EDUC 300: INTRODUCTION TO TEACHING

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Class Days & Time – Tues/Thurs 4:30-7:10pm
Class Location – UH 1202
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, and visits to school sites. There is a 15-hour field experience connected to this course.

COURSE REQUIREMENTS & GRADING POLICY
Specific guidelines and rubrics will be provided via Blackboard. Tasks include but are not limited to:

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Teaching Reflection</td>
<td>/15</td>
</tr>
<tr>
<td>Panel Questions</td>
<td>/5</td>
</tr>
<tr>
<td>Teacher for the Day</td>
<td>/15</td>
</tr>
<tr>
<td>Critical Issue Paper</td>
<td>/15</td>
</tr>
<tr>
<td>Online Class Assignment</td>
<td>/15</td>
</tr>
<tr>
<td>Field Experience Reflection</td>
<td>/15</td>
</tr>
<tr>
<td>Field Experience Presentation</td>
<td>/5</td>
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<tr>
<td>Professionalism and Participation</td>
<td>/5</td>
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/100 Final Subtotal
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/clinical_practice/

REQUIRED TEXTS

ADDITIONAL REQUIRED/SUGGESTED READINGS
Additional readings may be assigned as needed and available via Blackboard.

STUDENT RESPONSIBILITIES
Blackboard: Frequently check the course site. Students are responsible for any information shared via Blackboard. All assignments should be submitted via Blackboard unless other arrangements are made with the instructor.

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.
<table>
<thead>
<tr>
<th>#</th>
<th>Day</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1  | Tues 6/4 | Introductions  
Syllabus Review  
Course Overview  
Teaching Motives                      |                                |                                 |
| 2  | Thurs 6/6 | The Teaching Profession  
Becoming an Effective Teacher  
Your Philosophy of Teaching            | Webb – Ch 1,2,3, & 4           | "Teacher for the Day" Topics Due |
| 3  | Tues 6/11 | Theories & Foundation of Education  
The History of Teaching & Schools in the US    | Hall – Ch 5  
Webb – Ch 6 & 7                   |                                 |
| 4  | Thurs 6/13 | Today’s Students                                         | Hall- Ch 2  
Webb – Ch 8                      | Teaching Reflection Due          |
| 5  | Tues 6/18  | The Social & Cultural Contexts of Teaching  
Families and Communities                        | Hall- Ch 3  
Webb- Ch 9                      |                                 |
| 6  | Thurs 6/20 | Teacher Panel & "The First Year"                                | Hall- Ch 6 & 7                  | Panel Questions Due by 12 noon on BB |
| 7  | Tues 6/25 | Curriculum Standards  
Instructional Strategies                                   | Hall- Ch 8 & 9                  |                                 |
| 8  | Thurs 6/27 | Differentiation, & Accommodations  
Academic Assessment                                    | Hall - Ch 11                    |                                 |
| 9  | Tues 7/2  | Legal & Ethical Issues in Education                              | Webb – Ch 11 & 12               |                                 |
| 10 | Thurs 7/4 | NO CLASS- FOURTH OF JULY!                                        |                                |                                 |
| 11 | Tues 7/9  | ONLINE CLASS SESSION  
Governance & Financing in Education  
School Organization        | Hall – Ch 4  
Webb – Ch 13                  | Online BB assignment in place of class session |
| 12 | Thurs 7/11 | Classroom & Behavior Management                                  | Hall - Ch 12                    |                                 |
| 13 | Tues 7/16 | Lesson Planning Group Activity                                  | Webb – Ch 14                    | Critical Issue Paper due        |
| 14 | Thurs 7/18 | Succeeding in Teacher Ed & Beyond  
The Future of Education & School Reform | Hall- Ch 13  
Blackboard Readings           |                                 |
| 15 | Tues 7/23 | Field Experience Presentations                                   |                                |                                 |
| 16 | Thurs 7/25 | Field Experience Presentations  
Class Evaluations                      |                                | Field Experience Reflection Due |
ASSIGNMENT DESCRIPTIONS
**detailed description and rubrics of each assignment are posted on BlackBoard**

TEACHING REFLECTION- due June 13
You are in this course because you are obviously interested in becoming a teacher. Well I want to know what has driven you to this point. Have you always wanted to be a teacher or is it a more recent interest? What caused you to be interested in this profession? What do you think it will be like? How do you think your past experiences will affect your teaching? Please write a reflection (3-4 pages double spaced) sharing your interests in the teaching profession and be prepared to share your thoughts aloud in class.

TEACHER FOR THE DAY- dates TBD in class 1
You're going to be a teacher one day so here's your chance to get some practice! Each of you will be asked to sign up for a class topic (sign up will be available at the first class session) that you will prepare and will teach the class. Presentations should include the salient information from the topic's readings and be presented in an engaging way that includes class participation as well as checking for assessment. Presentations are expected to be 20-30 minutes long. Please feel free to be creative!

PANEL QUESTIONS- due on BB on June 20 by 12noon
We are going to have a number of guests in for a teacher panel. You'll have the opportunity to ask them any questions that you'd like about how they got into the teaching profession, their experience, as well as seek any advice or suggestions that might help frame your future teaching endeavors.

ONLINE CLASS SESSION- BLACKBOARD ASSIGNMENT- due July 9
We will not meet in person on Tuesday, July 9. This week's readings are on school organization, governance, and financing in education. To see how all of this really works in action, you will get the chance to research who is the superintendent and what he/she does, who is on the school board, and what they are making decisions about. Your assignment will be to research these topics and respond to the four discussion questions on the BB discussion board.

CRITICAL ISSUE PAPER- due July 16
As you have learned through the textbook readings and our class discussions, there are many critical issues that continually influence the teaching profession. Your job is to choose a critical issue that is of interest to you (ex: ESOL students and English language support, differentiating instruction for special educ. students while being inclusive, etc.) and write a paper on what you have learned about it thus far. What is the critical issue? How are teachers dealing with it? What are the problems often associated with this issue (ex: lack of consistency in implementation of strategies). This paper should be about 6-8 pages long, written in APA format, and include 5-8 citations.
FIELD EXPERIENCE PRESENTATION & REFLECTION - due July 25
For this class, you have had to complete 15 hours of field experience. For the final days of class, you will be asked to do a 15-20 minute presentation of your field experience sharing where you were, what you learned, how topics discussed in this course were observed in that setting, and how the experience may have impacted your view of the teaching profession. The same topics discussed in your presentation should be detailed in a written reflection that is about 4-5 pages, double spaced.

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.