

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**  
**EDUC 300-001; 3 credits**  
**Introduction to Teaching**

**DAY/TIME:** Thursday, 4:30-7:10 p.m.  
**DATES:** August 29-December 12, 2013  
**LOCATION:** Planetary Hall 127  
**INSTRUCTORS:** Sydney A. Merz  
[smerz@gmu.edu](mailto:smerz@gmu.edu)  
**OFFICE HOURS:** By appointment only

**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. Notes: Requires school-based field experience during course.

**PREREQUISITES:** NONE

**LEARNER OBJECTIVES**

- Describe the nature of American schools and today's diverse students and the issues they face through school-based observations and reflections
- Research and present a current issue(s) and/or trend(s) in curriculum planning and delivery
- Identify effective and skillful teachers through examination of a great teacher and research
- Understand legal and ethical issues in education through case study analysis
- State a philosophy of teaching drawing from the philosophical foundations of education, personal experiences and deep reflection
- Describe the formation and governmental influences of American schools through a panel of guest speakers and course readings
- Discuss professionalism and reflect on their personal potential to contribute to the field of education

**NATURE OF COURSE DELIVERY**

Students in this course will participate in individual and group activities structured around readings, discussions, and presentations. Your ability to deeply reflect is a major component of this course and you will be challenged to consider your own biases at times, which can be a difficult process. Additionally, active participation is an important element of this course, especially due to the nature of this course being once a week. Students are **expected to complete all class readings prior to each session** in order to engage in active listening, dialogue, and sharing of ideas. Attendance is required for **all** classes in order to fully engage in the learning activities during class.

**REQUIRED TEXTBOOKS**

Ryan, K., & Cooper, J.M. (2013). *Those who can, teach* (13<sup>th</sup> ed). Belmont, CA: Wadsworth, CENGAGE Learning.  
Noguera, P.A., Yonemura Wing, J. (2006). *Unfinished business: Closing the racial achievement gap in our schools*. San Francisco, CA: Wiley & Sons.

**Recommended Readings**

Sornson, B. (2005). *Creating classrooms where teachers love to teach: And students love to learn*. Golden, CO: Love and Logic Institute, Inc.

Glanz, J. (2009). *Teaching 101: Classroom strategies for the beginning teacher* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin

Wong, H.K K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications, Inc.

**COURSE REQUIREMENTS/ASSIGNMENTS**

***A. Class Reflections-Free Writes (12 points each)***

Four times throughout the semester, you will be required to do a “free-write” on your thoughts about the week’s topics and readings. Your reflections should be about the week’s assigned readings, the class discussions, and your relationship about the topic. ***Your reflection is not a summary*** (I have read the chapter, no need to regurgitate), but a critical analysis of how the topic/discussion/reading(s) have influenced you as a future teacher. The free writes are due on the dates listed in the course outline and are **due the Tuesday before** the class begins. Each free-write is equivalent to 5% of your final grade. As you write, you should build upon each week’s lesson in how all of this information is framing your thoughts as a future teacher. It is required that you include specific examples. There is no minimum or maximum length for your free-write as it is based on quality and not quantity. Please use the journal feature to input your weekly free-write and type directly into the journal. Free writes may begin starting the week of September 19, 2014 Rubric is provided below.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	The reflection addresses and connects at least <u>four</u> readings from the week with personal reflection.	The reflection addresses and connects at least <u>three</u> readings from the week with personal reflection.	The reflection addresses and connects at least <u>two</u> readings from the week with personal reflection.	The reflection addresses and connects <u>one</u> reading from the week with personal reflection.
<b>Level of Thinking</b>	The entry shows evaluation.	The entry shows analysis.	The entry shows comprehension.	The entry shows knowledge.
<b>Clarity of Writing</b>	The reflection is clearly written; punctuation, grammar, and spelling do not distract the reader.	The reflection is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The reflection is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader.	The reflection is unclearly written; punctuation, grammar, and spelling errors distract the reader.

