

George Mason University  
College of Education and Human Development  
Secondary Education Program

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**EDCI 597 (Section 002):**  
Special Topics in Education  
**Advocacy & Agency w Adolescent Learners**  
3 Credits  
Spring 2022  
**Wednesday, 4:30 pm - 7:10 pm**  
Class Location: Aquia Building 346  
Fairfax Campus

**Instructor:** Dr. Lynda Herrera

**Office Hours:** By appointment in person or via Zoom <https://gmu.zoom.us/j/2601356921>

**Office Location:** SEED Program office Thompson Hall 1800; Fairfax campus

**Email:** [lherrer8@gmu.edu](mailto:lherrer8@gmu.edu)

**Mobile Phone:** 917-703-1404 (for voice calls only between the hours of 9am-5pm; no texts please)

**Synchronous Class Zoom Link:** <https://gmu.zoom.us/j/2601356921>

### Course Description

Provides opportunities to study and apply diverse practices and approaches of classroom communication for educators working with adolescent learners in secondary schools. Explores methods of building community amongst educators and learners in the classroom, encouraging learner participation, and forming respectful relationships amongst learners and between the educator and the learner. Presents techniques and attitudes of interpersonal communication applied in secondary school and classroom settings, including giving and receiving feedback, having difficult conversations, resolving conflicts, listening actively, and communicating with parents and families.

### Course Overview

This course is focused on creating classroom connections and relationships between teachers and students. The emphasis on creating connections posits that students will be more successful academically when connections and relationships are formed with the adults around them, as well as that teaching and classroom management become an easier task for the teaching professional. How do we, as educators, build those connections and relationships? This course focuses on building relationships through 1) dramatic and visual arts strategies that foster team building 2) classroom management and organization built around respect and thoughtful, purposeful strategies 3) acquiring a deep knowledge of educational theories and modern educational issues such as Project Based Learning 4) providing a voice to students to express their opinions on content. A component of this course is a field experience for students to see how these ideas are practiced in the field.

### Course Delivery Method

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The vast majority of SEED classes will be held in a face-to-face mode this spring on the Fairfax campus. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence.

**This course meets face-to-face. See the Class Schedule for details.**

Material will be presented, and course objectives met in a variety of ways, including through class discussions, small and large group activities, individual and group work sessions, lecture, and student presentations in a face-to-face format. Visual aids and various uses of technology will be used to complement an interactive approach to learning. **As the teacher of this class, I am available for discussion and support during office hours, via phone and by e-mail. Let's keep in touch!!!**

*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.*

## Learner Outcomes/Objectives

This course is designed to enable students to:

Upon successful completion of this course students will be expected to: meet these course objectives:	Methods by which your acquisition of each objective are measured:
Explore and demonstrate dramatic and visual arts strategies that foster team building in classroom settings.	<ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Class Discussions</li> <li>• Article Readings/Video/Podcast listening assignments</li> <li>• Class assignments</li> <li>• Teach it to us: Philosophers of Education Pantomime</li> <li>• Story of a Perfect Classroom Flip Grid</li> <li>• Education Issues Meme</li> <li>• Content Spoken Word</li> </ul>
Examine and reflect on classroom management and organization built around respect and thoughtful, purposeful strategies.	<ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Class Discussions</li> <li>• Article Readings/Video/Podcast listening assignments</li> <li>• Class assignments</li> <li>• Story of a Perfect Classroom Flip Grid</li> </ul>
Examine educational theories and modern educational issues, such as Project Based Learning, as each relates to fostering positive classroom relationships in different content areas.	<ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Class Discussions</li> <li>• Article Readings/Video/Podcast listening assignments</li> <li>• Class assignments</li> <li>• Education Issues Podcast and Meme</li> <li>• Teach it to us: Philosophers of Education Pantomime</li> <li>• Field Experience Hours/Activities Log, Artifact and Discussion</li> </ul>
Exploring and providing a voice to students to express their opinions on content.	<ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Class Discussions</li> <li>• Article Readings/Video/Podcast listening assignments</li> <li>• Class assignments</li> <li>• Content Spoken Word, Email, and Reflection</li> <li>• Field Experience Hours/Activities Log, Artifact and Discussion</li> </ul>
Discover and engage in performing arts performances & products to communicate their own ideas and feelings developed through research, analysis, and critical thinking as it relates to content concepts and issues.	<ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Class Discussions</li> <li>• Article Readings/Video/Podcast listening assignments</li> <li>• Class assignments</li> <li>• Content Spoken Word, Email, and Reflection</li> </ul>
Evaluate examples of learning environments and develop a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation	<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Field Experience Hours/Activities Log, Artifact and Discussion</li> </ul>

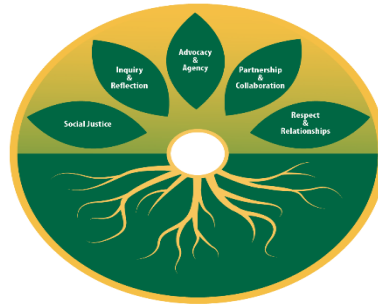
### Professional Standards

By the end of this course students will demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA):

- Social studies teachers: National Council for the Social Studies, <http://www.ncss.org>
- English teachers: National Council of Teachers of English, <http://www.ncte.org>
- Math teachers: National Council of Teachers of Mathematics, <http://www.nctm.org>
- Science teachers: National Science Teachers Association, <http://www.nsta.org>

Students should also have an understanding of and be able to apply the standards of the Interstate New Teacher Assistance and Support Consortium (INTASC): [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

## The Secondary Education (SEED) Program “Seeds”



As illustrated by the model above, the SEED program is guided by five “Seeds” or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master’s teacher research capstone experience:

- Each Seed is introduced, and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program and course instructor) during one of the five pre-licensure courses (“Foundations,” Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited, and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar.
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
“Foundations of Secondary Education”	<p><b>“Advocacy and Agency”:</b> The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers’ advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers’ consideration of youths’ agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.</p>	<p><b>Multi-Genre Blog:</b> The multi-genre blog is a collection of self-contained artifacts, representing multiple genres, united by a common theme. Each piece included in the collection must represent an aspect of the teacher candidate’s teaching philosophy, and be drawn from their research, clinical and life experience, and class discussions. The blog must demonstrate the teacher candidate’s understanding of why and how they will advocate for their students’ well-being and success and help their students develop greater agency in school and beyond.</p>
Methods I	<p><b>“Social Justice”:</b> The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual’s opportunity to learn and succeed. Social justice is also closely aligned with “equity,” which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately scaffolded opportunity for academic and professional success.</p>	<p><b>Lesson Plan:</b> Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate’s ability integrate justice concepts/content into their instruction.</p>
“Human Development and Learning”	<p><b>“Relationships with and Respect for Youth”:</b> The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students’ identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students’ backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students’ cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.</p>	<p><b>Case Study/Student Application Project:</b> The case study/student application project is a summative assessment of the teacher candidate’s ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate’s understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents’ school and life success.</p>
Methods II	<p><b>Inquiry and Reflection:</b> The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one’s teaching practice is foundational to educators’ ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.</p>	<p><b>Unit Plan/Lesson Implementation:</b> Teacher candidates will use the “backwards design” process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate’s clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate’s understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning.</p>

