

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

EDUC 200.C04 – Introduction to Education: Teaching, Learning, and Schools  
3 Credits  
Summer 2021, Session C, June 21-July 23, 2021  
Mondays, Wednesdays, Fridays/ 8:30 am – 11:30 am  
Online/Zoom

**Instructor:**

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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 5 hours of school-based field experience during the course. This semester these observations will be virtual/online. 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 will be delivered 100% in a synchronous online format on Zoom. Course materials will be available on the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by June 14.

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

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Our course week will begin on the first day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students may meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services

### **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 Texts**

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

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

\*\*The following additional required readings will be posted on Blackboard.

#### **Week 1:**

Ripley, A. (January/February 2010). What makes a great teacher? *The Atlantic*.

<https://www.theatlantic.com/magazine/archive/2010/01/what-makes-a-great-teacher/307841/>

#### **Week 2:**

Green, E. (March 2, 2010). Building a better teacher, *New York Times Magazine*.

<https://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html?pagewanted=all>

#### **Week 3:**

Girod, G. R. & Girod, M. *Standards-based schools*.

[http://www.wou.edu/~girodm/100/brief\\_history\\_of\\_standards.pdf](http://www.wou.edu/~girodm/100/brief_history_of_standards.pdf)

Houston, D. (2007). The seven deadly sins of No Child Left Behind. *Phi Delta Kappan*, 88, 744-748.

<http://www.wou.edu/~girodm/100/Houston.pdf>

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

Dennis, D. V. (2017). Learning from the past: What ESSA had the chance to get right. *Reading Teacher*, 70(4), 395-400.

<http://mutex.gmu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mlf&AN=EIS120497276&site=ehost-live>

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*.

<https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html>

Berwick, C. (2019, October 25). What does the research say about testing? *Edutopia*.

<https://www.edutopia.org/article/what-does-research-say-about-testing>

#### **Week 4:**

MLK Jr (1948). The purpose of education.

<http://old.seattletimes.com/special/mlk/king/education.html>

Brownell, C. J. (2017). Starting where you are, revisiting what you know: A letter to a first-year teacher addressing the hidden curriculum. *Journal of Curriculum and Pedagogy*, 14(3), 205-217. <https://doi-org.mutex.gmu.edu/10.1080/15505170.2017.1398697>

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

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>

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

**Week 5:**

Parsons, S.A., Nuland, L.R., & Parsons, A.W. (2014). The ABCs of student engagement. *Phi Delta Kappan*, 95(8), 23-27. <https://kappanonline.org/abcs-student-engagement-parsons-nuland/>

Kohn, A. (2001). Five reasons to stop saying “Good job!”. *Young Children*. <https://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/>

**Course Performance Evaluation**

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

**Assignments**

Assignment	Due Date	Total Points
Attendance	Ongoing	15
Class Participation	Ongoing	15
Read, Talk, Write Reflections	Weekly	15
Dispositions Self-Assessment	June 27	5
Education in the News Presentation	July 9	10
Education in the Movies Essay	July 11	10
Teacher Interview Essay	July 18	10
Classroom Video Observation Reflections	July 25	10
Why Teach Vision Statement OR Teaching and Learning Essay	July 25	10
	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
A- = 90-93	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/policies-procedures/>

