SEED 508 001: Creating Advocacy with Adolescent Learners in Secondary Education
3 Credits
Fall 2024
Tuesday, 7:20-10:10
Class Location: Thompson 1018
Fairfax Campus

Instructor: Dr. Lynda Herrera
Office Hours: By appointment in person or via Zoom https://gmu.zoom.us/j/2601356921
Office Location: Thompson 1801; inside the SEED Program office on Fairfax campus
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Synchronous Class Zoom Link: https://gmu.zoom.us/j/2601356921

PREREQUISITES/COREQUISITES

None

UNIVERSITY CATALOG COURSE DESCRIPTION

SEED 508: Creating Advocacy with Adolescent Learners in Secondary Education. 3 credits
Provides opportunities to study and apply diverse educational practices to increase adolescent's advocacy in the classroom setting. Explores educational theoretical frameworks and teaching methods of building community among educators and learners in the classroom. Assesses various forms of student participation and educational philosophies to foster teacher-student relationships in the secondary education classroom. Note: School-based and/or community based clinical experience required.

COURSE OVERVIEW

This course emphasizes classroom connections and relationships between teachers and students in the secondary education classroom. Students will be more successful academically when allowed to have a voice in making instructional decisions and forming meaningful relationships with the adults around them. This course focuses on 1) developing educational strategies that foster student and teacher relationships, 2) examining classroom management and organization built around thoughtful and purposeful teaching strategies, 3) acquiring a deep knowledge of educational theories and modern educational issues, 4) providing a voice to students to express their opinions on content by implementing current educational strategies, 5)creating positive social interaction and active engagement in learning, 6) participating in varied educational strategies and products to communicate their own ideas as developed through research, analysis, and critical thinking on student advocacy. A field experience component of the course examines ways in which student and adult relationships are fostered.

COURSE DELIVERY METHOD

This course has a face-to-face delivery method. You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 1st.

- To access your course in Canvas: https://canvas.gmu.edu/login/canvas.

Students are expected to attend every class session in the mode offered. *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 miss a class session you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence. 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. Material will be presented, and course objectives met in a variety of ways, including through class discussions, small and large group activities, individual and group work sessions, lecture, and student presentations in a hybrid format. Visual aids and various uses of technology will be used to complement an interactive approach to learning. As the teacher of this class, I am available for discussion and support during office hours, via phone and by e-mail. Let's keep in touch!!!

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

LEARNER OUTCOMES

This course is designed to enable students to do the following:	Methods by which your acquisition of each objective are measured:
1) develop educational strategies that foster student and teacher relationships	• Active participation in class discussions • Article Readings/Video/Podcast listening assignments • Class assignments • Teach it to us: Philosophers of Education Pantomime • Story of a Perfect Classroom Flip Grid • Education Issues Meme • Content Spoken Word

	• Field Experience Hours/Activities Log, Artifact and Discussion
2) examine classroom management and organization built around thoughtful and purposeful teaching strategies	• Class Discussions Active participation in class discussions • Article Readings/Video/Podcast listening assignments • Class assignments • Story of a Perfect Classroom Flip Grid
3) acquire a deep knowledge of educational theories and modern educational issues	• Active participation in class discussions • Article Readings/Video/Podcast listening assignments • Class assignments • Education Issues Podcast and Meme • Teach it to us: Philosophers of Education Pantomime
4) provide a voice to students to express their opinions on content by implementing current educational strategies	• Active participation in class discussions • Article Readings/Video/Podcast listening assignments • Class assignments • Content Spoken Word, Email, and Reflection • Field Experience Hours/Activities Log, Artifact and Discussion
5) create positive social interaction and active engagement in learning	• Active participation in class discussions • Teach it to us: Philosophers of Education Pantomime • Article Readings/Video/Podcast listening assignments • Class assignments • Content Spoken Word, Email, and Reflection
6) participate in varied educational strategies and products to communicate their own ideas as developed through research, analysis, and critical thinking on student advocacy	• Active participation in class discussions • Field Experience Hours/Activities Log, Artifact and Discussion • Teach it to us: Philosophers of Education Pantomime • Story of a Perfect Classroom Flip Grid • Content Spoken Word

PROFESSIONAL STANDARDS

This course addresses the following professional standards through demonstrating an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA):

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

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

REQUIRED TEXTS AND OTHER SOURCES

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

Articles

Call-Cummings, M., Hauber-Özer, M., LePelch, V., DeSenti, K. L., Colandene, M., Sultana, K., & Scicli, E. (2020). "Hopefully This Motivates a Bout of Realization": Spoken Word Poetry as Critical Literacy. *Journal of Adolescent & Adult Literacy*, *64*(2), 191–199. https://doi.org/10.1002/jaal.1082

Conner, J. O. (2022). Educators' experiences with student voice: how teachers understand, solicit, and use student voice in their classrooms. *Teachers and Teaching, Theory and Practice*, *28*(1), 12–25. https://doi.org/10.1080/13540602.2021.2016689

Heller, R. (2020). Academic language learning: A conversation with Emily Phillips Galloway. Phi Delta Kappan, 101(5), 36-39. https://doi.org/10.1177/0031721720903826

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

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

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

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

Markham, T. (2011). Project based learning: a bridge just far enough.(FEATURE ARTICLE). In *Teacher librarian (Vancouver)* (39 (2), 38-42. E L Kurdyla Publishing LLC.