<b>Content Literacy</b>	<p><b>“Collaboration and Partnership”:</b> The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students’ families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.</p>	<p><b>Disciplinary Literacy Inquiry Project:</b> Teacher candidates complete an inquiry into methods of supporting students’ comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students’ comprehension, addressing questions including “Why is it important to be literate in our respective subject areas?”. The inquiry project must demonstrate the candidate’s understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students’ subject area comprehension and literacy learning.</p>
<b>Internship and Internship Seminar</b>	<p><b>All SEED Seeds: Applications to Teaching</b> All five Seeds are revisited, and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.</p>	
<b>Teacher Research (for master’s students only)</b>	<p><b>All SEED Seeds: Applications to Teaching and Teaching Inquiries</b> All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)</p>	

### Required Texts and other Sources

Subscription to the New York Times Education – Free. Create a login account via GMU libraries. Access subscription to NYT: <https://infoguides.gmu.edu/nytimesonline> Access to NYT Education: <https://infoguides.gmu.edu/c.php?g=994421&p=7195523>

#### Articles

Call-Cummings, Meagan et al. “Hopefully This Motivates a Bout of Realization’: Spoken Word Poetry as Critical Literacy.” *Journal of adolescent & adult literacy* 64.2 (2020): 191–199. <https://doi.org/10.1002/jaal.1082>

Conner. (2021). Educators’ experiences with student voice: how teachers understand, solicit, and use student voice in their classrooms. *Teachers and Teaching, Theory and Practice*, 1–14. <https://doi.org/10.1080/13540602.2021.2016689>

Johnson, & Kendrick, M. (2017). “Impossible Is Nothing”: Expressing Difficult Knowledge Through Digital Storytelling. *Journal of Adolescent & Adult Literacy*, 60(6), 667–675. <https://doi.org/10.1002/jaal.624>

Kirchen. (2011). Making and Taking Virtual Field Trips in Pre-K and the Primary Grades. *YC Young Children*, 66(6), 22–26.

Salter. (2001). Attention Class!!! - 16 ways to be a smarter teacher. *Fast Company*, 53, 114–126.

Singer. (2019). How schools can and should respond to student activism. *Phi Delta Kappan*, 100(7), 62–66. <https://doi.org/10.1177/0031721719841341>

Markham. (2011). Project based learning: a bridge just far enough.(FEATURE ARTICLE). *Teacher Librarian (Vancouver)*, 39(2), 38–42.

Nieto, S. (2018). Beginning Is Always the Hardest. *Kappa Delta Pi Record*, 8-13. DOI: [10.1080/00228958.2018.1407167](https://doi.org/10.1080/00228958.2018.1407167)

Kristien Zenkov, Anthony Pellegrino, Corey Sell, Marriam Ewaida, Athene Bell, Megan Fell, Sam Biernesser & Megan McCamis (2014) Picturing Kids and “Kids” as Researchers: Preservice Teachers and Effective Writing Instruction for Diverse Youth and English Language Learners, *The New Educator*, 10:4, 306-330, DOI: [10.1080/1547688X.2014.965107](https://doi.org/10.1080/1547688X.2014.965107)

#### Podcast

Edutopia (Executive Producer). (July 1, 2014). Five Keys to Rigorous Project-Based Learning [Audio podcast]. The George Lucas Educational Foundation. [Project-Based Learning on Apple Podcasts \(https://podcasts.apple.com/us/podcast/project-based-learning/id395540445\)](https://podcasts.apple.com/us/podcast/project-based-learning/id395540445)

Justice for Learning (Exectuive producer) (2022, January 10). The Mind Online Podcast [Audio podcast]. Justice for Learning. <https://www.learningforjustice.org/podcasts/the-mind-online>

#### Watch

Whitely, Greg. (Director). (2015). *Most Likely to Succeed* [Motion picture]. United States: [One Potato Productions](https://www.onepotatoproductions.com/). [Can be accessed on Amazon for \$3.99 or free with Amazon Prime]