***B. Current Education Issue Presentation and Lesson Plan***

Because teaching is a social, performance-based activity, you are required to research and present a current education issue so that you can begin to develop a classroom presence and enrich our class meetings with your research and knowledge of a new topic. In pairs, you will be leading the class for approximately 30 minutes on a current education issue of your choice (selected from the list below). **This is not a presentation on the assigned reading for the week – your presentation must go beyond the assigned chapter.** Each group will prepare a one-page handout including a bibliography (minimum of 5 sources) to be handed out in class. You must turn in the completed Lesson Plan Template (see Appendix D: Lesson Plan Template) at the beginning of your presentation to me. **Failure**

**to turn in a completed lesson plan will result in a deduction of five points from your grade.**

Topic choices include but are not limited to:

- Strategies for culturally responsive pedagogy
- Parent/teacher communication strategies
- No Child Left Behind
- Charter schools, vouchers, and school choice
- Strategies for differentiation
- Problem-Based Learning
- Race to the Top
- Common Core Standards
- National Board Teaching Certification
- Backward design
- Authentic assessments
- Behavior intervention strategies
- Socratic Method
- Sheltered Instruction
- Constructivism
- Blended Learning
- Art of Questioning
- Providing Feedback

Each individual or pair will sign up for a class session on the first night of class.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	The content of the presentation is relevant to the audience (i.e. discusses current issues and is practical) and appropriate to the topic.	The content of the presentation is mostly relevant to the audience (i.e. discusses current issues and is practical) and somewhat appropriate to the topic.	The content of the presentation is barely relevant to the audience (i.e. discusses current issues and is practical) and hardly appropriate to the topic.	The content of the presentation is not relevant to the audience (i.e. does not discuss current issues and is not practical) and is not appropriate to the topic.
<b>Presentation</b>	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is clear and informative. The presenter used 30 minutes appropriately and spoke clearly.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is mostly clear and informative. The presenter went over or under time by 5 minutes and/or was sometimes difficult to hear.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is barely clear and informative. The presenter went over or under time by 10 minutes and/or was often difficult to hear.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is not clear and informative. The presenter went over or under time by 15+ minutes and/or was difficult to hear.
<b>Citations/APA</b>	The presentation includes at least five citations from course readings or other sources. All five are cited according to APA 6 <sup>th</sup> ed. guidelines.	The presentation includes at least five citations from course readings or other sources. Three to five citations are cited according to APA 6 <sup>th</sup> ed. guidelines.	The presentation includes three or four citations from course readings or other sources. All sources are cited according to APA 6 <sup>th</sup> ed. guidelines.	The presentation includes two or less citations from course readings or other sources. All sources are cited according to APA 6 <sup>th</sup> ed. guidelines.
<b>Handout</b>	The handout is informative and concise (one page front and back or less).	The handout is somewhat informative and/or too short or lengthy (more or less than one page front and back).	The handout is barely informative and is too brief or too lengthy (half a page or two pages front and back or less).	The handout is not informative and pays no attention to page length (one paragraph or more than two pages).

**C. School-Based Experience**

You will be required to attend **10 hours** of school-based experience at an accredited school(s) in the area, plus **additional one-hour to two-hour** observation during a PLC meeting and/or an afterschool program. You are required to observe in **FIVE two-hour increments**. The purpose of the school-based experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. During your 11/12-hour field experience, you are required to keep detailed field notes of relevant data collected and a log sheet indicating dates, times, subject area, grade levels, and teachers’ or principals’ signatures (see Appendix A).

To begin the school-based experience, you must register online at <https://cehd.gmu.edu/endorse/ferf> **no later than September 12<sup>th</sup>**. Ms. Comfort Uanserume, Mason’s Clinical Practice Specialist, can answer any questions or concerns you may have about your school-based experience and/or placement. The sooner you sign-up, the better chances you will get placed quickly.

Some guiding questions during the observation may be...

- What strategies did you see the teacher use? How did the students respond?
- How did the teacher interact with students?
- What did you enjoy about the lesson? Why?
- What did you wish you saw? Why?
- What did you learn from this observation?
- How will you use what you learned in your future practice as a teacher?
- How is the fieldwork shaping your understanding of the profession?
- What makes this observation different from the other observations?
- Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings.