Nieto, S. (2018). Beginning Is Always the Hardest. *Kappa Delta Pi Record*, *54*(1), 8–13. https://doi.org/10.1080/00228958.2018.1407167

Zenkov, K., Pellegrino, A., Sell, C., Ewaida, M., Bell, A., Fell, M., Biernesser, S., & McCamis, M. (2014). Picturing Kids and "Kids" as Researchers: Preservice Teachers and Effective Writing Instruction for Diverse Youth and English Language Learners. *The New Educator*, *10*(4), 306–330. https://doi.org/10.1080/1547688X.2014.965107

Podcast

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

Justice for Learning (Exectuive producer) (2022, January 10). The Mind Online Podcast Episode #1 [Audio podcast]. Justice for Learning. https://www.learningforjustice.org/podcasts/the-mind-online

Watch

Whitely, Greg. (Director). (2015). *Most Likely to Succeed* [Motion picture]. United States: One Potato Productions. [Can be accessed on Amazon; possible fee]

How to Perform Spoken Word with Deborah Magdalena presented by The Kennedy Center Teaching Artists Series: https://www.kennedy-center.org/video/education/literary-arts/perform-spoken-word-with-deborah/

COURSE PERFORMANCE EVALUATION

- Students are expected to submit all assignments on time in the manner outlined by the instructor.
- Students are expected to submit all assignments in the appropriate Canvas assignment, VIA online submission system, or hardcopy **by 7:20PM** on the date indicated, unless otherwise indicated.
- *Late work will not be accepted without a prior request.*
- All submitted work must be typed unless otherwise indicated.
- See class protocol for additional information.

Assignment	Points	Due Date
Active Participation/ Protocol Adherence	100	Ongoing
Teach it to us: Philosophers of Education Pantomime presentation and director/narration cards	175	September 17
Story of a Perfect Classroom Flip Grid	100	Octoer 1
Education Issues Podcast and Meme	175	NYT Education article Hardcopy in class and uploaded to Canvas: October 8 Meme uploaded to canvas: October 15 5 questions Brought to class and uploaded: October 22 Podcast in class: October 22
Content Spoken Word, Email, and Reflection	300	Spoken Word Email to families or colleagues: November 19 Spoken Word Performance: December 3 Spoken Word upload to Canvas: December 3 Spoken word reflection: December 5
Field Experience Hours/Activities Log, Artifact and Discussion	150	November 12
TOTAL	**1000**	

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

Graduate Grading Scale:

Graduate Grading Scale			
Grade	Standards	Grading	Graduate Courses
A	Meets Standard	95 – 100	Satisfactory / Passing	"A" level score = Student work is well-organized, exceptionally thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
A-	Meets Standard	90 – 94	Satisfactory / Passing	
B+	Approaches Standard	87 – 89	Satisfactory / Passing	"B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified. Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.
B	Approaches Standard	83 – 86	Satisfactory / Passing	
B-	**Does Not Meet Standard**	80 – 82	*B- is not a passing course grade for licensure*	
C	**Does Not Meet Standard**	70 – 79	*C is not a passing course grade for licensure*	"C" level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
F	**Does Not Meet Standard**	Below 70	*F is not a passing course grade for licensure*	"F" level score = Student work is so brief that any reasonably accurate assessment is impossible.
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.			

Assignment 1
Active Participation/ Protocol Adherence

DUE: Ongoing
POINTS: 100
PURPOSE: Continuous attendance, active participation in class activities and discussions, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place.   This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptual understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool.
PROCEDURE: Attendance is a prerequisite for class participation, **absences will have a negative impact** on your participation grade. Attend each class session and actively participate in class discussions and activities without extraneous distractions (i.e., texting, reading email, etc....) This applies to in person and online classes. Active participation and protocol adherence is determined by the rubric below.

- 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." See https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6.
- 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 if you wish to earn credit.
- 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. See https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6-1
- In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

Rubric

	Acceptable	Unacceptable
Active participation /75	-participates ***actively*** in each class discussion and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc...). -participation is respectful and inclusive of others in the class. -spends time only on the tasks associated with this course and the instructor's directions. -comes to class with knowledge of prepared readings and pre-class assignments - clear evidence of completion of course tasks -online classes: Students maintain video "on" status -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog -attends all class sessions on time, remains in class sessions for the duration.	-does not participate ***actively*** in each class discussions and activities -participation is not respectful and inclusive of others in the class. -does not spend time only on the tasks associated with this course and the instructor's directions. -did not come to class with knowledge of prepared readings and pre-class assignments - no evidence of completion of course tasks -online classes: Students maintain video "off" status **-**does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog -absent from ____ class session -tardy to ____ class sessions -departed ____ class sessions early
Protocol policy /25	-attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, and web surfing. -electronic devices are off or in sleep mode unless using the device for notetaking -demonstrates ethical and responsible behavior in class and on the GMU network. -mobile telephones are on silent. -emergency telephone calls are taken outside of the classroom. -professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -uses professional and ethical judgment when posting messages on social media networks. (**NOTE**: DO NOT post pictures of children or classmates on <u>any</u> social media platform.) -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog	-attention is NOT focused on activities and discussion while in class by activities such as: engages in personal emails, instant messaging, texting, social media, games, and web surfing. -does not demonstrate ethical and responsible behavior in class and on the GMU network. -does use mobile telephone to call or text -does not use professional and ethical judgment when posting messages on social media networks. -is not professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. **-**does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog - does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog

DUE: Pantomime and director/narration cards: September 17
POINTS: 175

PURPOSE: American education is influenced by the work of philosophers, theorists, and researchers. These of philosophers, theorists, and researchers have thought about how schools/classrooms should look, what schools/classrooms should do, how teachers should teach, and the best instructional strategies for students to learn. Today, we see the influence of these of philosophers, theorists, and researchers in our American educational settings and practice. It is important to know who these of philosophers, theorists, and researchers are and how they influence our American educational settings and practice.

PROCEDURE:
1. Choose a major philosopher, researcher, or theorist from this list:

• Plato (idealism)	• Paulo Freire (critical pedagogy)	• John Dewey (pragmatism/ educational progressivism)
• A.S. Neill (existentialism)	• Socrates (Socratic method)	
• Nel Noddings (care)	• Jerome Bruner (cognitive learning theory/discovery learning)	• Benjamin Bloom (mastery learning)
• Alfred Adler (perennialism)		• Howard Gardner (multiple intelligences)
• Maria Montessori (constructivism)	• Robert Gagne' (conditions of learning/computer-based learning)	• James Banks (multicultural education)
• B.F. Skinner (behaviorism)	• Jean Piaget (Constructivism)	• Lev S. Vygotsky (social cognition)
• Neil Flemming (learning styles)	• Lind Darling-Hammond (educational equity)	• Your choice! Get approval first!

