

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

EDUC 200 001: Introduction to Education: Teaching, Learning, and Schools
3 Credits, Fall 2024
Tuesdays, 4:30pm- 7:10pm
Thompson Hall, L003, Fairfax Campus

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Prerequisites/Corequisites: None

University Catalog Course Description: Introduces educational issues related to learning, schooling, and teaching. Examines roles of teachers and nature of American schools and learners. **Requires 15 hours of school-based field experience during the course.**

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

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

1. Explain how individuals, groups or institutions are influenced by contextual factors
2. Demonstrate awareness of changes in social and cultural constructs
3. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

Course Delivery Method: This course will be delivered in a face-to-face format. Face-to-face class sessions will include a variety of teaching and learning approaches: whole and small group discussions, text-based/ multimedia interaction with course materials, interactive and full-body engagement activities, individual and group reflective practices, collaborative learning groups, workshop approaches, online discussions and activities, and instructor-led and student-led lessons/activities.

Learning Outcomes: *This course is designed to enable students to do the following:*

1. Explain how individuals, groups, and institutions are impacted by the educational system.
2. Demonstrate awareness of changes in social and cultural constructs related to teaching and learning.

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

Professional Standards: Interstate New Teacher Assessment and Support Consortium (INTASC) Students will be introduced to the INTASC professional standards:

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

Required Texts:

Nieto, S. (2014). *Why we teach now*. New York: Teachers College Press.

Additional required readings posted on Blackboard

Additional Material:

Journal or notebook for in-class assignments and fieldwork observations

Course Performance Evaluation: Students are expected to submit all assignments on time in the manner outlined by the instructor. Blackboard will be used to upload assignments. All work should be submitted on time according to the deadlines in this syllabus and on Blackboard. If absent, assignments are still due via Blackboard on the due date. Late work will not be accepted unless prior arrangements have been made with the instructor.

Course Assignments:

<u>Assignment</u>	<u>Due Date</u>	<u>Percentage</u>
Attendance and Class Participation	Ongoing	15%
Weekly Reflection	Ongoing	15%
Education in the News Facilitated Discussion	September 17 th – October 29 th	15%
Educational Autobiography	September 10 th	5%
Interview with Teachers and/or Learner Essay	Submit Topic: September 24 th Share Questions: October 8 th Draft Essay: November 5 th Final Essay: November 12 th	20%
Preparing to Enter the Profession Portfolio	December 3 rd	30%

Detailed descriptions of assignments and rubrics are at the end of the syllabus.

Other Requirements:

1. ***Be present and prompt-*** Class will begin promptly at 5pm and students will be expected to complete a 30-minute asynchronous activity prior to class.

- In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.”
- If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course.
- Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance.
- In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. Consistent, on-time participation is expected, as a portion of your grade is based upon participation.

2. ***Participate*** Active participation is a critical component of the course; this means listening and contributing to the discussion. If you are uncomfortable talking in class, one idea that may help is to think of a comment or question prior to coming to class that you would be willing to share. Everyone should have the goal of making at least one contribution (comment or question) during each week’s class. Finally, please do not use your phone to text or for other purposes during class. Your engagement in the course is crucial for your learning and the learning of your peers and is a large part of your class participation grade.

3. ***Proofread*** Correct spelling, grammar, and format are essential to the success of your written assignments. Pay careful attention to proofreading, as it will be part of the grade on all written assignments. **All papers are expected to be double-spaced, with 1” margins, and in 12-point Times New Roman font.** APA format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is a quality resource. <http://owl.english.purdue.edu/owl/resource/560/01/>

Grading:

UNDERGRADUATE GRADING SCALE

Grade	Grading Scale	Interpretation
A+	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A	93-96	
A-	90-92	
B+	87-89	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	
C+	77 – 79	
C	73 – 76	
C-	70-72	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
D	60-69	
F	<69	

Use of Generative AI: Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

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.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university.

Professional Dispositions: Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Class Schedule:

Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Date	Topic	Readings/Assignments due <u>before</u> class	Weekly Reflection Due
1	August 27 th	Course Overview & Community Building	<u>Readings:</u> <ul style="list-style-type: none"> • Read the syllabus 	Thursday, August 29 th at 11:59pm
2	September 3 rd	<i>Unit 1: What is Effective Teaching?</i> What is effective teaching?	<u>Readings and Videos:</u> <ul style="list-style-type: none"> • Read TEXT: Nieto (2014), Part I: Introduction & Ch. 1 • Read ARTICLE: Ripley (2010) 	Thursday, September 5 th at 11:59pm
3	September 10 th	Learning Environments: Classroom Management and Building Relationships & Trust	<u>Readings and Videos:</u> <ul style="list-style-type: none"> • Read TEXT: Nieto (2014), Part II: Select one chapter to read • Read ARTICLE: Responsive Classroom Approach to Discipline • Read ARTICLE: Pick one article to read on classroom management <u>Assignments:</u> <ul style="list-style-type: none"> • Educational Autobiography Due 	Thursday, September 12 th at 11:59pm
4	September 17 th	Teachers' Identity of Self and Engagement/ Collaboration with Others	<u>Readings and Videos:</u> <ul style="list-style-type: none"> • Read TEXT: Nieto (2014): Part III (select one chapter to read) • Read ARTICLE: DuFour (2004) <u>Assignments:</u> <ul style="list-style-type: none"> • Educational in the News Facilitated Discussion-Group 1 	Thursday, September 19 th at 11:59pm
5	September 24 th	What is being taught?	<u>Readings and Videos:</u>	Thursday, September