As you complete your hours, you will log and reflect upon what has been impactful for you and how your experiences relate to you as a future teacher using the questions above to help shape your thoughts. It is strongly advised that you input your reflections each time you do your hours so you can keep notes of each field placement. Only two documents will be submitted. Each final report should be 4-5 pages, double-spaced, APA format, 1-inch margins, Times New Roman font. Below is a rubric that will help guide your writing. Leave your last page of your paper to help you reflection on your experiences. You must submit half your school-based experience hours **by 11:59pm on October 24, 2013 to Bb**. The latter half of your school-based experiences is due **by 11:59pm on December 5, 2013 to Bb**.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	The paper fully answers the questions in the syllabus.	The paper somewhat answers the questions in the syllabus.	The paper barely answers the questions in the syllabus.	The paper does not answer the questions in the syllabus.
<b>Connection to Class Discussion and Readings</b>	The paper is appropriately connected to classroom discussion and provokes thoughtful reflection.	The paper is adequately connected to classroom discussion and provokes some thoughtful reflection.	The paper is scarcely connected to classroom discussion and provokes reflection.	The paper does not connected to classroom discussion and does not provoke reflection.

<b>Level of Thinking</b>	The paper shows a complex level of thinking (i.e. synthesis or evaluation). The reflection makes connections to personal life.	The paper shows a complex level of thinking (i.e. synthesis or evaluation). The reflection somewhat makes connections to personal life.	The paper shows a lower level of thinking (i.e. comprehension or knowledge). The reflection barely makes connections to personal life.	The paper shows a lower level of thinking (i.e. comprehension or knowledge). The reflection do not make connections to personal life.
<b>Clarity of Writing</b>	The paper is clearly written; punctuation, grammar, and spelling do not distract the reader.	The paper is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The paper is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader.	The paper is unclearly written; punctuation, grammar, and spelling errors distract the reader.
<b>Format</b>	Paper is 4-5 pages in length and follows the appropriate formatting guidelines	Paper is less than 4 pages but more than 3 pages and somewhat follows the formatting guidelines.	Paper is less than 3 pages but more than 2 pages and barely follows the formatting guidelines.	Paper is less than 2 pages and/or is not submitted. Does not follow formatting guidelines.

***D. Philosophy of Teaching and Presentation of Graphic Representation (2 times)***

In 5-6 pages, describe your personal beliefs about teaching. We will do this at the beginning of the semester as well as at the end of the semester. This Philosophy will be due in two formats: Paper form and presentation of your philosophy in graphic form (e.g. item, concept map, wordle, etc.). ***If you fail to present your graphic, I will deduct five points from your grade for this assignment.*** Each question stated below should be addressed in your paper.

Why teach? (What are your true motivations (both intrinsic and extrinsic to be a teacher)

What are your goals as a teacher?

How do you view students as learners?

What teaching philosophies that we discussed this semester particularly resonate with you?

Name at least five strengths you have that will make you a successful teacher.

What concerns do you have about teaching?

What questions to you have about teaching?

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	The paper explicitly addresses relevant each question from the assignment description in the syllabus.	The paper somewhat addresses each question from the assignment description in the syllabus and/or fails to answer one question.	The paper barely addresses each question from the assignment description in the syllabus and/or fails to answer two questions.	The paper does not explicitly address each question from the assignment description in the syllabus and/or fails to answer three or more questions.

<b>Critical Reflection</b>	The paper shows a complex level of thinking (i.e. synthesis or evaluation). The paper critiques experiences and makes connections to personal life.	The paper somewhat shows a complex level of thinking (i.e. synthesis or evaluation). The paper somewhat critiques experiences and makes connections to personal life.	The paper somewhat shows a lower level of thinking (i.e. comprehension or knowledge). The paper barely critiques experiences or make connections to personal life.	The paper shows a lower level of thinking (i.e. comprehension or knowledge). The paper does not critique experiences or make connections to personal life.
<b>Clarity of Writing</b>	The paper is clearly written; punctuation, grammar, and spelling do not distract the reader.	The paper is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The paper is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader.	The paper is unclearly written; punctuation, grammar, and spelling errors distract the reader.
<b>Format</b>	Paper is 4-5 pages in length and follows the appropriate formatting guidelines	Paper is less than 4 pages but more than 3 pages and somewhat follows the formatting guidelines.	Paper is less than 3 pages but more than 2 pages and barely follows the formatting guidelines.	Paper is less than 2 pages and/or is not submitted. Does not follow formatting guidelines.