## Recommended Texts

- Allyn and Bacon. Liu, X. (2010). *Essentials of science classroom assessment*. Washington, DC: Sage Publications.
- American Association for the Advancement of Science (1993). *Benchmarks for Science Literacy*. Retrieved on January 3, 2018 from <http://www.project2061.org/publications/bsl/online/index.php>
- Balantic, J., Kipling, J. C., & Libresco, A. S. (2011). *Every book is a social studies book* [electronic resource] : How to meet standards with picture books, K-6. Santa Barbara, Calif.: Libraries Unlimited. Retrieved from <http://discovery.wrlc.org/?hrcid=%7clibrary%2fm%2fSharedERes%7c11898873>
- Bank, J.A. (2006). *Cultural diversity and education: Foundations, curriculum, and teaching* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Barnekow, D. J. (1998). *Graphic organizers for science*. Portland, ME
- Bell, R., Gess-Newsome, J. & Luft, J. (2008). *Technology in the secondary science classroom*. Arlington, VA: NSTA Press.
- Boss, S., & Larmer, J. (2018). *Project based teaching: How to create rigorous and engaging learning experiences*. ASCD.
- Bybee, R.W., Powell, J.C., & Trowbridge, L.W. (2008). *Teaching secondary school science: Strategies for developing scientific literacy*. Upper Saddle River, NJ
- Daniels, H., and Zemelman, S. (2004). *Subjects Matter: Every Teacher's Guide to Content Area Reading*. Portsmouth, NH: Heinemann.
- Echevarria, J. & Graves, A. (2011). *Sheltered content instruction: Teaching English-language learners with diverse abilities* (4th ed.). Boston: Allyn & Bacon.
- Farrin, L. (2005). *Uncovering student ideas in science: 25 formative assessment probes*. Arlington, VA: National Science Teacher Association Press.
- Fisher, D., Brozo, W.G., Frey, N. and Ivey, G. (2011). *50 Content Area Strategies for Adolescent Literacy*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.
- Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: Content area strategies at work*. (3rd ed.) Boston, MA: Pearson Education Inc.
- Harvey, S., & Goudvis, M. (2007). *Strategies that Work: Teaching Comprehension for Understanding and Engagement* (2<sup>nd</sup> ed.). Portland, ME: Stenhouse.
- Hassard, J. (2005). *The art of teaching science: Inquiry and innovation in middle school and high school*. New York: Oxford University Press.
- Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Resources for Teachers, Inc. Keely, P., Eberle, F., & Keeley, P. (2008). *Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning*. Arlington, VA: NSTA Press.
- Keene, E.O. and Zimmerman, S. (2007). *Mosaic of Thought: The Power of Comprehension Strategy Instruction*. Portsmouth, NH: Heinemann.
- Lintner, T., & Schweder, W. (2011). *Practical strategies for teaching K-12 social studies in inclusive classrooms* [electronic resource]. Charlotte, N.C.: Information Age Pub. Retrieved from <http://discovery.wrlc.org/?hrcid=%7clibrary%2fm%2fSharedERes%7c12434540>
- Maxim, G. W. (2006). *Dynamic Social Studies for Constructivist Classrooms (8th Ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall.
- McDonald, N. L. & Fisher, D. (2006). *Teaching Literacy through the Arts*. New York : Guilford Press
- Nitko, A. J. & Brookhart, S. M. (2007). *Educational assessment of students*. Upper Saddle River, NJ: Pearson
- Rief, S. & Heimburge, J. A. (2006) *How to Reach and Teach All Children in the Inclusive Classroom : Practical Strategies, Lessons, and Activities*, 2<sup>nd</sup> ed. San Francisco : Jossey-Bass
- Tomlinson, C. & McTighe, J. (2013). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2005). *How to differentiate instruction in mixed-ability classrooms*. Upper Saddle, NJ: Pearson.
- Topping, D.H. & McManus, R. (2002). *Real reading, real writing: Content area strategies*. Portsmouth, NH: Heinemann.
- Tovani, C. (2004). *Do I Really Have to Teach Reading?* Portland, ME: Stenhouse.
- Wieman, R., & Arbaugh, F. (2013). *Success from the start: Your first years teaching secondary mathematics*. National Council of Teachers of Mathematics.
- Wiggins, G. & McTighe, J (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development. E-book available through MU library
- Wiggins, G., & Wilbur, D. (2015). How to make your questions essential. *Educational Leadership*, 73(1), 11–15.
- Vacca, J.L., Vacca, R.T., Gove, M.K., Burkey, L., Lenhart, L., & McKeon, C. (2012). *Reading and Learning to Read* (8th ed.). Boston: Allyn & Bacon.
- Zemelman, S., Daniels, H. and Hyde, A. (2005). *Best Practice: Today's Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann.
- Zwiers, J. (2014). *Opportunities to Develop Oral Language*. Newark, DE: International Reading Association. Retrieved from <http://www.reading.org/general/Publications/e-ssentials/e8050>

### Professional Organizations:

International Literacy Association (ILA) [www.literacyworldwide.org/](http://www.literacyworldwide.org/)  
 National Reading Conference (NRC) [www.nrconline.org](http://www.nrconline.org)  
 National Council of Teachers of English (NCTE): [www.ncte.org](http://www.ncte.org)  
 National Science Teachers Association (NSTA): [www.nsta.org](http://www.nsta.org)  
 National Council of Teachers of Mathematics (NCTM): [www.nctm.org](http://www.nctm.org)  
 National Council for the Social Studies (NCSS): [www.socialstudies.org](http://www.socialstudies.org)

### Professional Journals

*English Journal*  
*The Math Teacher*  
*Social Education*  
*The Journal of Adolescent and Adult Literacy*  
*Harvard Education Review*  
*Phi Delta Kappan*  
*Reading Research and Instruction*  
*Reading Teacher*  
*Educational Leadership*  
*Reading Research Quarterly*  
*American Educational Research*

## VIA Performance-Based Assessment

Every student registered for any Secondary Education course with a required VIA performance-based assessment(s) (designated as such in the syllabus) is required to submit this/these assessments (s) to VIA through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). A student's grade cannot be posted unless the assessment has been completed and submitted. Failure to submit the assessment to VIA (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required VIA submission, the IN will convert to an F nine weeks into the following semester

### Course Performance Evaluation

#### Assignments

Students are expected to submit all assignments on time using Blackboard, and, when indicated VIA or other online submission system. **Late work will not be accepted without a prior request.**

Assignment	Points	Due Date
Active Participation/ Protocol Adherence	100	Ongoing
Teach it to us: Philosophers of Education Pantomime	175	February 16
Story of a Perfect Classroom Flip Grid	100	March 2
Education Issues Podcast and Meme	175	NYT Education article Hardcopy due in class: March 9 NYT Education article Uploaded: March 23 5 questions Brought to class and uploaded: March 23 Meme hardcopy due in class: March 23 Podcast: March 23
Content Spoken Word, Email, and Reflection	300	Spoken Word Email to families or colleagues: April 20 Spoken Word Performance: April 27 Spoken word reflection: May 4
Field Experience Hours/Activities Log, Artifact and Discussion	150	May 4
<b>TOTAL</b>	<b>1000</b>	

The 1000 points are converted to the 100-point grading scale below.

#### Graduate Grading Scale:

Grade	Standards	Grading	Graduate Courses
A	Meets Standard	95 – 100	Satisfactory / Passing
A-	Meets Standard	90 – 94	Satisfactory / Passing
B+	Approaches Standard	87 – 89	Satisfactory / Passing
B	Approaches Standard	83 – 86	Satisfactory / Passing
B-	Does Not Meet Standard	80 – 82	<i>B- is not a passing course grade for licensure</i>
C	Does Not Meet Standard	70 – 79	<i>C is not a passing course grade for licensure</i>
F	Does Not Meet Standard	Below 70	<i>F is not a passing course grade for licensure</i>

- “A” level score = Student work is well-organized, exceptionally thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible.
- Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.

**ASSIGNMENTS: CRITERIA FOR MEETING COURSE REQUIREMENTS**

**Assignment 1**

**Active Participation/ Protocol Adherence**

**DUE:** Ongoing

**POINTS:** 100

**PURPOSE:** Continuous attendance, active participation, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place. Students are expected to attend all class periods of courses for which they register. Class attendance and participation with the whole group, in constructive peer groups (CPG), and in 1-on-1 conferences are important - not only to the individual student, but to the class as whole. This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptual understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool. Your participation will be determined by your ACTIVE participation in class activities and discussions, your professional conduct in class, and clear evidence that you have completed course readings and tasks. Absences, tardiness, or early departures are indicators of nonparticipation, and as a result, lower the grade.

**PROCEDURE:** Attendance is a prerequisite for class participation, **absences and tardiness will have a negative impact** on your participation grade. Attend each class session and actively participate in class discussions and activities without extraneous distractions and off-task activities (i.e., texting, reading email, etc...). This applies to in-person AND online classes.

