

George Mason University
College of Education and Human Development
EDUC 300-002: Introduction to Teaching (3 credits)

Spring 2017

Wednesdays, 4:30 p.m. – 7:10 p.m.

Location: Robinson A249

Instructors:	Debra Reeder and Jenna Reeder
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Prerequisites/Co-requisites: 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. Note: Requires school-based field experience during course.

Course Overview: This course is an introduction to educational issues, but it is not applicable in graduate-level teacher education programs. This course examines roles of teachers, the nature of American schools, and potential contributions of students. Fifteen hours of school-based field experience is required.

Nature of Course Delivery:

A variety of instructional methods are used to cover the subject matter. These methods include large and small group discussions, collaborative team learning, media, Internet assignments, lecture, group presentations and individual research.

Learning Outcomes:

As a result of full participation in the course, students will be able to:

1. Describe the nature of American schools and today's diverse students and the issues they face;
2. Explain and demonstrate effective curriculum planning and delivery;
3. Identify the qualities and dispositions of effective teachers;
4. Understand legal and ethical issues in education;
5. Begin to formulate a philosophy of education drawing from observations, readings, and practice;
6. Develop and practice the elements of collaborative teaming;
7. Explore job opportunities and expectations in education;
8. 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

There is no assigned textbook for this class; however, readings and videos will be assigned throughout the semester. All readings and videos can be accessed through My Mason. Please consult the syllabus for reading assignment due dates.

Assignments for EDUC 300 Spring 2017

*Note: All written assignments must be submitted on My Mason **unless otherwise noted**. Use the rubrics provided to guide your assignment development.*

Participation (14 x 5 points/class = 70 points)

Students will come to every class, participate in all discussions and activities, and complete assigned readings and viewings which will be discussed in class. Students will receive no participation credit for classes they do not attend. Robust participation in class discussion is required in order to receive full participation credit.

Exit Ticket (13 x 5 points/each = 65 points)

Students will complete an exit ticket that is related to the topic of that night's class. The response should connect the assigned readings, videos, and class discussion as well as utilize reflective strategies and critical thinking. Exit tickets will be completed on *MyMason* on the discussion board (the last two will be completed in class). Each class's exit ticket **must be completed by the following Sunday at midnight**. Students who do not attend the class can still complete the exit ticket for that week but will not receive full credit, as they cannot make connections to the class discussion.

Design the Perfect Teacher (40 points)

What makes a great teacher? How does a great teacher make learning engaging? What personal qualities do they possess that makes them great? Here's an opportunity for you to demonstrate what you think makes a perfect teacher! Determine the method by which you will visually present your design: video, art media, narrative, etc. You will be graded on thoroughness, thoughtfulness, creativity, and clarity. You may submit this through My Mason or in hard copy, depending on the format it takes.

Due February 15th

Educational Topic Infographic (50 points)

Choose one of the educational topics and its accompanying research question provided by the instructors (you will sign up for your topic in class). Using the research strategies discussed in class, research the topic and find at least 4 scholarly sources on the topic. Create an infographic that thoroughly and completely:

- (1) Answers the research question posed using a variety of information: statistics, facts, and visuals.
- (2) Offers your substantiated response to the research question based on the information you have provided;
- (3) Utilizes the infographic format effectively to present your position;
- (4) Includes a separate reference page in appropriate APA format.

Resources on APA style as well as infographic websites will be available on My Mason. Please submit both a link to your infographic as well as an electronic version of your APA-style references page to MyMason.

Due March 1st

Lesson Plan (25 points/draft; 25 points/revision)

Using the readings and class discussion about lesson planning, *with your final project group*, develop a lesson plan for a 30-minute lesson for the grade level and content area your group has selected for the final project. Include the following:

- The level and subject being taught;
- The class demographic (size, ethnicity, special needs);
- The lesson objective and Virginia state standards that the objective addresses;
- A brief explanation of what the students know in preparation for the lesson (prior knowledge);
- Materials required (include a copy of any handouts that will be used);
- Seating arrangement;
- Specific instructional procedures and strategies to be used, including
 - Activities;
 - Check(s) for understanding;
 - Summary activity;
- Plan B;
- Conclusion: What are the next steps?

Your grade will be based on your group's thoroughness and your ability to visualize an actual classroom and provide appropriate instructional practice to all students. Your draft lesson plan will be workshopped by your peers for feedback purposes. You will then edit your lesson plan based on feedback received, submit a revision, and participate in a coaching session with the instructor. *You will receive a group grade for this assignment.*

Due March 22nd (draft) and March 29th (revision)**

***Bring at least 2 hard copies of your draft lesson plan to class.*

Field Experience Project (100 points)

See separate assignment sheet for specific details. All students are required to view the online presentation designed to review all of the field experience guidelines. You can access the field experience video at:

<http://cehd.gmu.edu/teacher/internships-field-experience>

Due April 19th

Final Project Presentation (125 points)

With your final project group, develop a lesson in a specific discipline that you will teach to the class. The lesson should be interactive and should utilize multiple teaching strategies discussed over the course of this class. Your final grade on this project will be a combination group and individual grade. Individually, you will submit a group evaluation to My Mason, in which you discuss your group's progress toward the final product. Your group will also participate in a reflective debrief of your lesson with the instructors. See separate assignment sheet for specific details.