2. Conduct research on your chosen philosopher, researcher, or theorist. Questions to focus on are:
    a. What is the biography of the philosopher, researcher, or theorist? (born, lived, studied)
    b. What did the philosopher, researcher, or theorist determine in education? (how schools should look, what schools should do, how teachers should teach, and the best instructional strategies for students to learn)
    c. How are classroom settings influenced by this philosopher, researcher, or theorist?
    d. How is teaching influenced by this philosopher, researcher, or theorist?
    e. How is student learning influenced by this philosopher, researcher, or theorist?
    f. How does this philosopher, researcher, or theorist connect to student advocacy?
3. Using your knowledge from your research, you will create a narrated pantomime for the class to perform. We will review dramatic art strategies in class, including pantomime. Please reference your dramatic arts strategies handout and associated PowerPoint from class. Bring simple props if necessary. Remember to focus on HOW your classroom is influenced by this philosopher, researcher, or theorist.
4. Create action cards: You will provide EACH classmate an action card that informs them of their role and actions for the pantomime (think silent script). You will be the director and narrator of the pantomime. **You will upload the TYPED action cards and a TYPED DETAILED director/narration card to canvas.** The narration card must include actions, responses, content, room arrangement, and simple props to be used with the focus being on how the classroom setting, teaching, and student learning influenced by this philosopher, researcher, or theorist.
5. The goal of the pantomime is to **demonstrate what your researched theory would look like implemented in an American secondary classroom setting for your content area.** Ask yourself: how does this practice of _____ look like in a _____ (math, English, social studies, science) classroom? How would my classroom be set up to reflect this philosopher, researcher, or theorist? What would my teaching look like based on the philosopher, researcher, or theorist ideas? What would student learning look like based on the philosopher, researcher, or theorist ideas? How does this philosopher, researcher, or theorist impact student advocacy?
6. The pantomime should be 10 minutes or less.
7. Be sure to practice each action card prior to class.
8. After the pantomime be sure you can discuss the questions posed in number 2 above.
9. Participate in peers' pantomimes with dedication, effort, and support.
10. Engage in the class discussion of the pantomimes afterward.

	Excellent	Adequate	Unacceptable
Action Cards and pantomime /125	-student researched philosopher/researcher/theorist as evidenced in their accurate information in the pantomime. -student creates a pantomime in class using themselves and their classmates. -necessary props are used. -each classmate is provided with an action card that informs them of their role and actions for the pantomime -student acts as the director and narrator -action cards include actions, responses, content, room arrangement, props used -action cards and narration cards are typed, neat in appearance, and are detailed for peers to follow without issue -the pantomime, through the action cards, clearly articulates: how does this practice of	--student researched philosopher/researcher/theorist as evidenced in their mostly accurate information in the pantomime. -student creates a pantomime in class using only themselves or only their classmates. -necessary props are mostly used. -most classmates are provided with an action card that informs them of their role and actions for the pantomime -action cards are somewhat vague -action cards mostly include actions, responses, content, room arrangement, props used -student somewhat acts as the director and/or narrator -the pantomime, through the action cards, mostly articulates: how does this practice of _____ look	-student did not research philosopher/researcher/theorist as evidenced in their inaccurate information in the pantomime. -necessary props are not used. -each classmate is not provided with an action card that informs them of their role and actions for the pantomime -action cards do not include actions, responses, content, room arrangement, props used -student is not prepared -student does not create a pantomime -student does not act as the director and/or narrator -action cards and narration are not typed; sloppy in appearance; difficult to read -action cards and narration card is not uploaded to canvas -the pantomime, through the action cards, does not articulate: how does this practice of _____ look like in a _____ (math, English, social studies, science) classroom?

	_____ look like in a _____ (math, English, social studies, science) classroom? How would my classroom be set up to reflect this philosopher, researcher, or theorist? What would my teaching look like based on the philosopher, researcher, or theorist ideas? What would student learning look like based on the philosopher, researcher, or theorist ideas? How does this philosopher, researcher, or theorist impact student advocacy?	like in a _____ (math, English, social studies, science) classroom? How would my classroom be set up to reflect this philosopher, researcher, or theorist? What would my teaching look like based on the philosopher, researcher, or theorist ideas? What would student learning look like based on the philosopher, researcher, or theorist ideas? How does this philosopher, researcher, or theorist impact student advocacy?	How would my classroom be set up to reflect this philosopher, researcher, or theorist? What would my teaching look like based on the philosopher, researcher, or theorist ideas? What would student learning look like based on the philosopher, researcher, or theorist ideas? How does this philosopher, researcher, or theorist impact student advocacy?
Discussion /50	-student clearly and effectively can discuss the role and relationship between the teacher and students -student clearly and effectively can discuss how the pantomime is a representation of the philosophy/theory of the chosen philosopher/researcher/theorist which is further evidence of their research, pantomime, and clearly focuses on: What is the biography of the philosopher, researcher, or theorist? (born, lived, studied) What did the philosopher, researcher, or theorist determine in education? (how schools should look, what schools should do, how teachers should teach, and the best instructional strategies for students to learn),How are classroom settings influenced by this philosopher, researcher, or theorist?, How is teaching influenced by this philosopher, researcher, or theorist?, How is student learning influenced by this philosopher, researcher, or theorist?, How does this philosopher, researcher, or theorist connect to student advocacy? -Participate in peers' pantomimes with dedication, effort, and support.	-student is mostly able to discuss the role and relationship between the teacher and students -student mostly can discuss how the pantomime is a representation of the philosophy/theory of the chosen philosopher/researcher/theorist which is further evidence of their research, pantomime, and clearly focuses on: What is the biography of the philosopher, researcher, or theorist? (born, lived, studied) What did the philosopher, researcher, or theorist determine in education? (how schools should look, what schools should do, how teachers should teach, and the best instructional strategies for students to learn),How are classroom settings influenced by this philosopher, researcher, or theorist?, How is teaching influenced by this philosopher, researcher, or theorist?, How is student learning influenced by this philosopher, researcher, or theorist?, How does this philosopher, researcher, or theorist connect to student advocacy? -student seems unsure of philosopher/researcher/theorist -Student mostly Participates in peers' pantomimes with dedication, effort, and support.	- student is not able to discuss the role and relationship between the teacher and students. -student does not discuss how the pantomime is a representation of the philosophy/theory of the chosen philosopher/researcher/theorist which is further evidence of their research, pantomime, and clearly focuses on: What is the biography of the philosopher, researcher, or theorist? (born, lived, studied) What did the philosopher, researcher, or theorist determine in education? (how schools should look, what schools should do, how teachers should teach, and the best instructional strategies for students to learn),How are classroom settings influenced by this philosopher, researcher, or theorist?, How is teaching influenced by this philosopher, researcher, or theorist?, How is student learning influenced by this philosopher, researcher, or theorist?, How does this philosopher, researcher, or theorist connect to student advocacy? -student does not know any information about philosopher/researcher/theorist -student does not participate in discussion does not participate in peers' pantomimes with dedication, effort, and support or is absent.

