

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 2019

Wednesdays, 4:30-7:10 p.m., Peterson Hall room 1106 (Fairfax Campus)

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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. 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 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 work.

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:

Upon completion of this course, students will have met the following 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, though readings and videos will be assigned throughout the semester. All readings and videos can be accessed through Blackboard. 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). See Assignments on pages 5-6 for further details about assignments, due dates, and grading scale.

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 Blackboard 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 Blackboard by 3:30 p.m. 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 Blackboard by 3:30 p.m. on the due date. Points will be deducted for each day an assignment is late.
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.

Professional Dispositions: Students are expected to exhibit professional behaviors and dispositions at all times. For further information, see <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule: Please see attached course outline (pages 7-8) 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 <https://ds.gmu.edu/>).
- Students must silence all sound-emitting devices 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/>.
- 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/>.

Assignments for EDUC 300: Spring 2019

Assignment	Due Date	Point Value
Instructional Strategy Exploration Select one strategy from the list provided (you may select any strategy from the list, but each member of your CT must explore a different strategy). Research the strategy and respond to the 4 prompts. Your responses should be thoughtful, thorough, and well-written. Please utilize at least 3 sources in researching your strategy and include a references page for those sources in APA format. Click here to view the assignment rubric.	2/13/19	25
Final Project Lesson Plan 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 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; (3) Final. Your CT's lesson plan will be graded for quality each time it is submitted. Your grade on the Final version will be the final grade for this assignment. You will receive a team grade for this assignment. Click here to view the assignment rubric.	DRAFT 2/27/19	--
	REVISION 3/27/19	--
	FINAL 4/3/19	50
Independent Lesson Plan Draft Analysis Complete an analysis of your CT's lesson plan draft using the hyperdoc on Blackboard. (Note: You will complete this analysis independently. Each CT member will complete his/her own analysis.) You must submit your completed hyperdoc on Blackboard in order to receive credit for this assignment. Click here to view the assignment rubric.	3/20/19	40
Field Experience Project 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 Click here to view the assignment rubric. Note: Field experience documentation form must be submitted with project. Any project submitted without a completed field experience documentation form will receive a zero.	4/17/19	125

Final Project: 30-Minute Lesson 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 Blackboard, 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. Click here to view the assignment rubric.	1 st SET 4/24/19	125
	2 nd SET 5/1/19	
	DEBRIEF 5/8/19	
Participation (5 points/class) Students will attend every class, participate in all discussions and activities, and complete readings and viewings which will be discussed in class. Robust participation is required in order receive full participation credit. Students will receive no participation credit for classes they do not attend.	--	70
Exit Ticket (5 points/class) 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 Blackboard on the discussion board (the last two will be completed in class). 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.	Every Sunday by 11:59 p.m.	65
Total Points Possible		500

Grading Scale

Letter Grade	Percentage	Points
A	90-100%	450-500
B	80-89%	400-449
C	70-79%	350-399
D	65-69%	325-349
F	Less than 65%	324 or less

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Course Outline Spring 2019

*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 11:59 PM on
Week 1 January 23	Course overview	--	--	--
Week 2 January 30	Collaborating with colleagues	Week 2 Read, Watch, Explore Resources	Yes	Sunday, 2/3
Week 3 February 6	Classroom management	Week 3 Read, Watch, Explore Resources	Yes	Sunday, 2/10
Week 4 February 13	Planning for instruction	Instructional Strategy Exploration Week 4 Read, Watch, Explore Resources <i>CTs must bring proposed lesson standard</i>	Yes	Sunday, 2/17
Week 5 February 20	Teaching 21st century & higher-order thinking skills	Week 5 Read, Watch, Explore Resources	--	Sunday, 2/24
Week 6 February 27	Supporting all learners	Week 6 Read, Watch, Explore Resources	Yes	Sunday, 3/3
Week 7 March 6	Assessment and checking for understanding	Draft lesson plan Week 7 Read, Watch, Explore Resources	--	Sunday, 3/10
Week 8 March 13	Enjoy your spring break!			

Week/Date	Class Topic	What's Due?	CT Meeting?	Exit Ticket Due by 11:59 PM on
Week 9 March 20	Feedback for growth	Independent Lesson Plan Draft Analysis Week 9 Read, Watch, Explore Resources	Yes	Sunday, 3/24
Week 10 March 27	Feedback conference with instructors	Lesson plan revision (1)	Yes (optional)	Sunday, 3/31
Week 11 April 3	Invisible teacher moves	Lesson plan revision (2) Week 11 Read, Watch, Explore Resources	Yes	Sunday, 4/7
Week 12 April 10	Resume writing & interviewing skills	Draft resume (optional)	--	Sunday, 4/14
Week 13 April 17	Field experience debrief	Field experience project	Yes	Sunday, 4/21
Week 14 April 24	Final project lessons	Final lesson plan (if teaching)	--	Complete in class
Week 15 May 1	Final project lessons	Final lesson plan (if teaching)	--	Complete in class
Week 16 May 8	Final project group debrief with instructors	Final project group evaluation (if not already submitted)	--	--