



<p>College of Education and Human Development Elementary Education</p> <p><i>Introduction to Education: Teaching, Learning and Schools</i> Spring 2024 EDUC 200 Section DL 1 3 credits</p> <p>Location: Distance Education/Blackboard Workweek: Tuesday 12:00am – Monday 11:59pm</p>	
Instructor	<p>Professor: Dr. Mandy Bean Office Hours: By appointment via internet/phone Office: Thompson 1406 Office Phone: Please email Email: abean5@gmu.edu</p>
Course Description	<p>Introduces educational issues related to learning, schooling and teaching. Examines roles of teachers and nature of American schools and learners. Requires 15 hours of field experience in a K-12 school during the course - see below for information. <i>This course fulfills the Mason Core Social and Behavioral Sciences requirement.</i></p> <p>Prerequisites/Corequisites: None</p> <p>Course Overview: Not Applicable</p>
Course Methodology And Technical Requirements	<p>This course will be delivered online (100%) using an asynchronous format via 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 on Jan 11, 2024.</p> <p>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.</p> <p><i>Technical Requirements</i> To participate in this course, students will need to satisfy the following technical requirements:</p> <ul style="list-style-type: none"> • 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

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

- 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 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: [Add or delete options, as desire.]
 - 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/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Tuesday at 12:00am and finish on Monday at 11:59pm EST**. In other words, a new class will post on Tuesday at midnight and all weekly assignments are due by the following Monday night by 11:59pm. You **MUST** keep up with the assignments for each week.
- 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 **at least 5 times per week**.
- 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 boards.
- 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. You can 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*

	<p><i>words</i>. 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.</p> <ul style="list-style-type: none"> • <u>Accommodations:</u> Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.
<p>Learner Objectives</p>	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 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. <p>Professional Standards that are met through this course (<i>this course fulfills the Mason Core Social and Behavioral Sciences requirement and addresses the following learning outcomes</i>):</p> <ol style="list-style-type: none"> 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.
<p>VERY IMPORTANT</p> <p>REQUIRED Field Hours</p>	<p>This course requires a minimum of 15 hours field experience in a K-12 classroom. It's one of the best parts of this course 😊 – don't delay this process! To initiate this placement ON THE FIRST DAY OF THE SEMESTER (Jan 16) although it is likely open earlier – so keep checking), ALL STUDENTS should visit https://cehd.gmu.edu/endorse/ferf and complete the online "Field Experience Request Form."</p> <p>***You may see my name (Mandy Bean) on the website stating that I coordinate the placements for Elementary Education program. This does not pertain your class. <u>You must fill out the request form.</u>***</p> <p>On the form, you will be asked to indicate how you want your placement will be arranged. Students have two options for fulfilling their field placement requirement.</p> <p>Option 1:</p> <ul style="list-style-type: none"> • Students may arrange their own field experience if they are a full-time contracted school system employee and are able to complete their field experience at their K-12 workplace. Indicate this option within the form and inform Dr. Bean of your placement. <p>Option 2:</p> <ul style="list-style-type: none"> • Students may request placement in K-12 setting through the field placement office. Indicate this option on the form.

