

George Mason University
College of Education and Human Development
Division of Elementary, Literacy and Secondary Education

EDUC 200-004: Introduction to Education
Teaching, Learning and Schools
(3 Credits)

Tuesday, 7:20-10:00pm, Peterson Hall Room 1106

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Google Classroom: **6gupp**

Prerequisites/Corequisites: None

University Catalog Course Description

Introduces educational issues related to learning, schooling and teaching. Examines roles of teachers and nature of American schools and learners. **Requires 15 hours of school-based field experience during the course. This course fulfills the Mason Core Social and Behavioral Sciences requirement.**

Expanded Course Description: N/A

Course Overview

This course is designed to introduce students to the foundations of our system of American public education. Students will reflect critically upon and critique their own educational experiences and articulate their own beliefs and values about teaching, learning, and schooling. Students will also examine current and historical roles, expectations, stereotypes, and characterizations that define teaching as a profession.

This course fulfills the Mason Core Social and Behavioral Sciences requirement and addresses the following learning outcomes:

1. Explain how individuals, groups or institutions are influenced by contextual factors;
2. Demonstrate awareness of changes in social and cultural constructs;

3. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

Course Delivery Method

This course includes a variety of teaching and learning approaches: whole and small group discussions, text-based/multimedia interaction with course materials, interactive and full-body engagement activities, individual and group reflective practices, collaborative learning groups, workshop approaches, online discussions and activities, and instructor-led and student-led lessons/activities.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Explain how individuals, groups, and institutions are impacted by the educational system.
2. Demonstrate awareness of changes in social and cultural constructs related to teaching and learning.
3. Describe U.S. schools and some of the issues, challenges, and rewards of teaching and learning, and the roles that teachers play within them.
4. Identify the qualities and dispositions of effective teachers.
5. Use appropriate methods and resources to apply social and behavioral science concepts, principles, terminology, and theories to analyze from multiple perspectives the role of the teacher, goals of education and schools, and teacher effectiveness.
6. Discuss and critically reflect on the role of student ideas and learning needs in relationship to standards and curricula.
7. Reflect on professionalism, intellectualism, personal and professional growth, and potential to make meaningful contributions to the field of education.

Professional Standards Interstate New Teacher Assessment and Support Consortium

(INTASC) Students will be introduced to the INTASC professional standards:

<http://www.doe.in.gov/sites/default/files/licensing/intasc.pdf>

Required Text

Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse Publishers.

Optional Text

Nieto, S. (2015). *Why We Teach Now*. New York: Teachers College Press.

**Additional required readings posted on Google Classroom

Course Performance Evaluation

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

Assignments and/or Examinations

Assignment	Due Date	Total Points
Class Participation	Ongoing	20
Exit Tickets (Read/Write/Talk/Reflect)	Ongoing, due each week on Sunday at 11:59pm	15
Education in Society Essay	Conference: October 1st Draft: October 8th Final: October 22nd	10
Issues in Education Discussion Facilitation	Ongoing, September 10th - October 29th	15
Interview with Teacher & Learner *To be completed during clinical experience	November 5th	10
Portfolio & Presentation *To be completed during and after clinical experience	December 3rd *Presentations on December 3rd & December 10th	30
	Total	100

*See end of syllabus for a detailed description of all assignments and rubrics.

**No late work will be accepted unless arrangements have been made with instructor

Grading

A = 94-100	B+ = 88-89	C+ = 78-79	D = 60-69
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A- = 90-939	B = 83-87	C = 73-77	F = 0-59
	B- = 80-82	C- = 70-72	

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Course Schedule

Date	Topic	Readings/Assignments Due	Exit Ticket due
Week 1 August 27th	Classroom Norms & Community Course overview & presentation sign-up	Read syllabus Join Google Classroom and explore layout, assignments, and readings	Sunday, Sep. 1, by 11:59pm
Week 2 September 3rd	The Purpose & History of U.S. Public Schools Collaborating with colleagues	Read: "What if America Didn't Have Public Schools?" Read: "A History of Public Education in the United States" Watch: "The Toxic Culture of Education"	Sunday, Sep. 8, by 11:59pm
Week 3 September 10th	Classroom management & Building Relationships Issues in Education Discussion Facilitation #1	Read: "Responsive Classroom (RC) Approach to Discipline" Read & Listen: "Restorative Justice in School: An Overview"	Sunday, Sep. 15, by 11:59pm