		Effective Teaching with InTASC standards for teachers	<ul style="list-style-type: none"> • Read TEXT: Nieto (2014): Part IV (select one chapter to read) • Review standards within DOCUMENT: InTASC standards • Watch VIDEO: InTASC Model Core Teaching Standards (stop at 1:08) <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Education in the News Facilitated Discussion-Group 2 • Interview with teachers and/or learner topic due 	26 th at 11:59pm
6	October 1 st	<p><i>Unit 2: What and how are skills taught?</i></p> <p>Standards Based Instruction</p>	<p><u>Readings and Videos:</u></p> <ul style="list-style-type: none"> • Read TEXT: Nieto (2014), Part V (select one chapter to read) • Read ARTICLE: Girod & Girod (2012) • Review website: VDOE SOL (review two content areas) • Review website: Common Core Standards <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Education in the News Facilitated- Group 3 	Thursday, October 3 rd at 11:59pm
7	October 8 th	No Child Left Behind (NCLB) & Every Student Succeeds Act (ESSA)	<p><u>Readings and Videos:</u></p> <ul style="list-style-type: none"> • Read TEXT: Nieto (2014), Part VI (pick on chapter to read) • Read 10 Quick Facts: NCLB • Watch VIDEO: Behind: No Child Left Behind- an Oral History • Watch VIDEO: ESSA Explained Inside the New Federal K-12 Law <p><u>Assignments:</u></p>	Thursday, October 10 th at 11:59pm

			<ul style="list-style-type: none"> • Education in the News Facilitated Discussion-Group 4 • Interview with Teachers and/or Learner- Interview Questions due 	
8	October 15 th	Types and Purposes of Assessment	<p><u>Readings and Videos:</u></p> <ul style="list-style-type: none"> • Read TEXT: Nieto (2014), Part VII, Ch. 24 • Read ARTICLE: Berwick (2019) <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Education in the News Facilitated Discussion-Group 5 	Thursday, October 17 th at 11:59pm
9	October 22 nd	<p><i>Unit 3: Who are our students?</i></p> <p>Schools and Students: Then and Now</p>	<p><u>Readings and Videos:</u></p> <ul style="list-style-type: none"> • Read ARTICLE: MLK Jr. (1948) • Read ARTICLE: Talebi (2015)- begin on page 4, read through page 12 • Read Article: Horn (2021) <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Education in the News Facilitated Discussion-Group 6 	Thursday, October 24 th at 11:59pm
10	October 29 th	Educating All Students: Meeting the Diverse Needs of our Students and Teaching the Children of Poverty	<p><u>Readings and Videos:</u></p> <ul style="list-style-type: none"> • Read ARTICLE: Gorski (2008) • Watch VIDEO: Luis Moll Funds of Knowledge • Review WEBSITE: IEPs and 504 plans <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Education in the News Facilitated Discussion-Group 7 	Thursday, October 31 st at 11:59pm
11	November 5 th	Engaging and Motivating Learners	<p><u>Readings and Videos:</u></p> <ul style="list-style-type: none"> • Watch VIDEO: Do Schools Kill Creativity; Robinson (2006) • Watch VIDEO: How to Escape Education's 	Thursday, November 7 th at 11:59pm

			<p>Death Valley; Sir Ken Robinson (2013)</p> <ul style="list-style-type: none"> • Read ARTICLE: The Role of Motivation in Learning (2020) • Read ARTICLE: Brophy (2008) <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Interview with Teachers and/or Learner: Draft due 	
12	November 12 th	Teacher Language and its Impact	<p><u>Readings and Videos:</u></p> <ul style="list-style-type: none"> • Watch VIDEO: Pierson, Ted Talk, Every Kid Needs a Champion • Read ARTICLE: Nucaro (2017) • Read ARTICLE: Kohn (2001) <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Interview with Teachers and/or Learner Due 	Thursday, November 14 th at 11:59 pm
13	November 19 th	Classroom Conversations and Student Voice	<p><u>Readings and Videos:</u></p> <ul style="list-style-type: none"> • Read ARTICLE: The Power of Student Voice (2004) • Read ARTICLE: Elevating Student Voice in Education (2019) • Read ARTICLE: The Definition of Socratic Seminar (2022) <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Work on Entering the Professional Portfolio 	Thursday, November 20 th at 11:59pm
14	November 26 th	Ongoing Reflection	<p><u>Readings and Videos:</u></p> <ul style="list-style-type: none"> • Will be announced one week prior to class <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Entering the Profession Portfolio due by Tuesday, December 3rd, at 11:59 pm 	None

