

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

EDUC200 003– Introduction to Education:  
Teaching, Learning and Schools  
3 Credits, Spring 2020  
Wednesday, 4:30-7:10  
Robinson Hall B 118 Fairfax Campus

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**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.**

**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/multi-media 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:

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

(pages 10-46)

## Required Texts

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

Nieto, S. (2015). *Why we teach now*. New York: Teachers College Press.

\*\*Additional required readings posted on Blackboard

### Week 2:

Nieto (2015) Reading, Part I

Ripley, A. (January/February 2010). What makes a great teacher? *The Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/2010/01/what-makes-a-great-teacher/307841/>

### Week 3:

Nieto (2015) Reading, Part II (pick 1)

### Week 4:

Nieto (2015) Reading, Part III (pick 1)

Green, E. (March 2, 2010). Building a better teacher, *New York Times Magazine*. Retrieved from <https://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html?pagewanted=all>

### Week 5:

Nieto (2015) Reading, Part IV (pick 2)

**Week 6:**

Girod, G. R. & Girod, M. *Standards-based schools*. Retrieved from [http://www.wou.edu/~girodm/100/brief\\_history\\_of\\_standards.pdf](http://www.wou.edu/~girodm/100/brief_history_of_standards.pdf)

Education.com, Inc 10 Quick Facts on NCLB. Retrieved from <https://www.education.com/slideshow/quick-facts-no-child-left-behind/teacher-quality/>

Houston, D. (2007). The seven deadly sins of no child left behind. *Phi Delta Kappan*, 88, 744-748. Retrieved from . <http://www.wou.edu/~girodm/100/Houston.pdf>

**Week 7:**

Fact sheet on major provisions of the conference report to H. R. 1 the No Child Left Behind Act. Retrieved from <https://www2.ed.gov/nclb/overview/intro/factsheet.html>.

Hursh, D. (2007). Exacerbating inequality: The failed promise of the No Child Left Behind Act. *Race, ethnicity, and education*, 10(3), 295-308. Retrieved from <http://www.wou.edu/~girodm/100/Hursh.pdf>

Nieto (2015) Reading, Part VI (pick 2)

**Week 8:**

Poverty Gorski, P. (2008). The myth of the culture of poverty. *Educational Leadership*, 65(7), 32-36. Retrieved from <http://www.ascd.org/publications/educational-leadership/apr08/vol65/num07/The-Myth-of-the-Culture-of-Poverty.aspx>

**Week 9:**

Zuckerbrod, N. (October 30, 2007). 1 in 10 schools are dropout factories. *USA Today*. Retrieved from [https://usatoday30.usatoday.com/news/education/2007-10-30-dropout-factories\\_N.html](https://usatoday30.usatoday.com/news/education/2007-10-30-dropout-factories_N.html)

Maxwell, L (2012). Raising Latino achievement seen as demographic imperative. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2012/06/07/34overview.h31.html?intc=EW-DC12-LNAV>

MLK Jr (1948). The purpose of education. Retrieved from <http://old.seattletimes.com/special/mlk/king/education.html>

**Week 10:**

Badger, E. & Quely, K. (December 5, 2017). How effective is your school district? A new measure shows where students learn the most. *The New York Times*. Retrieved from <https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html>

**Week 11:**

Johnston (2012) Chs 1-3

Parsons et al (2014) Reading

Ken Robinson TedTalk Do Schools Kill Creativity (2006)  
[https://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity?language=en](https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en)

Ken Robinson (2013) How to escape education's death valley. Ted Talk  
[https://www.ted.com/talks/ken\\_robinson\\_how\\_to\\_escape\\_education\\_s\\_death\\_valley](https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley)

**Week 12:**

Dewitt, P. (February 28, 2012). Finding common ground. Retrieved from  
[https://blogs.edweek.org/edweek/finding\\_common\\_ground/2012/02/](https://blogs.edweek.org/edweek/finding_common_ground/2012/02/)