<p>Week 4 September 17th</p>	<p>What Makes a Good Teacher? Issues in Education Discussion Facilitation #2</p>	<p>Read: "Building A Better Teacher" Read: "What Makes a Great Teacher?" Watch: "What Makes a Good Teacher?"</p>	<p>Sunday, Sep. 22, by 11:59pm</p>
<p>Week 5 September 24th</p>	<p>Feedback for Student Growth Issues in Education Discussion Facilitation #3</p>	<p>Read: "Effective Feedback for Deeper Learning" Explore: "What is a Growth Mindset?"</p>	<p>Sunday, Sep. 29, by 11:59pm</p>
<p>Week 6 October 1st</p>	<p>Conferences Online clinical experience reflection</p>	<p>Complete readings and virtual discussion on Google Classroom by Friday, October 4th, at 11:59pm</p>	<p>N/A</p>
<p>Week 7 October 8th</p>	<p>Differentiation: Meeting the Needs of All Learners Issues in Education Discussion Facilitation #4</p>	<p>Education in Society Essay draft due Read: "Teaching Jack, and Other Joys of Working with Special Children" OR "Teachers Seek to Unravel the Myths Around Reading and Dyslexia" Read: "It's 2019. So Why Do 21st-Century Skills Still Matter?" Watch: "Immersion"</p>	<p>Sunday, Oct. 13, by 11:59pm</p>

<p>October 15th (NO CLASS)</p>	<p>Columbus Day Student Holiday - Monday classes meet on Tuesday, October 15th. Tuesday classes do not meet this week.</p>		
<p>Week 8 October 22nd</p>	<p>Knowing Students: Who are the students in today's classrooms? How are students changing?</p> <p>Issues in Education Discussion Facilitation #5</p>	<p>Education in Society due on Google Classroom by Oct. 15th at 11:59pm</p> <p>Read: "U.S. School Enrollment Hits Majority-Minority Milestone"</p> <p>Watch: "What one assistant principal learned from shadowing a student for a day"</p> <p>Watch: "What kids wish their teachers knew"</p>	<p>Sunday, Oct. 27, by 11:59pm</p>
<p>Week 9 October 29th</p>	<p>Cultural and Economic Factors</p> <p>Midterm "Exam"</p> <p>Issues in Education Discussion Facilitation #6</p> <p>Clinical Experience Interview check-in</p>	<p>Read: "The Myth of the Culture of Poverty"</p> <p>Read: "The Lost Summer"</p> <p>Read: "The Potential and Promise of Latino Students" OR "Detroit's Right to Literacy Case and U.S. School Reform"</p>	<p>Sunday, Nov. 3, by 11:59pm</p>
<p>Week 10 November 5th</p>	<p>Social and Emotional Factors</p> <p>classroom environment/positive talk</p> <p>Interview with Teacher & Learner Presentations</p> <p>Johnston bookclub</p>	<p>Interview with Teacher & Learner & Presentation due</p> <p>Read: Johnston (2012) Ch. 1-3</p> <p>Explore: Read or listen to at least two articles from NPR Special Series "The Mental Health Crisis In Our Schools"</p>	<p>Sunday, Nov. 10, by 11:59pm</p>

<p>Week 11 November 12th</p>	<p>Student Motivation and Learning Johnston bookclub</p>	<p>Read: Johnston (2012) Ch. 4-6 Read: "Interest and Affect" Watch: "Do schools kill creativity?" Read: "The Myth of Learning Styles"</p>	<p>Sunday, Nov. 17, by 11:59pm</p>
<p>Week 12 November 19th</p>	<p>Social Justice as a Teacher Disposition CEHD Teacher Dispositions Johnston bookclub</p>	<p>Read: Johnston (2012) Ch. 7-9 Read: "Teaching for Social Justice and Community Empowerment" Read: "White Teachers Need to See Color. Here's Why" Read: "Failure Factories"</p>	<p>Sunday, Nov. 24, by 11:59pm</p>
<p>Week 13 November 26th</p>	<p>Articulating a Teaching Philosophy Practice interviews</p>	<p>Watch: "Every kid needs a champion" Read: "Becoming the Teacher I Am Today"</p>	<p>Sunday, Dec. 1, by 11:59pm</p>
<p>Week 14 December 3rd</p>	<p>Teaching Vision Statement Presentations</p>	<p>Professional Portfolio & Teaching Vision Statement Presentations due</p>	<p>Sunday, Dec. 8, by 11:59pm</p>
<p>Week 15 December 10th</p>	<p>Teaching Vision Statement Presentations</p>		<p>*Complete in class on Dec. 10</p>