**Rubric**

	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Active participation /75</b>	<ul style="list-style-type: none"> <li>-participates <b>actively</b> in each class discussion and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc...).</li> <li>-participation is respectful and inclusive of others in the class.</li> <li>-spends time only on the tasks associated with this course and the instructor's directions.</li> <li>-comes to class with knowledge of prepared readings and pre-class assignments</li> <li>- clear evidence of completion of course tasks</li> <li>-online classes: Students maintain video "on" status</li> <li>-follows GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> <li>-attends all class sessions on time, remains in class sessions for the duration.</li> </ul>	<ul style="list-style-type: none"> <li>-does not participate <b>actively</b> in each class discussions and activities</li> <li>-participation is not respectful and inclusive of others in the class.</li> <li>-does not spend time only on the tasks associated with this course and the instructor's directions.</li> <li>-did not come to class with knowledge of prepared readings and pre-class assignments</li> <li>- no evidence of completion of course tasks</li> <li>-online classes: Students maintain video "off" status</li> <li>-does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> <li>-absent from ____ class session</li> <li>-tardy to ____ class sessions</li> <li>-departed ____ class sessions early</li> </ul>
<b>Protocol policy /25</b>	<ul style="list-style-type: none"> <li>-attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, and web surfing.</li> <li>-electronic devices are off or in sleep mode unless using the device for notetaking</li> <li>-demonstrates ethical and responsible behavior in class and on the GMU network.</li> <li>-mobile telephones are on silent.</li> <li>-emergency telephone calls are taken outside of the classroom.</li> <li>-professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates.</li> <li>-uses professional and ethical judgment when posting messages on social media networks. (<b>NOTE:</b> DO NOT post pictures of children or classmates on <u>any</u> social media platform.)</li> <li>-follows GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> </ul>	<ul style="list-style-type: none"> <li>-attention is NOT focused on activities and discussion while in class by activities such as: engages in personal emails, instant messaging, texting, social media, games, and web surfing.</li> <li>-does not demonstrate ethical and responsible behavior in class and on the GMU network.</li> <li>-does use mobile telephone to call or text</li> <li>-does not use professional and ethical judgment when posting messages on social media networks.</li> <li>-is not professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates.</li> <li>-does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> <li>- does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog</li> </ul>

**Assignment 2**  
**Teach it to us: Philosophers of Education Pantomime**

**DUE:** February 16  
**POINTS:** 175

**PURPOSE:** For centuries philosophers/theorists have thought about how schools should look, what schools should do, how teachers should teach, and the best instructional strategies for students to learn. Today, we still see the influence of these philosophies/theories in our educational settings and practice. As educators it is important to know who these philosophers/theorists are and how they influence our settings and practice.

**PROCEDURE:**

1. You will research a major philosopher, researcher, or psychologist that influenced educational practices in the U.S from this list:

<ul style="list-style-type: none"> <li>• Plato (idealism)</li> <li>• A.S. Neill (existentialism)</li> <li>• Nel Noddings (care)</li> <li>• Alfred Adler (perennialism)</li> <li>• Maria Montessori (constructivism)</li> <li>• B.F. Skinner (behaviorism)</li> <li>• John Dewey (pragmatism/ educational progressivism)</li> <li>• Paulo Freire (critical pedagogy)</li> <li>• Socrates (Socratic method)</li> <li>• Jerome Bruner (cognitive learning theory/discovery learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Robert Gagne' (conditions of learning/computer-based learning)</li> <li>• Jean Piaget (Constructivism)</li> <li>• Lind Darling-Hammond (educational equity)</li> <li>• Neil Flemming (learning styles)</li> <li>• Benjamin Bloom (mastery learning)</li> <li>• Howard Gardner (multiple intelligences)</li> <li>• James Banks (multicultural education)</li> <li>• Lev S. Vygotsky (social cognition)</li> <li>• Your choice! Get approval first!</li> </ul>
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2. Using your knowledge from your research, you will create a pantomime in class. We will review dramatic art strategies in class, including pantomime. You will create the pantomime using you and your classmates. Bring props if necessary. You will provide each student an action card that informs them of their role and actions for the pantomime (think silent script). You will be the director and set your peers into motion and then you will become an actor! Be sure the cards include actions, responses, content, room arrangement, props to be used.
3. After the pantomime ensure you can discuss the role and relationship between the teacher and students; and how your pantomime is a representation of the philosophy/theory of your chosen philosopher/researcher/theorist.

	<b>Excellent</b>	<b>Adequate</b>	<b>Unacceptable</b>
<b>Action Cards and pantomime /125</b>	<ul style="list-style-type: none"> <li>-student researched philosopher/researcher/theorist as evidenced in their accurate information in the pantomime.</li> <li>-student creates a pantomime in class using themselves and their classmates.</li> <li>-necessary props are used.</li> <li>-each classmate is provided with an action card that informs them of their role and actions for the pantomime</li> <li>-student act as the director during practice and participate during performance.</li> <li>-action cards include actions, responses, content, room arrangement, props used</li> </ul>	<ul style="list-style-type: none"> <li>--student researched philosopher/researcher/theorist as evidenced in their mostly accurate information in the pantomime.</li> <li>-student creates a pantomime in class using only themselves or only their classmates.</li> <li>-necessary props are mostly used.</li> <li>most classmates are provided with an action card that informs them of their role and actions for the pantomime</li> <li>-action cards are somewhat vague</li> <li>-action cards mostly include actions, responses, content, room arrangement, props used</li> </ul>	<ul style="list-style-type: none"> <li>-student did not research philosopher/researcher/theorist as evidenced in their inaccurate information in the pantomime.</li> <li>-necessary props are not used.</li> <li>-each classmate is not provided with an action card that informs them of their role and actions for the pantomime</li> <li>-action cards do not include actions, responses, content, room arrangement, props used</li> <li>-student is not prepared</li> <li>-student does not create a pantomime</li> </ul>
<b>Discussion /50</b>	<ul style="list-style-type: none"> <li>-student clearly and effectively can discuss the role and relationship between the teacher and students</li> <li>-and student clearly and effectively can discuss how the pantomime is a representation of the philosophy/theory of the chosen philosopher/researcher/theorist which is further evidence of their research</li> </ul>	<ul style="list-style-type: none"> <li>-student is mostly able to discuss the role and relationship between the teacher and students</li> <li>- student clearly and effectively can discuss how the pantomime is a representation of the philosophy/theory of the chosen philosopher/researcher/theorist which is further evidence of their mostly accurate research</li> <li>-student seems unsure of philosopher/researcher/theorist</li> </ul>	<ul style="list-style-type: none"> <li>- student is not able to discuss the role and relationship between the teacher and students;</li> <li>- student clearly and effectively can discuss how the pantomime is a representation of the philosophy/theory of the chosen philosopher/researcher/theorist which is further evidence of their nonexistent/inaccurate research</li> <li>-student does not know any information about philosopher/researcher/theorist</li> <li>-student does not participate in discussion</li> </ul>



**Assignment 3**  
**Story of a Perfect Classroom Flip Grid**

**DUE:** March 2  
**POINTS:** 100

**PURPOSE:** As educators we strive to achieve the perfect classroom, the most interactive lessons, and create amazing connections with our students and colleagues. Perfection may not always be attained but it is important to strive for what we deem is perfection.