Presentations: April 26th and May 3rd

Reflective Debrief: May 10th

Grading Scale:	
A=	90 – 100
B=	80 – 89
C=	70 – 79
D=	65 – 69
F=	65 or less
A maximum of 500 points can be earned for the class:	
A=	450-500
B=	400-449
C=	350-399
D=	325-349
F=	324 or less

Course Expectations:

1. Class begins promptly at 4:30 p.m. Consistent, on-time attendance is expected, as a portion of the student's grade is based on participation. Missing multiple classes will result in significant point deductions on the final grade. Arriving late to class will also result in participation point deduction.
2. Students are expected to be familiar with the course's My Mason site and its functionality. A brief overview of the class's site organization will be provided during the first night of class.
3. All written assignments must be posted on My Mason by 3:30 PM on the date that it is due. Written assignments *will not be accepted for full credit any other time*. Written assignments will also not be accepted in hard copy unless otherwise noted. If absent, written assignments are still due on My Mason by 3:30 PM on the due date.
4. Correct spelling, grammar, and format are essential to the success of your written assignments. Pay careful attention to proofreading, as it will be part of the grade on all written assignments.
5. Points will be deducted for each day an assignment is late.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Course Schedule

Week 1: January 25

Introductions Syllabus, course outline, and assignments overview, field experience expectations and timeline overview

Week 2: February 1

Bloom's Taxonomy: The Question of the Question

Final project interest survey

Read: "A New Bloom: Transforming Learning" (Cochran, Conklin, & Modin);
"Asking Questions That Prompt Discussion (Fisher & Frey)

Watch: "Higher Order Questions: A Path to Deeper Learning"

Exit Ticket due by midnight on Sunday, 2/4

Week 3: February 8

Professional Learning Communities: Collaborating for Student Success

Assign final project and groups Final project group meeting (working agreement)

Read: "What Is a Professional Learning Community?" (DuFour)

Watch: "Collaborative Lesson Planning"

Exit Ticket due by midnight on Sunday, 2/12

Week 4: February 15

Classroom Management: Building a Positive and Supportive Learning

Environment Educational research topic sign up

Infographic and research practices activity

Design the Perfect Teacher due

Read: "Avoiding Plagiarism: Mastering the Art of Scholarship" (U of CA, Davis);
"True – or Not?" (Abilock); "The Keys to Classroom Management" (Marzano & Marzano)

Watch: "Ready to Learn: Creating a Positive Classroom Culture" Exit Ticket due by midnight on Sunday, 2/19

Week 5: February 22

Differentiation and Special Needs: Does Learning Style Matter?

Field experience project expectations

Final project group meeting (standard and objective draft)

Complete: Learning Styles Inventory online; bring results to 2/22 class

Read: "Understanding Differentiated Instruction" (Tomlinson & Allan)

Watch: "One Problem, Many Approaches"

Exit Ticket due by midnight on Sunday, 2/26

Week 6: March 1

Planning for Instruction: If You Plan It, They Will Learn

Educational topic infographic jigsaw

Model lesson and evaluation

Educational Topic Infographic due

Read: “Lesson Plans: The Basis for Instruction” (Cunningham); “Writing Learning-Centered Objectives” (Banset)

Watch: “New Teacher Survival Guide: Planning”

Exit Ticket due by midnight on Sunday, 3/5

Week 7: March 8

Assessment, Feedback, and Checking for Understanding: How Do You Know When They’ve Got It? Final project group meeting (lesson plan drafting)

Read: “How Am I Doing?” (Chappuis); “Feedback Is a Two-Way Street” (Tovani)

Watch: “Instructional Strategies That Support Student Learning: Checking for Understanding”

Exit Ticket due by midnight on Sunday, 3/12

Week 8: March 15 SPRING BREAK

Week 9: March 22

Building Creative and Critical Thinking Skills in All Students

Lesson plan draft workshop with peers

Lesson plan draft (bring at least 2 hard copies)

Read: “Fundamentals of Creativity” (Beghetto & Kaufman); “Why Every Student Needs Critical Friends” (Reynolds)

Watch: “Critical Friends: Collaborating as Writers”

Exit Ticket due by midnight on Sunday, 3/26

Week 10: March 29

Revised lesson plan coaching workshop with instructors

OPTIONAL: Final project group meeting

Revised lesson plan (bring at least 2 hard copies)

Exit Ticket due by midnight on Sunday, 4/2

Week 11: April 5 T

Teaching 21st Century Skills to 21st Century Learners

Read: “Learning 21st-Century Skills Requires 21st-Century Teaching” (Saavedra)

Watch: “Making Learning Personalized and Customized” and/or “Scaffolds for Critical Thinking”

Exit Ticket due by midnight on Sunday, 4/9

Week 12: April 12

Resume writing and interview skills

Draft resume (optional)

Exit Ticket due by midnight on Sunday, 4/16

Week 13: April 19
Field experience project debrief
Final project group meeting
Field experience project due
Exit Ticket due by midnight on Sunday, 4/23

Week 14: April 26
Final Project Presentations
Exit ticket in class
Final project group evaluation (Groups 1-3) due by 7:00 PM on Friday, 12/2

Week 15: May 3
Final Project Presentations
Exit ticket in class
Final project group evaluations (Groups 4-6) due by 7:00 PM on Friday, 12/9

Week 16: May 10
Final project groups feedback and debrief

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. See <http://cehd.gmu.edu/values/> for more information.

George Mason University 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Assessment Rubrics

Rubrics for all assignments will be posted on My Mason.