



**College of Education and Human Development  
Elementary Education**

***Introduction to Education: Teaching, Learning and Schools***  
**Summer 2024**

**EDUC 200 Section C 01**

**3 credits**

**Location: Distance Education/Blackboard**

***Workweek: Monday 12:00am - Sunday 11:59pm***

<p><b>Instructor</b></p>	<p><b>Professor:</b> Lin Rudder, M.Ed. (she/her)  <b>Office Hours:</b> By appointment via Zoom  <b>Office:</b> Thompson Hall 1800, Fairfax Campus  <b>Office Phone:</b> Please email  <b>Email:</b> <a href="mailto:lrudder@gmu.edu">lrudder@gmu.edu</a></p>
<p><b>Course Description</b></p>	<p>Introduces educational issues related to learning, schooling and teaching. Examines roles of teachers and nature of American schools and learners. <b><u>Requires 10 hours of field experience using videos during the course (see below for information).</u></b> This course fulfills the Mason Core Social and Behavioral Sciences requirement.</p> <p>Prerequisites/Corequisites: None</p> <p>Course Overview: Not Applicable</p>
<p><b>Course Methodology And Technical Requirements</b></p>	<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 June 24, 2024</p> <p><b>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.</b></p> <p><i>Technical Requirements</i></p> <p>To participate in this course, students will need to satisfy the following technical requirements:</p> <ul style="list-style-type: none"> <li>• High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  <a href="https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers">https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers</a></li> </ul> <p>To get a list of supported operation systems on different devices see:</p>

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students 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/](http://www.apple.com/quicktime/download/)

#### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Monday 12:00am - Sunday 11:59pm EST**. In other words, a new class will post on Sunday at midnight and all weekly assignments are due by the following Sunday night by 11:59pm. Some assignments are due midweek. 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 Zoom conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and

	<p>learning from others. All faculty are similarly expected to be respectful in all communications.</p> <ul style="list-style-type: none"> <li>• <u>Accommodations:</u> Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.</li> </ul>
<b>Learner Objectives</b>	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how individuals, groups, and institutions are impacted by the educational system.</li> <li>2. Demonstrate awareness of changes in social and cultural constructs related to teaching and learning.</li> <li>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</li> <li>4. Identify the qualities and dispositions of effective teachers.</li> <li>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.</li> <li>6. Discuss and critically reflect on the role of student ideas and learning needs in relationship to standards and curricula.</li> <li>7. Reflect on professionalism, intellectualism, personal and professional growth, and potential to make meaningful contributions to the field of education.</li> </ol> <p><b>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>):</b></p> <ol style="list-style-type: none"> <li>1. Explain how individuals, groups or institutions are influenced by contextual factors;</li> <li>2. Demonstrate awareness of changes in social and cultural constructs;</li> <li>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.</li> </ol>
<b>Field Hours Requirement</b>	This course requires 10 hours of field experience via viewing professional videos provided by the professor
<b>Required textbook(s) and/or materials</b>	<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>
<b>Course Website</b>	<p>Blackboard will be used for this course. You can access the site at EDUC 200, Section C01.</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 (<a href="http://mymason.gmu.edu">http://mymason.gmu.edu</a>). Note the technology requirements for School of Education is in your Blackboard course menu—it contains details of minimum technology requirements.</p>
<b>Participation</b>	<p><b>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.</b> 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>
<b>Rules and Expectations</b>	<p>In correspondence/communication students will be expected to:</p> <ol style="list-style-type: none"> <li>Be professional and respectful in correspondence; <b>please always sign your emails with your first and last name and EDUC 200</b>; it is helpful for the professor.</li> <li>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&amp;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>.</li> </ol> <p>In regard to honesty in work students will be expected to:</p> <ol style="list-style-type: none"> <li>Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or “grey area” issues you may have.</li> <li>Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a <b>zero</b> 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.</li> <li><b>Artificial Intelligence</b>: 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.</li> </ol>
<b>Individuals with Disabilities</b>	<p>Students with documented disabilities should contact the <a href="#">Office of Disability Services</a> (703) 993-2474) to learn more about accommodations that may be available to them.</p>
<b>Academic Integrity and Inclusivity</b>	<p>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. <a href="http://oai.gmu.edu/">http://oai.gmu.edu/</a></p>
<b>Student Privacy Policy</b>	<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: <a href="https://registrar.gmu.edu/students/privacy/">https://registrar.gmu.edu/students/privacy/</a></p>
<b>E-Mail Policy</b>	<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>

