

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Division of Elementary, Literacy and Secondary Education
EDUC 300-001: Introduction to Teaching
3 Credits, Spring 2015
Tuesday 7:20-10:00 p.m. Innovation Hall 215 G**

PROFESSOR(S):

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Office Hours: By appointment only

Office location: Not applicable

Office phone: 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

- **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/>
- **Office of Special Education (U.S. Department of Education):**
- <http://www2ed.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/>
- **Rethinking Our Schools:** <http://www.rethinkingschools.org/index.shtml>
- **Teaching Tolerance:** <http://www.tolerance.org/>
- **Zinn Education Project:** <https://zinnedproject.org/>
- **Virginia Department of Education:** <http://www.doe.virginia.gov/>
- **SOL Studying:** www.solpass.org
- **National Education Statistics Center:** <https://nces.ed.gov>
- **PISA:** <http://www.oecd.org/pisa/>
- **TIMMS/PIRLS:** <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- 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 2 and/or 3, 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	2/10
- Charter schools	2/24
- Vouchers/school choice	2/24
- Inclusive Classrooms	3/3
- Bullying	3/3
- Common Core	3/24
- Race to the Top	3/24
- PISA (International)	3/31
- TIMMS (International)	3/31
- Teacher Accountability	4/21

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- 10 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 April 14th** .

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 **January 20th** (there will be time to do this in class). 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: April 7; Group 2: April 28.**

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)

Feb. 3=10 points

May 12=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 **Feb. 3** and your second philosophy of teaching statement is due **May 12th**. ***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.

ASSIGNMENT	DUE DATE	POINTS
<i>Class Participation/Exit Tickets</i>	TBD	20 points
<i>Current Education Presentation</i>	Assigned due dates	20 points
<i>Philosophy of Teaching Statement and Graphic 1</i>	2/3	10 points
<i>Lesson Plan</i>	4/14	10 points
<i>School-based Experience</i>	Group 1:4/7; Group 2: 4/28	25 points
<i>Philosophy of Teaching Statement and Graphic 2</i>	5/12	15 points
TOTAL		100 points

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. 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/the-mason-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/>.

PROPOSED COURSE SCHEDULE

Class	Date	TOPIC	Readings/Assignments Due
1	January 20th	Introduction -Course overview -Field Experiences -Course Expectations -Syllabus	NONE
2	January 27th	Why Teach? The Teacher - Purpose of education and historical context - Education vs. School - Teaching vs. Learning -Student vs. Teacher	Read: <i>Ed Foundations 1-28 and Letters Chapter 10</i>
3	February 3rd	The Story of American Public Schools - Purpose of Education; has it evolved? - Who is Horace Mann? - Hierarchy of Public School System	Read: <i>Ed Foundations 131-158</i> Due: Philosophy of Teaching Statement 1 at 11:59 p.m. Due: Bring something (item, wordle, etc) that depicts who/what you are as a teacher based upon what you have written
4	February 10th	What is School? - Is school equitable and accessible for all learners? - What was your education like? - School diversity - Successful vs. Unsuccessful schools -Research databases	Read <i>Those Who Can Teach Chapter 2 on Bb and Letters Chapter 4</i> Due: Current Event Presentation: 1. No Child Left Behind
5	February 17th	Teaching Philosophies - Teaching Philosophies for all learners - Philosophies in theory; philosophies in action	Read: <i>Letters Chapter 9</i> Bring your first Philosophy of Teaching Statement 1 PAPER

		- Educational Philosopher Activity (In Class)	Bring an electronic device
6	February 24th	<p style="text-align: center;">Who are our students?</p> <ul style="list-style-type: none"> - Influences of race, SES, language, parents - Where do they come from? - Building relationships - Does education reproduce inequality? - Is equity and equality the same? 	<p>Read: <i>Ed Foundations 31-60</i> and <i>Letters Chapter 15</i></p> <p>Due: Current Education Presentation: 2. Charter schools 3. School choice, Vouchers</p>
7	March 3rd	<p style="text-align: center;">Today's Students: Seek Multiple Perspectives From Within</p> <ul style="list-style-type: none"> - Understanding our privileges - How does this influence your teaching? - What does this mean for your students? -Case Studies 	<p>Read: <i>Ed Foundations 61-98</i> and <i>Letters Chapter 17 and 18</i></p> <p>Due: Current Education Presentation: 4. Inclusive Classrooms 5. Bullying</p>
8	March 10th	NO CLASS: Happy Spring Break	NONE
9	March 17th	<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 	Read: <i>Those Who Can Teach Chapter 4</i> on BB
10	March 24th	<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 - Responsibility of teachers 	<p>Read: <i>Ed Foundations 101-132</i></p> <p>Due: Current Education Presentation: 6. The Common Core Curriculum 7. Race to the Top</p>
11	March 31st	<p style="text-align: center;">Curriculum</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 	<p>Read: <i>Those Who Can Teach Chapter 5 Bb (focus on curriculum)</i> and <i>Letters Chapter 2</i></p> <p>Due: Current Education</p>

		- Influences on the curriculum	Presentation: <i>8. International: PISA</i> <i>9. International: TIMMS</i>
12	April 7th	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	Read: <i>Ed Foundations 159-185 and Letters Chapter 7</i> Due: School-based Experience Poster Group 1
13	April 14th	Lesson Planning Workshop -In class workshop	Lesson Plan Due Bring a student textbook to class GMU Library has FCPS' textbooks.
14	April 21th	Teacher Accountability and Responsibility Guest Speakers-Teachers in the field (0-5 years)	Read: <i>Ed Foundations 187-202 and Letters Chapter 12</i> Due: Current Education Presentation 10. Teacher Accountability
15	April 28th	Classroom Management - Designing Classrooms - Making your own management plan - Teacher's role and labeling behavior - Discipline vs. criminal actions - Engaging Parents	Read: <i>Letters Chapter 12 and The Key to Classroom Management on BB</i> Due: School-based Experience Poster Group 2
16	May 12th	Final paper due!	Due: Philosophy of Teaching Statement 2 by 11:59. Please turn in via Blackboard. Remember to refer to the rubric.