

**George Mason University**  
**College of Education and Human Development**  
**EDUC 300: Introduction to Teaching**

Spring 2013

Wednesdays, 4:30 p.m. – 7:10 p.m.

Location: Robinson A106

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<b>Office Hours:</b>	By Appointment

**Textbook:**

There is no assigned textbook for this class; however, readings will be assigned throughout the semester. The readings may be accessed through My Mason or through the library databases. Please consult the syllabus for reading assignment due dates and locations.

**Course Description:**

This course is an introduction to educational issues, but it is 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.

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**Learning Outcomes:**

As a result of full participation in the course, students will be able to:

- Describe the nature of American schools and today's diverse students and the issues they face.
- Explain issues and trends in curriculum planning and delivery.
- Identify effective teachers
- Understand legal and ethical issues in education.
- State a philosophy of education drawing from the philosophical foundations of education.
- Describe the formation and governmental influences of American schools.
- Explore job opportunities and expectations in education.
- Discuss professionalism and reflect on their personal potential to contribute to the field of education.

**Professional Standards:**

Interstate New Teacher Assessment and Support Consortium (INTASC)

**Standard 1: Subject Matter**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 2: Student Learning**

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Standard 3: Diverse Learners**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and interaction in the classroom.

**Standard 7: Planning Instruction**

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Personal Development**

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parent, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**Standard 10: Collaboration, Ethics, and Relationships**

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

### **Course Expectations:**

1. Class begins promptly at 4:30 p.m. Consistent, on-time attendance is expected. As a portion of the student's grade is based on participation. Missing multiple classes will result in significant point deductions on the final grade. Arriving late to class will also result in participation point deduction.
2. Computers, cell phones, and other electronic devices must be turned off during class.
3. Students are expected to be familiar with the course's My Mason site and its functionality as well as the library databases. A brief introduction will be provided during the first night of class.
4. All written assignments must be posted on My Mason by 3:30 PM on the date that it is due. Written assignments *will not be accepted for full credit any other time*. Written assignments will also not be accepted in hard copy, unless otherwise noted. If absent, written assignments are still due on My Mason by 3:30 PM.
5. Correct spelling, grammar, and format are essential to the success of your written assignments. Pay careful attention to proofreading, as it will be part of the grade on all written assignments.
6. Points will be deducted for each day an assignment is late.

### **College of Education and Human Development (CEHD) Expectations:**

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of Professional Dispositions.

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 George Mason University Disability Resource Center (DRC) and inform the instructor in writing at the beginning of the semester. See <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.

### **Assignments for EDUC 300 Spring 2013**

*Note: All written assignments must be submitted on My Mason **with the exception of the field experience journal and the final project**. The instructors **will not** accept hard copies.*

### **Participation and Weekly Reading Quizzes (14 x 5 points/class = 70 points)**

Students will come to every class, participate in all discussions and activities, and complete assigned reading, which will be assessed through reading checks. Students will receive no participation credit for classes they do not attend.

### **Exit Ticket (13 x 5 points/each = 65 points)**

Students will complete an exit ticket that is related to the topic of that night's class. Students are expected to apply Bloom's Taxonomy as well as other reflective strategies in completing the exit ticket. Exit tickets for the first thirteen class sessions will be completed on *MyMason* in the "Discussion Board." Each exit ticket **must be completed within 48 hours of the end of each class session to be counted for credit.** Because the exit ticket is a reflection of the class discussion, exit tickets cannot be made up.

### **Letter to Former Teacher (30 points)**

Write a letter to a former teacher who made an impact on your education and who demonstrated the qualities of a *great* teacher. Include the following:

- *Specific* qualities the teacher possessed
- How these qualities impacted you, your learning, and your future career
- At least 2 *specific* examples in which the teacher demonstrated these qualities

The letter must be typed, single-spaced, in *business letter format*, 1 page minimum.

**Due February 13<sup>th</sup>**

### **Educational Topic Research and Reflection (50 points)**

Choose one of the topics below and find at least 4 related scholarly sources. Write a 3 page (double-spaced) paper that thoroughly describes the topic and addresses its challenges and rewards. Include your substantiated opinion about its value to student success. Also, include a bibliography of sources consulted and/or cited in appropriate MLA format.

- Professional Learning Communities (PLC)
- Advanced Academic Programs (AAP)
- Positive Behavior Support (PBS) and/or Responsive Classroom (RC)
- Response to Intervention (RTI)
- Inclusion and co-teaching
- Honor Code and Honor Council

What constitutes a scholarly source and MLA format will be discussed in class. In addition, resources related to locating and citing sources will be available on Blackboard. **Please bring a hard copy of your assignment to class on its due date in addition to submitting it on My Mason.**

**Due March 6<sup>th</sup>**

### **Lesson Plan (50 points)**

Using one of the formats discussed in class and/or posted on My Mason, *with your final project group*, develop a lesson plan for a 45-minute lesson for the grade level and subject your group has selected for the final project. Include the following:

- The level and subject being taught;

- The class demographic (size, ethnicity, special needs)
- A brief explanation of what the students know in preparation for the lesson (prior knowledge);
- The lesson objective;
- Materials required (include a copy of any handouts that will be used);
- Seating arrangement;
- Specific strategies to be used;
- Check(s) for understanding;
- Summary activity;
- Conclusion: What are the next steps?

Your grade will be based on your group's thoroughness and your ability to visualize an actual classroom and provide appropriate instructional practice to all students. Please bring a hard copy to class on its due date, but ensure that one group member submits the lesson plan to My Mason. *You will receive a group grade for this assignment.*

**Due March 27th**

### **Interview a Teacher (35 points)**

Conduct an interview with a current teacher (K-12) to learn what it's like to be a teacher in today's schools (**you may not interview your field experience teacher or a relative who is a teacher**). Your write-up of the interview should be thorough enough that the reader can visualize this teacher in the classroom.

Submit a narrative of the interview that includes your questions and the teacher's responses. A concluding reflection in which you thoroughly analyze the teacher's style and effectiveness is required.

**Due April 10th**

### **Field Experience Journal (100 points)**

See separate assignment sheet and rubric. All students are required to view the online presentation designed to review all of the field experience guidelines and register for a field experience placement in a timely manner. You can access the field experience video at: <http://cehd.gmu.edu/teacher/fieldexperience/> after the semester begins.

**Due April 24th**

### **Final Project Presentation (100 points)**

With your group, develop a lesson in a specific discipline that you will teach to the class. The lesson should be interactive and should utilize multiple teaching strategies discussed over the course of this class. Your final grade on this project will be a combination group and individual grade. See separate assignment sheet and rubric.

**Due May 1<sup>st</sup> and 8<sup>th</sup>**

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Grading Scale:

A=	90 – 100
B=	80 – 89
C=	70 – 79
D=	65 – 69
F=	65 or less

A maximum of 500 points can be earned for the class:

A=	450-500
B=	400-449
C=	350-399
D=	325-349
F=	324 or less

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## **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, found at <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, found at <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. See <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.