### ***E. Class Participation***

Participation, which constitutes 15% of your grade, is expected and is an essential part of class.

Remember, we only meet once a week, so missing class is equivalent to missing a week's worth of class. ***Students are expected to attend all classes, arrive on time, and stay until the end of class.***

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	It is evident from the student's contributions that he/she is prepared for class and has completed the required readings. Comments and/or questions show evidence of tying theory/readings to practice.	It is evident from the student's contributions that he/she is mostly prepared for class and has completed some of the required readings. Comments/questions sometimes show evidence of tying theory/readings to practice.	It is not clear from the student's contributions that he/she has completed any of the required readings.	It is clear from the student's contributions that he/she has <b>not</b> completed the required readings or is not tying theory/reading to practice.
<b>Frequency</b>	The student contributes in different ways, to class discussions consistently.	The student contributes in different ways, to class discussions somewhat consistently.	The student contributes in different ways to class discussions intermittently.	The student never contributes to class discussions.

This course will be graded on a percentage system, with a total of 100 percent. Additionally, rubrics are assigned for each assignment. All rubrics are posted in this syllabus.

**Requirements****Percentage*****WRITTEN PAPERS/ASSIGNMENTS/PRESENTATIONS***

<i>Weekly Free Writes Class</i>	20.0%
<i>Education Presentation</i>	15.0%
<i>Field Experience and Logs (12.5% for each submission)</i>	25.0%
<i>Philosophy of Teaching Part 1</i>	10.0%
<i>Philosophy of Teaching Part 2</i>	15.0%
<i>Class Participation and Attendance</i>	15.0%
<b>TOTAL POINTS/PERCENTAGE</b>	<b>100.0%</b>

A+ = 98 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A = 93 – 96	B = 83 – 87	C = 73 – 77	F = 0 – 59
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72	

## TENTATIVE COURSE SCHEDULE

	<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
<b>1</b>	<b>Aug 29</b>	<p><b>Introduction: Why teach?</b></p> <p>Beginning Assessment Why did you choose to pursue teaching? Choose presentations Choose “They Story of American Public Schools” Group <b>Strategies: Start-up Activities, Warm-ups</b></p>	<p><a href="http://www.ovguide.com/american-teacher-9202a8c04000641f80000001d18c92a">http://www.ovguide.com/american-teacher-9202a8c04000641f80000001d18c92a</a></p> <p><b>The Story of American Public Schools watch at home, take notes</b></p>
<b>Historical Context</b>			
<b>2</b>	<b>Sep 5</b>	<p><b>What are the foundations of American Education?</b></p> <p>Philosophy of Teaching Round Robin Are you born a teacher? Purpose of Education; has it evolved? Who is Horace Mann? Private v Public Education Debate <b>Strategies: Cooperative Learning/Jigsaw</b></p>	<p><i>Those who can, teach</i>-Chapters 10</p> <p><b>Philosophy of Teaching Statement 1</b> Bring something (item, wordle, etc) that depicts who/what you are as a teacher based upon what you have written.</p>
<b>3</b>	<b>Sep 12</b>	<p><b>Education as a Philosophy Governance and Finance of Schools</b></p> <p>Group 1 Presentation What is the hardest job in education? Hierarchy of Public School System Role of the Federal Government (CCSS) Berkley High School <b>Strategies: Debates, Exit Slips</b></p>	<p><i>Those who can, teach</i>-Chapters 9, 11</p> <p><b>Complete the Philosophy of Education Self-Inventory in your book</b></p> <p><b>School-based Experience Registration Due!</b> <i>Recommended: 180 Days, PBS Special</i></p>
<b>School and Students</b>			
<b>4</b>	<b>Sep 19</b>	<p><b>What is School</b></p> <p>Group 2 Presentation Revisit-- Role of teacher, role of learner, role of curriculum? What is school for? Why Teach? What is the purpose of education? What is the difference between school and education? Is school equitable and accessible for all learners? What is your feel with <i>Unfinished Business?</i> -KWL Class activity re: your education experience <b>Strategies: Carousel Walk, KWL</b></p>	<p><i>Those who can, teach</i>-Chapters 2</p> <p><i>Unfinished Business</i>-Preface, Introduction</p> <p><b>Interview a K-12 Student (Details will be provided in class on 9/12)</b></p>