<b>Course Grading &amp; Evaluation</b>	<table border="1"> <thead> <tr> <th>Grade</th> <th>Grading Scale</th> <th>Interpretation</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>97-100</td> <td rowspan="3">Represents mastery of the subject through effort beyond basic requirements</td> </tr> <tr> <td>A</td> <td>93-96</td> </tr> <tr> <td>A-</td> <td>90-92</td> </tr> <tr> <td>B+</td> <td>87-89</td> <td rowspan="5">Reflects an understanding of and the ability to apply theories and principles at a basic level</td> </tr> <tr> <td>B</td> <td>83-86</td> </tr> <tr> <td>B-</td> <td>80-82</td> </tr> <tr> <td>C+</td> <td>77 – 79</td> </tr> <tr> <td>C</td> <td>73 – 76</td> </tr> <tr> <td>C-</td> <td>70-72</td> <td rowspan="3">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.</td> </tr> <tr> <td>D</td> <td>60-69</td> </tr> <tr> <td>F</td> <td>&lt;59</td> </tr> </tbody> </table>	Grade	Grading Scale	Interpretation	A+	97-100	Represents mastery of the subject through effort beyond basic requirements	A	93-96	A-	90-92	B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level	B	83-86	B-	80-82	C+	77 – 79	C	73 – 76	C-	70-72	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.	D	60-69	F	<59
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Students are expected to submit all assignments <b>on time</b> in the manner outlined by the instructor. Blackboard will be used for uploading assignments. <b>Late assignments will automatically lose between ½-1 point per day.</b> 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.																													
<b>Assignment Due Dates</b>	Unless otherwise stated, 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 <b>12:00 am each Monday EST, and ending at 11:59 pm on the following Sunday EST.</b>																												
<b>Content-based Assignments</b>  <b>4 points each</b>  <b>24 points total</b>	There are 12 content-based assignments worth 4 points each.  Refer to the course schedule and weekly lessons for details.																												
<b>Educational Autobiography</b>  <b>5 points total</b>	In 500-700 words ( <i>double-spaced with 1-inch margins in 12 point font</i> ), <b>reflect on your educational journey thus far</b> and how it has <b>impacted your views of education, teaching, learning, and schools.</b> Address the following:  <b>1. An overview of your educational experiences.</b> Consider the following items: <ul style="list-style-type: none"> <li>• The nature of the communities where you lived while attending elementary and secondary school</li> <li>• The size and type of school (public, charter, private, homeschool, etc.)</li> <li>• The composition of the students, staff, and administrators (think about the demographics including racial, religious, gender, sexual orientation, and social class diversity)</li> <li>• Your parents/guardians and your family's attitude toward school</li> </ul>																												