Assignment 3
Story of a Perfect Classroom Flip Grid

DUE: (upload to Flip; submission text to canvas) October 1
POINTS: 100

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

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

- the physical space of your classroom
- your role
- your philosophy of teaching
- how students interact with you and each other
- how you will teach your curriculum
- This question is specific to SEED 508): Additional question for flip recording: Thinking about the SEED seeds for this course: Reflection and Inquiry: How does this assignment connect to reflection and inquiry for you as a teacher and for your students?
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NOTE: You will record to FLIP. Directions are in the canvas assignment.   Write a submission text in canvas stating, "flip assignment complete".

	Excellent	Adequate	Unacceptable
Illustration /50	-student illustrate the story of the perfect classroom that they envision teaching. -illustration focuses on classroom set up, the way in which you would teach your curriculum, how you would create a space that students will thrive in learning, the physical space of your classroom, the teacher role, philosophy of teaching, how students interact with you and each other, how they will teach the curriculum - illustration is creative	--student illustrates the story of the perfect classroom that they envision teaching. -illustration mostly focuses on classroom set up, the way in which you would teach your curriculum, how you would create a space that students will thrive in learning, the physical space of your classroom, the teacher role, philosophy of teaching, how students interact with you and each other, how they will teach the curriculum - illustration is somewhat creative	-illustration does not focus on classroom set up, the way in which you would teach your curriculum, how you would create a space that students will thrive in learning, the physical space of your classroom, the teacher role, philosophy of teaching, how students interact with you and each other, how they will teach the curriculum - illustration is not creative -does not produce an illustration of the perfect classroom
Flip Grid /50	-student records a 10-minute FlipGrid, by due date, sharing the visual representation and explains the classroom with a focus on: • the physical space of your classroom • your role • your philosophy of teaching • how students interact with you and each other • how you will teach your curriculum	-student creates a visual to teach the class that has mostly accurate information -Student addresses most of the focus questions in teach it to us presentation -Student is mostly prepared with presentation and seems somewhat practiced -produces a flip grid by due date with approved extension	-student does not create a visual to teach the class -Information is inaccurate -Student addresses some of the focus questions in teach it to us presentation -Student is not prepared -Student does not seem practiced -Presentation is much shorter or much longer than 5-10 minutes -produces a flip grid after due date -does not produce a flip grid

Assignment 4
Education Issues Podcast and Meme

DUE:

NYT Education article Hardcopy due in class and uploaded: October 8	5 questions Brought to class and uploaded: October 22
Meme uploaded to Canvas: October 15	Podcast presentation in class: October 22

POINTS: 175

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

PROCEDURE:
1. Listen to: Episode #1: The Digital Literacy Universe (https://www.learningforjustice.org/podcasts/the-mind-online)
2. You will be placed in a group of 3 or 4 other students. Your group will be given a topic from a random drawing.
   - Topics: building communities, resolving conflict, active listening, having difficult conversations, giving & receiving feedback, creating relationships between students and teachers, creating relationships between teachers and families.
3. Learn: Each group member will access the NYT Education subscription (see required texts section of syllabus) and find TWO articles pertaining and reflective of the assigned topic. Questions to help guide you in finding the articles and reading the articles:
   - How does this article connect to the assigned topic?
   - How has this topic influenced teaching and learning?
   - How does this article express how the topic, as a social construct, has changed over time?
   - How does this topic connect to student advocacy?
4. You will share hard copies of your articles with EACH of your group members.
5. You will read the articles given to you by your group members. For example, you will read 6 articles if there are three members in your group. Do not discuss your articles with each other!
6. Podcast Presentation:
   - You will have a live discussion, in podcast form, in front of the class.
   - The group will sit at a table at the front of the classroom and engage in a conversation for 10-12 minutes on your topic.
   - Each group member will create 5 thoughtful discussion generating questions pertaining to the topic during the podcast.
   - These questions will be TYPED and uploaded to Canvas as well as **brought to the podcast**. You must bring a hard copy of the questions to class.
   - Be sure to relate your discussion to:
     a. your own teaching practice/experience and reference the topic, articles, and above questions in #3 read prior to the podcast.
   - Remember: this is a discussion...not a lecture!
   - As a graduate student you will lead the discussion. It will be expected that you ensure the conversation remains on topic. <mark>(Note: This task is specific to SEED 508)</mark>
7. Meme creation: Your group will create a meme to be displayed on the screen during your podcast. Please refrain from inappropriate language or content in the meme – remember we are in an educational setting. You can write on a picture to create your meme, or you can create your meme using a meme maker. Each person in the group must upload the meme to Canvas prior to the podcast.
8. Upload the NYT Education article you shared with your group members and your 5 questions to Canvas.