5	Sep 26	<p style="text-align: center;"><i>Today's Students and Society</i></p> <p>Group 3 Presentation          "I am" Poem          Breaking down identity          Who are my students? Where do they come from? How do I build relationship with them? What if they are much different than I?          Does education reproduce inequality?          How to implement CRP  <b>Strategies: Explicit Teaching</b></p>	<p><i>Those who can, teach-Chapter 3</i></p> <p><i>Unfinished Business-Chapter 1</i></p>
6	Oct 3	<p style="text-align: center;"><i>Today's Students and Society</i></p> <p>Group 4 Presentation          Influences of race, SES, language, parents in education          Understanding our privileges- What gives you privilege?          How does this influence your teaching?          What does this mean for your students?  <b>Strategies: Parking Lot</b></p>	<p><i>Those who can, teach-Chapter 4</i></p>
7	Oct 10	<p style="text-align: center;"><i>Curriculum</i></p> <p>Group 5 Presentation          Midpoint assessment, Revisit Beginning Assessment          Multicultural/Intercultural/Core Curriculum          Tracking          What students are best served by public school systems? Who is mostly catered?  <b>Strategies: Fish Bowl</b></p>	<p><i>Those who can, teach-Chapter 5</i></p> <p><i>Unfinished Business-Chapter 2</i></p>
<b>Unit 2: Teachers</b>			
8	Oct 17	<p style="text-align: center;"><i>Role of Teachers: What makes them effective, skillful?</i></p> <p>Group 6 Presentation          What do teachers do to motivate you to learn?          What does it take to be a great teacher?          Case Studies          Content, Instruction, Relationships  <b>Strategies: Graphic Organizers</b></p>	<p><i>Those who can, teach-Chapter 6</i></p> <p><i>Unfinished Business-Chapter 4</i>          (pick two stories from this chapter)</p>

9	Oct 24	<p style="text-align: center;"><b><i>Learning Outcomes and Instruction</i></b></p> <p>Group 8 Presentation  Small group discussions based upon story Present solutions for today's school Guest Speakers-Teachers in the field (0-5 years) <b>Strategies: Feedback</b></p>	<p><i>Learning Outcomes and Instruction-Bb</i></p> <p><b>First half of field experience journals due by 11:59pm</b></p>
10	Oct 31	<p style="text-align: center;"><b><i>Assessment</i></b></p> <p>Group 9 Presentation How did teachers know you learn? How do you plan to assess? Designing own rubric based upon assignment designed in curriculum book Ten Commandments of Assessment <b>Strategies: Rubrics</b></p>	<p><i>Those who can, teach-Chapter 12 (p397- 408)</i></p> <p><i>Assessment-BB</i></p> <p><b><i>Check out FCPS Curriculum Book from the JC for class activity</i></b></p>
11	Nov 7	<p style="text-align: center;"><b><i>Ethical Issues Facing Teachers</i></b> <b><i>Role of Teachers with Parents</i></b></p> <p>Group 7 Presentation Ethics vs. law; teachers responsibility-Video Professionalism How would you engage parents in the learning process? <b>Strategies: Problem Solving</b></p>	<p><i>Those who can, teach-Chapter 8</i></p> <p><i>Unfinished Business-Chapter 5</i></p>
12	Nov 14	<p style="text-align: center;"><b><i>Technology in the Classroom</i></b></p> <p>Group 10 Presentation How do students use technology in the classroom? How do teachers use technology in the classroom? Technology Fair Guest Speaker from Digital Technologies <b>Strategies: Tech Fair</b></p>	<p><i>Those who can, teach-Chapter 7</i></p> <p><b>Research a specific activity/device for how you can use technology in the classroom (details given in class) and you will show your classmates how to use it at our Technology Fair</b></p>
13	Nov 21	<p style="text-align: center;"><b><i>Classroom Management</i></b></p> <p>Group 11 Presentation Designing Classrooms Making your own management plan; Teacher's role and labeling behavior <b>Strategies: Peer Review</b></p>	<p><i>Managing the Learning Environment-Bb</i></p> <p><i>Unfinished Business-Chapter 3</i></p>

