

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
ELS Division

EDUC 300 Section 1: Introduction to Teaching
3 Credits, Spring 2014
Tuesday, 7:20 - 10:00, Robinson Hall B 106

PROFESSOR:

Name: Paula Cristina R. Azevedo
Office hours: By appointment only
Office location: Not applicable
Office phone: Not applicable
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COURSE DESCRIPTION:

A. Prerequisites / Corequisites

None

B. University Catalog 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.

C. Expanded Course Description

Not Applicable

LEARNERS OBJECTIVES:

This course is designed to enable students to:

1. Describe the nature of American schools and today's diverse students and the issues they face through school-based observations and reflections;
2. Research and present a current educational issues related to American public schools;
3. Identify effective and skillful teaching practices;
4. Understand legal and ethical issues in education through case study analysis;
5. State a philosophy of teaching drawing from the philosophical foundations of education, personal experiences and critical reflection;
6. Discuss professionalism and reflect on their personal potential to contribute to the field of education.

PROFESSIONAL STANDARDS

This course relates to the standards of multiple professional organizations

Task Stream Requirements: N/A to this course

REQUIRED TEXTS:

Oakes, J., Lipton, M., Anderson, L., Stillman, J. (2012). *Teaching to change the world* (4th ed.). Boulder, CO: Paradigm Publishers.

Burant, T., Chistensen, L., Salas, K.D., Walters, S. (Eds.). (2010). *The new teacher book: Finding purpose, balance and hope during your first years in the classroom* (2nd ed.). Milwaukee, WI: Rethinking Schools.

Additional selected readings will be posted on Blackboard.

Recommended Reading

Chapman, R. (2008). *The everyday guide to special education law: A handbook for parents, teachers, and other professionals* (2nd ed.). Denver, CO: The Legal Center for People with Disabilities and Older People

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York, NY: The New Press.

Freire, P. (1994). *Pedagogy of the oppressed*. New York: Continuum. (Original work published 1970)

Garcia, E.E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York, NY: Teachers College.

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

Kugler, E.G. (2012). *Innovative Voices in Education: Engaging Diverse Communities*. New York, NY: Rowman & Littlefield Education.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Wiley/Jossey-Bass.

Nieto, S. (2005). *Why we teach*. New York, NY: Teacher College Press.

Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.

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

Thompson, J.G. (2013). *The first-year teacher's survival guide: Ready-to-use strategies, tools, and activities for meeting the challenges of each school day* (3rd ed.). San Francisco, CA: Jossey-Bass

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.

Recommended Internet Resources

Common Core <http://www.corestandards.org/>

Ed Change <http://www.edchange.org/index.html>

George Mason University Library Education InfoGuide
<http://infoguides.gmu.edu/cat.php?cid=2136>

Multicultural Education & Culturally Responsive Teaching
<http://www.ithaca.edu/wise/multicultural/> (good articles/resources)

Office of Special Education (U.S. Department of Education)
<http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

Paulo Freire Project <http://www.freireproject.org/>

Purdue Online Writing Lab APA <http://owl.english.purdue.edu/owl/resource/560/01/>

Teaching for Tolerance www.tolerance.org/

U.S. Department of Education <http://idea.ed.gov/>

Virginia Department of Education <http://www.doe.virginia.gov/>

COURSE ASSIGNMENTS AND EXAMINATIONS:

***Note: All assignments will be turned in electronically on blackboard unless directed otherwise.**

Class Participation (40 points)

Dialogue and interaction are essential aspects of this course. Participation includes practicing strategies, coming prepared to class with course materials, and prepared to discuss the reading(s) and topic(s) of the day. If you are absent from class, or a passive participant, your colleagues will not benefit from your insights. Successful completion of this course requires your attendance to all class sessions. Please notify the professor if you must miss a class. If you miss a class, you are responsible for the materials and notes you missed.

School-Based Experience Journal (50 points)

Students will be required to attend a total of **fifteen hours** of field service at an accredited school in the area. In addition, two of the fifteen hours are to be spent attending a faculty meeting, curriculum meeting, or extra-curricular activity. 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.

[Register online](#) no later than **February 4th**. The Field Placement Specialist, Comfort Uanserume, can answer any questions or concerns you may have about your field placement (cuanseru@gmu.edu).

