

**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 2016  
Tuesday 7:20-10:00 p.m. Thompson 1017**

**PROFESSOR:**

**Name:** Shamaine K. Bertrand

**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 OUTCOMES or 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.

**PROFESSIONAL STANDARDS:**

Not Applicable

**REQUIRED TEXTS:**

Nieto, S. (Ed.). (2014). *Why we teach now*. New York, NY: Teachers College Press.

Ayers, W. (2001). *To teach: The journey of a teacher*. New York, NY: Teachers College Press.

**\*\*\*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, WI: 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, NY: 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.
- Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children, 44*, 14-20. Retrieved from <http://www.cec.sped.org>
- Nieto, S. (2005). *Why we teach*. New York, NY: Teachers' 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.

## 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](http://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 11:59 PM on the due date or no credit is given.** All typed assignments should be double-spaced typed in APA format (e.g., Times New Roman 12-point font, 1-inch margins, etc.). All assignments should be proofread for grammar and errors. Page length will vary based on specific assignment. All rubrics are located under the *Assignments* tab in Blackboard.

#### **A. CLASS PARTICIPATION - 20 Points**

Participation, which constitutes 20 points of your grade, is expected and is an essential part of class. Students are expected to attend all classes, arrive on time, and stay until the end of class. Class participation is how you engage in the class discussions (See Blackboard for ways to participate in class).

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#### **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 (topics listed below). This will help you to begin to develop a classroom presence and enrich our class meetings with your research and knowledge of a new topic. In groups of two and/or three, you will lead the class for 30 minutes. **This presentation is not a lecture, but an interactive presentation.** You and your partner(s) will prepare a one-page handout including a reference list (minimum of five

sources, APA style) to be handed out in class.

<b>Topics:</b>	<b>Due Date:</b>
No Child Left Behind	2/9
Charter schools	2/23
Vouchers/school choice	2/23
Inclusive Classrooms	3/1
Bullying	3/1
Common Core	3/22
Race to the Top	3/22
PISA (Program for International Student Assessment)	3/29
TIMMS (Trends in International Mathematics and Science Study)	3/29
Teacher Accountability	4/19

### **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 exposure in learning about the components of a lesson plan. The work you do for your lesson plan will be done in class and through various small group activities with your peers and instructor. The template that we will use for this activity can be found on BB. Your lesson plan is **due APRIL 12th**.

### **D. SCHOOL-BASED EXPERIENCE – 25 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 **TODAY** (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 a form for each teacher you observe, along with your field experience poster.

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 PAPERS AND PRESENTATION OF GRAPHIC REPRESENTATION – 25 Points***

**February 2nd - 10 points**

**May 3rd - 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 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. 2<sup>nd</sup> and your second philosophy of teaching statement is due May 3<sup>rd</sup>.

**Please note, you are not allowed to hand in the SAME document twice!**

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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.

<b>ASSIGNMENT</b>	<b>DUE DATE</b>	<b>POINTS</b>
<b>Class Participation</b>	TBD	20 Points
<b>Current Education Issue Presentation</b>	Assigned Due Dates	20 Points
<b>Philosophy of Teaching Statement and Graphic 1</b>	February 2 <sup>nd</sup>	10 Points
<b>Lesson Plan</b>	April 12 <sup>th</sup>	10 Points
<b>School-based Experience</b>	Group 1: April 5 <sup>th</sup> Group 2: April 26 <sup>th</sup>	25 Points
<b>Philosophy of Teaching Statement and Graphic 2</b>	May 3 <sup>rd</sup>	15 Points
<b>TOTAL</b>		100 Points

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

### **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 experiences 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 VALUE 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**