**PROCEDURE:** You will create the “Story of the Perfect Classroom”. You will illustrate the story of the perfect classroom that you envision teaching. Focus on your classroom set up, the way in which you would teach your curriculum, how you would create a space that students will thrive in learning. Be creative in your representation of your classroom – there are no limits! You can make a drawing, a poster, a cartoon, a video, an animation, a diorama, a museum exhibit, be creative (no PowerPoints or slides!). You will record yourself in a 10-minute Flip Grid (link to be shared on Blackboard) sharing your written/visual representation and explaining your classroom with a focus on:

- the physical space of your classroom
- your role
- your philosophy of teaching
- how students interact with you and each other
- how you will teach your curriculum

	<b>Excellent</b>	<b>Adequate</b>	<b>Unacceptable</b>
<b>Writing/ Illustration /50</b>	-student writes and/or illustrate the story of the perfect classroom that they envision teaching. -writing/illustration focuses on classroom set up, the way in which you would teach your curriculum, how you would create a space that students will thrive in learning, the physical space of your classroom, the teacher role, philosophy of teaching, how students interact with you and each other, how they will teach the curriculum - writing and/or illustration is creative	--student writes and/or illustrate the story of the perfect classroom that they envision teaching. -writing/illustration mostly focuses on classroom set up, the way in which you would teach your curriculum, how you would create a space that students will thrive in learning, the physical space of your classroom, the teacher role, philosophy of teaching, how students interact with you and each other, how they will teach the curriculum - writing and/or illustration is somewhat creative	-writing/illustration does not focus on classroom set up, the way in which you would teach your curriculum, how you would create a space that students will thrive in learning, the physical space of your classroom, the teacher role, philosophy of teaching, how students interact with you and each other, how they will teach the curriculum - writing and/or illustration is not creative -does not produce a written/illustration of the perfect classroom
<b>Flip Grid /50</b>	-student records a 10-minute FlipGrid sharing the written/visual representation and explains the classroom with a focus on: <ul style="list-style-type: none"> <li>• the physical space of your classroom</li> <li>• your role</li> <li>• your philosophy of teaching</li> <li>• how students interact with you and each other</li> <li>• how you will teach your curriculum</li> </ul>	-student creates a visual to teach the class that has mostly accurate information -Student addresses most of the focus questions in teach it to us presentation -Student is mostly prepared with presentation and seems somewhat practiced -Presentation is mostly 5-10 minutes -presents on assigned date	-student does not create a visual to teach the class -Information is inaccurate -Student addresses some of the focus questions in teach it to us presentation -Student is not prepared -Student does not seem practiced -Presentation is much shorter or much longer than 5-10 minutes -does not present on assigned date

**Assignment 4**  
**Education Issues Podcast and Meme**

**DUE:**

NYT Education article Hardcopy due in class: March 9 Uploaded: March 23	5 questions Brought to class and uploaded: March 23
Podcast: March 23	Meme hardcopy due in class: March 23

**POINTS:** 175

**PURPOSE:** Educational issues are prevalent in our day-to-day discourse as educators. It is important to know how society and academics portray these issues. Exposure to various educational issues can inform and strengthen our own teaching practices.

**PROCEDURE:**

- You will be placed in a group. Your group will be given a topic from a random drawing. Issues are building communities, resolving conflict, active listening, having difficult conversations, giving & receiving feedback, creating relationships between students and teachers, creating relationships between teachers and families.
- Learn: Each group member will access the NYT Education subscription (see required texts section of syllabus) and find ONE article pertaining to your topic. You will share your article with your group members and read all the articles shared. For example, you will read 3 articles if there are three members in your group.
- Podcast Presentation:
  - Your presentation will be a live podcast recording in front of the class.
  - The group will sit around a table at the front of the classroom and engage in a conversation for 10-15 minutes on your topic.
  - You will be sure to reference the articles read in your discussion.
  - Each group member will create 5 thoughtful discussion generating questions pertaining to the issue for discussion during the podcast.
  - Be sure to relate your discussion to your own teaching practice/experience.
  - Remember: this is a discussion...not lecture!
- Meme creation: Your group will create a meme to be displayed on the screen during your podcast. Please refrain from inappropriate language or content in the meme – remember we are in an educational setting. Print your meme and bring to class on the day of the podcast. You can write on a picture to create your meme, or you can create your meme using a meme maker.
- Upload the NYT Education article you shared with your group members and your 5 questions to Blackboard.

**Rubric for Teach it to us: Teaching in the Middle and Secondary Schools**

	Excellent	Emerging	Unacceptable
<b>Podcast /100</b>	-presents on assigned date -group seamlessly worked together and shares burden of presentation -student engaged in a conversation for 10-15 minutes on assigned topic. -discussion referenced articles read in your discussion - student clearly related discussion to their own teaching practice.	-group worked together and shared burden of presentation -student engaged in a conversation for 10-15 minutes on assigned topic but spoke over or dominated the conversation over peers -discussion somewhat referenced articles read in your discussion -questions mostly pertained to the topic for discussion during the podcast. - student somewhat related discussion to their own teaching practice.	-student did not participate in podcast -student clearly did not work with group for podcast -student did not engage in a conversation on assigned topic. -student clearly did not read articles -student did not create discussion questions. - student did not relate discussion to their own teaching practice. - student lectured
<b>5 Questions /25</b>	-questions are reflective of topic -student created 5 thoughtful and discussion generating questions pertaining to the topic for discussion during the podcast -questions are uploaded to Blackboard by due date	-questions are somewhat reflective of topic --student only created ____ -questions were somewhat thoughtful and discussion generating pertaining to the topic for discussion during the podcast	-questions are not reflective of topic -student did not create discussion questions -questions do not pertain to the topic for discussion during the podcast -questions are not uploaded to Blackboard by due date
<b>NYT Education Article /20</b>	-article is reflective of topic -article is provided in hard copy to all members of group -article is uploaded to Blackboard by due date	-article is mostly reflective of topic	-article is not reflective of topic -article is not provided in hard copy to all members of group -article is not uploaded to Blackboard by due date -student does not produce an article form NYT Education -student does not upload article to Blackboard
<b>Meme /30</b>	-meme is classroom appropriate -meme reflects the group topic -meme is brought to class for podcast	meme is classroom appropriate -meme somewhat reflects the group topic	-meme is not classroom appropriate -meme is not created -meme is not brought to class for podcast

