on Learning and Results  
Class 9 Due: Text Reflection Chapter 8; Class Reflection; Instructional Strategy Presentations

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April 4 Chapter 9: Teaching Strategies  
Class 10 Due: Text Reflection Chapter 9; Class Reflection

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April 11 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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April 18 Chapter 11: Assessing Student Learning and Results  
Class 12 Due: Text Reflection Chapter 11; Class Reflection;

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April 25 Chapter 12: Managing the Classroom and Student Behavior  
Class 13 Due: Text Reflection Chapter 14; Class Reflection

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May 2 Chapter 14: Succeeding in Your Teacher Education Program and Beyond  
Class 14 Due: Text Reflection Chapter 14; Interactive Notebook Check; 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. (150 points = 10 reflections at 15 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. (150 points = 10 reflections at 15 points each)

**Interactive Notebook** – Follow the directions given in class; (50 points = Mid-term check for 25 points, end of semester check for 25 points; Breakdown of 25 points = 5 points for WOW pages complete, 10 points for NIK pages complete and comprehensive, 10 points for complete Table of Contents)

**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: 5 teacher qualities; 5 examples of qualities; impact on you; letter format; spelling, grammar; sending the letter awesome; getting a reply priceless!)

**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)

**Professional Article Review** – Write one page review of an education journal article that addresses one of the on one of the Special Education programs. (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)

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**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)

**Web Resource** – Explore one of the web resources from any chapter and write a one page response including a summary; the title and web address, its relevance to your exploration of teaching, and your reaction. (25 points = 10 points summary, 5 points each: web address; relevance to you; 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 your colleagues’ Interactive Notebooks. (25 points = 5 points each for sharing strategy; benefit to students; entry in Interactive Notebook; direct link to an SOL objective; 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’s choice of topic. (50 points = 20 points for originality or creativity, 10 points for each inspirational/willingness for students to do the activity; conveying a message or the instruction; appropriateness for audience)

**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; Interesting) 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)

**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>Class Reflections</b>	10 x 15 points each	150 points
<b>Text Reflections</b>	10 x 15 points each	150 points
<b>Field Experience Reflections</b>		100 points
<b>Interactive Notebook</b>		50 points
<b>SOL Review</b>		50 points
<b>Resume</b>		50 points
<b>Creative Inspiration OR Creative Assignment for your Students</b>		50 points
<b>Professional Article Review</b>		25 points
<b>Letter to a Former Teacher</b>		25 points
<b>Web Resource</b>		25 points
<b>Instructional Strategy</b>		<u>25 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.