December 17th	ALL ASSIGNMENTS DUE BY TUESDAY, DECEMBER 17TH, 11:59PM
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*Note: Faculty reserves the right to alter the schedule as necessary with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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/aero/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 <https://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/students/>.

Assignment Guidelines and Rubrics:

Class Participation (20 points)

Students are expected to be fully engaged and present to be successful in this course. This means completing assignments and readings before class, attending all classes, arriving on time, fully engaging in class activities and discussions, and staying until the end of class.

Students will keep a hand-written journal/notebook for personal reflective purposes and for various activities throughout class. **The instructor will provide this notebook on the first day of class.** Students will participate in Book Clubs (small group discussions) throughout the course.

Rubric: Class Participation

Element	Points Allotted
Attendance – present, on time, stays until the end of class. Communicates professionally with instructor in case of questions or emergencies.	/5
Preparedness - comes to class fully prepared by participating in readings and with needed materials. Planning apparent in group presentations and/or group discussions.	/5
Engagement in discussions and activities – active participant but also knows when to step back, practice active listening, and encourage others to participate.	/10
Effective and professional collaboration with peers during group activities in and outside of class.	
Total	/20

Exit Tickets (15 points)

You will have done the READING in preparation for class. You will WRITE and TALK in class. After class you will REFLECT using these exit tickets. These journal entries should demonstrate critical reflection on readings, class discussions/activities, and the development of ideas regarding self and developing philosophy in relation to teaching.

Prompts will be provided in class and time will be provided to write in physical notebooks.

Post a picture or pictures of your exit tickets on Google Classroom each week by Sunday at 11:59pm for feedback and credit.

***Due dates for each entry noted on the calendar above**

Rubric: Reflections

Written entries demonstrate critical reflection on material (reading and class discussions), self, and teaching philosophy. Length and content of entries are appropriate for college-level work. All entries completed on time (1 point each x 15 classes).	/15
Total	/15

Issues in Education Discussion Facilitation (15 points)

Part of becoming a professional educator is reading and seeking out new information in an effort to get smarter and become more aware of what's going on in the field of education. There are plenty of hot topics and debates happening in education all the time: teachers going on strike, guns and schools, the rise of charter schools, test-and-standards-driven culture, teacher evaluations tied to student performance, disappearing recess and play...

To facilitate this, you will locate three sources (news article, podcast, video, lecture, etc) about your chosen topic (see [topic guide](#)). You will form interest groups by topic. Your group will then plan and lead the class in a 20-30-minute interactive discussion or activity based on your chosen topic. **Your group will also prepare a one-page handout of information for the class, including a list of references (minimum of three sources APA style), thoughts on the major issues being discussed, provocative questions, and potential solutions for consideration.** If you need students to complete reading ahead of time, please send any necessary information to the instructor **at least one week** prior to your discussion so they can be made available to the class.

Rubric: Issues in Education Discussion Facilitation

Element	Points Allotted
Presentation was clear, informative, interactive, and thought provoking.	/10
Presentation included a useful handout with a reference list in APA format with at least 3 sources and included provocative questions and potential solutions to promote expansive thinking.	/5
Total	/15

Education in Society Essay (10 points)

Public education is one of the few professions about which every person in our society has an opinion because each of us has had a unique experience in school, good or bad. In popular culture, we communicate feelings about school and teachers through various media: TV shows, movies, music and music videos, advertising, etc. Pick either one **recent, relevant** medium (i.e. TV shows only) or several media that convey a similar message and write a 3-page (double-spaced, Times New Roman, 12pt font) essay describing how teaching, teachers, students, and/or

school are represented. How does this compare to course material and what you are learning?
How does it influence your own future teaching?