The journal will include fieldnotes and reflections on the field observation. The journal must be typed, double-spaced, and turned in on Blackboard. In order to give you helpful and timely feedback you have the option of turning in your first field observation fieldnotes and reflection on March 18th.

When you attend your field observations consider the following questions (of course you are not limited by these questions):

- What was the lesson about?
- Were there elements of multicultural education, social justice education, culturally responsive pedagogy, differentiation, sheltered instruction, or other pedagogies?
- What did you see and hear the teacher do and say?
- What did you see and hear students do and say?
- 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?
- Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings.

Be sure to have your field supervisors sign the Educator Letter (on Blackboard) and [Field Experience Documentation Form](#) and digitally attach the form for each teacher you observe to your field experience journal or physically turn in the forms to me in class.

Due April 29

Current Events on Education Issue- Wiki Page (20 points)

With a partner you will select a current event news story (video clip or news article within the last month) to share with the class. On your group's Blackboard Wiki page, you should include links to the story, a summary of the story, some additional background information to provide context to the news story, and 3 questions to prompt discussion in the comments section. Great resources for finding current events news stories include (but are NOT limited to):

- New York Times U.S. Education Section: <http://www.nytimes.com/pages/education/index.html>
- Education Week: <http://www.edweek.org/ew/index.html>
- Bridging Differences (blog): <http://blogs.edweek.org/edweek/Bridging-Differences/>
- Washington Post Education Section: <http://www.washingtonpost.com/local/education>
- NPR Education Section: <http://www.npr.org/sections/education/>

In addition to the requirements above, each student is expected to comment on six other group's Blackboard Wiki pages throughout the semester. The Current Events rubric can be found on Blackboard.

The following are the topic choices:

1. **Charter schools, vouchers, and school choice (02/11)**
2. **No Child Left Behind/Race to the Top (02/11)**
3. **School funding (02/18)**
4. **Teacher activism/unionism (02/18)**
5. **LGBTQ (02/25)**
6. **Bilingual/English Language Learners' Education (02/25)**
7. **Schools/Teachers and laws/court cases (03/04)**
8. **Bullying (03/04)**
9. **Teacher accountability (03/18)**
10. **Common Core Standards (03/18)**
11. **Educational technology (03/25)**
12. **Standardized testing (03/25)**

Reading Journal (30 points)

There is a good deal of thought provoking reading in this course. Just completing the readings, however, is not enough to maximize your learning opportunities. Additionally, I believe in giving a variety of opportunities and avenues for students to speak and be heard especially as we deconstruct and reconstruct these important topics. It is therefore expected that you will complete a written response to the readings discussed during the semester.

The reflection process is a means for you to connect to the readings at a personal level, but also critically analyze the authors' perspectives. This is not a summary of the reading, but an analysis of how the topics and reading influence your thinking as a preservice teacher. Reflections should be thoughtful, clear, and relevant to readings and discussions we've had in class. Being an effective teacher also means being able to ask good questions. So, at the end of each journal post add at least two questions.

Each journal is due on the following dates: **February 4, February 18, March 4, March 25, and April 8**

Lesson Plan (30 points)

Lesson Plans are essential and it's an important skill to learn. We will be discussing in detail how to develop a lesson plan during the semester and there are additional resources on Blackboard. The lesson plan must include a title, time required, the state standards or common core, objectives, materials, an introduction, instructional components, activities, closure and assessment. The lesson can be on anything you want. I recommend that you develop a lesson plan appropriate for the grade level you are interested or plan to work in.

Due April 22 <http://www.commoncurriculum.com/>

Philosophy of Teaching and Presentation of Graphic Representation (30 points)

This Philosophy will be due in two formats: Paper format **and** graphic/artistic presentation (e.g. item, concept map, wordle, poem, etc.).

a) Paper: In 1-3 pages, describe your personal beliefs about teaching. Apply your new knowledge about the major educational philosophies and theorists to identify which ideas about the nature of knowledge and learning guided your want to apply as a teacher.

Each question stated below should be addressed in your paper:

- What beliefs, theories and/or methods mark my successful teaching?
- How do I know when I am effectively teaching?
- What types of outcomes do I want for my students?

