

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Division of Elementary, Literacy and Secondary Education
EDUC 300-B01: Introduction to Teaching
3 Credits, Summer 2014
Tuesday, 4:30-7:10 p.m. West 1001

INSTRUCTORS:

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Office Hours: By appointment only

Office location: Not applicable

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COURSE DESCRIPTION:

A. Prerequisites

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. Requires school-based field experience during course.

C. Expanded Course Description

Not applicable

LEARNER OBJECTIVES

This course is designed to enable students to:

- Describe the nature of U.S schools and today's diverse students and the issues they face through education-based observations and reflections;
- Research and present a current issue(s) and/or trend(s) in teaching and learning that embrace global and local contexts;
- Identify effective and skillful teaching through examination of research;
- State a philosophy of teaching drawing from the philosophical foundations of education, personal experiences and deep reflection;
- Describe the formation and governmental influences of U.S. schools through a panel of guest speakers and course readings; and
- Discuss professionalism and reflect on their personal potential to contribute to the field of education by expanding perspectives beyond the local context.

REQUIRED TEXTS

1. Canestrari, A.S., & Marlowe, B.A. (2013). *Educational foundations: An anthropology of critical readings* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
2. Burke, J., & Krajicek, J. (2006). *Letters to a new teacher: A month-by-month guide to the year ahead*. Portsmouth, NH: Heinemann.

*****Please note that other selected readings will be posted on Bb*****

RECOMMENDED READINGS

- Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee: A Rethinking Schools Publication.
- Cornbleth, C. (2008). *Diversity and the new teacher: Learning from experience in urban schools*. New York, NY: Teachers' College Press.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College 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.
- Nieto, S. (2005). *Why we teach*. New York, NY: Teacher College Press.
- Noguera, P.A. & Wing, J.Y. (2006). *Unfinished business: Closing the racial achievement gap in our schools*. San Francisco, CA: Wiley/Jossey-Bass.
- Sornson, B. (2005). *Creating classrooms where teachers love to teach: And students love to learn*. Golden, CO: Love and Logic Institute, Inc.
- Suarez-Orozco, C., Suarez-Orozco, M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Harvard University Press.
- Tatum, B.D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York, NY: Basic Books.
- 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.
- Zinn, H. (2005). *A people's history of the United States*. New York, NY: Harper Perennial.

WEB SOURCES

- Teaching Tolerance- <http://www.tolerance.org/>
- Rethinking Our Schools- <http://www.rethinkingschools.org/index.shtml>
- Zinn Education Project - <https://zinnedproject.org/>
- The Freire Project - <http://www.freireproject.org/>
- Virginia Department of Education - <http://www.doe.virginia.gov/>
- Fairfax County Public Schools – www.fcps.org
- SOL Studying-www.solpass.org

National Education Statistics Center – <https://nces.ed.gov>

PISA - <http://www.oecd.org/pisa/> TIMMS/PIRSL - <http://timssandpirls.bc.edu/>

COURSE ASSIGNMENTS

Note: Assignments must be submitted into Bb by 11:59pm on the due date or no credit is given.

A. Class Participation

Students are expected to attend all classes, arrive on time, and stay until the end of class. Participation, which comprises **20% of your grade**, is expected and an essential part of class. Your participation will be broken into two parts: Class participation and notebook entries. Class participation is how you engage in the class activities and discussions. In addition, you will be given a notebook. This notebook will encompass your thoughts and connections of each class. You may write your class notes, observation notes, and thoughts in this notebook. It is your notebook to keep! It is critical that this notebook is with you every time you come to class as you will be given class time to reflect and make sense of the information. The notebooks will be collected two times throughout the course on the following dates: **June 17 & July 17**.

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. With a partner, you will be leading the class for 30 minutes on a current education issue topic from listed below. **This presentation is not a lecture, but an interactive presentation. More details will be given to you about this during the first week of class.** You and your partner will prepare a one-page handout including a bibliography (minimum of 5 sources) to be handed out in class.