Highlight critical issues you feel are facing society or teaching today. Be sure to include *some* description of the media you've chosen to discuss, but the *focus* of this essay should be on teaching and your own thoughts and critical reflections about how we view education and teaching in our society. Remember to use correct grammar, proofread for errors, and cite sources using either MLA or APA formatting.

Unsure of what media to discuss? Ask me!

Rubric: Education in Society Essay

Element	Points Allotted
Thoroughness: portrays multiple perspectives on teaching and education.	/3
Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice.	/5
Correct grammar and mechanics show attention to detail and professional communication skills.	/2
Total	/10

Interview with Teachers & Learners (10 points)

You will interview at least one teacher and one learner at the school where you are completing your clinical experience for this class. Then you will write a 2-3-page (double-spaced, 12 pt, Times New Roman font) review of what you learned immediately after completing your interviews. In your paper, try to make connections between what you hear and what you are learning in this class. A good way to begin is to come up with a list of about 6-8 open-ended questions that will get the teacher/learners to talk about the kinds of things you want to know about. Plan to speak with the teacher you interview for about 30-45 minutes. The interview of your learner will depend on age. We will discuss and draft questions you may ask in class.

Near the end of the semester, you will create a brief, visual presentation that discusses the lessons learned from these interviews to share with your classmates.

Rubric: Interview with Teachers & Learners

Element	Points Allotted
Thoroughness: portrays multiple perspectives on teaching and learning, personal reflection/synthesis, and implications for future practice.	/5
Presentation in class that explains lessons learned from these interviews.	/5
Total	/10

Professional Portfolio (30 points)

The items in this portfolio will help you prepare to enter the education major of your choice. Additional information will be provided in class throughout the semester.

You will complete the following:

- Meet with licensure specialist (1 point)
- School-based experience reflections (4 points)
- Dispositions Self-Assessment (5 points)
- Teaching Vision statement (20 points)

Meet with licensure specialist

- Attend a CEHD advising appointment with the endorsement advisor or undergraduate advisor any time during the semester.

School-based experience reflections

- During the semester you will take a series of field trips to different educational settings. You will write a reflection in your notebook during and after each classroom observation to: (1) connect the goals of the course to classroom/school practice, (2) detail what you found effective or ineffective about the classroom/school communities, and (3) engage in critical self-reflection about teaching, learning, and schools.

Always consider: What you observed
 Why you think it is significant
 How it will impact you as a future teacher/learner

Guiding questions will be provided.

Dispositions Self-Assessment

- Using the [CEHD dispositions](#) create a document that outlines your strengths and areas of improvement for each of the dispositions. Additional information will be provided in class.

Teaching Vision Statement

- One of the most important questions to ask yourself as you consider entering the education profession is “How will my students be different for having been in my class?” In order to envision yourself as a teacher, you will use readings, discussions, and reflections from your time in this class to compose a 3-5 page (double-spaced, Times New Roman, 12pt font) preliminary Vision Statement that communicates your

personal philosophies as a teacher.

Questions to consider for your Teaching Vision Statement:

1. Positionality: What is your background (this could be related to gender, race, orientation, socio-economic status, dreams, losses, etc.)? Where are your roots? What was it like for you growing up in your family, community, and school?
2. What is/was your experience as a student, particularly during the stage in your development that the students you plan to teach will be?
3. Describe meaningful experiences or conversations you have had since beginning your teacher education experience (this could include in or outside of class, job experiences, or clinical experiences)
4. Why do you want to be a teacher? How does your experience inform this?
5. What is the most important thing to you as a teacher? How will you communicate this to students?

Rubric: Professional Portfolio

Element	Points Allotted
Completed and documented meeting with licensure specialist (1 point), school-based experience reflections in notebook (4 points), and the Dispositions Self-Assessment (5 points).	_____/10
<p>Teaching Vision Statement Connects readings, class assignments and activities, peer and instructor feedback, teacher/learner interview, and previous reflections in a thorough and thoughtful manner.</p> <p>Includes a thoughtful current teaching philosophy, lessons learned, and depiction of future plans based on learning in EDUC 200 and field experience.</p> <p>Visual-based presentation in class that communicates vision statement, lessons learned, and professional goals.</p>	_____/10
	_____/5
	_____/5
Total	_____/30