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**Assignment 5**  
**Content Spoken Word, Email, and Reflection**

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**DUE:**

Spoken Word Email to families or colleagues	April 20
Spoken Word Performance	April 27
Spoken word reflection	May 4

**POINTS:** 300

**PURPOSE:** We speak about reflection. We speak about engagement. We speak about inquiry. But what does it mean to really think about and demonstrate our thoughts on these issues in education? Spoken word provides an avenue for you to reflect and engage to demonstrate and communicate an understanding of a **specific content** issue, figure, event, or issue that interests you in education with an audience. This spoken word project also allows you to walk through the steps of Project Based Learning (PBL).

**PROCEDURE:**

1. You have a choice to work alone or with a partner.
2. You will select an educational issue, figure, event, or issue that interests you. Consider issues that you feel passionately about and have some background experience.
3. You will develop an inquiry question that will be approved by me.
4. You will cite two reliable sources (**not** Wikipedia) on your topic to further develop your understanding. As you research, you may consider inquiry, empathy, historical perspectives, timeline, current events/issues, and counter arguments.
5. You will write a short piece that you will perform as spoken word poetry. We will review Spoken Word Poetry in depth in class. You can incorporate poetic devices in your writing such as metaphor, simile, hyperbole, rhyme, rhythm, and repetition.
6. Rehearse with the tools of vocal expression: power, pace, and passion that we review in class.
7. The oral performance should be approximately 2-3 minutes.
8. You have the choice to develop your expression as a video recording or plan to perform it live, in class. If you use technology to record your performance, be sure to play back over your performance to confirm that it was recorded and is audible.
9. You will choose an audience for an email you will craft explaining why this spoken word PBL is important. experience. Choose the reader to be either a family member of a student or a colleague in your school. The email should have a **salutation** and **closing**. There should be 3 paragraphs.
  - The first paragraph will address the content issue and what a PBL is.
  - The second paragraph will explain why the spoken word PBL is important to the student's life and the content area.
  - The third paragraph will request the readers presence at the spoken word performance. You want to make sure you explain why it is important that the reader attends and how the reader's attendance benefits the student.
10. You will write a short (1-2 pages) reflective piece AFTER your performance. You may use these questions to help guide your reflection:
  - What was the role of creativity in your process and product?
  - What was your experience as you researched multiple perspectives, positions, and/or arguments?
  - What did you learn about communication and expression of emotion through spoken word?
  - How would you adapt this assignment to use with students in your classroom setting?
  - How do you think your performance went? Why was it successful? In what ways were you shocked at how well your poem and your performance turned out?
11. You will upload your written spoken word, reflection, and email to Blackboard.

### Rubric for Spoken Word

	<b>Excellent</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Email /40</b>	<ul style="list-style-type: none"> <li>-email explains why the PBL's is relevant to the student's learning experience</li> <li>-has a salutation and closing.</li> <li>-explains why the PBL of study is important</li> <li>-requests the readers presence at the spoken word performance. - explains why it is important that the reader attends and how the reader's attendance benefits the student.</li> </ul>	<ul style="list-style-type: none"> <li>-email is partly vague in nature.</li> <li>-only partly explains the PBL's importance.</li> <li>-vaguely requests the readers presence at the spoken word performance.</li> <li>-vaguely explains why it is important that the reader attends and how the reader's attendance benefits the student</li> </ul>	<ul style="list-style-type: none"> <li>-email is missing</li> <li>-email is extremely vague in nature.</li> <li>-does not explain the PBL's importance.</li> <li>-does not request the readers presence at the spoken word performance.</li> <li>-does not explain why it is important that the reader attends and how the reader's attendance benefits the student</li> </ul>
<b>Spoken word performance /175</b>	<ul style="list-style-type: none"> <li>-Hooks audience with an introduction. Performance is well organized, flows well, and is easy to follow. Finishes with a closing, leaving listener with something to ponder.</li> <li>2-3 minutes in length</li> <li>- Utilizes detailed content-specific language based in research, presented with accuracy.</li> <li>-provides factual information if appropriate</li> <li>- Expresses emotion using a variety of expressive elements -- power, pace, and passion -- throughout performance.</li> <li>-follows spoken submitted poem</li> <li>-Spoken word poem is uploaded to Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>Performance is well organized, flows well and is easy to follow.</li> <li>2-3 minutes in length</li> <li>- Utilizes some content-specific language and portrays point of view accurately.</li> <li>- Expresses the content with clear and precise vocal qualities and some variation of expressive elements</li> </ul>	<ul style="list-style-type: none"> <li>Performance is incomplete. Overly lengthy and rambling (well over 5 min.) or overly brief (well under 2 minutes).</li> <li>- Performance is vague and not specific to the point of view being expressed, may be inaccurate.</li> <li>- Expression is monotone, and voice lacks power of expression</li> <li>-does not perform spoken word</li> <li>- Spoken word poem is not uploaded to Blackboard</li> <li>-does not follow spoken submitted poem</li> <li>-does not provide factual information if appropriate</li> </ul>
<b>Reflection /50</b>	<ul style="list-style-type: none"> <li>-writes a reflection that answers each discussion questions or similar questions with detail and thought with respect to the experience.</li> <li>-reflection is uploaded to Blackboard on time</li> </ul>	<ul style="list-style-type: none"> <li>- writes a reflection that answers each discussion question with respect to the experience.</li> </ul>	<ul style="list-style-type: none"> <li>- writes a reflection that does not address each question, provides little detail, or does not reference to the experience</li> <li>-does not write a reflection</li> <li>-reflection is not uploaded to Blackboard or is late</li> </ul>
<b>Quality /35</b>	<ul style="list-style-type: none"> <li>-email and reflection format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work).</li> </ul>	<ul style="list-style-type: none"> <li>- email and reflection format and writing flow well and are easy to read with only minor typos and mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>- email and reflection format and writing are incomplete, disorganized, unedited, and/or difficult to follow.</li> </ul>

## Assignment 6

### Field Experience: Artifact, Field Experience Hours/Activities Log, and Discussion

**DUE:** Field Experience Hours/Activities Log, Artifact and Discussion: May 4

**POINTS:** 150

**PURPOSE:** You are often required to *observe and participate in a secondary classroom*. However, the focus of this course is about making connections with students in and out of the classroom by *observing and participating in an extra-curricular activity outside of a secondary classroom*. You need to observe and participate in activities outside of the classroom to gain an appreciation of how adults make connections with students. The objectives of these observations are to: observe the role of the adult and student, assess the connections made in the group, and evaluate how the connections impact students in and out of the classroom.