## Course Schedule

Date	Topic	Readings/Assignments Due
<b>Week 1</b>		
Session 1 Mon., June 21	Course Overview  Introduction to the work of teaching	<ul style="list-style-type: none"> <li>• Read through the syllabus</li> <li>• Watch syllabus overview video</li> <li>• Watch Video: Taylor Mali, What Teachers Make <a href="https://www.youtube.com/watch?v=RGKm201n-U4">https://www.youtube.com/watch?v=RGKm201n-U4</a></li> </ul>
Session 2 Wed., June 23	Effective Teaching  <i>Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher. - Parker J. Palmer, <i>The Courage to Teach</i></i>	<ul style="list-style-type: none"> <li>• Read Nieto (2015) Part I</li> <li>• Read Ripley (2010)</li> <li>• Watch Video: What makes great teachers great <a href="https://www.youtube.com/watch?v=FXaLGt460e4&amp;t=627s">https://www.youtube.com/watch?v=FXaLGt460e4&amp;t=627s</a></li> </ul>
Session 3 Fri., June 25	Learning Environment	<ul style="list-style-type: none"> <li>• Read Nieto (2015) Part II (pick 1)</li> <li>• Watch Video: Elementary students on good teaching <a href="https://www.youtube.com/watch?v=D25mzs47EZs">https://www.youtube.com/watch?v=D25mzs47EZs</a></li> </ul> <p><b>Weekly Reflection due by 11:59 PM</b></p> <p><b>Dispositions self-assessment due by Sunday, June 27, 11:59 PM</b></p>
<b>Week 2</b>		
Session 4 Mon., June 28	The Skill of Teaching	<ul style="list-style-type: none"> <li>• Read Nieto (2015) Part III (pick 1)</li> <li>• Read Green (2010)</li> <li>• Watch Video: Secondary students on good teaching <a href="https://www.youtube.com/watch?v=iHapv0Tv7vM">https://www.youtube.com/watch?v=iHapv0Tv7vM</a></li> </ul>
Session 5 Wed., June 30	Teaching Practices  InTASC standards for teachers	<ul style="list-style-type: none"> <li>• Read Nieto (2015) Part IV (pick 1)</li> <li>• Watch Video: What makes good teaching? A short film by Harvard Education Students <a href="https://www.youtube.com/watch?v=l1-zTiVI-BM">https://www.youtube.com/watch?v=l1-zTiVI-BM</a></li> </ul>
Fri., July 2	Asynchronous work session <ul style="list-style-type: none"> <li>• Education in the Movies</li> <li>• Education in the News</li> <li>• Observation</li> </ul>	<b>Weekly Reflection due by 11:59 PM</b>

Week 3		
Mon., July 5	NO CLASS	
Session 6 Wed., July 7	Federal Education Policy  Standards-based Instruction	<ul style="list-style-type: none"> <li>• Read Nieto (2015) Part V (pick 1) and Part VI (pick 1)</li> <li>• Read Girod &amp; Girod</li> </ul> Read one of the following: <ul style="list-style-type: none"> <li>• Read Houston (2007)</li> <li>• Read Hursh (2007)</li> <li>• Read Dennis (2017)</li> </ul>
Session 7 Fri., July 9	Assessment  Education in the News	<ul style="list-style-type: none"> <li>• Read Nieto (2015) Part VII (pick 1 and ch. 24)</li> <li>• Read Badger &amp; Quely (2017)</li> <li>• Read Berwick (2019)</li> <li>• Read selected news stories</li> </ul> <p><b>Education in the News Presentations</b></p> <p><b>Weekly Reflection due by 11:59 PM</b></p> <p><b>Education in the Movies essay due Sunday, July 11, 11:59 PM</b></p>
Week 4		
Session 8 Mon., July 12	The Curriculum of K-12 Schools	<ul style="list-style-type: none"> <li>• Read MLK Jr (1948)</li> <li>• Brownell (2017)</li> </ul>
Session 9 Wed., July 14	Today's Students  (In)Equity in Schools	<ul style="list-style-type: none"> <li>• Read Zuckerbord (2011)</li> <li>• Read Maxwell (2012)</li> <li>• Watch Video: Daniel Beaty, Knock, Knock Def Poetry <a href="https://www.youtube.com/watch?v=9eYH0AFx6yI">https://www.youtube.com/watch?v=9eYH0AFx6yI</a></li> <li>• Watch Video: David Kirkland, Why Black Lives Matter in School <a href="https://www.youtube.com/watch?v=uPyj5h3sBuU&amp;t=10s">https://www.youtube.com/watch?v=uPyj5h3sBuU&amp;t=10s</a></li> </ul>
Session 10 Fri., July 16	Poverty Myth  Funds of Knowledge	<ul style="list-style-type: none"> <li>• Read Gorski (2008)</li> <li>• Watch Video: Luis Moll, Funds of Knowledge <a href="https://www.youtube.com/watch?v=aWS0YBpGkkE">https://www.youtube.com/watch?v=aWS0YBpGkkE</a></li> </ul> <p><b>Weekly Reflection due by 11:59 PM</b></p> <p><b>Teacher Interview essay due Sunday, July 18 by 11:59 pm</b></p>