	<p><b>2. Highlight significant events, teachers, or experiences you have encountered as a learner.</b> 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"> <li>• Significant positive and/or negative <i>teacher role models</i> in elementary and secondary schools</li> <li>• Significant positive <i>school experiences</i> (What happened? How did you feel? What was the result or consequence?)</li> <li>• Significant negative <i>school experiences</i> (What happened? How did you feel? What was the result or consequence?)</li> <li>• Significant events related to participation in your peer group(s)</li> <li>• 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</li> </ul> <table border="1" data-bbox="638 598 1271 856"> <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> <tr> <td>Mechanics: Correct grammar and mechanics, show attention to details</td> <td>___/ 1</td> </tr> <tr> <td>Total</td> <td>___/ 5</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	Mechanics: Correct grammar and mechanics, show attention to details	___/ 1	Total	___/ 5
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<p><b>Two Field Hours Reflections</b> 5 points each</p> <p>10 points total</p>	<p>You are required to observe 10 hours of videos of classroom teaching, watching 3 videos per week.</p> <p>I highly recommend you watch the videos prior to completing assignments so you can reference the observations in your assignments. You will keep track on the Field Hours Log (located under Field Hours tab on Blackboard). Final grade will come from the tracking sheet and two written reflections.</p> <p>Rubric:</p> <table border="1" data-bbox="440 1165 1182 1396"> <tbody> <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>___/2</td> </tr> <tr> <td>Total</td> <td>___/5</td> </tr> </tbody> </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)	___/2	Total	___/5				
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<p><b>Reading Reflections</b></p> <p>4 points each</p> <p>12 points total</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 the reading(s) from that week as a reference. More details will be provided in class.</p> <p>First reading reflection: Lesson 6 Second reading reflection: Lesson 8 Third reading reflection: Lesson 12</p> <p>Rubric:</p> <table border="1" data-bbox="440 1703 1182 1852"> <tbody> <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> </tbody> </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						
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<p><b>Discussion Board Posts and Responses</b></p> <p><b>4 points each</b></p> <p><b>12 points total</b></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>Week 1: Introduction Week 2: Teacher Identity Week 3: Motivation</p> <p>You will earn 4 points by posting, commenting, and responding to your peers.</p> <p><b>Initial posts will be due by midweek (Thursday). This makes sure everyone has the opportunity to respond by the due date on Sunday night.</b></p> <p><b>LATE POSTS AND RESPONSES WILL NOT RECEIVE CREDIT. YOU MUST COMPLETE THE BOARDS ON TIME</b> 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><b>Essay: Education Topic with Interview Teachers and/or Learners</b></p> <p><b>12 points total</b></p>	<p>You will choose a topic in education of YOUR interest.</p> <ul style="list-style-type: none"> <li>It could be anything from school choice, assessment, teacher burnout, student motivation... the list goes on and on.</li> </ul> <p>You will submit your topic Week 4 by emailing Rudder (<a href="mailto:lrudder@gmu.edu">lrudder@gmu.edu</a>)</p> <p>You will interview two people (teachers and/or learner), asking for their opinion.</p> <ul style="list-style-type: none"> <li>The two people could be 1) two teachers or 2) teacher and a learner (i.e. a student of any age level).</li> <li>In other words, you must interview at least one teacher.</li> </ul> <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"> <li>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>.</li> <li>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.</li> </ul> <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"> <li>Note: Do <b>not</b> write what the teachers/learner said... tell what <b>you learned about the topic</b>. Your paper should make clear connections between what was learned in the interviews and what you are learning/have learned in class.</li> </ul> <p>Use at least <b>2</b> citations, either from class readings, books, or your own research (must be peer-reviewed; see this link: <a href="https://infoguides.gmu.edu/education/Journals">https://infoguides.gmu.edu/education/Journals</a>). 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>APA Citation Information: <a href="https://apastyle.apa.org/style-grammar-guidelines/references/examples">https://apastyle.apa.org/style-grammar-guidelines/references/examples</a></p>		

