

EDUC 300-002: INTRODUCTION TO TEACHING

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Class Days & Time – Wednesday 4:30-7:10pm
Class Location – RB 111
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:

Required Activities	Points
Teaching Reflection	___/15
Panel Questions	___/5
Teacher for the Day	___/15
Critical Issue Paper	___/30
Discussion Board Questions	___/10
Field Experience Reflection	___/15
Field Experience Presentation	___/5
Attendance and Participation	___/5
	___/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

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. 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 every class and actively participate in all assignments, group activities, class discussions, and any online activities. If it is necessary to miss a class, please let me know in advance if possible. After one absence, participation points will be deducted. 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	Wed. 1/22	Introductions, Syllabus Review, Course Overview, & Teaching Motives		
2	Wed. 1/29	Library Research Introduction (4:30-5:30pm) The Teaching Profession Becoming an Effective Teacher Your Philosophy of Teaching	Webb – Ch 1-4	"Teacher for the Day" Topics Due
3	Wed. 2/5	Theories & Foundation of Education The History of Teaching & Schools in the US	Hall – Ch 5 Webb –Ch 6 & 7	
4	Wed. 2/12	Today's Students	Hall- Ch 2 Webb – Ch 8	Teaching Reflection Due
5	Wed. 2/19	Families and Communities	Hall- Ch 3 Webb- Ch 9	
6	Wed. 2/26	The Social & Cultural Contexts of Teaching Teacher Panel	Hall- Ch 6 & 7	Panel Questions Due by 12 noon on BB
7	Wed. 3/5	Curriculum Standards Instructional Strategies	Hall- Ch 8 & 9	
	Wed. 3/12	No Class! GMU Spring Break		
8	Wed. 3/19	Differentiation, & Accommodations Academic Assessment	Webb- Ch 15 Hall - Ch 11	
9	Wed. 3/26	Legal & Ethical Issues in Education	Webb – Ch 11 & 12	Discussion Board Questions due by midnight
10	Wed. 4/2	Governance & Financing in Education School Organization	Hall – Ch 4 Webb – Ch 13	Discussion Board Questions due by midnight
11	Wed. 4/9	Classroom & Behavior Management	Hall - Ch 12 Webb- Ch 10	
12	Wed. 4/16	Presentation from CEHD Advising (4:30pm) School Reform: <i>Waiting for Superman</i>	Blackboard Readings	Field Experience Reflection due
13	Wed. 4/23	Succeeding in Teacher Ed & Beyond The Future of Education & School Reform	Hall- Ch 13 Blackboard Readings	
14	Wed. 4/30	Field Experience Presentations	Blackboard readings	
15	Wed. 5/7	Field Experience Presentations Class Evaluations		Critical Issue Paper due

ASSIGNMENT DESCRIPTIONS

****detailed description and rubrics of each assignment are posted on BlackBoard****

All assignments are due by 12midnight on Blackboard unless otherwise noted.

TEACHING REFLECTION- due Feb. 12

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 and chosen by class 2

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. Due to the number of students, you can choose to present as a group or break up the week's topics with your peers. 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 Feb. 26 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.

DISCUSSION BOARD QUESTIONS- BLACKBOARD ASSIGNMENT- due March 26 & April 2

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.

FIELD EXPERIENCE PRESENTATION & REFELECTION- paper due April 16

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.

CRITICAL ISSUE PAPER- due May 7

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.

Presentation & Reflection Paper Rubric- 20 possible points

	Novice	Competent	Proficient
Content	<p>Points Range: 0 (0%) - 5 (25%)</p> <p>Student did not discuss their field experience in detail and very limitedly included what they learned and how what they observed was connected to topics learned in class. Student also only briefly reflected on how their experience affected their view of their future profession in teaching.</p>	<p>Points Range: 6 (30%) - 9 (45%)</p> <p>Student discussed their field experience in a broad sense including what they learned and how what they observed was connected to topics learned in class. Student also reflected on how experience affected their view of their future profession in teaching.</p>	<p>Points Range: 10 (50%) - 12 (60%)</p> <p>Student discussed their field experience in detail including what they learned and how what they observed was connected to topics learned in class. Student also reflected on how experience affected their view of their future profession in teaching.</p>
Grammar & Formatting	<p>Points Range: 0 (0%) - 1 (5%)</p> <p>The formatting of the paper was not structured or well organized and the grammar was inconsistent.</p>	<p>Points Range: 2 (10%) - 2 (10%)</p> <p>The paper was adequately organized and the grammar was correct and appropriate for a majority of the paper.</p>	<p>Points Range: 3 (15%) - 3 (15%)</p> <p>The organization of the paper was clear for the reader and the grammar and mechanics was consistently correct.</p>
Presentation	<p>Points Range: 0 (0%) - 1 (5%)</p> <p>Student presented their field experience but discussed little of what they learned, how their experiences connected to the course, and how the experience has impacted their view of teaching.</p>	<p>Points Range: 2 (10%) - 3 (15%)</p> <p>Student presented their field experience in an engaging way that discussed most of: what they learned, how their experiences connected to the course, and how the experience has impacted their view of teaching.</p>	<p>Points Range: 4 (20%) - 5 (25%)</p> <p>Student presented their field experience in an engaging way that discussed what they learned, how their experiences connected to the course, and how the experience has impacted their view of teaching.</p>

Critical Issue Paper Rubric- 30 possible points

	Novice	Competent	Proficient
Content	<p>Points Range: 0 (0%) - 7 (23.33%)</p> <p>Little of the content of the paper discusses a critical issue in teaching. It only briefly describes the critical issue, the relevant research around it, and only mentions important implications.</p>	<p>Points Range: 8 (26.67%) - 11 (36.67%)</p> <p>Most of content of the paper discusses a critical issue in teaching. It clearly explains the critical issue, mentions relevant research surrounding this issue and highlights important implications.</p>	<p>Points Range: 12 (40%) - 15 (50%)</p> <p>Almost all of the content of the paper discusses a critical issue in teaching. It clearly explains the critical issue in depth, discusses relevant research surrounding this issue as well as discusses important implications.</p>
Citations	<p>Points Range: 0 (0%) - 2 (6.67%)</p> <p>Includes 2 or less professional citations that contribute to the discussion of a critical issue in education.</p>	<p>Points Range: 3 (10%) - 4 (13.33%)</p> <p>Includes 3-4 professional citations that contribute to the discussion of a critical issue in education.</p>	<p>Points Range: 5 (16.67%) - 8 (26.67%)</p> <p>Includes 5-8 professional citations that contribute knowledge to the discussion of a critical issue in education.</p>
Grammar & Organization	<p>Points Range: 0 (0%) - 2 (6.67%)</p> <p>Paper has numerous mistakes or problems with grammar, structure, and spelling.</p>	<p>Points Range: 3 (10%) - 4 (13.33%)</p> <p>Paper with written with a majority correct grammar, structure, and spelling.</p>	<p>Points Range: 5 (16.67%) - 7 (23.33%)</p> <p>Paper is well written with almost flawless grammar, structure, and spelling.</p>

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.