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Readings/Assignment Due</b>
<b>1</b>	<b>January 19<sup>th</sup></b>	<b>Introduction</b> -Course Overview -Field Experiences -Course Expectations -Syllabus	<b>NONE</b>
<b>2</b>	<b>January 26<sup>th</sup></b>	<b>Why Teach? The Teacher</b> -Purpose of education and historical context -Education vs. School -Teaching vs. Learning -Student vs. Teacher	<b>Read: Nieto Part II Chapter 3</b> <b>Ayers Introduction</b>
<b>3</b>	<b>February 2<sup>nd</sup></b>	<b>The Story of American Public Schools</b> - Purpose of Education; has it evolved? - Who is Horace Mann? - Hierarchy of Public School System	<b>Read: Nieto Part I Chapter 1</b> <b>Due: Philosophy of Teaching</b> Statement 1 at 11:59 p.m. <b>Due: Bring something (item, wordle, etc) that depicts who/what you are as a teacher based upon what you have written</b>
<b>4</b>	<b>February 9<sup>th</sup></b>	<b>What is School?</b> - Is school equitable and accessible for all learners? - What was your education like? - School diversity - Successful vs. Unsuccessful schools - Research databases	<b>Read: Nieto Part IV Chapter 10</b> <b>Ayers Chapter 1</b>  <b>Due: Current Event Presentation:</b> <b><i>1. No Child Left Behind</i></b>
<b>5</b>	<b>February 16<sup>th</sup></b>	<b>Teaching Philosophies</b> - Teaching Philosophies for all learners - Philosophies in theory; philosophies in action	<b>Read: Nieto Part III Chapters 5, 7</b>

		- Educational Philosopher Activity	<b>Bring your first Philosophy of Teaching Statement 1 PAPER</b> <b>Bring an electronic device</b>
6	February 23 <sup>rd</sup>	<b>Who are our students?</b> - Influences of race, SES, language, parents - Where do they come from? - Building relationships - Does education reproduce inequality? - Is equity and equality the same?	<b>Read: Nieto Part IV Chapter 8</b> <b>Ayers Chapter 2</b>  <b>Due: Current Education</b> <b>Presentation:</b> <b>2. Charter schools</b> <b>3. School choice, Vouchers</b>
7	March 1 <sup>st</sup>	<b>Today's Students: Seek Multiple Perspectives From Within</b> - Understanding our privileges - How does this influence your teaching? - What does this mean for your students? - Case Studies	<b>Read: Nieto Part V Chapters 13, 14, 15</b> <b>Ayers Chapter 3</b>  <b>Due: Current Education</b> <b>Presentation:</b> <b>4. Inclusive Classrooms</b> <b>5. Bullying</b>
8	March 8 <sup>th</sup>	<b>NO CLASS: HAPPY SPRING BREAK</b>	
9	March 15 <sup>th</sup>	<b>Waiting on Superman</b> -Movie discussion about students in urban schools.	<b>Read: Nieto Part VI Chapters 16, 17, 19</b>
10	March 22 <sup>nd</sup>	<b>Role of Teachers; What makes them effective, skillful?</b> - 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	<b>Read: Nieto Part VII Chapters 21, 22</b> <b>Ayers Chapter 3</b>  <b>Due: Current Education</b> <b>Presentation:</b> <b>6. The Common Core Curriculum</b>

			<b>7. Race to the Top</b>
11	March 29 <sup>th</sup>	<b>Curriculum</b> - 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	Read: Nieto Part IV Chapter 11, Part VI Chapter 18 Ayers Chapter 5  <b>Due: Current Education  Presentation:  8. International: PISA  9. International: TIMMS</b>
12	April 5 <sup>th</sup>	<b>Learning Outcomes and Assessment</b> - 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: Nieto Part II Chapter 2 Ayers Chapter 6  <b>Due: School-based Experience  Poster  Group 1</b>
13	April 12 <sup>th</sup>	<b>Lesson Planning Workshop</b> <b>-In class workshop</b>	<b>Lesson Plan Due</b> <b>Bring a student textbook to class</b> <b>GMU Library has FCPS'</b> <b>textbooks.</b>
14	April 19 <sup>th</sup>	<b>Teacher Accountability and Responsibility</b> - Guest Speakers	Read: Part VII Chapters 23, 24 Ayers Chapter 7, 8  <b>Due: Current Education  Presentation 10. Teacher  Accountability</b>
15	April 26 <sup>th</sup>	<b>Classroom Management</b> - Designing Classrooms - Making your own management plan - Teacher's role and labeling behavior - Discipline vs. criminal actions	Read: Nieto Part IV Chapter 9  <b>Due: School-based Experience  Poster Group 2</b>