Topics:

- No Child Left Behind & Race to the Top
- Charter schools, vouchers/school choice
- Teacher Accountability
- Bullying
- Inclusive Classrooms
- International Assessments-PISA and TIMMS

For up-to-the-minute education news, both locally and globally please visit:

- The New York Times: <http://www.nytimes.com/pages/education/index.html>
- The Washington Post: <http://www.washingtonpost.com/local/education/>
- Edweek: <http://www.edweek.org/ew/index.html>
- National Public Radio: <http://www.npr.org/sections/education/>
- BBC: <http://www.theguardian.com/education/education+world/world>
- Education International: <http://www.ei-ie.org/>

C. Lesson Plan

Lesson plans are essential to the teaching and learning process and planning your lessons will become a critical component in how you design, facilitate and access the learning material. During this course, you will gain intimate exposure in learning about the components of a lesson plan and by the end of the first month of the course, you will have designed your first lesson from a Fairfax County Public School textbook. The work you will do for your lesson plan will be done in class and through various small group interactions with your instructors and peers. The template that we will use for this activity can be found on Bb and your lesson plan is **July 8**.

D. School-Based Experience

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 classroom/school community, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. You will be required to attend **ONE FULL SCHOOL DAY at Longfellow Middle School** located in Falls Church, VA. You will be required to be at school with your cooperating teacher at 7:20am-2:30pm. Your placement with your cooperating teacher will be determined during the first week of class. At that time, specific dates will be provided to you in regard to what day you can observe. All students **MUST** fill out this form on the first day of class <https://cehd.gmu.edu/endorse/ferf>

Your assessment for this experience will be to create a poster. For this visual, you must address the following points/questions as you talk about your experience. More information will be provided on the first day of class and the rubric is posted on Bb. You will present your poster in class on **July 3**.

Some guiding questions during the observation may be...

- What strategies did you see the teacher use? How did the students respond?
- Did the strategies embrace a context that extends the local context? Why/why not?
- Were there elements of multicultural education, social justice education, culturally responsive pedagogy, intercultural development or other pedagogies? If so, what was implemented?
- 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?
- Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings.

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

In 4-5 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 assignment will be due in two formats: Paper form and presentation of your philosophy in graphic form (e.g. item, concept map, wordle, etc.). All the questions stated below should be addressed in your paper.

- Why teach?
- What teaching philosophies and/or methods resonate with me?
- How do I view students as learners?
- How do I plan to create an inclusive and supportive learning environment for all learners?

- How I am expanding my social consciousness to embrace an intercultural approach to teaching?
- What concerns/questions do I have about teaching?

Graphic Representation

Create a graphic or artistic interpretation of your philosophy. Use your creativity to help your peers understand your teaching philosophy through a visual form.

Your first philosophy of teaching statement is due **June 5** and your second philosophy of teaching statement is due **July 22**. *Please note, you are not allowed to hand in the SAME document twice!*

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.

ASSIGNMENT	DUE DATE	PERCENTAGE
<i>Class Participation/Notebooks</i>	Everyday/ (6/19 & 7/17)	20%
<i>Current Education Presentation</i>	June 17, 19, 30; July 1, 10	20%
<i>Philosophy of Teaching Statement and Graphic 1</i>	6/5	10%
<i>Philosophy of Teaching Statement and Graphic 1</i>	7/22	15%
<i>School-based Experience</i>	7/3	25%
<i>Lesson Plan</i>	7/8	10%
TOTAL		100%

A+ = 99 – 100	B+ = 88 – 89	C+ = 78 – 79
A = 93 – 96	B = 83 – 87	C = 73 – 77
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72
D = 60 – 69		
F = 0 – 59		

FIVE PRINCIPLES FOR CONSTRUCTIVE ENGAGEMENT IN THIS COURSE

1. YOU DON'T KNOW WHAT YOU DON'T KNOW—STRIVE FOR HUMILITY.

The material and experiences in the course can be challenging, but you determine how much you want to be challenged –you own your learning. Thus, your ability to deeply reflect is a major component of this course and you are challenged to consider your own biases, which can be a difficult process. This can be done in the spirit of intellectual inquiry and humility. It 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.

