GEORGE MASON UNIVERSITY
College of Education and Human Development

EDUC 300-001, Introduction to Teaching
3 credits, Fall 2016
Tuesdays, 7:20 – 10:00 p.m. Robinson A-412

Faculty:
Name**:** Dr. Thana L. Vance
Office Hours: By appointment only
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Prerequisites/Corequisites
None

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.
Notes: Requires school-based field experience during course.

Course Overview

Not applicable.

Course Delivery Method

Students in this course will participate in individual and group activities structured around
readings, discussions, and presentations. Your ability to deeply reflect is a major component of
this course and you will be challenged to consider your own biases at times, which can be a
difficult process. Additionally, active participation is an important element of this course.
Students are **expected to complete all class readings prior to each session** in order to engage in
active listening, dialogue, and sharing of ideas. Attendance is required for **all** classes in order to
fully engage in the learning activities during class.

Learner Outcomes or Objectives

- Describe the nature of American schools and today's diverse students and the issues they
  face through school-based observations and reflections
- Research and present a current issue(s) and/or trend(s) in curriculum planning and delivery
- Identify effective and skillful teachers through examination of a great teacher and research
- Understand legal and ethical issues in education through case study analysis
- State a philosophy of teaching drawing from the philosophical foundations of education,
  personal experiences and deep reflection

- Describe the formation and governmental influences of American schools through a panel of guest speakers and course readings
- Discuss professionalism and reflect on their personal potential to contribute to the field of education

Professional Standards:
Interstate New Teacher Assessment and Support Consortium (INTASC)

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Personal Development

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parent, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

Required Texts

Canestrari, A. S., & Marlowe, B. A. (2012). *Educational foundations: An anthology of critical readings.* Thousand Oaks, CA: SAGE Publications.
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 Text

 Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010.

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.
Rose, M. (2009). *Why School*. New York: The New Press.

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 – http://www.fcps.org
SOL Studying -http://www.solpass.org
National Education Statistics Center – https://nces.ed.gov
PISA - http://www.oecd.org/pisa/
Purdue OWL Writing Lab: https://owl.english.purdue.edu/owl/resource/560/01/
TIMMS/PIRLS - http://timssandpirls.bc.edu/

Course Performance Evaluations

Note: Assignments must be submitted into Bb by 4:30PM 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- 15%
Participation, which constitutes 15% 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).
Students are expected to attend all classes, arrive on time, and stay until the end of class.

B. Philosophy of Teaching Reflection- 15% Due Sept 27th
You are in this course because you have an interest in becoming a teacher. I want to know what has driven you to this point in your academic/professional career. Your task is to construct a 3-4 page (APA formatted) reflective essay in which you address the following. Use each question as a heading for your responses.
- What are the experiences that have shaped your desire to become an educator?

- Where do your interests lie regarding population of students you would like to teach (e.g., special education, English Language Learners, Kindergarten, etc.)?
- What do you think being a teacher is like?
- What questions do you have about teaching?
- What concerns do you have about teaching?
- How will your past experiences shape you as a future educator?

Please be prepared to share some of these thoughts with classmates.

C. **Current Education Issue Presentation - *25%* <mark>Sept 13th, October 4th, Nov 8th , Nov 29th</mark> (sign up on first night of class)**
Throughout the course discussions and readings we will uncover issues that continually influence the field of education. In pairs, you will be leading the class for approximately 30 minutes on a current education issue of your choice (selected from the list below). **This is not a presentation on the assigned reading for the week – your presentation must go beyond the assigned chapter.** You will be required to provide a 1-page hand out summarizing key points of your presentation including a bibliography (with a minimum of 5 sources)
Topics include, but are not limited to:
- Every Student Succeeds Act (ESSA)
- Charter schools, vouchers, and school choice
- Behavior intervention strategies
- Classroom management
- Gifted education
- Parent/teacher communication strategies
- Strategies for culturally responsive classrooms
- Special education
- Common Core assessments vs. SOLs
- Title I schools
- National Board Certification

D. *School-Based Experiences- 20%* <mark>DUE December 6th</mark>
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.
More information about this assignment will be discussed in class and posted on Blackboard.

Your assessment for this experience will be to create a visual of your choice (e.g., poster, PowerPoint slide, pic collage, Prezi, etc.). More information will be provided on the first day of class and the rubric will posted on Bb. <mark>**You will present your visual in class on December 6th .**</mark>

E. *Class Reflections/Free Writes- 25% (5% each)*
Five times throughout the semester, you will be required to do a "free-write" on your thoughts about the week's topics and readings. Your reflections should be about the week's assigned readings, the class discussions, and your relationship about the topic. ***Your reflection is not a***

summary (please do not regurgitate the readings); I am looking for critical analysis of how the topic/discussion/reading(s) have influenced you as a future teacher. The free writes are due on:

Sept 13th
Oct 4th
Nov 8th
Nov 29th

As you write, you should build upon each week's lesson in how all of this information is framing your thoughts as a future teacher. It is required that you include specific examples. **There is no minimum or maximum length for your free-write as it is based on quality and not quantity. Please use the journal feature on Blackboard to input your weekly free-write and type directly into the journal.**

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.

Requirements	Percentage
WRITTEN PAPERS/ASSIGNMENTS/PRESENTATIONS	
Participation	15%
Teaching Reflection	15%
Current Educational Issue Presentation	25%
Field-based Experiences	20%
Class Reflections/Free Writes	25%
Total Points Percentage	**100%**

A+	= 98 – 100	B+	= 88 – 89	C+	= 78 – 79	D	= 60 – 69
A	= 93 – 96	B	= 83 – 87	C	= 73– 77	F	= 0 – 59
A-	= 90 – 92	B-	= 80 – 82	C-	= 70 – 72		

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/.