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

	Excellent	Emerging	Unacceptable
Podcast /100	-presents on assigned date -group seamlessly worked together and shares burden of presentation -student engaged in a conversation for 10-12 minutes on assigned topic. -discussion referenced articles read in your discussion and your own teaching practice/experience and reference the topic, articles, and above questions referenced in #3 read prior to the podcast. - student clearly related discussion to their own teaching practice.	-group worked together and mostly shared burden of presentation -student engaged in a conversation for 10-12 minutes on assigned topic but spoke over or dominated the conversation over peers -discussion somewhat referenced articles read in your discussion and your own teaching practice/experience and reference the topic, articles, and above questions referenced in #3 read prior to the podcast. -questions mostly pertained to the topic for discussion during the podcast. - student somewhat related discussion to their own teaching practice.	-student did not participate in podcast -student clearly did not work with group for podcast -student did not engage in in a conversation on assigned topic. -student clearly did not read articles -student did not create discussion questions. - student did not relate discussion to their own teaching practice. -discussion did not reference articles read in your discussion or your own teaching practice/experience nor reference the topic, articles, and above questions referenced in #3 read prior to the podcast. - student lectured -student engaged in a conversation for 10-12 minutes on assigned topic but spoke over or dominated the conversation over peers
5 Questions /25	-questions are reflective of topic -student created 5 thoughtful and discussion generated questions pertaining to the topic for discussion during the podcast -Questions are typed, neat, easy to read -questions are brough to live broadcast -questions are uploaded to Canvas by due date	-questions are somewhat reflective of topic --student only created 4 questions -questions were somewhat thoughtful and discussion generated questions pertaining to the topic for discussion during the podcast	-questions are not reflective of topic -student did not create discussion questions -questions do not pertain to the topic for discussion during the podcast -questions are not typed, sloppy, difficult to read -questions were not brought to live podcast -questions are not uploaded to Canvas by due date
NYT Education Article /20	-articles are reflective of topic - articles are provided in hard copy to all members of group - articles are uploaded to Canvas by due date -student has 2 articles	- articles are mostly reflective of topic	- articles are not reflective of topic - articles are not provided in hard copy to all members of group - articles are not uploaded to Canvas by due date -student does not produce an articles form NYT Education or other appropriate source) -student does not upload articles to Canvas

	-student produces an articles form NYT Education or other appropriate source		-student has 1 article
Meme /30	-meme is classroom appropriate -meme reflects the group topic -meme is brought to class for podcast	meme is classroom appropriate -meme somewhat reflects the group topic	-meme is not classroom appropriate -meme is not created -meme is not brought to class for podcast

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Assignment 5
Content Spoken Word, Email, and Reflection

DUE:

Spoken Word Email to families	November 19
Spoken Word Performance and written spoken word in class and uploaded to canvas	December 3
Spoken word Reflection	December 5

POINTS: 300

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

PROCEDURE:
1. You have a choice to work alone or with a partner.
2. You will complete the Topic Creation Graphic Organizer located on Canvas. This organizer will guide you to:
    o Selecting a **specific content issue, content specific figure, content specific event, or general educational issue** that interests you while you consider issues that you feel passionately about and have some background experience within your content area.
    o Developing an inquiry question that will be approved by the instructor of this course.
    o Finding two reliable sources (not Wikipedia) to answer/find a solution to your ONE inquiry question. As you research, you may consider inquiry, empathy, historical perspectives, timeline, current events/issues, and counter arguments. The provided graphic organizer will guide you to specific sources to support your research.
    o Be sure to consider resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of your topic.
3. You will write a short poetic piece that you will perform as spoken word poetry. We will review Spoken Word Poetry in-depth in class. You can incorporate poetic devices in your writing such as metaphor, simile, hyperbole, rhyme, rhythm, and repetition. Remember to incorporate the concepts, terminology, principles and theories you discovered in your research as you develop your poetic piece.
4. Rehearse your poetic piece keeping in mind the tools of vocal expression we reviewed and practiced in class: power, pace, and passion that we review in class.
5. The in class oral performance must be approximately 2-3 minutes.
6. You will create an email explaining why this spoken word PBL is important. The recipients of the email are your students' families. The email must have a **salutation** and **closing**. There must be 3 paragraphs. 1) The first paragraph will define a PBL. 2)The second paragraph will explain why the spoken word PBL is important to the student's life and the content area. 3)The third paragraph will request the readers presence at the spoken word performance. You want to make sure you explain why it is important that the reader attends and how the reader's attendance benefits the student.
7. You will write a 750 word (3 page) reflective piece AFTER your performance. <mark>(Note: This paper length is specific to SEED 508)</mark> You may use these questions to help guide your reflection:
    - The creation of your poetic piece:
        o What was the role of creativity in your process and product?
        o concepts, terminology, principles and theories in the analysis of your topic?
        o What did you learn about communication and expression of emotion through spoken word?
        o How do you think your performance went? Why was it successful? What challenges did you encounter (if any!)?
    - The content of your poetic piece:
        o What was your experience as you researched multiple perspectives, positions, and/or arguments on your topic?
        o How did the concepts, terminology, principles and theories in the analysis of your topic influence your poetic piece?
    - Connecting this experience to teaching and learning
        o How would you adapt this assignment to use with students in your classroom setting?
        o How can this assignment create advocacy for students in a classroom setting?
        o <mark>(Note: This question is specific to SEED 508)</mark> - Thinking about the SEED seeds: Reflection and Inquiry: How does this assignment connect to reflection and inquiry for you as a teacher and for your students?
8. You will upload your written spoken word, reflection, and <mark>email</mark> to Canvas.