2. COMMITMENT IS KEY

This course involves a lot of reading, small groups activities and reflection. We know that there will be times in which you will scan the readings; that is okay. Just be sure to not make this a regular practice as it will affect your participation grade. Both the readings and assignments are based upon research to best prepare teachers as well as former students' suggestions for bettering the course. The assignments and readings build off each other week-by-week. Be committed

and engaged to the discussions, readings, and assignments to allow yourself to be challenged. Also, being committed means that no texting, social media, and/or taking phone calls during class.

3. **ACTIVE AND COLLABORATIVE LEARNING IS HOW THIS COURSE ROLLS**

We have entered this safe learning space together, as a unit and as a team. The course is designed for a community of learners who want to use critical thinking and reflection to enhance their learning. Being thoughtful, respectful and engaged during this class is pivotal for the ultimate learning experience. Much of what we accomplish in this class is through small group discussions, paired work, and larger group discussions. The assigned readings are to be read outside of the classroom, and how you make sense of the readings through varying perspectives is the focus of our class time together. 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. Believe us, if you read and are engaged every week, this class will rock your socks off.

4. **FOLLOW DIRECTIONS AND BE PROACTIVE**

In our experience teaching at Mason the past three years, most students lose points on their assignments for not reading the assignment instructions and abiding by the assignment's rubric. All assignment descriptions and rubrics are found under assignments on Bb. Also, if you don't know something, please do not assume; ask questions and be **proactive**. Additionally, if you miss a class, it is your responsibility to find out what happened during that 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. If you know you will miss a class, be proactive and inform us as soon as possible.

5. **BE PROUD OF YOUR WORK**

Each assignment builds upon the last. Thus, extensions may only be requested when absolutely necessary. If you need more time to do your best work, let us know and we will work with you. Additionally, we cannot read minds, so if you have any questions or concerns throughout the semester, please let us know. We are willing and flexible enough to make adjustments as needed, but you must try and be proactive with such requests. We want to make sure that you have a meaningful course experience. Again, being proactive will pay off.

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. 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. *This also means that papers you wrote in other classes*

cannot be used in this class. 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. 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) or contact us 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.

GMU POLICIES 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 programs) 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/>.

TENTATIVE COURSE SCHEDULE

Class	Date	TOPIC	Readings/Assignments Due
1	June 3	<p style="text-align: center;">Introduction: Why Teach? The Teacher</p> <ul style="list-style-type: none"> - Purpose of education and historical context - Education vs. School - Teaching vs. Learning; Student vs. Teacher - American teachers today - Course overview, Field Experiences Course Expectations 	<p><i>Ed Foundations 1-28</i> <i>Letters Chapter 10</i></p>
2	June 5	<p style="text-align: center;">The Story of American Public Schools</p> <ul style="list-style-type: none"> - Purpose of Education; has it evolved? - Who is Horace Mann? - Private v Public Education Debate - Hierarchy of Public School System - Role of the Federal Government (CCSS) 	<p><i>Ed Foundations 131-158</i></p> <p>Philosophy of Teaching Statement 1 Bring something (item, wordle, etc.) that depicts who/what you are as a teacher based upon what you have written</p>
3	June 10	<p style="text-align: center;">What is School?</p> <ul style="list-style-type: none"> - Is school equitable and accessible for all learners? - Schooling around the world...what does it look like? - What was your education like? - School diversity - Successful vs. Unsuccessful schools <p>Guest Speaker: Ann Driscoll (GMU Libraries)</p>	<p>“What is School For” Bb <i>Letters Chapter 4</i></p>
4	June 12	<p style="text-align: center;">Teaching Philosophies</p> <ul style="list-style-type: none"> - Teaching Philosophies for all learners - Philosophies in theory; philosophies in action - Educational Philosopher Activity (In Class) 	<p><i>Letters Chapter 9</i></p> <p>Bring your first Philosophy of Teaching Statement 1 PAPER</p> <p>Bring an electronic device</p>
5	June 17	<p style="text-align: center;">Who are our students?</p> <ul style="list-style-type: none"> - Who are my students? Influences of race, SES, language, parents - Where do they come from? - How do I build relationship with them? What if they are much different than I? 	<p><i>Ed Foundations 31-60</i> <i>Chapter 15</i> Hand in Notebook -Current Education Presentation:</p>