	<p>Rubric:</p> <table border="1" data-bbox="440 226 1122 634"> <thead> <tr> <th data-bbox="440 226 959 289">Element</th> <th data-bbox="959 226 1122 289">Points Allotted</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 289 959 394">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 data-bbox="959 289 1122 394">___/6</td> </tr> <tr> <td data-bbox="440 394 959 478">Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice.</td> <td data-bbox="959 394 1122 478">___/2</td> </tr> <tr> <td data-bbox="440 478 959 531">Mechanics (i.e capitalization, punctuation and spelling)</td> <td data-bbox="959 478 1122 531">___/3</td> </tr> <tr> <td data-bbox="440 531 959 583">Submitted topic by end of Week 10 (Oct 30)</td> <td data-bbox="959 531 1122 583">___/1</td> </tr> <tr> <td data-bbox="440 583 959 634">Total</td> <td data-bbox="959 583 1122 634">___/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><b>Core Values Commitment</b></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: <a href="http://cehd.gmu.edu/values/">http://cehd.gmu.edu/values/</a>.</p>												
<p><b>GMU Policies and Resources for Students</b></p>	<p><i>Policies</i></p> <ul style="list-style-type: none"> <li>● Students must adhere to the guidelines of the Mason Honor Code (see <a href="https://catalog.gmu.edu/policies/honor-code-system/">https://catalog.gmu.edu/policies/honor-code-system/</a>).</li> <li>● Students must follow the university policy for Responsible Use of Computing (see <a href="http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/">http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/</a>).</li> <li>● 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 <b>solely</b> through their Mason email account.</li> <li>● 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 <a href="https://ds.gmu.edu/">https://ds.gmu.edu/</a>).</li> <li>● Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.</li> </ul> <p><i>Campus Resources</i></p> <ul style="list-style-type: none"> <li>● Questions or concerns regarding use of Blackboard should be directed to <a href="https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/">https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/</a></li> <li>● For information on student support resources on campus, see <a href="https://ctfe.gmu.edu/teaching/student-support-resources-on-campus">https://ctfe.gmu.edu/teaching/student-support-resources-on-campus</a></li> <li>● For additional information on the College of Education and Human Development, please visit our website <a href="http://cehd.gmu.edu/">http://cehd.gmu.edu/</a>.</li> </ul> <p><b>Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:</b> 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</p>												



	<p>assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing <a href="mailto:titleix@gmu.edu">titleix@gmu.edu</a>.</p> <p><b>For additional information on the College of Education and Human Development, please visit our website <a href="https://cehd.gmu.edu/students/">https://cehd.gmu.edu/students/</a> .</b></p>
<b>Professional Dispositions</b>	Students are expected to exhibit professional behaviors and dispositions at all times. See <a href="https://cehd.gmu.edu/students/policies-procedures/">https://cehd.gmu.edu/students/policies-procedures/</a>
<b>Mason Honor Code</b>	<p><b>The complete Honor Code is as follows:</b></p> <p><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: <b>Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.</b> (catalog.gmu.edu)</i></p>
<b>Cheating Policy</b>	<p>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.</p>
<b>Plagiarism and the Internet</b>	<p>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. <a href="#">Review the Honor Code here.</a></p>

## Summer 2024 SCHEDULE

*(All assignments and lessons are subject to change):*

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 Monday EST, and ending at 11:59 pm on the following Sunday 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 Prof. Rudder immediately so we can discuss and work out a resolution. All assignments and lessons are subject to change.

Weeks	Lessons	Readings	Tasks Due
	<b>Lesson 1: Preparing for a</b>	Read Syllabus carefully	<a href="#">Discussion Board Introduction post</a> -Post your first thread by Thursday 06/27/24 -