**PROCEDURE:**

1. Determine where you will complete your 15 hours of observation and participation.
2. **Complete a section of the Field Experience Hours/Activities Log, located on Blackboard, EACH TIME you observe/participate in the extra-curricular activity.**
1. **Have your mentor sign and date the Field Experience Hours/Activities Log at the conclusion of your 15 hours.**
2. **Artifact:** Bring an artifact from your clinical experience. The artifact can be any item you observe while in participating in the extra-curricular activity, such as students' work, a picture of meeting notes or a brainstorm, picture of a student competition. The artifact must be physically brought to class to share with your peers.
3. You will have a peer discussion of your extra-curricular activity participation. You must be reflective in your peer sharing. Below are questions to help guide your discussion:
  - Describe the extra-curricular activity
  - In what ways did you participate in the extra-curricular activity?
  - Describe your artifact
  - Describe how your artifact reflects your extra-curricular activity
  - What were the students like in your extra-curricular activity?
  - Describe the role of adults in your extra-curricular activity.
  - In what ways did adults connect to students?
  - What role does extra-curricular activities play in students' lives?

**Rubric for Field Experiences**

	Excellent	Emerging	Unacceptable
<b>Record of hours and signed forms 100</b>	-record of 15 required hours of field exp. -used the appropriate form. -submitted mentor <u>signed</u> record <b>-description of experience is completed with detail on hours log</b>	<b>X</b>	-no record of 15 required hours of clinical exp. -did not use the appropriate form. -no mentor signature on record. -hours completed late
<b>Participation in class discussion of field experience and artifact 50</b>	-brought artifact to class -fully participated in the group discussion of the field experience and artifact -was focused on the given questions.	-partially participated in the group discussion of the field experience and artifact -was focused on the given questions.	--did not bring artifact to class -did not participated in the group discussion of the field experience and artifact -was not focused on the given questions. -could not participate because field experience hours had not been completed

Note: There is an opportunity to participate in National History Day on March 4th as a Judge or Volunteer. You can find more information on Blackboard in the Field Experience Folder.

## Professional Dispositions

### Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

## 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 <https://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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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/>.

## Expectations and Protocols

**Below are class protocols which govern our time together, whether during in person or online instruction.**

**Evaluation:** Grades will be based on the completion and quality of course assignments. Copyright law is to be respected in all assignments. All assignments are due at the beginning of classes.

**Inclusivity** It is important that you recognize that students enter our classroom with different experiences and backgrounds. Therefore, I expect your participation to be respectful and inclusive of those around you.

**Written Assignments:** Written assignments are to be submitted on Blackboard by the due date, as indicated in the course schedule, at the start of class. Blackboard time stamps all submitted work.

- **Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).**
- Written assignment rubrics indicate "format and writing are of professional quality". This refers to the assignment being an overall piece of quality work that is: grammatically correct with no errors; well composed and articulated; typed with 12-point Times New Roman, 11-point Calibri, or 11-point Arial font; double-spaced with one-inch margins; contains appropriate diction and usage such as "students" instead of "kids"; appropriate usage of homonyms (i.e., there/their/they're); proper writing mechanics and organization; and is PROOFREAD. Work that is not proofread, or that has extensive grammatical errors, will not be graded and you will be advised to revise the assignment.
- Please title each assignment with your name, the name of the assignment, and the due date of the assignment (e.g., Lori\_Smith\_LiteratureReview\_2.1.21).
- All work should be your own and original. **Any idea taken from another source (the internet, classroom teacher, or a curriculum guide) must be noted and cited.** Incorporating an idea or using another's material and not indicating the source is PLAGIARISM. GMU and I support strong academic integrity. Please note that: "Plagiarism encompasses the following:
  - 1) Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.

- 2) Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.” (from Mason Honor Code online at <https://catalog.gmu.edu/policies/honor-code-system/>)
  - 3) Paraphrasing involves taking someone else’s ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
  - 4) When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
  - 5) Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
  - 6) Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- Crossword puzzles, word finds, fill in the blank, or KWL Charts **will not** be accepted in any assignment. None of these assignments broaden students’ knowledge. We will review the reasons for this during a class session.
  - The word “fun” **may not** be used in any assignment; instead, use “engaging”, “exciting”, or some other similar term. Remember: your purpose as a classroom teacher is to teach and that teaching can be done in an engaging, exciting way; your purpose is not to create fun.
  - **Assignments will not be accepted after the due date. Any assignment may be resubmitted for an improved grade with a written request and granted permission. All re-written assignments MUST be submitted by \_\_\_\_\_ – without exception.**

**Protocol Use of Technology: internet, mobile devices, and social media:** While in class your attention should be focused on class related activities and discussion. The legitimate educational purpose of our class is to help prepare you for your professional career. This includes demonstrating courtesy and respect for your peers and myself by practicing and modeling the effective use of technology. Your attention in class is important for your learning. Your participation grade will be reduced accordingly for failing to follow these guidelines:

- Laptop Computers, Netbooks, Handheld Tablets Use
  - You may bring your laptop or other electronic device to class; there will be class sessions that will require your electronic device and an internet connection.
  - Engaging in personal emails, instant messaging, texting, social media, games, and web surfing are not appropriate during class time.
  - Unless you are using your device for notetaking, your laptops or other device should be off or in sleep mode until we are ready to use them.
  - Demonstrate ethical and responsible behavior during class and on the GMU network.
  - When in class, spend time only on the tasks associated with this course and the instructor's directions.
  - In general, use your laptops and other devices in class as you would expect your students to use theirs.
  - **Online synchronous classes: Students must maintain webcam “on” status**
- Log-in Frequency
  - You must actively check the course Blackboard site and your GMU email for communications on a regular basis, as these are the official methods of communication for this course.
- Technical Competence
  - You 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
  - You should anticipate some technical difficulties during the semester and should, therefore budget your time accordingly. Late work will not be accepted based on individual technical issues.
- 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. Use professional and ethical judgment. DO NOT post pictures of children during your clinical observations on any social media platform.
- The following software plug-ins for PCs and Macs, respectively, are available for freedownload: 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/)

**Workload:** Please be aware that this course is **not** self-paced. You are expected to meet *specific* deadlines and *due dates* listed in the **Class Schedule** section of this syllabus. It is your responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due. All assignments must be posted to the courses’ Blackboard site.

**Instructor Support:** You may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. I can meet with you on campus or via telephone or web conference. Please email me or speak to me before/after class time to schedule a one-on-one session.