Rubric for Spoken Word

	Excellent	Acceptable	Unacceptable
Email **/40**	-email explains why the PBL's is relevant to the student's learning experience -has a salutation and closing. -explains why the PBL of study is important -requests the readers presence at the spoken word performance. -explains why it is important that the reader attends and how the reader's attendance benefits the student. -focused on a **specific content issue, content specific figure, content specific event, or general educational issue**	-email is partly vague in nature. -only partly explains the PBL's importance. -vaguely requests the readers presence at the spoken word performance. -vaguely explains why it is important that the reader attends and how the reader's attendance benefits the student -somewhat focused on a **specific content issue, content specific figure, content specific event, or general educational issue**	-email is missing -email is extremely vague in nature. -does not explain the PBL's importance. -does not request the readers presence at the spoken word performance. -does not explain why it is important that the reader attends and how the reader's attendance benefits the student -not focused on a **specific content issue, content specific figure, content specific event, or general educational issue**
Spoken word performance **/175**	-Hooks audience with an introduction. - -Performance is well organized, flows well, and is easy to follow. Finishes with a closing, leaving listener with something to ponder. -2-3 minutes in length - Utilizes detailed content-specific language based in research, presented with accuracy. -provides factual information if appropriate - Expresses emotion using a variety of expressive elements -- power, pace, and passion -- throughout performance. -follows spoken submitted poem -Spoken word poem and graphic organizer is uploaded to Canvas -focused on a **specific content issue, content specific figure, content specific event, or general educational issue** -considered resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of your topic -completed graphic organizer with detail and thought	Performance is well organized, flows well and is easy to follow. 2-3 minutes in length - Utilizes some content-specific language and portrays point of view accurately. - Expresses the content with clear and precise vocal qualities and some variation of expressive elements -somewhat focused on a **specific content issue, content specific figure, content specific event, or general educational issue** -completed graphic organizer	Performance is incomplete. Overly lengthy and rambling (well over 5 min.) or overly brief (well under 2 minutes). - Performance is vague and not specific to the point of view being expressed, may be inaccurate. - Expression is monotone, and voice lacks power of expression -does not perform spoken word - Spoken word poem and/or graphic organizer is not uploaded to Canvas -does not follow spoken submitted poem -does not provide factual information if appropriate -not focused on a **specific content issue, content specific figure, content specific event, or general educational issue** - did not consider resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of your topic -did not complete graphic organizer with detail and thought
Reflection **/50**	-writes a reflection that answers each discussion questions or similar questions with detail and thought with respect to the experience. -reflection is uploaded to Canvas on time -focused on a **specific content issue, content specific figure, content specific event, or general educational issue**	- writes a reflection that answers each discussion question with respect to the experience. -somewhat focused on a **specific content issue, content specific figure, content specific event, or general educational issue**	- writes a reflection that does not address each question, provides little detail, or does not reference to the experience -does not write a reflection -reflection is not uploaded to Canvas or is late -not focused on a **specific content issue, content specific figure, content specific event, or general educational issue**
Quality **/35**	-email and reflection format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work).	- email and reflection format and writing flow well and are easy to read with only minor typos and mistakes.	- email and reflection format and writing are incomplete, disorganized, unedited, and/or difficult to follow.

Assignment 6
Field Experience: Artifact, Field Experience Hours/Activities Log, and Discussion

DUE: Field Experience Hours/Activities Log, Artifact and Discussion: November 12
POINTS: 150
PURPOSE: You are often required to *observe and participate in a* secondary classroom. However, the focus of this course is about making connections with students in and out of the classroom by **observing and participating in an extra-curricular activity outside of a secondary classroom**. You need to observe and participate in activities outside of the classroom to gain an appreciation of how adults make connections with students. The objectives of these observations are to: observe the role of the adult and student, assess the connections made in the group, and evaluate how the connections impact students in and out of the classroom.
PROCEDURE:
1. Determine where you will complete your **8 hours of observation**.
2. **Complete a section of the Field Experience Hours/Activities Log, located on Canvas, EACH TIME you observe/participate in the extra-curricular activity. BE sure to REFLECT on the experience, not merely describe. Use the prompts for guidance.**
3. **Have your mentor sign and date the Field Experience Hours/Activities Log at the conclusion of your 8 hours OR take a picture with a time stamp each time you observe.**
4. **Option:** One option you may consider, to complete the 8 hours of your clinical experience, is to volunteer to be a Virginia History Day (VHD: Virginia History Day | Virginia Museum of History & Culture) Judge. The VHD District 5 Contest (NOVA) takes place on Saturday, March 4th at West Springfield High in Fairfax County. The requirement of participation is to complete an online training prior to March 4th (approximately 2 hours) and judge for the entire day on March 4th (approximately 6-8 hours). For more information about VHD visit: To sign up to be a judge: Become a VHD Judge | Virginia Museum of History & Culture (virginiahistory.org)
5. Artifact: Bring 2 artifacts from your clinical experience. The artifact can be any item you observe while participating in the extra-curricular activity, such as a picture of meeting notes or a brainstorm, a flyer, or picture of a student competition. The artifact must be physically brought to class to share with your peers. (Note: 2 artifacts are specific to SEED 508)
6. You will have a peer discussion of your extra-curricular activity participation. You must be reflective in your peer sharing. Below are questions to help guide your discussion:
   * Describe the extra-curricular activity
   * In what ways did you participate in the extra-curricular activity?
   * Describe your artifact
   * Describe how your artifact reflects your extra-curricular activity
   * What were the students like in your extra-curricular activity?
   * Describe the role of adults in your extra-curricular activity.
   * In what ways did adults connect to students?
   * What role does extra-curricular activities play in students' lives?

Rubric for Field Experiences

	Excellent	Emerging	Unacceptable
Record of hours and signed forms 100	-record of 8 required hours of field exp. -used the appropriate form. -submitted mentor <u>signed</u> record **-description of experience is completed with detail and with reflection on hours log**	**X**	-no record of required hours of clinical exp. -did not use the appropriate form. -no mentor signature on record. -hours completed late **-DID NOT reflect on the hours log merely wrote hours and/or brief description of what was accomplished** **-experience did not follow the criteria of outside a classroom setting and extracurricular activity, etc…**
Participation in class discussion of field experience and artifact 50	-brought artifact to class -fully participated in the group discussion of the field experience and artifact -was focused on the given questions. -uploaded artifacts to canvas	-partially participated in the group discussion of the field experience and artifact -was focused on the given questions	--did not bring artifact to class -did not participated in the group discussion of the field experience and artifact -was not focused on the given questions. -could not participate because field experience hours had not been completed -did not uploaded artifacts to canvas

USE OF GENERATIVE AI

Dr. Herrera's statement: We have multiple writing assignments in this class. Because the act of composing a response in your own words increases your learning, **it is important that you complete the task yourself, rather use an artificial intelligence (AI)** tool. Completing these writing assignments yourself will help strengthen your performance in this class on later assignments and activities, as well as help you develop professionally and succeed in your career goals. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses. **Therefore, AI tools are NOT allowed for any assignment in this course.**

FIELD ACCOMMODATIONS

- Field/clinical work is required for this class. Failure to complete the total number of assigned hours will result in a failing grade.
- If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services (DS) office. 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/.

