

EDUC 300: INTRODUCTION TO TEACHING

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Class Days & Time – Tuesday 7:20 – 10:00
Class Location – Robinson A 123
Office Hours – By appointment

COURSE DESCRIPTION

Introduction to educational issues; not applicable in graduate-level teacher education programs. Examines roles of teacher, nature of American schools, and potential contributions of students.

COURSE OBJECTIVES

Upon successful completion of this course students will be expected 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.

TEACHING METHOD

Teaching methods include a combination of presentation and modeling by the professor, small and large group discussions, student presentations, group work sessions, online and web-based activities, dialogue folders, and visits to school sites. There is a 10-hour field experience connected to this course.

COURSE REQUIREMENTS & GRADING POLICY

A variety of activities will be completed to enhance student understanding of key course concepts. Specific guidelines and rubrics will be provided via Blackboard. Tasks include but are not limited to:

Required Activities	Points	
Panel Questions	<u> </u> /5	
Teaching Philosophy	<u> </u> /15	
Midterm Exam	<u> </u> /15	
Professionalism and Participation	<u> </u> /5	
	<u> </u> /40	Midterm Subtotal
Movie Critical Analysis	<u> </u> /10	
In Class Lesson Plan Activity	<u> </u> /10	
Field Experience Reflection	<u> </u> /15	
Field Experience Presentation	<u> </u> /5	
Final Exam	<u> </u> /15	
Professionalism and Participation	<u> </u> /5	
	<u> </u> /60	Final Subtotal

_____ (Midterm Subtotal) + _____ (Final Subtotal) = _____/100 Final Points

Grading Scale:

94-100	A	87-89	B+	77-79	C+	67-69	D+	0-59	F
90-93	A-	84-86	B	74-76	C	64-66	D		
		80-83	B-	70-73	C-	60-63	D-		

FIELD EXPERIENCE

Field placements are approximately 15 hours in an elementary, middle, or high school. There is a Field Placement Specialist who will place students in schools. More information regarding the Field Experience will be discussed in class.

Field Experience Website: <http://cehd.gmu.edu/teacher/fieldexperience/>

REQUIRED TEXTS

- 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.
- Webb, D., Metha, A., Forbis, K. (2010). *Foundations of American Education*. Upper Saddle River, NY: Pearson.

ADDITIONAL REQUIRED/SUGGESTED READINGS

Additional readings may be assigned as needed and available via Blackboard.

STUDENT RESPONSIBILITIES

Blackboard: Frequently check the course site on <https://my.marymount.edu>. Students are responsible for any information shared via Blackboard.

APA Style: All work should be submitted using proper APA style. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information.

APA Formatting Guidelines: In addition to the APA manual, the following APA companion website can be used: <http://www.psywww.com/resource/apacrib.htm> as a good resource, but it should not be a substitute for directly consulting the APA manual (6th ed.) for standards of applying APA style.

Participation: Participation is not equivalent to attendance. Being prepared for class is a necessary part of participation and will require completing the required readings, activities, and assignments for each class meeting. Students are expected to attend class and actively participate in all assignments, group activities, class discussions, and any online activities. Active participation includes asking questions, presenting one's own understanding with gained from the readings and lectures, engaging in interactive class discussions, and participating in cooperative learning activities. Active participation also includes listening and respectful consideration of others.

TENTATIVE COURSE SCHEDULE

		Topic	Readings Due	Assignment Due
1	Tue 8/28	Introductions Syllabus Review The Teaching Profession Becoming an Effective Teacher	Hall – Ch 1 Webb – Ch 1 & 2	
2	Tue 9/4	The Philosophy of Teaching Theories & Foundation of Education Guest Speakers – Teacher Panel	Hall – Ch 7 Webb – Ch 3 & 4	Panel Questions Due
3	Tue 9/11	The History and Future of Teaching & Schools in the US	Hall – Ch 5 Webb – Ch 5, 6, & 7	
4	Tue 9/18	Library Instruction Session Meet in Library Instruction Room Fenwick Library A214	Start Readings for 9/25	Teaching Philosophy Due
5	Tue 9/25	Today’s Students The Social & Cultural Contexts of Teaching	Hall – Ch 2, 3, & 6 Webb – Ch 8, 9, & 10	
6	Tue 10/2	Midterm	Start Readings for 10/16	
	Tue 10/9	NO CLASS – COLUMBUS DAY (Monday classes meet on Tuesday)	Start Readings for 10/16	
7	Tue 10/16	Legal & Financial Issues in Education Review & Discussion of Waiting for Superman	Webb – Ch 11 & 12	
8	Tue 10/23	Governance & Financing in Education School Organization & Reform Review & Discussion of Waiting for Superman	Hall – Ch 4 & 13 Webb – Ch 13	
9	Tue 10/30	Curriculum Standards Instructional Strategies Differentiation, & Accommodations	Hall – Ch 8 & 9 Webb – Ch 14	Movie Critical Analysis Due
10	Tue 11/6	Academic Assessment Integrating Technology & Teaching	Hall – Ch 10 & 11 Webb – Ch 15	
11	Tue 11/13	Classroom & Behavior Management	Hall – Ch 12	
	Tue 11/20	Lesson Planning Group Activity		Field Experience Reflection Due
12	Tue 11/27	Succeeding in Teacher Ed & Beyond The Future of Education Field Experience Presentations	Hall – Ch 14 Webb – Ch 16	Lesson Plan Activity Due
13	Tue 12/4	Field Experience Presentations Final Exam Review		
14	Tue 12/11	Final Exam		

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/>.

ELECTRONICS

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

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

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.