Emergency Procedures
You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on http://www.gmu.edu/service/cert

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason

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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

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

	Date	Topic	Readings/Assignments Due
1	**Aug 30**	**Introduction: Why teach?** Beginning Assessment/Course Overview Course Expectations/Field Experience Why did you choose to pursue teaching? Choose presentations Clock Buddies	**Ed Foundations, 1-28** **Letters Chapter, 10**
		Historical Context	
2	**Sept 6**	**The Story of American Public Schools** Purpose of Education; has it evolved Are you born a teacher? Who is Horace Mann? Private v Public Education Debate	**Ed Foundations, 131-158**
3	**Sept 13**	**What is School?** Role of teacher, role of learner, role of curriculum? What is school for? Why Teach? What is the purpose of education? What is the difference between school and education? Is school equitable and accessible for all learners?	<mark>**Reflection #1 Due**</mark> **Letters, Chapter 4** *Recommended: 180 Days, PBS Special*
		School and Students	
4	**Sept 20**	**No Class** **Work Session for your Current Issues Presentation**	Please post either a rough draft or plan of your presentation on Bb to show that you have met with your partner
5	**Sept 27**	**Teaching Philosophies** Philosophies in theory; philosophies in action Teaching philosophies for all learners	<mark>**Philosophy of Teaching Due**</mark>**: post to Blackboard** . **Letters, Chapter 9**
6	**Oct 4**	**Who are our students?** Who are my students? Where do they come from? How do build relationship with them? What if they are much different than I? Does education reproduce inequality? How to implement CRP <mark>**Current Issues Presentation #1**</mark>	<mark>**Reflection #2 Due**</mark> **Ed Foundations, 31-60** **Letters, Chapter 15**
	Oct 11	No Class Columbus Day Holiday	
7	**18**	**Today's Students and Society** Influences of race, SES, language, parents in education Understanding our privileges- What gives you privilege? How does this influence your teaching? What does this mean for your students? <mark>**Current Issues Presentation #2**</mark>	**Ed Foundations, 61-98** **Letters, Chapters 17 & 18**

8	Nov 1	**Exceptional Learners** Special education IEP, 504 Plans Twice exceptionality <mark>**Current Issues Presentation #3**</mark>	**Lo (2012) on Bb**
		Unit 2: Teachers	
9	Nov 8	**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? Feedback <mark>**Current Issues Presentation #4**</mark>	<mark>**Reflection # 3 Due**</mark> **Ed Foundations, 101-132** **2 Questions on Bb for Speaker by Sunday 11:59**
10	Nov 15	**Learning Outcomes and Instruction** Guest Speakers-Teachers in the field **Classroom Management and Behavior** Behavioral ABCs Functions of behavior and how to address them Proactive behavioral strategies	**Letters, Chapter 2** **Letters, Chapter 12**
11	Nov 22	**Assessment** How did teachers know you learn? How do you plan to access? Ten Commandments of Assessment Bloom's Taxonomy <mark>**Current Issues Presentation #5**</mark>	**Ed Foundations, 159-185** **Letters, Chapter 7**
12	Nov 29	**Ethical Issues Facing Teachers** **Role of Teachers with Parents** Professionalism How would you engage parents in the learning process?	<mark>**Reflection # 4 Due**</mark>
13	Dec 6	**Technology in the Classroom** Guest Speaker- School Based Technology Specialist How do students use technology in the classroom? How do teachers use technology in the classroom? **Wrap up** Closing questions, comments, discussion Conference style poster session	<mark>**School Based Visual Presentation**</mark> **Ed Foundations, 203-214; 245-250**
14			
15		**Waiting for Superman**	<mark>**Reflection # 5 Due**</mark>
16			

Note: The Instructor reserves the right to alter the schedule as necessary.

Class Reflections/Free Writes

	4	3	2	1
Content	The reflection addresses and connects readings from the week with personal reflection and critical analysis.	The reflection addresses and connects readings from the week with personal reflection.	The reflection attempts to address and connect readings from the week with limited personal reflection.	The reflection does not sufficiently connect readings and does not provide a personal reflection
Level of Thinking	The entry shows evaluation.	The entry shows analysis.	The entry shows comprehension.	The entry shows knowledge.
Clarity of Writing	The reflection is clearly written; punctuation, grammar, and spelling do not distract the reader.	The reflection is somewhat clear; punctuation, grammar, and spelling errors are present, but do not distract the reader.	The reflection is barely clear; punctuation, grammar, and spelling errors somewhat distract the reader.	The reflection is unclearly written; punctuation, grammar, and spelling errors distract the reader.

Philosophy of Teaching Reflection Rubric

	4	3	2	1
Content	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.
Critical Reflection	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.
Clarity of Writing	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.
Format	Paper is 3-4 pages in length and follows the appropriate formatting guidelines	Paper is less than 3 pages but more than 2 pages and somewhat follows the formatting guidelines.	Paper is less than 2 pages but more than 1 pages and barely follows the formatting guidelines.	Paper is less than 1 page and/or is not submitted. Does not follow formatting guidelines.

Class Participation

	4	3	2	1
Content	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 not completed the required readings or is not tying theory/reading to practice.
Frequency	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.

Current Education Issue Presentation

	4	3	2	1
Content	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.
Presentation	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.
Citations/APA	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	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.

				ed. guidelines.
Handout	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).

Current Education Issue Presentation

	4	3	2	1
Content	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.
Presentation	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.
Citations/APA	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.
Handout	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).