	<ul style="list-style-type: none"> ○ The field placement office will arrange placement for students in a specific school with a specific teacher. <p>Questions about placements? Please contact the Clinical Practice Specialist at fieldexp@gmu.edu <i>Note: Dr. Bean does not coordinate the field experiences for this class.</i></p> <p><i>Some field hours guidelines:</i></p> <ul style="list-style-type: none"> • It is YOUR responsibility to set up the days and times with your assigned teacher for completing field hours. Dr.Bean does <i>not</i> need to know your schedule. Note: it's great to try to see different parts of the school day, so try to vary your days and times if possible. • It is YOUR responsibility to set up your schedule to complete your hours with the teacher by May 1, 2024. You will post your field hours log. • Advice: <u>Do not try</u> to complete your hours as fast as possible --- it's not a race to finish! Actually, spacing the visits for 2 hours per week over the semester is ideal.
<p>Required textbook(s) and/or materials</p>	<p>Johnston, P. H. (2012). <i>Opening minds: Using language to change lives</i>. Portland, ME: Stenhouse Publishers. (available online via GMU library)</p> <p>Nieto, S. (2014). <i>Why we teach now</i>. New York: Teachers College Press.</p>
<p>Course Website</p>	<p>Blackboard will be used for this course. You can access the site at EDUC 200, Section DL1.</p> <p>NOTE: Username and passwords are the same as your Mason email account. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (http://mymason.gmu.edu). Note the technology requirements for School of Education is in your Blackboard course menu—it contains details of minimum technology requirements.</p>
<p>Participation</p>	<p>Learning can only happen when you are playing an active role. It is important to place more emphasis on <i>developing your insights and skills</i>, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.</p> <p>Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers.</p>
<p>Rules and Expectations</p>	<p>In correspondence/communication students will be expected to:</p> <ol style="list-style-type: none"> a) Be professional and respectful in correspondence; please always sign your emails with your first and last name and EDUC 200; it is helpful for the professor. b) Make reasonable requests of the instructor. I am happy to clarify course material and answer questions; however, please exhaust other information sources (e.g., syllabus, Blackboard Student Q&A link) for answering your question before contacting me and remember, <i>“Poor planning on your part does not constitute an emergency on my part”</i>. <p>In regard to honesty in work students will be expected to:</p> <ol style="list-style-type: none"> c) Review the University integrity and honesty policies in the student handbook for