CEHD Commitments: The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students:

Policies

- Students must adhere to Mason's Academic Standards (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 or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Additional Content: Field Accommodations:

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason’s Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Assignment Guidelines and Rubrics

Attendance and Class Participation 15%

Students are expected to attend every class, arrive on time, participate in all discussions and activities, complete readings and viewings before class, and stay until the end of class. Robust participation is required to receive full participation credit. Students will not receive participation credit for classes they do not attend. Students will keep a hand-written journal/ notebook for personal reflective purposes and for various activities throughout the class.

Attendance and Participation Rubric		
1	2	3
<p>Attendance: Present, either late to class and leaves early without prior notice to the instructor.</p> <p>Active Participation: Rarely contributes to large or small groups. Seldom asks questions. Overtalks during discussions and rarely practices active listening.</p> <p>Preparedness: Does not complete any of the readings and viewings prior to class. Does not bring draft assignments to class.</p>	<p>Attendance: Present, either late to class or leaves early without prior notice to the instructor.</p> <p>Active Participation: Contributes to small group discussions but seldom speaks in large group discussions. Asks and answers questions when solicited.</p> <p>Preparedness: Completes a portion of the readings and viewings prior to class. Brings incomplete draft assignments to class.</p>	<p>Attendance: Present, on time, and stays until the end of class. Communicates professionally with instructor in case of emergency or to prearrange absence or tardy.</p> <p>Active Participation: Contributes to large and small group discussions, asks and answers relevant questions-but also knows when to step back and practice active listening and encourage others to participate.</p> <p>Preparedness: Comes to class fully prepared by completing readings, viewings, and draft assignments prior to class.</p>

Weekly Reflection 15%

Due: Each week by 11:59 pm on the Thursday following the class students will complete a weekly reflection that is related to the topic of that night's class. The response should connect the assigned readings, videos, and class discussion as well as utilize reflective strategies and critical thinking. Weekly Reflections will be submitted as a discussion post on Blackboard. Students who do not attend the class can still complete the exit ticket for that week but will not receive full credit as they cannot make connections to the class discussion.

The prompt will be made available on Blackboard after each class session. The reflection must be posted by 11:59 pm on the Thursday following each class. Due dates for each entry are noted on the syllabus.

Approximate length of each entry: 250-300 words

Weekly Reflection Rubric				
0.5	1	1.5	2	3
An exit ticket will receive this score if the submitter was not present in class and if it meets the requirements of a 1	<p>Is thoughtful but not as well-developed as a whole</p> <p>Responds to most parts of each question</p> <p>Makes few connections between class activities and assigned readings and viewings and/or connections are not clear.</p> <p>Contains multiple spelling and grammatical errors</p>	An exit ticket will receive this score if the submitter was not present in class and if it meets the requirements of a 2 or 3	<p>Is thoughtful and thorough, though some thinking might need extension</p> <p>Responds to all parts of each question</p> <p>Makes some connection between class activities and assigned readings and viewings, though connection may be implicit</p> <p>Contains some errors but is generally proofread for spelling and grammar</p>	<p>Is thoughtful and thorough</p> <p>Responds to all parts of each question</p> <p>Makes clear and explicit connections between class activities and assigned readings and viewings</p> <p>May contain minor errors but is overall proofread for spelling and grammar</p>

Education in the News Facilitated Discussion 15%

Due: September 17th- October 29th (one group per week)

Part of becoming a professional educator is reading and seeking out new information to become more aware of what is going on in the field of education. There are plenty of hot topics and debates happening in education all the time, including teacher shortage, school safety, the rise of charter schools, standardized testing, social-emotional learning, and technology in schools. To facilitate the discussion:

- Students will form interest groups by topic (3-4 students) and select a date to facilitate the discussion.
- Your group will **locate two news articles** that pertain to teaching/teachers, learning/learners, or schools... anything relevant to the field of education.
- Your group will then **plan and lead the class in a 25-30 minute interactive discussion** or activity based on your chosen topic.

