

George Mason University  
College of Education and Human Development  
Division of Elementary, Literacy, and Secondary Education  
EDUC 300-002: Introduction to Teaching  
3 credits, Spring 2018

Wednesdays, 4:30 p.m. – 7:10 p.m., Peterson Hall Room 1109 -- Fairfax Campus

Instructors: Debra Reeder and Jenna Reeder  
Office Hours: By appointment  
Phone: 703-659-7539 (Debra); 571-423-1313 (Jenna)  
Email: [dsmithreeder@gmail.com](mailto:dsmithreeder@gmail.com); [jereeder@fcps.edu](mailto:jereeder@fcps.edu)

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. 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.

Course Delivery Model:

This course is designed as a full face-to-face course. A variety of instructional methods are used to cover the subject matter. These methods include large and small group discussions, collaborative team learning, media, online assignments, lecture, and individual research.

Learner 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:

### 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 course outline for due dates.

#### Course Performance Evaluation:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### Assignments for EDUC 300 Spring 2018

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

Students will come to every class, participate in all discussions and activities, and complete readings and viewings which will be discussed in class. Students will receive no participation credit for classes they do not attend. Robust participation 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 *My Mason* 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.

#### What Is an Effective Teacher? Project (40 points)

What makes an effective teacher? How does an effective teacher make learning engaging? What characteristics do they possess that makes them effective? Choose 5 characteristics that you feel make an effective teacher and explain why those characteristics are so important. 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 7](#)

### Educational Topic Research Hyperdoc & In-Class Collaboration (50 points)

Teachers need to be aware of the current issues in education in order to best serve their students and school communities. For this assignment, you will use the Educational Research hyperdoc to guide you in researching one relevant education topic. Once you have submitted your hyperdoc, you will work in class with a team of students who researched the same topic to create a product that synthesizes the team's research in a visual manner. *Note:* If you are absent on the night this assignment is due, you will be required to write and submit a research paper on the topic (in addition to the hyperdoc) in lieu of the in-class work.

Due February 21

### Lesson Plan (50 points)

Using the readings and class discussion about lesson planning, develop a lesson plan for a 30-minute lesson for the grade level and content area your collaborative team (CT) has selected for the final project. See separate assignment sheet for specific details. Note: You will submit the lesson plan as a CT. Your CT will submit the lesson plan three times: (1) Draft; (2) Revision #1; (3) Revision #2. Your CT's lesson plan will be graded for quality each time it is submitted. Your grade on Revision #2 will be the final grade for this assignment. *You will receive a team grade for this assignment.*

Due March 7 (1st draft)/March 28 (2nd draft)/April 4 (final draft)

### 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 18

### Final Project: 30-Minute Lesson (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.

Final Project Lessons: April 25 OR May 2

Reflective Debrief: May 9

See attached rubrics. Assignment rubrics are also available on My Mason in the Assignments folder.

#### 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 your 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. You 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. Students are expected to submit all assignments on time. 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

Please see attached course outline for course schedule. Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <http://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.
- For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

# EDUC 300: INTRODUCTION TO TEACHING

## COURSE OUTLINE SPRING 2018

*Note: Weekly assignments (Read, Watch, Explore) can be found on My Mason:  
My Mason → Read, Watch, Explore → Week [Number and Topic]*

Week/Date	Class Topic	What's Due?	CT Meeting?	Exit Ticket Due by Midnight On
Week 1 January 24	Course overview	--	--	--
Week 2 January 31	Higher-level questioning and Bloom's Taxonomy	Week 2 Read, Watch, Explore Resources	--	Sunday, 2/4
Week 3 February 7	Collaboration and Professional Learning Communities (PLCs)	<b>What Is an Effective Teacher? Project</b> Week 3 Read, Watch, Explore Resources	Yes	Sunday, 2/11
Week 4 February 14	Classroom management	Week 4 Read, Watch, Explore Resources	Yes	Sunday, 2/18
Week 5 February 21	Planning for instruction In-class research project collaboration	<b>Educational Topic Research Hyperdoc</b> Week 5 Read, Watch, Explore Resources	--	Sunday, 2/25
Week 6 February 28	Supporting all learners	Week 6 Read, Watch, Explore Resources	Yes	Sunday, 3/4
Week 7 March 7	Teaching 21st century learners	<b>Lesson plan draft</b> Week 7 Read, Watch, Explore Resources	Yes	Sunday, 3/11
Week 8 March 14	 <i>Enjoy your Spring Break!</i>			