		- Engaging Parents	
16	May 3 <sup>rd</sup>	Final Paper Due! (:	<b>Due: Philosophy of Teaching Statement 2 by 11:59 p.m. Please turn in via Blackboard. Remember to refer to the rubric.</b>

### Class Participation Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	It is evident from the student's contributions that he/she is prepared for class and has completed the required readings. Comments and/or questions show evidence of tying theory/readings to practice.	It is evident from the student's contributions that he/she is mostly prepared for class and has completed some of the required readings. Comments/questions sometimes show evidence of tying theory/readings to practice.	It is not clear from the student's contributions that he/she has completed any of the required readings.	It is clear from the student's contributions that he/she has <b>not</b> completed the required readings or is not tying theory/reading to practice.
<b>Frequency</b>	The student contributes in different ways, to class discussions consistently.	The student contributes in different ways, to class discussions somewhat consistently.	The student contributes in different ways to class discussions intermittently.	The student never contributes to class discussions.

### Philosophy of Teaching and Presentation of Graphic Statement

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	The paper explicitly addresses relevant each question from the assignment description in the syllabus.	The paper somewhat addresses each question from the assignment description in the syllabus and/or fails to answer one question.	The paper barely addresses each question from the assignment description in the syllabus and/or fails to answer two questions.	The paper does not explicitly address each question from the assignment description in the syllabus and/or fails to answer three or more questions.
<b>Critical Reflection</b>	The paper shows a complex level of thinking (i.e. synthesis or evaluation). The paper critiques experiences and makes connections to personal life.	The paper somewhat shows a complex level of thinking (i.e. synthesis or evaluation). The paper somewhat critiques experiences and makes connections to personal life.	The paper somewhat shows a lower level of thinking (i.e. comprehension or knowledge). The paper barely critiques experiences or make connections to personal life.	The paper shows a lower level of thinking (i.e. comprehension or knowledge). The paper does not critique experiences or make connections to personal life.
<b>Clarity of Writing</b>	The paper is clearly written; punctuation, grammar, and spelling do not distract the reader.	The paper is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The paper is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader.	The paper is unclearly written; punctuation, grammar, and spelling errors distract the reader.
<b>Format</b>	Paper is 3-4 pages in length and follows the appropriate formatting	Paper is less than 3 pages but more than 2 pages and somewhat	Paper is less than 2 pages but more than 1 pages and barely follows	Paper is less than 1 page and/or is not submitted. Does not follow

	guidelines.	follows the formatting guidelines.	the formatting guidelines.	formatting guidelines.
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### Current Education Issue Presentation

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	The content of the presentation is relevant to the audience (i.e. discusses current issues and is practical) and appropriate to the topic.	The content of the presentation is mostly relevant to the audience (i.e. discusses current issues and is practical) and somewhat appropriate to the topic.	The content of the presentation is barely relevant to the audience (i.e. discusses current issues and is practical) and hardly appropriate to the topic.	The content of the presentation is not relevant to the audience (i.e. does not discuss current issues and is not practical) and is not appropriate to the topic.
<b>Presentation</b>	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is clear and informative. The presenter used 30 minutes appropriately and spoke clearly.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is mostly clear and informative. The presenter went over or under time by 5 minutes and/or was sometimes difficult to hear.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is barely clear and informative. The presenter went over or under time by 10 minutes and/or was often difficult to hear.	The presenter uses Prezi, PowerPoint, or other media to convey information. Media is not clear and informative. The presenter went over or under time by 15+ minutes and/or was difficult to hear.
<b>Citations/APA</b>	The presentation includes at least five citations from course readings or other sources. All five are cited according to APA 6th ed. guidelines.	The presentation includes at least five citations from course readings or other sources. Three to five citations are cited according to APA 6th ed. guidelines.	The presentation includes three or four citations from course readings or other sources. All sources are cited according to APA 6th ed. guidelines.	The presentation includes two or less citations from course readings or other sources. All sources are cited according to APA 6th ed. guidelines.

<b>Handout</b>	The handout is informative and concise (one page front and back or less).	The handout is somewhat informative and/or too short or lengthy (more or less than one page front and back).	The handout is barely informative and is too brief or too lengthy (half a page or two pages front and back or less).	The handout is not informative and pays no attention to page length (one paragraph or more than two pages).