Prensky, M. (2007). To educate, we must listen: Reflections from travelling the world. Retrieved from  
[http://www.marcprensky.com/writing/Prensky-To\\_Educate,We\\_Must\\_Listen.pdf](http://www.marcprensky.com/writing/Prensky-To_Educate,We_Must_Listen.pdf)

Johnston (2012) Chs 4-6

**Week 13:**

D. H. Schunk, Meece, J. L. & Pintrich, P. R. (2008) Motivation in education: Theory, research and practice. London, England: Pearson. Retrieved from  
[http://www.wou.edu/~girodm/100/interest\\_and\\_affect.pdf](http://www.wou.edu/~girodm/100/interest_and_affect.pdf)

Brophy, J. (2008). Developing students' appreciation for what is taught in schools. *Educational Psychologist*, 43(3), 132-141. Retrieved from <http://www.wou.edu/~girodm/100/Brophy.pdf>

Johnston (2012) Chs 7-9

**Week 14:**

Marano, H. E. (November 1, 2004). A nation of wimps. *Psychology Today*. Retrieved from  
[http://www.wou.edu/~girodm/100/A\\_nation\\_of\\_wimps.pdf](http://www.wou.edu/~girodm/100/A_nation_of_wimps.pdf)

Leafgren, S. (2008). Reuben's fall: Complicating 'goodness' and school room disobedience. *International Journal of Children's Spirituality*, 13(4), 331-344.

**Course Performance Evaluation**

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

**Assignments and/or Examinations**

Assignment	Due Date	Percentage
Class Participation	Ongoing	15
Read, Talk, Write Reflections	Ongoing	15
Education in the News	Weeks 5, 8, 11	10

Education in the Movies	Week 9	15
Interview Teachers and/or Learners	Week 12	15
Final Portfolio	Week 14	30
	Total	100

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

**\*\* All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.**

### Grading

A = 95-100	B+ = 88-89	C+ = 78-79	D = 60-69	F = 0-59
A- = 90-94	B = 83-87	C = 73-77		
	B- = 80-82	C- = 70-72		

\*Remember: A course grade of “C” is not satisfactory for an initial licensure course.

### Professional Dispositions

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

### Course Schedule

Date	Topic	Readings/Assignments Due	Reflection Due by Midnight On
Jan 22 Week 1	Course Overview Unit I: What is effective teaching? Introduction to Teaching: <ul style="list-style-type: none"> <li>Why teach?</li> <li>The self who teaches: reflections on identity and integrity</li> </ul>	Read Through the Syllabus <i>carefully</i>  Taylor Mali on What Teachers Make	Friday, Jan 25
Jan 29 Week 2	Effective Teaching <ul style="list-style-type: none"> <li>What is it?</li> <li>What is it not?</li> <li>Lessons from your past teachers</li> </ul> <p><i>Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher. - Parker J. Palmer, The Courage to Teach</i></p>	Nieto (2015) Reading, Part I  What makes great teachers great – video <a href="https://www.youtube.com/watch?v=FXaLGt460e4&amp;t=627s">https://www.youtube.com/watch?v=FXaLGt460e4&amp;t=627s</a>  Ripley (2010) Reading	Friday, Jan 31