- How do I develop and maintain positive relationships with students?
- How do I collaborate with others?
- How do I create an inclusive and supportive learning environment for all students?
- How have/can I make a difference in the lives of your students?

b) Graphic/Artistic presentation: Your students should know about your teaching philosophy but reading a 1-3 page document may not be appealing to them. Create a graphic or an artistic interpretation of your philosophy. Be creative and use your strengths. There are no limits as long as it is appropriate for a P-12 audience. This can include a song, poem, drawing, short video, concept map, children’s book, painting, wordle, etc. You will present your graphic/artistic presentation on the last day of class (5 minutes).

Due May 13th

Assignment	Due Dates	Points
Class Participation	- - -	40
Field Experience Journal	April 29	50
Reading Journal	02/04, 02/18, 03/04, 03/25, 04/08	30
Current Event Wiki Page	- - -	20
Lesson Plan	April 22	30
Philosophy of Teaching	May 13	30
Total		200

Letter Grade	Percentage	Points
A	100 - 94	200 - 187
A-	93 - 90	186 - 179
B+	89 - 87	178 - 173
B	86 - 83	172 - 165
B-	82 - 80	164 - 159
C+	79 -77	158 - 153
C	76 - 73	152 - 145
C-	72 - 70	144 - 139
D	69 - 65	138 - 130

COURSE ASSUMPTIONS

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this, you are expected to regularly contribute to class discussions as well as genuinely listen to peers as they do the same. Agreement is not mandatory; consideration and respect are. This means that you must be “present” throughout all discussions and activities.

FIVE FUNDAMENTAL EXPECTATIONS

1- BE PRESENT

If you are planning on being absent or have an emergency, please contact me by email before class. Missing more than one class period or missing any class without contacting me will affect the participation portion of your grade. When you are in class, I expect you to be both mentally and as physically present by being attentive and engaged. Cell/smart phones are for educational or emergency use only – **no texting, social media, or phone calls during class time**. I encourage you to bring laptops, tablets, and smart phones but only for educational use.

2- BE THOUGHTFUL

We will be grappling with many difficult questions throughout the semester that may challenge people's beliefs or assumptions and that rarely have a right or wrong answer. This is done in the spirit of intellectual inquiry and demands that we are all respectful, honest, and willing to engage tough questions with each other as a compassionate community. Agreement is not required, but mutual respect and consideration is.

3- BE PROACTIVE

I am here to support your learning this semester and will provide you with feedback in response to the course's formative and summative assessments. I cannot read minds, however, if you have any questions or concerns throughout the semester, please schedule an appointment with me. I am willing and flexible enough to make adjustments as needed. I want to make sure that you have a meaningful course experience.

4- BE COLLABORATIVE

We are a community of learners who are here to support and challenge each other. Each of us has the responsibility to be an engaged, reliable, and respectful group member who brings something to the class. We will be working and discussing in small groups throughout the semester. I guarantee that you will enjoy this experience much more if you work well together.

5- BE PROUD OF YOUR WORK

Each assignment builds upon the last. Extensions, therefore, should only be requested when absolutely necessary and as soon as possible. If you need more time to do your best work, let me know and I will work with you. Again, this is when being proactive will pay off.

TASKSTREAM REQUIREMENTS –NOT APPLICABLE

Every student registered for any [Name of Program] course with a required performance-based assessment is required to submit this assessment, [Name of Assessment] to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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 program) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. 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/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

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/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

<i>Topic 1: History, Philosophy, and Policy</i>		
1	Jan. 21 40 th anniversary of Lau v Nichols , which endorsed bilingual education	<i>Topic:</i> So, you want to be a teacher <i>Readings/Assignments due:</i> NONE
2	Jan. 28	<i>Topic:</i> Foundations of American Education <i>Readings/Assignments due:</i> • Oakes et al., Chapter 2 • Burant et al., p. 21-34 • Syllabus and university academic policy quiz
3	Feb. 4 Saraswati Puja	<i>Topics:</i> Philosophy <i>Readings/Assignments due:</i> • Oakes et al., Chapter 3 • Burant et al., p. 35-42 • Register for school-based experience • Journal 1 Due
4	Feb. 11	<i>Topics:</i> Policy and law <i>Readings/Assignments due:</i> • Oakes et al., Chapter 4 • Burant et al., p. 43-52 • Philosophers' dinner party. Come dressed to impress! • Current Events: ○ Charter schools, vouchers, and school choice ○ No Child Left Behind/Race to the Top
5	Feb 18	<i>Topic:</i> School Funding <i>Readings/Assignments due:</i> • Cohen & Little, 2005 (Blackboard) • NY Times, 2011 (Blackboard) • Biddle & Berliner, 2002 (Blackboard) • Journal 2 due • Current Events: ○ School funding ○ Teacher activism/unionism