Week/Date	Class Topic	What's Due?	CT Meeting?	Exit Ticket Due by Midnight On
Week 9 March 21	Assessment and checking for understanding	Week 9 Read, Watch, Explore Resources	--	Sunday, 3/25
Week 10 March 28	Feedback conference with instructors	Lesson plan revision (1)	Yes (optional)	Sunday, 4/1
Week 11 April 4	Model lesson observation and reflection	Lesson plan revision (2) Week 11 Read, Watch, Explore Resources	Yes	Sunday, 4/8
Week 12 April 11	Resume writing and interview skills	--	--	Sunday, 4/15
Week 13 April 18	Field experience debrief	Field experience project	Yes	Sunday, 4/22
Week 14 April 25	Final project lessons	Final lesson plan (if teaching)	--	Complete in class
Week 15 May 2	Final project lesson	Final lesson plan (if teaching)	--	Complete in class
Week 16 May 9	Final project group debrief with instructors	Final project group evaluation (if not already submitted)	--	--



## What Is an Effective Teacher? Rubric

<u>Quality</u>	<u>Value</u>
Demonstrates understanding of what makes an effective teacher by <ul style="list-style-type: none"> <li>• Selecting 5 characteristics of an effective teacher</li> <li>• Clearly explaining how those specific characteristics make a teacher effective</li> <li>• Making strong connections between what teachers do and how it impacts students</li> </ul>	_____/20
Demonstrates a creative approach to the project by <ul style="list-style-type: none"> <li>• Using a medium to articulate the information that is clear and interesting</li> <li>• Creating a product that is both visually and emotionally appealing</li> </ul>	_____/15
Proofread for correct grammar and spelling	_____/5
Total	_____/40

## Educational Research Hyperdoc & Collaboration Rubric

<u>Quality</u>	<u>Value</u>
All parts of hyperdoc are thoroughly explored and completed.	_____/5
Facts about topic are relevant, interesting, and correctly cited.	_____/5
Substantiated opinion is well-written and supported by relevant evidence.	_____/10
References page is correctly formatted.	_____/5
Hyperdoc as a whole is proofread for spelling and grammatical errors.	_____/5
Collaborative product is the result of thoughtful discussion & meets requirements.	_____/20
TOTAL	_____/50

## Lesson Plan Rubric

<u>Quality</u>	<u>Value</u>
Lesson includes class information (level, subject, demographic, seating arrangement)	____/5
Objective is based on a VA SOL standard and is clear, age-appropriate, and supported by a sequence of appropriate strategies	____/10
Activities are creative, student-centered, and support 21st century skills	____/10
Lesson shows evidence of good time management with an appropriate Plan B	____/5
Materials are clearly explained, realistic, and integrated into lesson	____/5
Lesson shows evidence that feedback has been considered in and applied to revision	____/10
Lesson plan as a whole is organized, easy to follow, & edited for spelling/grammar	____/5
TOTAL	____/50

## Field Experience Project Rubric

<u>Quality</u>	<u>Value</u>
Project addresses all five topics (classroom organization and management; instructional planning and delivery; student engagement; creative and critical thinking; differentiation and students with special needs) in observation description.	____/20
Project includes a personal interview conducted with your field experience teacher that addresses all five topics noted above, including the questions asked (min. 10) and the teacher's responses.	____/20
Project is thorough and detailed; descriptive and not judgmental and includes <i>some</i> specifics related to what was said, what they did, how they looked, and the result.	____/20
Project includes personal reflections on both the interview responses as well as your overall experience, including significant events and considers why the events were significant, what you learned, what questions the events raised in your mind, and how your philosophy of education was influenced or challenged.	____/20
Project reflects creative thought and visual appeal, an organized format, and attention to sequence; it is neatly presented and follows the rules of standard written English (spelling, grammar, and punctuation).	____/20
TOTAL	____/100

## Final Project Rubric

Quality	Value
Materials necessary for lesson are present, appropriate, and organized	___/5
Agenda is specifically noted and followed	___/5
Directions for activity are clearly explained and/or modeled by teacher	___/5
Teacher has clearly planned for classroom management and relationship-building strategies	___/15
Teacher checks for student understanding at appropriate points throughout the lesson	___/15
Lesson is engaging, interactive, and supports the objective	___/20
Teacher is well-prepared, organized, and well-spoken	___/25
Lesson objective is clearly stated and achieved in lesson	___/15
Teacher completes and submits final project group evaluation	___/10
Teacher participates effectively in final project reflecting conversation	___/10
TOTAL	___/125