Feb 5 Week 3	<p>Learning Environment</p> <ul style="list-style-type: none"> <li>• Building trust and community</li> <li>• The role of care</li> <li>• Classroom management</li> </ul>	<p>Nieto (2015) Reading, Part II (pick 1)</p> <p>Elementary students on good teaching  <a href="https://www.youtube.com/watch?v=D25mzs47EZs">https://www.youtube.com/watch?v=D25mzs47EZs</a></p>	Friday, Feb 7
Feb 12 Week 4	<p>Curriculum Subject Matter</p> <ul style="list-style-type: none"> <li>• Balancing student learning needs and interests with curriculum requirements and standards</li> <li>• Creating space for wonder</li> </ul>	<p>Nieto (2015) Reading, Part III (pick 1)</p> <p>Secondary students on good teaching  <a href="https://www.youtube.com/watch?v=iHapvoTv7vM">https://www.youtube.com/watch?v=iHapvoTv7vM</a></p> <p>Green, E. (March 2, 2010). Building a better teacher, <i>New York Times Magazine</i>. Retrieved from  <a href="https://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html?pagewanted=all">https://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html?pagewanted=all</a></p>	Friday, Feb 14
Feb 19 Week 5	<p>Effective teaching and InTASC standards for teachers</p> <ul style="list-style-type: none"> <li>• What teachers need to be able to do.</li> <li>• What's missing from these?</li> <li>• What do they seem to emphasize?</li> </ul>	<p>Nieto (2015) Reading, Part IV (pick 2)</p> <p>What makes good teaching? A short film by Harvard Education Students  <a href="https://www.youtube.com/watch?v=l1-zTiVl-BM">https://www.youtube.com/watch?v=l1-zTiVl-BM</a></p> <p><b>Unit I Education in the News Group Discussions due **Class reads one article to prepare</b></p>	Feb 21
Feb 26 Week 6	<p>Unit II: What do schools and classrooms look like?</p> <ul style="list-style-type: none"> <li>• Standards based instruction</li> <li>• INTASC</li> <li>• NCLB</li> </ul>	<p>Girod, G. R. &amp; Girod, M. <i>Standards-based schools</i>. Retrieved from  <a href="http://www.wou.edu/~girodm/100/brief_history_of_standards.pdf">http://www.wou.edu/~girodm/100/brief_history_of_standards.pdf</a></p> <p>Education.com, Inc 10 Quick Facts on NCLB. Retrieved from  <a href="https://www.education.com/slideshow/quick-facts-no-child-left-behind/teacher-quality/">https://www.education.com/slideshow/quick-facts-no-child-left-behind/teacher-quality/</a></p> <p>Houston, D. (2007). The seven deadly sins of no child left behind. <i>Phi Delta Kappan</i>, 88, 744-748.</p>	Friday, Feb 28

		Retrieved from . <a href="http://www.wou.edu/~girodm/100/Houston.pdf">http://www.wou.edu/~girodm/100/Houston.pdf</a>	
March 4 Week 7	NCLB <ul style="list-style-type: none"> <li>• The good</li> <li>• the bad</li> <li>• and the ugly</li> </ul>	<p>Fact sheet on major provisions of the conference report to H. R. 1 the No Child Left Behind Act. Retrieved from <a href="https://www2.ed.gov/nclb/overview/intro/factsheet.html">https://www2.ed.gov/nclb/overview/intro/factsheet.html</a>.</p> <p>Hursh, D. (2007). Exacerbating inequality: The failed promise of the No Child Left Behind Act. <i>Race, ethnicity, and education</i>, 10(3), 295-308. Retrieved from <a href="http://www.wou.edu/~girodm/100/Hursh.pdf">http://www.wou.edu/~girodm/100/Hursh.pdf</a></p> <p>Nieto (2015) Reading, Part VI (pick 2)</p> <p>ESSA EdWeek video</p>	Friday, March 6
March 11 Spring Break	MASON SPRING BREAK  NO CLASS MEETING	N/A	N/A
March 18 Week 8	Educating all students <ul style="list-style-type: none"> <li>• Classroom diversity and a climate for learning</li> <li>• Meeting all students' needs</li> </ul> <p>**Midpoint Check Up</p>	<p>Luis Moll Funds of Knowledge video <a href="https://www.youtube.com/watch?v=aWS0YBpGkkE">https://www.youtube.com/watch?v=aWS0YBpGkkE</a></p> <p>Daniel Beaty, Knock, Knock Def Poetry <a href="https://www.youtube.com/watch?v=9eYHoAFx6yl">https://www.youtube.com/watch?v=9eYHoAFx6yl</a></p> <p>Poverty Gorski, P. (2008). The myth of the culture of poverty. <i>Educational Leadership</i>, 65(7), 32-36.</p> <p>Retrieved from <a href="http://www.ascd.org/publications/educational-leadership/apr08/vol65/num07/The-Myth-of-the-Culture-of-">http://www.ascd.org/publications/educational-leadership/apr08/vol65/num07/The-Myth-of-the-Culture-of-</a></p>	Friday, March 20