	<p>guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or “grey area” issues you may have.</p> <p>d) Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a zero for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication.</p> <p>e) Artificial Intelligence: Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.</p>																												
Individuals with Disabilities	Students with documented disabilities should contact the Office of Disability Services (703) 993-2474) to learn more about accommodations that may be available to them.																												
Academic Integrity and Inclusivity	This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://oai.gmu.edu/																												
Student Privacy Policy	<p>George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records.</p> <p>Please see George Mason University’s student privacy policy: https://registrar.gmu.edu/students/privacy/</p>																												
E-Mail Policy	<p>Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback.</p> <p>Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.</p>																												
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	<p>Students are expected to submit all assignments on time in the manner outlined by the instructor. Blackboard will be used for uploading assignments. Late assignments will automatically lose between ½-1 point per day. Please be aware of the due dates on Mondays by 11:59pm. This includes larger assignments, weekly assignments, and the discussion board responses and replies.</p>						
<p>Assignment Due Dates</p>	<p>All assignments are due by the end of the work week in which they are assigned. For the purposes of this course, a week is defined as beginning at 12:00 am each Tuesday EST, and ending at 11:59 pm on the following Monday EST.</p> <p>Due dates are always on Mondays by 11:59pm.</p>						
<p>Content-based Assignments</p> <p>4 points each</p> <p>48 points total</p> <p>Varied due dates</p>	<p>There are 12 content-based assignments worth 4 points each.</p> <p>Refer to the course schedule and weekly lessons for details.</p>						
<p>Educational Autobiography</p> <p>5 points total</p> <p>Due: Week 3: Feb 3</p>	<p>In 500-700 words (<i>double-spaced with 1-inch margins in 12 point font</i>), reflect on your educational journey thus far and how it has impacted your views of education, teaching, learning, and schools. Address the following:</p> <p>1. An overview of your educational experiences. Consider the following items:</p> <ul style="list-style-type: none"> • The nature of the communities where you lived while attending elementary and secondary school • The size and type of school (public, charter, private, homeschool, etc.) • The composition of the students, staff, and administrators (think about the demographics including racial, religious, gender, sexual orientation, and social class diversity) • Your parents/guardians and your family's attitude toward school <p>2. Highlight significant events, teachers, or experiences you have encountered as a learner. Describe these events in detail, telling what happened, how you felt about the event, and the attitude it engendered in you. Consider the following items (as applicable):</p> <ul style="list-style-type: none"> • Significant positive and/or negative <i>teacher role models</i> in elementary and secondary schools • Significant positive <i>school experiences</i> (What happened? How did you feel? What was the result or consequence?) • Significant negative <i>school experiences</i> (What happened? How did you feel? What was the result or consequence?) • Significant events related to participation in your peer group(s) • Any significant events related to school as an academic experience, a social experience, a cultural experience, a social class (SES) experience, or a religious experience <table border="1" data-bbox="638 1734 1271 1896"> <thead> <tr> <th colspan="2">Ed Autobiography Rubric</th> </tr> </thead> <tbody> <tr> <td>Thoroughness: Information is organized, well-constructed, and relates to the main topic.</td> <td>___/2</td> </tr> <tr> <td>Thoughtfulness: Demonstrates thoughtful reflection and critical analysis</td> <td>___/2</td> </tr> </tbody> </table>	Ed Autobiography Rubric		Thoroughness: Information is organized, well-constructed, and relates to the main topic.	___/2	Thoughtfulness: Demonstrates thoughtful reflection and critical analysis	___/2
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<p>Field Hours Reflections</p> <p>4 points each</p> <p>12 points total</p> <p>Due: Week 7: Mar 4 Week 11: Apr 8 Week 14: Apr 29</p>	<p>You will write three <i>double-spaced, 400-500 word</i> reflections with 1-inch margins in 12 point font. You MUST use your school-based field hours experience as the foundation and refer to at least one class reading or video in each reflection. More details will be provided in class. Note: References MUST be made to your field hours placement.</p> <p>First field hours reflection: Week 7 Second field hours reflection: Week 11 Third field hours reflection: Week 14</p> <p>Rubric:</p> <table border="1"> <tr> <td>Thoughtful reflection and makes connections to topics learned in class (i.e use at least one reference to EDUC 200 readings/videos)</td> <td>___/3</td> </tr> <tr> <td>Mechanics (i.e capitalization, punctuation and spelling)</td> <td>___/1</td> </tr> <tr> <td>Total</td> <td>___/4</td> </tr> </table>	Thoughtful reflection and makes connections to topics learned in class (i.e use at least one reference to EDUC 200 readings/videos)	___/3	Mechanics (i.e capitalization, punctuation and spelling)	___/1	Total	___/4
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<p>Reading Reflections</p> <p>4 points each</p> <p>12 points total</p> <p>Due: Week 6: Feb 26 Week 8: Mar 18 Week 12: Apr 15</p>	<p>You will write three 2-page <i>double-spaced, 400-500 word</i> reflections with 1-inch margins in 12 point font. You MUST use the reading(s) from that week as a reference. More details will be provided in class.</p> <p>First reading reflection: Week 6 Second reading reflection: Week 8 Third reading reflection: Week 12</p> <p>Rubric:</p> <table border="1"> <tr> <td>Thoughtful reflection and makes connections to topics learned in class (i.e use at least one reference to EDUC 200 readings/videos)</td> <td>___/3</td> </tr> <tr> <td>Mechanics (i.e capitalization, punctuation and spelling)</td> <td>___/1</td> </tr> <tr> <td>Total</td> <td>___/4</td> </tr> </table>	Thoughtful reflection and makes connections to topics learned in class (i.e use at least one reference to EDUC 200 readings/videos)	___/3	Mechanics (i.e capitalization, punctuation and spelling)	___/1	Total	___/4
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<p>Discussion Board Posts and Responses</p> <p>4 points each</p> <p>12 points total</p> <p>Due: Abbott Elem: Jan 22 & Jan 29</p>	<p>You will post and respond on three discussion boards. Your posts should be to the point and include sufficient technical detail for others to respond. You should present your opinions, but justify them with facts and proper sources. What do you agree/disagree with and why?</p> <p>Weeks 1/2: Abbott Elementary Weeks 4/5: Teacher Identity Weeks 9/10: Motivation</p> <p>You will earn 4 points by posting, commenting, and responding to your peers.</p> <p>Note: The boards close at the end of the second week (i.e Week 2, 5, and 10).</p>						

