INSTRUCTORS:
Name: Elaina Bafaro
Office Hours: By appointment only
Office location: Not applicable
Office phone: Not applicable
E-mail: ebfaro@gmu.edu

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

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

RECOMMENDED READINGS


**WEB SOURCES**

Teaching Tolerance- [http://www.tolerance.org/](http://www.tolerance.org/)

Rethinking Our Schools- [http://www.rethinkingschools.org/index.shtml](http://www.rethinkingschools.org/index.shtml)

Zinn Education Project - [https://zinnedproject.org/](https://zinnedproject.org/)


Fairfax County Public Schools – [www.fcps.org](http://www.fcps.org)

SOL Studying-[www.solpass.org](http://www.solpass.org)

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

A. Class Participation- 20 points
Students are expected to attend all classes, arrive on time, and stay until the end of class. Participation is expected and an essential part of class. Your participation will be broken into two parts: Class participation and exit tickets. Class participation is how you engage in the class activities and discussions. Exit tickets will be collected at the end of class.

B. Current Education Issue Presentation-20 Points
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 groups of three and one group of two, you will lead 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(s) will prepare a one-page handout including a reference list (minimum of 5 sources) to be handed out in class.

Topics: Due Date:
- No Child Left Behind 9/16
- Charter schools 9/30
- Vouchers/school choice 9/30
- Bullying 10/7
- Inclusive Classrooms 10/7
- Race to the Top 10/28
- Common Core 10/28
- PISA (International) 11/4
- TIMMS (International) 11/4
- Teacher Accountability 11/25

For up-to-the-minute education news, both locally and globally please visit:
- BBC: http://www.theguardian.com/education/education+world/world
- Education International: http://www.ei-ie.org/

C. Lesson Plan- 20 Points
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 due November 18th.

D. School-Based Experience
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 August 26th. The Field Placement Specialist, Comfort Uanserume, can answer any questions or concerns you may have about your field placement (cuanseru@gmu.edu). All students MUST fill out this form on the first day of class https://cehd.gmu.edu/endorse/ferf. Make sure you have your field supervisors sign the Field Experience Documentation Form (on Blackboard) and turn in the form for each teacher you observe with your field experience poster.

School Based Experience Assessment: 25 Points
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: Group 1-11/11; Group 2-12/2.

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?
- What did you see and hear students do and say?
- In what ways did the teacher interact with students?
- 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.

E. Philosophy of Teaching and Presentation of Graphic Representation (2 times)
9/9=10 points
12/16=15 points

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?
- Philosophy of Teaching II—must make specific connections to the course readings and discussions.

**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 **Sept. 9th** and your second philosophy of teaching statement is due **Dec. 16th**. Please note, you are not allowed to hand in the SAME document twice!

This course will be graded on a point system, with a total of 100 points. Additionally, rubrics are assigned for each assignment. All rubrics are posted on Bb.

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<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Class Participation/Exit Tickets</td>
<td>TBD</td>
<td>20 points</td>
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<tr>
<td>Current Education Presentation</td>
<td>Assigned due dates</td>
<td>20 points</td>
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<tr>
<td>Philosophy of Teaching Statement and Graphic 1</td>
<td>9/9</td>
<td>10 points</td>
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<tr>
<td>Philosophy of Teaching Statement and Graphic 2</td>
<td>12/16</td>
<td>15 points</td>
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<tr>
<td>School-based Experience</td>
<td>Group 1-11/11; Group 2-12/2</td>
<td>25 points</td>
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<td>Lesson Plan</td>
<td>11/18</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>100 points</strong></td>
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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   

**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. 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 utilized 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 been 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 instruction for guidance and clarification. DO NOT ASSSUME.