PROFESSIONAL DISPOSITIONS (CEHD STUDENT GUIDE)

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

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to Canvas (Bb). Other smaller tasks may be assigned in addition to what is noted.

Class Date	Class Topic and Activities	Reading/Assignment Due
Week 1 August 27	Introduction to course Course goals: The syllabus Review of our time together	
Week 2 September 3	Making connections through dramatic arts The use of snapshot, pantomime, tableaux to engage students	**Assignment Due:** Go on a 30-minute walk anywhere you want (your neighborhood, near your place of work, in Washington DC, etc...). Take **5 pictures** that represent your content area. **Bring printed pictures to class**. Be prepared to share the connection between your pictures and your content.
Week 3 September 10	Making connections through visual arts VTS: Visual Teaching Strategy The use of soundscape with photovoice to create virtual field trips	**Read** the following articles located on Canvas**:** -Kirchen. D. (2011). Making and Taking Virtual Field Trips in Pre-K and the Primary Grades. *YC Young Children*, 66(6), 22–26. (Note: This reading is specific to SEED 508) -Johnson, & Kendrick, M. (2017). "Impossible Is Nothing": Expressing Difficult Knowledge Through Digital Storytelling. *Journal of Adolescent & Adult Literacy*, *60*(6), 667–675. https://doi.org/10.1002/jaal.624 -Kristien Zenkov, Anthony Pellegrino, Corey Sell, Marriam Ewaida, Athene Bell, Megan Fell, Sam Biernesser & Megan McCamis (2014) Picturing Kids and "Kids" as Researchers: Preservice Teachers and Effective Writing Instruction for Diverse Youth and English Language Learners, The New Educator, 10:4, 306-330, DOI: 10.1080/1547688X.2014.965107
Week 4 September 17	Teach it to us: Philosophers of Education Pantomime presentations Examining your philosophy of education Connecting your philosophy of education to your classroom	**Assignment Due:** Teach it to us: Philosophers of Education Pantomime conducted in class **Assignment Due:** Teach it to us: Philosophers of Education Pantomime **TYPED action cards and TYPED DETAILED director/narration card** uploaded in the appropriate assignment in Canvas and a hardcopy brought to class.
Week 5 September 24	Connecting instructional strategies to educational philosophies	**Read** the following articles located on Canvas: -Nieto, S. (2018). Beginning Is Always the Hardest. *Kappa Delta Pi Record*, 8-13. DOI: 10.1080/00228958.2018.1407167 -Salter. (2001). Attention Class!!! 16 ways to be a smarter teacher. *Fast Company*, *53*, 114–126. **Find:** Find a lesson of choice: Go to The Kennedy Center's resources: https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/collections/ Find **one lesson** that connects to your content area. Bring the lesson plan strategy/idea to class. Be prepared to share with your peers. **Make sure it is a lesson!**
Week 6 October 1	Creating shared space Sharing Flip Grid Classroom	**Assignment Due:** Story of a Perfect Classroom Flip Grid uploaded to FLIP. Write a submission text in canvas stating, "flip assignment complete."

	Podcast group meeting to determine topic	
Week 7 October 8	Introduction to Project Based Learning Podcasts: How can they expand student voices Podcast group meeting to share articles	**Read** the following articles located on Canvas: Markham. (2011). Project based learning: a bridge just far enough.(FEATURE ARTICLE). *Teacher Librarian (Vancouver)*, *39*(2), 38–42. **Listen**: Edutopia (Executive Producer). (July 1, 2014). Five Keys to Rigorous Project-Based Learning [Audio podcast]. The George Lucas Educational Foundation. Project-Based Learning on Apple Podcasts (https://podcasts.apple.com/us/podcast/project-based-learning/id395540445) **Watch:** *****Be sure the movie is the CORRECT movie by the director Greg Whitely in 2015* Whitely, Greg. (Director). (2015). *Most Likely to Succeed* [Motion picture]. United States: One Potato Productions. [Can be accessed on Amazon; possible fee] **Complete:** Subscription to the New York Times Education – Free. Create a login account via GMU libraries. Access subscription to NYT: https://infoguides.gmu.edu/nytimesonline Access to NYT Education: https://infoguides.gmu.edu/c.php?g=994421&p=7195523 **Assignment Due:** uploaded in the appropriate assignment in Canvas and bring a hardcopy **of your NYT Education article for EACH member of your podcast group to class.**
Week 8 October 15	NO class **Mason Spring Break**	**Assignment Due:** Podcast MEME uploaded in the appropriate assignment in Canvas
Week 9 October 22	Podcast Presentations	**Watch:** DO SCHOOLS KILL CREATIVITY? By Sir Ken Robinson TED Talk (2006) Source: https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare **Read**: podcast group articles from NYT Education **Assignment Due:** Podcast 5 questions uploaded in the appropriate assignment in Canvas and a TYPED hardcopy brought to class **Assignment Due:** Podcast presentation in class
Week 10 October 29	Introduction to Spoken Word Voice and Power	**Read** the following article located on Canvas: -Call-Cummings, Meagan et al. "'Hopefully This Motivates a Bout of Realization': Spoken Word Poetry as Critical Literacy." *Journal of adolescent & adult literacy* 64.2 (2020): 191–199. **https://doi.org/10.1002/jaal.1082** **Listen:** Justice for Learning (Exectuive producer) (2022, January 10). The Mind Online Podcast **Episode #1** [Audio podcast]. Justice for Learning. https://www.learningforjustice.org/podcasts/the-mind-online
November 5	**Asynchronous Online** This session will be devoted to you working on your Spoken Word Creation Form	**Read** the following articles located on Canvas: -Conner. (2021). Educators' experiences with student voice: how teachers understand, solicit, and use student voice in their classrooms. *Teachers and Teaching, Theory and Practice*, 1–14. https://doi.org/10.1080/13540602.2021.2016689(Note: This reading is specific to SEED 508) -Singer. (2019). How schools can and should respond to student activism. *Phi Delta Kappan*, *100*(7), 62–66. https://doi.org/10.1177/0031721719841341 **Watch:** How to Perform Spoken Word with Deborah Magdalena presented by The Kennedy Center Teaching Artists Series: https://www.kennedy-center.org/video/education/literary-arts/perform-spoken-word-with-deborah/