<p>Teacher Identity: Feb 12 & Feb 19</p> <p>Motivation: Mar 25 & Apr 1</p>	<p>LATE POSTS AND RESPONSES WILL NOT RECEIVE CREDIT. YOU MUST COMPLETE THE BOARDS ON TIME due to the fact that it is also about responding to your peers in a timely manner. IT'S A DISCUSSION, not a solo endeavor. Engage each other! 😊</p>												
<p>Paper: Education Topic with Interview Teachers and/or Learners</p> <p>12 points total</p> <p>Due: Week 13: April 22</p>	<p>You will choose a topic in education of YOUR interest.</p> <ul style="list-style-type: none"> It could be anything from school choice, assessment, teacher burnout, student motivation... the list goes on and on. <p>You will submit your topic at the end of Week 10 (Apr 1st) to Blackboard (worth 1 point).</p> <p>You will interview two people (teachers and/or learner), asking for their opinion.</p> <ul style="list-style-type: none"> The two people could be 1) two teachers or 2) teacher and a learner (i.e. a student of any age level). In other words, you must interview at least one teacher. <p><i>Prior to the interview</i>, create a list of 6-8 open-ended questions around your education topic.</p> <ul style="list-style-type: none"> For example if you wanted to know more about K-12 curriculum, a sample question could be asking a teacher: "How do you decide what to teach in your class?" This will encourage an answer while <i>you take detailed notes</i>. It is highly recommended you <i>record the interview</i>. Ask follow-up questions that delve farther into the essential issue – and you might learn about a topic that wasn't your original focus. Avoid asking a series of disconnected questions that don't lead anywhere or fail to give you important insight. <p>After completing the interviews, write a <u>double-spaced paper with 750-850 words with 1-inch margins in 12 point font</u>. Write about what you learned about your topic in terms of the interview and your knowledge from class, using at least two citations.</p> <ul style="list-style-type: none"> Note: Do not write what the teachers/learner said... tell what you learned about the topic. Your paper should make clear connections between what was learned in the interviews and what you are learning/have learned in class. <p>Use at least 2 citations, either from class readings, books, or your own research (must be peer-reviewed; see this link: https://infoguides.gmu.edu/education/Journals). Include a reference list and an appendix of your interview questions at the end of the paper. (You do NOT need to include the answers from the interviews – just the questions.)</p> <p>Rubric:</p> <table border="1" data-bbox="440 1293 1122 1705"> <thead> <tr> <th>Element</th> <th>Points Allotted</th> </tr> </thead> <tbody> <tr> <td>Thoroughness: portrays multiple perspectives on the education topic. Use two or more citations. Includes addendum of questions. Includes reference list and appendix with interview questions.</td> <td>___/6</td> </tr> <tr> <td>Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice.</td> <td>___/2</td> </tr> <tr> <td>Mechanics (i.e capitalization, punctuation and spelling)</td> <td>___/3</td> </tr> <tr> <td>Submitted topic by end of Week 10 (Oct 30)</td> <td>___/1</td> </tr> <tr> <td>Total</td> <td>___/12</td> </tr> </tbody> </table>	Element	Points Allotted	Thoroughness: portrays multiple perspectives on the education topic. Use two or more citations. Includes addendum of questions. Includes reference list and appendix with interview questions.	___/6	Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice.	___/2	Mechanics (i.e capitalization, punctuation and spelling)	___/3	Submitted topic by end of Week 10 (Oct 30)	___/1	Total	___/12
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<p>Assignment Schedule: Helpful Chart for keeping track of due dates</p>	<p>Content Assignments</p>		<p>Discussion Boards</p>	<p>Reading Reflections</p>	<p>Field Hours Reflections</p>	<p>Paper on Teachers/Learners</p>
	<p>Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8</p>	<p>Week 9 Week 10 Week 11 Week 12 Week 13 Week 14</p>	<p>Weeks 1 and 2 Weeks 4 and 5 Weeks 9 and 10</p>	<p>Week 6 Week 8 Week 12</p>	<p>Week 7 Week 11 Week 14</p>	<p>Week 13</p>
<p>Core Values Commitment</p>	<p>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/.</p>					
<p>GMU Policies and Resources for Students</p>	<p><i>Policies</i></p> <ul style="list-style-type: none"> • 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. <p><i>Campus Resources</i></p> <ul style="list-style-type: none"> • 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 • For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/. <p>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.</p>					

	For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .
Professional Dispositions	Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/policies-procedures/
Mason Honor Code	The complete Honor Code is as follows: <i>To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. (catalog.gmu.edu)</i>
Cheating Policy	Any form of cheating on an activity, project, or exam will result in zero points earned. "Cheating" includes, but is not limited to, the following: reviewing others' exam papers, having ANY resources utilized when not allowed, collaborating with another student during an individual assignment. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU writing center.
Plagiarism and the Internet	Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. Review the Honor Code here.

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:00 am each Tuesday EST, and ending at 11:59 pm on the following Monday EST.** To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact Dr. Bean **immediately** so we can discuss and work out a resolution.