		Poverty.aspx	
March 25 Week 9	Who are the students in today's classrooms?  <ul style="list-style-type: none"> <li>How are students changing?</li> </ul>	Zuckerbrod, N. (October 30, 2007). 1 in 10 schools are dropout factories. <i>USA Today</i> .  Retrieved from <a href="https://usatoday30.usatoday.com/news/education/2007-10-30-dropout-factories_N.html">https://usatoday30.usatoday.com/news/education/2007-10-30-dropout-factories_N.html</a>  Maxwell, L (2012). Raising Latino achievement seen as demographic imperative. <i>Education Week</i> . Retrieved from <a href="https://www.edweek.org/ew/articles/2012/06/07/34overview.h31.html?intc=EW-DC12-LNAV">https://www.edweek.org/ew/articles/2012/06/07/34overview.h31.html?intc=EW-DC12-LNAV</a>  MLK Jr (1948). The purpose of education. Retrieved from <a href="http://old.seattletimes.com/special/mlk/king/education.html">http://old.seattletimes.com/special/mlk/king/education.html</a>  <b>Education in the Movies due</b>	Friday, March 27
April 1 Week 10	Assessing schools	Badger, E. & Quely, K. (December 5, 2017). How effective is your school district? A new measure shows where students learn the most. <i>The New York Times</i> . Retrieved from <a href="https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html">https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html</a>  Nieto (2015) Reading, Part VII (pick one and read 24)  <b>Unit II Education in the News Groups due **Class reads one article to prepare</b>	Friday, April 3
April 8 Week 11	Unit III: What engages learners?  <ul style="list-style-type: none"> <li>Bookclub Johnston</li> <li>Student motivation</li> </ul>	Johnston (2012) Chs 1-3  Parsons et al (2014) Reading  Ken Robinson Ted Talk Do Schools Kill Creativity (2006) <a href="https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en">https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en</a>  Ken Robinson (2013) How to	Friday, April 10



		<p>escape education's death valley. TedTalk <a href="https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley">https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley</a></p>	
<p>April 15 Week 12</p>	<p>Talking so students will listen</p> <ul style="list-style-type: none"> <li>• Bookclub Johnston</li> <li>• Teacher language</li> </ul>	<p>Dewitt, P. (February 28, 2012). Finding common ground. Retrieved from <a href="https://blogs.edweek.org/edweek/finding_common_ground/2012/02/">https://blogs.edweek.org/edweek/finding_common_ground/2012/02/</a></p> <p>Prensky, M. (2007). To educate, we must listen: Reflections from travelling the world. Retrieved from <a href="http://www.marcprensky.com/writing/Prensky-To_Educate,We_Must_Listen.pdf">http://www.marcprensky.com/writing/Prensky-To_Educate,We_Must_Listen.pdf</a></p> <p>Johnston (2012) Chs 4-6</p> <p>Every kid needs a champion Rita Pierson TedTalk <a href="https://www.youtube.com/watch?v=-SFnMTHhKdkw&amp;t=27s">https://www.youtube.com/watch?v=-SFnMTHhKdkw&amp;t=27s</a></p> <p><b>Interview Teachers/Learners due</b></p>	<p>Friday, April 17</p>
<p>April 22 Week 13</p>	<p>Student Motivation</p> <ul style="list-style-type: none"> <li>• Bookclub Johnston</li> <li>• Motivating learners</li> </ul>	<p>Johnston (2012) Chs 7-9</p> <p>D. H. Schunk, Meece, J. L. &amp; Pintrich, P. R. (2008) Motivation in education: Theory, research and practice. London, England: Pearson. Retrieved from <a href="http://www.wou.edu/~girodm/100/interest_and_affect.pdf">http://www.wou.edu/~girodm/100/interest_and_affect.pdf</a></p> <p>Brophy, J. (2008). Developing students' appreciation for what is taught in schools. <i>Educational Psychologist</i>, 43(3), 132-141. Retrieved from <a href="http://www.wou.edu/~girodm/100/Brophy.pdf">http://www.wou.edu/~girodm/100/Brophy.pdf</a></p>	<p>Friday, April 24</p>
<p>April 29 Week 14</p>	<p>Classroom management</p>	<p>Marano, H. E. (November 1, 2004). A nation of wimps. <i>Psychology Today</i>. Retrieved from <a href="http://www.wou.edu/~girodm/100/A_nation_of_wimps.pdf">http://www.wou.edu/~girodm/100/A_nation_of_wimps.pdf</a></p>	<p>Friday, May 1</p>