Week 11 **November 12**	Social Justice explored Spoken word workshop Discussion of Clinical Experiences	**Read** the following articles located on Canvas: Heller, R. (2020). Academic language learning: A conversation with Emily Phillips Galloway. Phi Delta Kappan, 101(5), 36-39. https://doi.org/10.1177/0031721720903826 **Assignment Due:** Clinical Experiences Artifact, Hours, Reflection Paper uploaded in the appropriate assignment in Canvas
Week 12 **November 19** **Synchronous – be** **in a quiet place** **with camera ON**	Spoken word workshop	**Assignment Due:** Spoken word letter to families or colleagues uploaded in the appropriate assignment in Canvas
Week 13 **November 26**	Conference with Herrera	Sign up on one drive document for conference
Week 14 **December 3**	Spoken word performance shared Discussion of how educators connect with youth	**Assignment Due:** Spoken Word Performances. **Assignment Due:** Spoken word uploaded in the appropriate assignment in Canvas and a TYPED hardcopy brought to class **Assignment Due:** **Spoken word reflection paper DUE December 5th**

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: o Canvas Learn: https://its.gmu.edu/knowledge-base/canvas-instructional-technology-support-for-students/ o Canvas: https://its.gmu.edu/service/canvas/
- For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus o TimelyCare: https://caps.gmu.edu/timelycare-services/ o 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.

HERRERA'S EXPECTATIONS AND PROTOCOLS

Below are class protocols which govern our time together, whether during in person or during online instruction.
Written Assignments:
- Written assignments are to be submitted on Canvas by the due date at the start of class. Canvas time stamps all submitted work.
- Written assignment rubrics indicate "format and writing are of professional quality". This refers to the assignment being an overall piece of quality work that is: grammatically correct with no errors; well composed and articulated; typed with 12-point font, double-spaced, and one-inch margins; contains appropriate diction and usage such as "students" instead of "kids"; appropriate usage of homonyms (i.e. there/their/they're); and is PROOFREAD. Work not proofread, or that has extensive grammatical errors, will not be graded and you will be advised to revise the assignment.
- All work should be your own and original. Copyright law is to be respected in all assignments. **Any item taken from another source (the internet, classroom teacher, or a curriculum guide) must be noted and cited**. Incorporating an idea or using another's material and not indicating the source is PLAGIARISM. GMU and I support strong academic integrity. Please note that: "Plagiarism encompasses the following:
  1) Presenting as one's own the words, the work, or the opinions of someone elsewithout proper acknowledgment.
  2) Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment." (from Mason Honor Code online at https://catalog.gmu.edu/policies/honor-code-system/)
  3) Paraphrasing involves taking someone else's ideas and putting them in your own words.When you paraphrase, you need to cite the source using APA format.
  4) When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
  5) Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.

6) Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

- **Assignments will not be accepted after the due date. Any assignment, except the final Unit Plan, may be RESUBMITTED for an improved grade WITH PRIOR PERMISSION. All re-written assignments MUST be submitted by November 15th – without exception.**
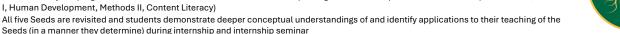
Protocol and Expectations:

- Internet, mobile devices, and social media: While in class your attention should be focused on class related activities and discussion. The legitimate educational purpose of our class is to help prepare you for your professional career. This includes demonstrating courtesy and respect for your peers and myself by practicing and modeling the effective use of technology. Your attention in class is important for your learning. Your participation grade will be reduced accordingly for failing to follow these guidelines:
- Laptop Computers, Netbooks, Handheld Tablets Use
  - Engaging in personal emails, instant messaging, texting, social media, games, and web surfing are not appropriate during class time.
  - Unless you are using your device for notetaking, your laptops or other device should be off or in sleep mode until we are ready to use them.
  - Demonstrate ethical and responsible behavior during class and on the GMU network.
  - When in class, spend time only on the tasks associated with this course and the instructor's directions.
  - In general, use your laptops and other devices in class as you would expect your students to use theirs.
  - **Online synchronous classes: Students must maintain webcam "on" status**

SEED Program "Seeds"

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

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

Course	Seed/Definition	Key Assignment Description
Foundations of Secondary Education	**Advocacy and Agency** The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers' advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers' consideration of youths' agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.	**Teacher Candidate Digital Portfolio** This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates' advocacy of critical issues relevant to secondary education, and candidates' thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Methods I	**Social Justice** The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual's opportunity to learn and succeed. Social justice is also closely aligned with "equity," which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately scaffolded opportunity for academic and professional success.	**Lesson Plan** Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate's ability to integrate justice concepts/content into their instruction. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Human Development and Learning	**Relationships with and Respect for Youth** The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.	**Case Study/Student Application Project** The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents' school and life success. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Methods II	**Inquiry and Reflection** The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.	**Unit Plan/Lesson Implementation** Teacher candidates will use the "backwards design" process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Content Literacy	**Collaboration and Partnership** The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.	**Disciplinary Literacy Inquiry Project** Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including "Why is it important to be literate in our respective subject areas?". The inquiry project must demonstrate the candidate's understanding of how and why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Internship and Internship Seminar	**All SEED Seeds: Applications to Teaching** All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.	
Teacher Research (for Master's students only)	**All SEED Seeds: Applications to Teaching and Teaching Inquiries** All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)	

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.