14	Nov 28	<b>NO CLASS</b> <b>Happy Thanksgiving!</b>	
15	Dec 5	<b>NO CLASS</b> <b>Attending Literacy Research Association Conference</b>	<p><i>Unfinished Business</i>-Chapter 6</p> <p><i>Those who can, teach</i>-Chapter 13, 14 (will do this reading in groups)</p> <p><b>Will have discussion board questions for this week</b></p> <p><b>Last half of field experience journals due by 11:59pm</b></p>
16	Dec 12	<p><b>No exam, but class will meet during final exam time</b></p> <p>Group 12 Presentation Philosophy of Teaching Representation If you could change anything in education; what would it be and why? <b>Strategies: Peer Review</b></p>	<p><i>Those who can, teach</i>-Chapter 12 (p375-396)</p> <p><i>Unfinished Business</i>-Conclusion</p> <p><b>Philosophy of Teaching Statement 2</b> Bring something (item, wordle, etc) that depicts who/what you are as a teacher based upon what you have written.</p> <p>Also bring a copy of your philosophy statement to class.</p>

*Note: The Instructors reserve the right to alter the schedule as necessary.*

## **ACADEMIC INTEGRITY**

All students are held to the standards of the George Mason University Honor Code; please see the University Catalog for a full description of the code and the honor committee process or visit [oai.gmu.edu](http://oai.gmu.edu). The principle of academic integrity is taken very seriously and violations are submitted to the Office of Academic Integrity.

Plagiarism means using the words, opinions, concepts and/or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see either of your instructors.

This class will use APA format. A great resource in understanding APA can be found at [owl.english.purdue.edu](http://owl.english.purdue.edu). If you don't know much about APA, it is your responsibility to utilize free writing center visits at Mason's Writing Center ([www.writingcenter.gmu.edu](http://www.writingcenter.gmu.edu)) or contact me immediately.

What does academic integrity mean in this course?

- All work shall be done individually unless otherwise stated by the instructor.
- Don't steal or plagiarize anyone's ideas, concepts, words and/or work. Be sure to paraphrase and cite your sources correctly using the APA writing style. Failure to do so will result in an Honor Code violation.
- Don't lie to the instructor.
- Don't cheat inside or outside the class.
- If you have any hesitation, doubt or don't understand, always ask the instructor for guidance and clarification. DO NOT ASSUME.

## **STUDENT EXPECTATIONS**

- ***Student shall attend all classes for the entire class session.*** If a student misses a class, it is the student's responsibility to find out what happened during that class. If a student knows he/she will miss a class, he/she must inform me ***as soon as possible***. Participation, which constitutes 15% of your grade, is expected and is an essential part of class. Because we do participate in life and life becomes busy and we get ill, one absence will be granted to each student during the semester. Additional absences reflect upon your participation in class, which hinders your grade. Remember, we only meet once a week, so missing class is equivalent to missing a week's worth of class.
- Students are required to read the assigned readings before each class in order to reach their highest learning potential. Students will have reading almost every class. It is an expectation that the students will read and familiarize themselves with the assigned readings so they can participate in class discussions and activities as well as submit their free-writes to Bb before the class begins.