Fall 2023 SCHEDULE

(All assignments and lessons are subject to change):

	Lessons	Read or Watch	Discussion Boards, Field Hour Reflections, Reading Reflections or Essay	Content Assignments and Additional assignments
Week 1 Jan 16-22	Lesson 1: <i>Preparing for a successful semester</i>	<ul style="list-style-type: none"> Watch the syllabus overview video Watch Abbott Elementary video 	<ul style="list-style-type: none"> Discussion Board #1, Part 1: Abbott Elementary <ul style="list-style-type: none"> Post your response 	<ul style="list-style-type: none"> Prepare for Field Hours <ul style="list-style-type: none"> Fill out info for a field hours classroom (see required Field Hours info above)
Week 2 Jan 23-29	Lesson 2: <i>What is effective teaching?</i>	<ul style="list-style-type: none"> Read ARTICLE: Ripley (2010) Watch VIDEO: <i>What makes great teachers great</i> Watch VIDEO: <i>What Teachers Make</i> Read TEXT: Nieto (2014) Chap 1: <i>Public Schools and the Work of Teachers</i> 	<ul style="list-style-type: none"> Discussion Board #1, Part 2: Abbott Elementary <ul style="list-style-type: none"> Comment on three peers' posts Respond back to at least one person 	<ul style="list-style-type: none"> Content Assignment: Effective Teacher Stick Figure (<i>hold on to this - you will recreate it during Lesson 14</i>)
Week 3 Jan 30-Feb 5	Lesson 3: <i>Learning Environments - Building trust and community</i>	<ul style="list-style-type: none"> Read TEXT: <ul style="list-style-type: none"> Nieto (2014), Part II (Pick 2 chapters of your choice) Watch VIDEO: Elementary students on good teaching 	<ul style="list-style-type: none"> Essay: Educational Autobiography 	<ul style="list-style-type: none"> Content Assignment: Teacher Checklist
Week 4 Feb 6-12	Lesson 4: <i>Identifying as a Teacher</i>	<ul style="list-style-type: none"> Read TEXT: <ul style="list-style-type: none"> Nieto (2014), Part III (Pick 2 chapters of your choice) Watch VIDEO: Example of a Classroom (NBCT) 	<ul style="list-style-type: none"> Discussion Board #2, Part 1: Teacher Identity <ul style="list-style-type: none"> Post your response 	<ul style="list-style-type: none"> Content Assignment: Field Hours Guide
Week 5 Feb 13-19	Lesson 5: <i>What is being taught?</i>	<ul style="list-style-type: none"> Read TEXT: <ul style="list-style-type: none"> Nieto (2014), Part IV (Pick 2 chapters of your choice) Watch VIDEO: What makes good teaching? Review PDF: InTASC Summary of Standards 	<ul style="list-style-type: none"> Discussion Board #2, Part 2: Teacher Identity <ul style="list-style-type: none"> Comment on three peers' posts Respond back to at least one person 	<ul style="list-style-type: none"> Content Assignment: InTASC Essay