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.
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/.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>TOPIC</th>
<th>Readings/Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>August 26th</td>
<td>Introduction</td>
<td>NONE</td>
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<td>- Course overview</td>
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<td>- Field Experiences</td>
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<td>- Syllabus</td>
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<td>2</td>
<td>September 2nd</td>
<td>Why Teach? The Teacher</td>
<td>Read: Ed Foundations 1-28 and Letters Chapter 10</td>
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<td>- Purpose of education and historical context</td>
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<td>- Education vs. School</td>
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<td>- Teaching vs. Learning</td>
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<td>- Student vs. Teacher</td>
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<td>3</td>
<td>September 9th</td>
<td>The Story of American Public Schools</td>
<td>Read: Ed Foundations 131-158</td>
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<td>- Purpose of Education; has it evolved?</td>
<td>Due: Philosophy of Teaching Statement 1st 11:59</td>
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<td>- Who is Horace Mann?</td>
<td>Due: Bring something (item, wordle, etc) that depicts who/what you are as a teacher based upon what you have written</td>
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<td>- Hierarchy of Public School System</td>
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<td>4</td>
<td>September 16th</td>
<td>What is School?</td>
<td>Read “What is School For” on Bb and Letters Chapter 4</td>
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<td>- Is school equitable and accessible for all learners?</td>
<td>Due: Current Event Presentation: 1. No Child Left Behind</td>
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<td>- What was your education like?</td>
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<td>- School diversity</td>
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<td>- Successful vs. Unsuccessful schools</td>
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<td>- Research databases</td>
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<td>5</td>
<td>September 23rd</td>
<td>Teaching Philosophies</td>
<td>Read: Letters Chapter 9</td>
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<td>- Teaching Philosophies for all learners</td>
<td>Bring your first Philosophy of Teaching Statement 1 PAPER</td>
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<td>- Philosophies in theory; philosophies in action</td>
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<td>Date</td>
<td>Activity/Topic</td>
<td>Discussion Points</td>
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| 6 September 30th | **Educational Philosopher Activity (In Class)** | *Who are our students?*  
- Influences of race, SES, language, parents  
- Where do they come from?  
- Building relationships  
- Does education reproduce inequality?  
- Is equity and equality the same? | *Bring an electronic device*  
*Read: Ed Foundations 31-60 and Chapter 15* | *2. Charter schools*  
*3. School choice, Vouchers* |
| 7 October 7th | **Today’s Students: Seek Multiple Perspectives From Within** | *- Understanding our privileges*  
*- How does this influence your teaching?*  
*- What does this mean for your students?*  
*Case Studies* | *Read: Ed Foundations 61-98 and Letters Chapter 17 and 18* | *4. Inclusive Classrooms*  
*5. Bullying* |
| 8 October 14th | NO CLASS |  |  | *NONE* |
| 9 October 21st | **Hard Times at Douglas High** | *- Movie discussion about students in inner city schools* | *Read: “Social Problems and Today’s Students” on BB* |  |
| 10 October 28th | **Role of Teachers; What makes them effective, skillful?** | *- What do teachers do to motivate you to learn?*  
*- What does it take to be a great teacher?*  
*- Content, Instruction, Relationships, Professionalism*  
*- Responsibility of teachers* | *Read: Ed Foundations 101-132* | *6. The Common Core Curriculum*  
*7. Race to the Top* |
| 11 November 4th | **Curriculum** | *- Standards of Learning*  
*- Program of Studies-FCPS* [www.fcps.edu/is/pos/es.shtml](http://www.fcps.edu/is/pos/es.shtml)  
*- Multicultural/Intercultural/Core Curriculum*  
*- Tracking*  
*- Influences on the curriculum* | *Read: “Curriculum” Bb and Letters Chapter 2* | *8. International: PISA*  
*9. International: TIMMS* |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Learning Outcomes and Assessment</th>
<th>Due:</th>
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| November 11th | Learning Outcomes and Assessment | - What do teachers do to motivate you to learn?  
- What does it take to be a great teacher?  
- Content, Instruction, Relationships  
- Bloom’s Taxonomy | School-based Experience Poster Group 1 |
| November 18th | Lesson Planning Workshop         | - In class workshop                                                                              | Lesson Plan Due |
| November 25th | Teacher Accountability and Responsibility | Guest Speakers - Teachers in the field (0-5 years)                                                  | Email two questions by Sunday 23rd |
| December 2nd  | Classroom Management              | - Designing Classrooms  
- Making your own management plan  
- Teacher’s role and labeling behavior  
- Discipline vs. criminal actions  
- Engaging Parents | Current Education Presentation: 10. Teacher Accountability |
| December 9th  | Technology in the Classroom       | - How do students use technology in the classroom?  
- How do teachers use technology in the classroom?  
- Technology Fair | Be ready to share, explain, and present your classroom technology/ website. Elementary v. Secondary |
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<tr>
<th>Date</th>
<th>Events</th>
<th>Read: Ed Foundations 203-214; 245-250</th>
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<tbody>
<tr>
<td>December 16th</td>
<td>Next Steps… &lt;br&gt;-Where do we go from here? &lt;br&gt;-Philosophy of Teaching Presentations &lt;br&gt;-Wrap –up</td>
<td>Due: Philosophy of Teaching Statement 2 by 11:59. Bring something (item, wordle, etc.) that depicts who/what you are as a teacher based upon what you have written.</td>
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