		<ul style="list-style-type: none"> - Does education reproduce inequality? - Is equity and equality the same? 	<i>Charter schools, school choice, vouchers</i>
6	June 19	<p style="text-align: center;">Today's Students: Seek Multiple Perspectives From Within</p> <ul style="list-style-type: none"> - Understanding our privileges-Privilege Walk or Beads of Privilege - What gives you privilege? - How does this influence your teaching? - What does this mean for your students? -Case Studies 	<i>Ed Foundations 61-98</i> <i>Letters Chapter 17 and 18</i> Current Education Presentation: <i>Inclusive Classrooms</i> <i>Bully</i>
7	June 24	<p style="text-align: center;">Hard Times at Douglas High</p> <ul style="list-style-type: none"> -Movie discussion about students in inner city schools 	<i>Social Problems and Today's Students on Bb</i>
8	June 26	<p style="text-align: center;">Role of Teachers; What makes them effective, skillful?</p> <ul style="list-style-type: none"> - What do teachers do to motivate you to learn? - What does it take to be a great teacher? - Content, Instruction, Relationships, Professionalism - Ethics vs. law; teachers responsibility 	<i>Ed Foundations 101-132</i>
9	July 1	<p style="text-align: center;">Curriculum: Going beyond the local and going "Glocal"</p> <ul style="list-style-type: none"> - Standards of Learning - Program of Studies-FCPS www.fcps.edu/is/pos/es.shtml - Multicultural/Intercultural/Core Curriculum - Tracking - Influences on the curriculum - Curriculum bias 	<i>"Curriculum" Bb</i> <i>Letters Chapter 2</i> Current Education Presentation: <i>No Child Left Behind & Race to Top</i> <i>International: PISA and TIMMS</i>
10	July 3	<p style="text-align: center;">Learning Outcomes and Assessment</p> <ul style="list-style-type: none"> - What do teachers do to motivate you to learn? - What does it take to be a great teacher? - Content, Instruction, Relationships - Bloom's Taxonomy 	<i>Ed Foundations 159-185</i> <i>Letters Chapter 7</i> School-based experience Poster
11	July 8	<p style="text-align: center;">Lesson Planning Workshop</p> <p>-In class workshop</p>	Lesson Plan Due
12	July 10	Teacher Accountability and Responsibility	Two questions by Sunday

		Guest Speakers-Teachers in the field (0-5 years)	<i>Ed Foundations 187-202</i> <i>Letters Chapter 12</i> Current Education Presentation: <i>Teacher Accountability</i>
13	July 15	Classroom Management <ul style="list-style-type: none"> - Designing Classrooms - Making your own management plan - Teacher's role and labeling behavior - Discipline vs. criminal actions - Engaging Parents 	<i>Letters Chapter 12</i>
14	July 17	Technology in the Classroom <ul style="list-style-type: none"> - How do students use technology in the classroom? - How do teachers use technology in the classroom? - Technology Fair - Video of Technology in the classroom - Guest Speaker: Tara Bejai 	Reading TBD Hand in Notebook
15	July 22	Next Steps... <ul style="list-style-type: none"> -Where do we go from here? -Philosophy of Teaching Presentations -Wrap –up 	<i>Ed Foundations 203-214; 245-250</i> Philosophy of Teaching Statement 2 Bring something (item, wordle, etc.) that depicts who/what you are as a teacher based upon what you have written