<b>Week 1</b> June 24- June 30	<b>Successful Semester</b>	Introduction Discussion Board  <a href="#">Begin watching Field Hour Videos</a>	<b>Respond either (by video or written words) to 3 people by 11:59 pm on Sunday 06/30/24</b>  AI Statement emailed to Rudder
	<b>Lesson 2: What is Effective Teaching?</b>	Read TEXT: Nieto (2015), Part I (Chap 1)  Read ARTICLE: Ripley (2010)  Watch VIDEOS: <a href="#">What Teachers Make</a> and <a href="#">What makes great teachers great</a>	<b>Content Assignment: Effective Teacher Stick Figure (hold on to this - you will recreate it during Lesson 14)</b>
	<b>Lesson 3: Learning Environments: Building trust and community</b>	Read TEXT: Nieto (2014), Part II (Pick 2 chapters of your choice)  Watch VIDEO: <a href="#">Creating a positive learning environment</a>	<b>Essay: Educational Autobiography</b>
<b>Week 2</b> July 1 - July 7	<b>Lesson 4: Identifying as a Teacher</b>	Read TEXT: Nieto (2014), Part III (Pick 2 chapters of your choice)  Watch VIDEO: Example of a Classroom (NBCT)	<b>Discussion Board #2, Part 1: Teacher Identity</b> -Post your response by Thursday 07/04/24
	<b>Lesson 5: What is being taught? InTASC standards for teachers</b>	Read TEXT: Nieto (2014), Part IV (Pick 2 chapters of your choice)  Review PDF: InTASC Summary of Standards	<b>Discussion Board #2, Part 2: Teacher Identity</b> -Comment on three peers' posts by Saturday 07/06/24 -Respond back to at least one person by 07/08/24  <a href="#">Work on Field Hour Reflection #1 (due next week)</a>
	<b>Lesson 6: Standards Based Instruction</b>	Read TEXT: Nieto (2014), Part V (Pick 2 chapters of your choice)  Read ARTICLE: Girod & Girod (2012)  Review WEBSITE: <a href="#">Common Core Standards</a> Review WEBSITE: <a href="#">VA DOE: SOLs &amp; Testing</a>	<b>Reading Reflection #1: Nieto's Teaching to Heal</b>
<b>Week 3</b> July 8- July 14	<b>Lesson 7: NCLB &amp; ESSA</b>	Read TEXT: Nieto (2014), Part VI (Pick 2 chapters of your choice)  Read ARTICLE: Dennis (2017) Watch VIDEO: <a href="#">NCLB: An Oral History</a> Watch VIDEO: <a href="#">ESSA, explained</a>	<b>Field Hour Reflection #1 (using field hour videos as guide)</b>  <b>Content Assignment: Pro/Con List</b>
	<b>Lesson 8: Classroom Climates and Needs of our students</b>	Read ARTICLE: Ladson-Billings, G. (2011)  Read ARTICLE: Everett, C. (2019)  Read ARTICLE: Battle, C. (2019)  Watch VIDEO: <a href="#">Luis Moll</a>	<b>Reading Reflection #2: Funds of Knowledge</b>  <b>Content Assignment: Culture of Poverty</b>

	<b>Lesson 9: Teaching learners</b>	Read TEXT: Johnston (2012), Chapters 1-3  Read ARTICLE: Parsons, et al (2014)	Discussion Board #3, Part 1: Motivation—Post your Meme with your explanation
<b>Week 4</b> July 15- July 21	<b>Lesson 10: Educating All Students</b>	Read WEBSITE: MLK Jr (1948). <a href="#">The purpose of education</a>  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>	Topic for Teacher/Learner Paper due—Email interview questions to <a href="#">Rudder</a> by Thursday 07/18/24  Content Assignment: Explaining the American Student to an Alien  Discussion Board #3, Part 2: Motivation -Respond to two other posters -Respond to someone who responded to you
	<b>Lesson 11: Assessment</b>	Read ARTICLE: Badger & Quely (2017)  Watch VIDEO: <a href="#">Introduction to NAEP</a>  Read WEBSITE: <a href="#">What does research say about testing</a>	Content Assignment: NAEP tests
	<b>Lesson 12: Teacher language</b>	Read TEXT: Johnston (2012), Chapter 4  Read ARTICLE: Kohn (2001)  Read ARTICLE: DeWitt (2012)  Watch VIDEO: <a href="#">Rita Pierson</a>	Reading Reflection #3: Every Kid needs a Champion  Work on Field Hour Reflection #2 (using your field hours observations as a guide)
<b>Week 5</b> July 22- July 28	<b>Lesson 13: Constructive classroom conversations</b>	Read TEXT: Johnston (2012), Chapters 5-7	Paper: Education Topic with Interview Teachers and/or Learners
	<b>Lesson 14: Ongoing Reflection and Professional Development</b>	Read TEXT: Johnston (2012), Chapters 8-9  Read TEXT: Nieto (2014), Part VII (Choose 1 chapter of your choice plus Chap 24)	Content Assignment: UPDATE your <b>Effective Teacher Drawing</b> from Week 1  Field Hour Reflection #2 (using your field hours observations as a guide)  Complete Course Evaluation