Topic 2: Students Part I		
6	Feb. 25	<p><i>Topic:</i> Who are your students?</p> <p><i>Readings/Assignments due:</i></p> <ul style="list-style-type: none"> • Oakes et al., Chapter 1 • Burant et al., p. 157-162; 168-187 • Current Events: <ul style="list-style-type: none"> ○ LGBTQ ○ Bilingual/English Language Learners' Education
Topic 3: Teaching that makes a difference		
7	March 4	<p><i>Topic:</i> The classroom community</p> <p><i>Readings/Assignments due:</i></p> <ul style="list-style-type: none"> • Oakes et al., Chapter 8 • Burant et al., p.67-94; 139-153 • Journal 3 Due • Current Events: <ul style="list-style-type: none"> ○ Schools/Teachers and laws/court cases ○ Bullying
8	March 11	Spring Break
9	March 18	<p><i>Topic:</i> You can't teach what you don't know</p> <p><i>Readings/Assignments due:</i></p> <ul style="list-style-type: none"> • Oakes et al., Chapter 5 • Burant et al., p.163-168; 190; 207-211 • Current Events: <ul style="list-style-type: none"> ○ Teacher accountability ○ Common Core Standards
10	March 25 Gloria Steinem , feminist and activist, born	<p><i>Topic:</i> Instruction</p> <p><i>Readings/Assignments due:</i></p> <ul style="list-style-type: none"> • Oakes et al., Chapter 6 • Burant et al., p. 241-283 • Journal 4 Due • Current Events: <ul style="list-style-type: none"> ○ Educational technology ○ Standardized testing
11	April 1 First day of poetry	<p><i>Topic:</i> Tweet your homework assignments!</p> <p><i>Readings/Assignments due:</i></p>

	month First day of Sexual Assault Awareness Month	<ul style="list-style-type: none"> • Students demand the right to use tech in the classroom (Blackboard) • Paul, 2013 How does multitasking change the way kids learn (Bb) • Schaaf, 2013 Exactly what the common core standards say about technology (Blackboard)
12	April 8 150 th Anniversary of Gallaudet University being established as the first college for Deaf and hard-of- hearing students	<i>Topic:</i> How do I know if they learned? <i>Readings/Assignments due:</i> <ul style="list-style-type: none"> • Oakes et al., Chapter 7 • Burant et al., p. 212-236 • Journal 5 Due
<i>Topic 4: Students Part II</i>		
13	April 15 Hanuman Jayanti First day of Passover , begins sundown	<i>Topic:</i> The school culture <i>Readings/Assignments due:</i> <ul style="list-style-type: none"> • Oakes et al., Chapter 9 • Burant et al., p. 287-302
14	April 22 Earth day	<i>Topic:</i> The sorting and labeling of students...Is this a factory? <i>Readings/Assignments due:</i> <ul style="list-style-type: none"> • Oakes et al., Chapter 10 • Burant et al., p. 331-338 • Lesson Plan Due
15	April 29	<i>Topic:</i> Don't forget about the family <i>Readings/Assignments due:</i> <ul style="list-style-type: none"> • Oakes et al., Chapter 11 • Burant et al., p.95-110 • Field Experience Journal Due
<i>Topic 5: I am a teacher who...</i>		
16	May 6 National Teacher Day	<i>Reading Day- No Class</i>
17	May 13	<i>Topic:</i> Are you ready to change the world?

[Vesak](#)

Readings/Assignments due:

- Oakes et al., Chapter 12
- Burant et al., p. 311-316
- **Philosophy of Teaching and Presentation Due**

This schedule is simply a road map. There are many routes we may choose to take during the course. I am open to detours as long as they are relevant to the class objectives and achieve the course goals.

Be open to new experiences, ideas, and challenges, but more importantly enjoy the journey.

ASSESSMENT RUBRIC(S):

All rubrics are on Blackboard