Week 5		
Session 11 Mon., July 19	Teacher Language  Student Engagement	<ul style="list-style-type: none"> <li>• Read Johnston (2012) Ch. 1-3</li> <li>• Read Parsons et al. (2014)</li> <li>• Read Kohn (2001)</li> <li>• Watch Video: Ken Robinson (2006) Ted Talk, Do Schools Kill Creativity <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></li> <li>• Watch Video: Ken Robinson (2013) Ted Talk, How to escape education's death valley <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></li> </ul>
Session 12 Wed., July 21	Growth Mindset  Motivation	<ul style="list-style-type: none"> <li>• Read Johnston (2012) Ch. 4-6</li> <li>• Watch Video: Carol Dweck, Developing a Growth Mindset <a href="https://www.youtube.com/watch?v=hiiEeMN7vbQ&amp;t=2s">https://www.youtube.com/watch?v=hiiEeMN7vbQ&amp;t=2s</a></li> <li>• Watch Video: Rita Pierson Ted Talk, Every kid needs a champion <a href="https://www.youtube.com/watch?v=SFnMTHhKdkw&amp;t=27s">https://www.youtube.com/watch?v=SFnMTHhKdkw&amp;t=27s</a></li> </ul>
Session 13 Fri., July 23	Revisit Effective Teaching  Final Reflection	<ul style="list-style-type: none"> <li>• Read Johnston (2012) Ch. 7-9</li> <li>• Watch Video: David Kirkland, What Makes a Good Teacher <a href="https://www.youtube.com/watch?v=nk0LBzBKV6M">https://www.youtube.com/watch?v=nk0LBzBKV6M</a></li> </ul> <p><b>Weekly Reflection due by 11:59 PM</b></p> <p><b>Observation Hours and Reflections due Sunday, July 25, 11:59 pm</b></p> <p><b><i>Why Teach</i> vision statement OR Teaching and Learning essay due Sunday, July 25, 11:59 pm</b></p>

\*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](mailto: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/>.
- 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:

### **Attendance** (15 points, 1 point per class)

Students are expected to be fully engaged and present to be successful in this course. This means attending all classes, arriving/logging in on time, and staying until the end of each class.

### **Class Participation** (15 points, 1 point per class)

Students are expected to fully engage in class activities, including participating in whole class and small group discussions, contributing to discussions of the assigned readings, completing in-class assignments, and contributing to collaborative slides. As an active participant, students will know when to step back, practice active listening, and encourage others to participate.

### **Read-Talk-Write Reflections** (15 points, 3 points per week) ***DUE WEEKLY***

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 in the journal on Blackboard.

- **Students will write an electronic journal submission/reflection each week** 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.
- A prompt will be made available on Blackboard each week.
- Reflection must be posted by **midnight** each Friday. *Due dates for each entry noted on syllabus.*
- Approximate length of each entry: 400 words

#### Rubric: Read-Talk-Write Reflections

Thoroughness: Written entries demonstrate critical reflection on material, self, and teaching philosophy, and regularly meet length requirement.	____/1
Thoughtfulness: Entry includes clear connections and/or references to weekly readings, videos, and/or class topics.	____/1
Writing is clear, logical, and well-edited (complete sentences, appropriate grammar, punctuation, and spelling).	____/1
Total	____/3 per week

### **Dispositions Self-Assessment** (5 points) ***DUE JUNE 27***

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.

**Education in the News presentation** (10 points) *DUE JULY 9*

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) one week before your presentation so students can complete the reading.