### Class schedule

Note: Faculty reserves the right add, alter, or omit any assignment or schedule as necessary during the course of the semester with notification to students

Class Date	Class Topic and Activities	Reading/Assignment Due
<b>Week 1 January 26</b>	Introduction to course  Course goals: The syllabus Review of our time together	
<b>Week 2 February 2</b>	Making connections through dramatic arts  The use of snapshot, pantomime, tableaux to engage students	Go on a 30-minute walk anywhere you want (your neighborhood, near your place of work, in Washington DC, etc...). Take 5 pictures that represent your content area. Bring printed pictures to class. Be prepared to share the connection between your pictures and your content.
<b>Week 3 February 9</b>	Making connections through visual arts  VTS: Visual Teaching Strategy  The use of soundscape with photovoice to create virtual field trips	<b>Read</b> the following articles located on Blackboard: Kirchen. D. (2011). Making and Taking Virtual Field Trips in Pre-K and the Primary Grades. <i>YC Young Children</i> , 66(6), 22–26.  Johnson, & Kendrick, M. (2017). "Impossible Is Nothing": Expressing Difficult Knowledge Through Digital Storytelling. <i>Journal of Adolescent &amp; Adult Literacy</i> , 60(6), 667–675. <a href="https://doi.org/10.1002/jaal.624">https://doi.org/10.1002/jaal.624</a>  Kristien Zenkov, Anthony Pellegrino, Corey Sell, Marriam Ewaida, Athene Bell, Megan Fell, Sam Biernesser & Megan McCamis (2014) Picturing Kids and "Kids" as Researchers: Preservice Teachers and Effective Writing Instruction for Diverse Youth and English Language Learners, <i>The New Educator</i> , 10:4, 306-330, DOI: 10.1080/1547688X.2014.965107
<b>Week 4 February 16</b>	Teach it to us: Philosophers of Education Pantomime presentations  Examining your philosophy of education  Connecting your philosophy of education to your classroom	<b>Due:</b> Teach it to us: Philosophers of Education Pantomime
<b>Week 5 February 23</b>	Building community through classroom management	<b>Read</b> the following articles located on Blackboard: Nieto, S. (2018). Beginning Is Always the Hardest. <i>Kappa Delta Pi Record</i> , 8-13. DOI: <a href="https://doi.org/10.1080/00228958.2018.1407167">10.1080/00228958.2018.1407167</a>  Salter. (2001). Attention Class!!! 16 ways to be a smarter teacher. <i>Fast Company</i> , 53, 114–126.
<b>Week 6 March 2</b>	Creating shared space Sharing Flip Grid Classroom  Podcast group meeting to determine topic	<b>Due:</b> Story of a Perfect Classroom Flip Grid
<b>Week 7 March 9</b>	Introduction to Project Based Learning Podcasts: How can they expand student voices  Podcast group meeting to share articles	<b>Read</b> the following articles located on Blackboard: Markham. (2011). Project based learning: a bridge just far enough.(FEATURE ARTICLE). <i>Teacher Librarian (Vancouver)</i> , 39(2), 38–42.  <b>Listen:</b> Edutopia (Executive Producer). (July 1, 2014). Five Keys to Rigorous Project-Based Learning [Audio podcast]. The George Lucas Educational Foundation. <a href="https://podcasts.apple.com/us/podcast/project-based-learning/id395540445">Project-Based Learning on Apple Podcasts (https://podcasts.apple.com/us/podcast/project-based-learning/id395540445)</a>  <b>Watch:</b>



		<p>Whitely, Greg. (Director). (2015). <i>Most Likely to Succeed</i> [Motion picture]. United States: <a href="#">One Potato Productions</a>. [Can be accessed on Amazon for \$3.99 or free with Amazon Prime]</p> <p><b>Find and bring a hardcopy for each member of your podcast group to class:</b> 1 article from NYT Education subscription service on Podcast group topic Subscription to the New York Times Education – Free. Create a login account via GMU libraries. Access subscription to NYT:  <a href="https://infoguides.gmu.edu/nytimesonline">https://infoguides.gmu.edu/nytimesonline</a> Access to NYT Education:  <a href="https://infoguides.gmu.edu/c.php?q=994421&amp;p=7195523">https://infoguides.gmu.edu/c.php?q=994421&amp;p=7195523</a></p>
<b>Week 8 March 16 GMU Spring Break</b>	No class – GMU spring break	
<b>Week 9 March 23</b>	Podcast	<p>Read podcast group articles from NYT Education</p> <p><b>Bring:</b> 5 podcast questions</p>
<b>Week 10 March 30</b>	Introduction to Spoken Word Voice and Power	<p><b>Read</b> the following articles located on Blackboard:  Call-Cummings, Meagan et al. “Hopefully This Motivates a Bout of Realization’: Spoken Word Poetry as Critical Literacy.” <i>Journal of adolescent &amp; adult literacy</i> 64.2 (2020): 191–199. <a href="https://doi.org/10.1002/jaal.1082">https://doi.org/10.1002/jaal.1082</a></p> <p><b>Listen:</b>  Justice for Learning (Exectuive producer) (2022, January 10). The Mind Online Podcast [Audio podcast]. Justice for Learning. <a href="https://www.learningforjustice.org/podcasts/the-mind-online">https://www.learningforjustice.org/podcasts/the-mind-online</a></p>
<b>Week 11 April 6 Asynchronous Online</b>	<b>Asynchronous Online</b> This session will be devoted to you working on your Spoken Word Creation Form	
<b>Week 12 April 13</b>	Social Justice explored  Spoken word workshop	<p><b>Read</b> the following articles located on Blackboard:  Conner. (2021). Educators’ experiences with student voice: how teachers understand, solicit, and use student voice in their classrooms. <i>Teachers and Teaching, Theory and Practice</i>, 1–14. <a href="https://doi.org/10.1080/13540602.2021.2016689">https://doi.org/10.1080/13540602.2021.2016689</a></p> <p>Singer. (2019). How schools can and should respond to student activism. <i>Phi Delta Kappan</i>, 100(7), 62–66. <a href="https://doi.org/10.1177/0031721719841341">https://doi.org/10.1177/0031721719841341</a></p>
<b>Week 13 April 20</b>	Spoken word workshop	<b>Due:</b> Spoken word letter to families or colleagues
<b>Week 14 April 27</b>	Spoken Word Performances Shared	<b>Due:</b> Spoken Word Performances Due
<b>Week 15 May 4</b>	Discussion of Clinical Experiences Discussion of how educators connect with youth	<b>Due:</b> Clinical Experiences Artifact, Hours, Reflection Paper
<b>Monday May 9 &amp; 10</b>	Reading day	
<b>Monday May 11</b>	Final exam 7:30-10:15	