		Leafgren, S. (2008). Reuben's fall: Complicating 'goodness' and school room disobedience. <i>International Journal of Children's Spirituality</i> , 13(4), 331-344.	
		<b>Unit III Education in the News Groups due **Class reads one article to prepare</b>	
	Ongoing Reflection and Personal/Professional Development <ul style="list-style-type: none"> <li>Teacher as critical thinker, intellectual, researcher</li> </ul>	<b>Final Portfolio due</b>	

\*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 [tk2ohelp@gmu.edu](mailto:tk2ohelp@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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** (15 points)

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. Students are expected to be fully engaged and present to be successful in this course. This means attending all classes, arriving on time, fully engaging in class activities and discussions, and staying until the end of class. **Students will keep an online journal/notebook** for personal reflective purposes and for various activities throughout class. Students will participate in Book Clubs throughout the course.

You will complete an exit ticket at the end of each class where you self-evaluate your participation. This will include completion of the rubric and a narrative explanation and reflection on the class using the following prompts:

- 1) Something I did well this week was...
- 2) A goal for next week is...
- 3) A question I have is...

	Unsatisfactory (0 pts)	Basic (1 pts)	Proficient (2 pts)	Distinguished (3 pts)
<b>Participation/Attendance</b>	Absent from class.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions.	The student is on time and generally prepared for class discussions. The student participates to an extent in group and class discussions.	The student is punctual and prepared for class. The student actively participates and supports the members of the learning group and the members of the class.

**Read-Talk-Write Reflections after Each Class** (15 points)

You will have done the READING in preparation for class and done some TALKING in class. After class you will WRITE a REFLECTION. Prompts will be provided in class. Post your reflections on Blackboard.

- **Students will write a 300-400 word electronic journal submission/reflection after each class** to be submitted on Blackboard by the date and time noted on the syllabus and journal section

of Blackboard.

- 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.
- **Prompt will be made available on Blackboard following each class period.**
- **Reflection must be posted by midnight the evening following each class period. Due dates for each entry noted on syllabus.**

Rubric: Reflections

Written entries demonstrate critical reflection on material, self, and teaching philosophy and regularly meet length requirement	_____/10
Mechanics	_____/5

**Education in the News assignment (10 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 our discussion, you will locate a news article that has to do with teaching, child development, learning... anything relevant to the field of education. You will form interest groups by topic.
- Your group will then plan and lead the class in a 15-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.
- You will post links to your articles on Blackboard (see discussion threads) ahead of time so students can complete the reading.

Rubric: Education in the News

Element	Points Allotted
Presentation was clear, informative, included interactive discussion, and was thought provoking.	_____/5
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	_____/10

**Education in the Movies (15 points)**

There are many great movies that deal with issues of teaching, learning, and schooling.