<p>Week 6</p> <p>Feb 20-26</p>	<p>Lesson 6: <i>Instruction</i></p>	<ul style="list-style-type: none"> • Read TEXT: <ul style="list-style-type: none"> ◦ Nieto (2014), Part V (Pick 2 chapters of your choice) • Read ARTICLE: Girod & Girod (2012) • Review WEBSITE: Common Core Standards • Review WEBSITE: VA DOE: SOLs & Testing 	<ul style="list-style-type: none"> • Reading Reflection #1: Nieto's Teaching to Heal 	<ul style="list-style-type: none"> • Content Assignment: Pro/Con List
<p>Week 7</p> <p>Feb 27-Mar 4</p>	<p>Lesson 7: <i>NCLB & ESSA</i></p>	<ul style="list-style-type: none"> • Read TEXT: <ul style="list-style-type: none"> ◦ Nieto (2014), Part VI (Pick 2 chapters of your choice) • Read ARTICLE: Dennis (2017) • Watch VIDEO: <i>NCLB: An Oral History</i> • Watch VIDEO: <i>ESSA, explained</i> 	<ul style="list-style-type: none"> • Field Hour Reflection #1 (using your field hours observations as a guide) 	<ul style="list-style-type: none"> • Content Assignment: NCLB/ESSA
<p>SPRING BREAK ☺</p>				
<p>Week 8</p> <p>Mar 12-18</p>	<p>Lesson 8: <i>Classroom Climate and Needs of our students</i></p>	<ul style="list-style-type: none"> • Read ARTICLE: Ladson-Billings, G. (2011) • Read ARTICLE: Everett, C. (2019) • Read ARTICLE: Battle, C. (2019) • Watch VIDEO: Luis Moll 	<ul style="list-style-type: none"> • Reading Reflection #2: Funds of Knowledge 	<ul style="list-style-type: none"> • Content Assignment: Culture of Poverty
<p>Week 9</p> <p>Mar 19-25</p>	<p>Lesson 9: <i>Motivating Learners</i></p>	<ul style="list-style-type: none"> • Read TEXT: <ul style="list-style-type: none"> ◦ Johnston (2012), Chapters 1-3 • Read ARTICLE: Parsons, et al (2014) 	<ul style="list-style-type: none"> • Discussion Board #3, Part 1: Motivation <ul style="list-style-type: none"> ◦ Post your Meme with your explanation 	<ul style="list-style-type: none"> • Content Assignment: Growth Mindset
<p>Week 10</p> <p>Mar 26-Apr 1</p>	<p>Lesson 10: <i>Educating All Students</i></p>	<ul style="list-style-type: none"> • Read WEBSITE: MLK Jr (1948). <i>The purpose of education</i> • Read ARTICLE: Talebi (2015): <i>Begin on page 4 (Education and Teacher Education); read through page 12</i> • Read PDF: <i>Purposes of School</i> 	<ul style="list-style-type: none"> • Discussion Board #3, Part 2: Motivation <ul style="list-style-type: none"> ◦ Comment on three peers' memes ◦ Respond back to at least one person 	<ul style="list-style-type: none"> • Content Assignment: Explaining the American Student to an Alien • Topic for Teacher/Learner Paper due

<p>Week 11</p> <p>Apr 2-8</p>	<p>Lesson 11: <i>Assessment</i></p>	<ul style="list-style-type: none"> • Read ARTICLE: Badger & Quely (2017) • Watch VIDEO: <i>Introduction to NAEP</i> • Read WEBSITE: <i>What does research say about testing</i> 	<ul style="list-style-type: none"> • Field Hour Reflection #2 (using your field hours observations as a guide) 	<ul style="list-style-type: none"> • Content Assignment: NAEP tests
<p>Week 12</p> <p>Apr 9-15</p>	<p>Lesson 12: <i>Teacher language</i></p>	<ul style="list-style-type: none"> • Read TEXT: <ul style="list-style-type: none"> ○ Johnston (2012), Chapters 4 • Read ARTICLE: Kohn (2001) • Read ARTICLE: DeWitt (2012) • Watch VIDEO: Rita Pierson 	<ul style="list-style-type: none"> • Reading Reflection #3: Every Kid needs a Champion 	<ul style="list-style-type: none"> • Content Assignment: Use of Language scenes
<p>Week 13</p> <p>Apr 16-22</p>	<p>Lesson 13: <i>Constructive classroom conversations</i></p>	<ul style="list-style-type: none"> • Read TEXT: <ul style="list-style-type: none"> ○ Johnston (2012), Chapters 5-7 	<ul style="list-style-type: none"> • Paper: Education Topic with Interview Teachers and/or Learners 	<ul style="list-style-type: none"> • Content Assignment: Letter to my Future Self
<p>Week 14</p> <p>Apr 23-29</p>	<p>Lesson 14: <i>Ongoing Reflection</i></p>	<ul style="list-style-type: none"> • Read TEXT: <ul style="list-style-type: none"> ○ Nieto (2014), Part VII ○ Choose 1 chapter of your choice plus Chap 24 • Read TEXT: <ul style="list-style-type: none"> ○ Johnston (2012), Chapters 8-9 	<ul style="list-style-type: none"> • Field Hour Reflection #3 (using your field hours observations as a guide) 	<ul style="list-style-type: none"> • Content Assignment: UPDATE your Effective Teacher Stick Figure from Week 2 • Complete Course Evaluation • Post Field Hours Sheet with Teacher Signature