- Your group will also **prepare a one-page handout** of information for the class, including a list of references (minimum of three sources APA style), thoughts on the major issues being discussed, provocative questions, and potential solutions for consideration.
- **Your group will post links to your articles on Blackboard at least one week prior to your discussion, so your peers can complete the reading.**

Education in the News Facilitated Discussion Rubric	
Element	Points Allotted
Presentation was clear, informative, included interactive discussion, and was thought-provoking	___/25
Presentation included a useful handout with a reference list in APA format with at least 3 sources and included provocative questions and potential solutions to promote expansive thinking	___/20
Total	___/45

Educational Autobiography 5%

Due: September 10th

In 500-750 words, **reflect on your educational journey thus far** and how it has **impacted your views of education, teaching, learning, and schools**. Address the following:

- **An overview of your educational experiences.** Consider the following items:
 - 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 family's attitude toward school
- **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)
 - Significant positive and/or negative teacher role models in elementary and secondary schools
 - Significant positive school experiences (What happened? How did you feel? What was the result or consequence?)
 - Significant negative school experiences (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

(Adapted from purdue.edu)

Educational Autobiography Rubric	
Element	Points Allotted
Thoroughness: Information is organized, well-constructed, and relates to the main topic	/6
Thoughtfulness: Demonstrates thoughtful reflection and critical analysis	/6
Mechanics: Correct grammar and mechanics show attention to details and professional communication skills	/3
Total	____/15

Interview with Teachers and/or Learner Paper 20%

Due: Draft: November 5th; Final: November 12th

You will choose an educational topic of interest to you. It could be anything from school choice, assessment, teacher burnout, or student motivation. The list goes on and on. You will interview two people (teachers and/or learner), asking for their opinion. The two people could be 1) two teachers or 2) a teacher and a learner (i.e., a student of any age level).

Prior to the interview, **please submit your topic by September 24th**. Additionally, you will create a list of 6-8 open-ended questions around your educational topic. For example, if you wanted to know more about the K-12 curriculum, a sample question could be asking a teacher: "How do you decide what to teach in your class?" **Be prepared to share your list of questions with a peer in class on October 8th**.

During the interview, take detailed notes. It is highly recommended that you record the interview. Please obtain permission from the interviewee before recording. Ask follow-up questions that delve further 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. Plan to speak with the teacher you interview for about 30-45 minutes. The length of time spent with the learner depends on their age.

When you have completed the interviews, write a **3-page analysis** about what you learned about your topic in terms of the interview and your knowledge from class, **using at least three citations**. The citations can be from class readings but do not have to be – feel free to research more if you would like. Note: Do **not simply** 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 learned in class.

Use at least **3** citations, either from class readings, books, or your own research. Include a reference list and an appendix of your interview questions at the end of the paper. (You do not need to include the interview answers – just the questions.)

Interview with Teachers and/or Learner Essay Rubric	
Element	Points Allotted
Thoroughness: Portrays multiple perspectives on the educational topic. Uses three or more citations. Includes reference list and an appendix with interview questions.	/25
Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice	/25
Mechanics: Correct grammar and mechanics show attention to details and professional communication skills	/10
Total	____/60

Preparing to Enter the Profession Portfolio 30%

Due: Tuesday, December 3rd

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

Education Majors will complete the following:

- **School-based experience reflections (40 points):**
 - During the semester you will conduct fieldwork in different educational settings (15 total hours).
 - The purposes of this fieldwork are to:
 - connect the goals of the course to classroom/school practice
 - gain exposure to a variety of classroom/school communities
 - promote critical, self-reflection about teaching, learning and schools
 - Use a journal to log your thoughts during and after each classroom observation. Always consider:
 - What did you observe?
 - Why do you think it is significant?
 - How will it impact you as a future teacher/learner?
 - Guiding questions will be provided.
- **Why Teach? Vision Statement Draft (40 points)**
 - One of the most important questions to ask yourself as you consider entering the education profession is “How will my students be different for having been in my class?” Expectations are so important in education and in order to clearly state those expectations as well as hold students responsible for meeting them you must spend some time “visioning” what your classroom and your teaching will look like. You will craft a draft of your vision statement using the information provided in classes.

Non-Education Majors will complete the following:

- **School-based experience reflections (40 points):**
 - During the semester you will conduct fieldwork in different educational settings (or listen to guest speakers).
 - The purposes of this fieldwork are to:

- connect the goals of the course to classroom/school practice
- gain exposure to a variety of classroom/school communities
- promote critical, self-reflection about teaching, learning and schools
- Use a journal to log your thoughts during and after each classroom observation.
Always consider:
 - What did you observe?
 - Why do you think it is significant?
 - How will it impact you as a future teacher/learner?
 - Guiding questions will be provided.
- **Teaching and Learning Paper in Today's Schools (40 points)**
 - In a 3-5 page paper, discuss social and/or cultural constructs influencing US schools today OR explore a course topic further.
 - Draw from course material to explain the changes in today's schools related to teaching and learning.
 - Use a minimum of 3 references.



Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.