- Assignments must be submitted into Bb before the beginning of class on the specified date due (unless otherwise noted to be submitted by 11:59 p.m.) or **no credit will be given**. All papers must have 1 inch margins, 12pt Times New Roman font, doubled-spaced with page numbers, and your name. All papers and citations are expected to use APA style. For further information on APA style, please consult <http://owl.english.purdue.edu/owl/resource/560/01/>. The instructor will not accept any late assignments.
- Please label all submitted documents with your last name and title of assignment (e.g., smerz.fieldjournal1.docx). Failure to do so will result in lost points in your participation grade.
- No cell phones (which includes no text messaging.)
- Laptops cannot be used without instructor permission. However, we will frequently be using the internet as a means to enhance our discussions as described in our tentative outline. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class. Such disruptions show a lack of professionalism and may affect your participation grade.
- Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information. 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 adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>]
- If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services [See <http://ods.gmu.edu/>]. If you qualify for accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell me.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.

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

### Appendix A: Field Experience Hours/Activity Log

You must complete a minimum of 11 hours of community, which will consist of service, but may also involve interactions with individual students or small/large groups of community members. Your 11/12 hours should be spread across a minimum of six sessions, with five single session lasting two hours. Submit this signed log to your instructors on or before **May 12, 2013**. **Failure to submit this log sheet will result in a 5% deduction of your overall grade!**

GMU Student: \_\_\_\_\_

School: \_\_\_\_\_

Age Group Served: \_\_\_\_\_

Date	Activities Observed	Activities as Participant (if applicable)	Total Hours

**Grand total:** \_\_\_\_\_

GMU Student Signature/Date: \_\_\_\_\_ / \_\_\_\_\_

School-based Teacher Signature/Date: \_\_\_\_\_ / \_\_\_\_\_

## Appendix B: Field Experience Letter

Dear Educator,

My name is Sydney Merz and I am a third-year doctoral student in the College of Education and Human Development at George Mason University. This semester I am teaching EDUC 300: Introduction to Teaching. This course is for students interested in learning more about education and as part of the course, students are required to complete 11 to 12 hours of school-based experience in a K-12 classroom. Specifically, these students are required to observe and potentially work with you and your students in a school setting at a grade level/subject area of their choice. You have been identified as a teacher in a school where the Mason student bearing this letter may complete these 11 to 12 hours of school-based experience.

With this letter I hope to provide some information about the expectations for you and this Mason student, and invite you to work with this future teacher. EDUC 300 provides an overview of the teaching in the American K-12 schools throughout the United States. This may be the first, and may be the only education course that the student is taking. Thus, each student will have widely varying levels of experience working with children and adolescents.

My expectations for this field experience include the following:

- Mason students will complete a minimum of 10 hours of observation with the possibility of general interaction with students in your classroom in two-hour increments (5 sessions total). Additionally, I am requiring students to observe one, one- or two- hour of after school activities. Examples of acceptable extracurricular activities include faculty meetings, after-school dances, clubs, and athletic practices.
- The goal of this experience is for the Mason student to become familiar with the general day-to-day efforts of teachers in educational settings including learning styles, curricula, teaching strategies, teaching and learning challenges, management strategies, etc. for all learners.
- In addition, the Mason student might observe your classroom instruction, work with an individual or small group of students, work with an individual student or small groups on assignments or project, check papers or tests, and so forth.

Our hope is that this student will begin to work in your classroom by **September 15<sup>th</sup>**. Please note that school-based experiences should occur over a minimum of five visits to your classroom/school, with the duration being two hours only. These scheduled requirements are meant to encourage the Mason student to visit your classroom and work with you and your students with some frequency, for meaningful periods of time, over a substantial length of time. Ultimately you will be asked to sign off on the schedule of school-based experiences this student completed.

Please contact me with any questions you might have about this experience and also complete the agreement page attached to this letter. Thank you for your support of this Mason student and his/her development as a future teacher.

Sincerely,

Sydney A. Merz  
College of Education and Human Development, George Mason University  
[smerz@masonlive.gmu.edu](mailto:smerz@masonlive.gmu.edu)



### Appendix D: Lesson Plan Template

<b>Objective:</b>	
<b>Warm-up/Anticipatory set (5-10 minutes):</b>	
<b>Active Learning Strategy (10-20 minutes):</b>	
<b>Closure (5-10 minutes):</b>	
<b>Assessment (worksheet, group discussion, exit ticket, etc.):</b>	

**Materials needed:**