Rubric: Education in the News

<b>Element</b>	<b>Points Allotted</b>
Presentation was clear, informative, interactive, and 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 essay** (10 points) *DUE JULY 11*

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

- Pick one and write a 3-page double-spaced 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 (1985)

- Dangerous Minds (1995)
- Lean on Me (1989)
- Stand and Deliver (1988)
- Music of the Heart (1999)
- 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 essay

Element	Points Allotted
Thoroughness: portrays multiple perspectives on teaching and education.	___/4
Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice.	___/4
Writing is clear, logical, and well-edited (complete sentences, appropriate grammar, punctuation, and spelling).	___/2
Total	___/10

**Teacher Interview essay** (10 points) ***DUE JULY 18***

Interview one teacher and write a 3-page double-spaced review of what you learned. *Due to the short summer session schedule, the teacher interview will take place in class during week 3, with a teacher chosen by the instructor.*

- Participate in a group brainstorming session in class to select questions to ask the teacher to get them to talk about the kinds of things you want to know about. For example, you might consider learning about curriculum by asking the 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.
- 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.
- After the interview, write a 3-page analysis talking about what you learned about the processes of teaching, the teaching profession, and/or schooling in general. Don't tell what the teacher said... tell what you learned about these things. That's what matters... your learning.
- Your paper should make clear connections between what the teacher said and what you are learning in this class.

Rubric: Teacher Interview essay

Element	Points Allotted
Thoroughness: portrays multiple perspectives on teaching and learning.	___/4
Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice.	___/4

Writing is clear, logical, and well-edited (complete sentences, appropriate grammar, punctuation, and spelling).	____/2
Total	____/10

**Classroom Observations and Reflections** (10 points) *DUE JULY 25*

During the semester you will do 5 hours of virtual fieldwork through observations of videorecorded classrooms. The purposes of this fieldwork are to:

- connect the goals of the course to classroom/school practice,
- promote critical, self-reflection about teaching, learning and schools.

You will complete an observation log and write a reflection after each observation to record your thoughts about:

- What you observed
- Why you think it is significant
- How the lesson and other classroom events connect to the topics discussed in this course
- How it will impact you as a future teacher/learner

Rubric: Observations and Reflections

<b>Element</b>	<b>Points Allotted</b>
Thoroughness: 5 hours of observations are accounted for, with an individual reflection for each observed classroom or lesson.	____/5
Thoughtfulness: Reflections briefly describe what was observed and why it was significant. Connections are made to class content and include an element of personal reflection/synthesis, communicating implications for future practice.	____/5
Total	____/10

**Why Teach Vision Statement Draft** (for education majors) (10 points) *DUE JULY 25*

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 classes. *This assignment is called a draft because it is expected that your vision statement will evolve over the course of your program.*

Rubric: Vision Statement Draft

<b>Element</b>	<b>Points Allotted</b>
Thoroughness: addresses multiple issues discussed in the course.	____/4

Thoughtfulness: demonstrates personal reflection and synthesis of learning in this course, with clear implications for future practice.	____/4
Writing is clear, logical, and well-edited (complete sentences, appropriate grammar, punctuation, and spelling).	____/2
Total	____/10

**Teaching and Learning in Today's Schools essay** (for other majors) (10 points) *DUE JULY 25*

Write a 3-4 page essay discussing the social and/or cultural constructs influencing US schools today, OR explore a course topic further. Draw from course material and reputable sources to explain an issue in today's schools related to teaching and learning. Include a reference page.

Rubric: Teaching and Learning essay

<b>Element</b>	<b>Points Allotted</b>
Thoroughness: a relevant and important topic(s) in education is examined in detail, with connections to the content of this course and references to sources.	____/4
Thoughtfulness: demonstrates personal reflection and synthesis of learning in this course, communicating implications for future practice.	____/4
Writing is clear, logical, and well-edited (complete sentences, appropriate grammar, punctuation, and spelling).	____/2
Total	____/10