- Pick one and write a 3-page essay that highlights how the movie presents teaching. Outline how

the movie presents teachers/teaching, students and learning. How does this compare to course material and what you are learning? Highlight critical issues. For example, you could watch the movie Dead Poet Society and discuss how Mr. Keating encouraged his students to think and live differently and the consequences of these actions on both students and teacher were enormous.

- Your essay should include discussion of important ideas as well as what you think about these issues - don't neglect to say how the ideas help you think differently about teaching, learning, and schooling. In other words, discuss some ideas from the movie but then discuss how these ideas affect you and your notions of teaching.
- Consider one of these movies or many others out there.
  - Dead Poet Society (1989)
  - Freedom Writers (2007)
  - Mr. Holland's Opus (1995)
  - To Sir, With Love (1967)
  - The Breakfast Club
  - Dangerous Minds (1995)
  - Lean on Me (1989)
  - Stand and Deliver (1988)
  - Conrack
  - Music of the Heart
  - October Sky (1999)
  - Front of the Class (2008)
  - Up The Down Staircase (1967)
  - Akeelah and the Bee (2006)
  - The Hobart Shakespeareans (2005)

Rubric: Education in the Movies

Element	Points Allotted
Thoroughness: portrays multiple perspectives on teaching and education.	_____/10
Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice.	_____/5
Total	_____/15

**Interview Teachers and/or Learners (15 points)**

Interview two teachers and/or learners and write a 3-page review of what you learned.

- 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. For example, you might consider learning about curriculum by asking your teacher: "So... Mr. or Mrs So-and-so, how do you decide what to teach in your class?" This will get them talking about all sorts of things and then you can just take good notes - or even record the interview.
- When you are done, write a 3-page analysis talking about what you learned about the processes of teaching, learning, and schooling in general. Don't tell what the teachers/learners do or said... tell what you learned about these things. That's what matters... your learning.
- Ask important questions and follow-up with additional questions that dig at an essential issue or two. Avoid asking a series of disconnected questions that don't lead anywhere or fail to give you important insight.
- Your paper should make clear connections between what your teacher is saying and what you are

learning in this class.

Rubric: Interview teachers/learners

Element	Points Allotted
Thoroughness: portrays multiple perspectives on teaching and learning.	_____/10
Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice.	_____/5
Total	_____/15

### **Final Portfolio (30 points)**

Additional information will be provided in class throughout the semester.

For Education majors:

You will complete the following:

- School-based experience reflections (9 points)
- Dispositions Self-Assessment (9 points)
- Meet with licensure specialist (3 points)
- Why teach vision statement draft (9 points)

#### School-based experience reflections

- During the semester you will do field work in different educational settings. The purposes of this fieldwork are to:
  - connect the goals of the course to classroom/school practice,
  - gain exposure to a variety of classroom/school communities,
  - promote critical, self-reflection about teaching, learning and schools
- Create a journal to log your thoughts during and after each classroom observation.  
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.

#### Meet with licensure specialist

- Attend a CEHD advising appointment with the endorsement advisor or undergraduate advisor. Do this early in the semester as their schedules get booked.

#### Why teach vision statement draft

- 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?” Expectations are so important in education and in order to clearly state those expectations as well as holding students responsible for meeting them you must spend some time “visioning” what your classroom and your teaching will look like. You will craft a draft of your vision statement using information provided in class.

Non-Majors will complete the following:

- School-based experience reflections (9 points)
- Dispositions Self-Assessment (9 points)
- Teaching and Learning Paper

Teaching and Learning in Today's Schools

- Discuss social and/or cultural constructs influencing US schools today- draw from course material to explain the changes in today's schools related to teaching and learning. Craft a 3-5 page paper exploring these issues.
- Pursue some course topic further in a 3-5-page paper.

