

George Mason University
College of Education and Human Development
EDUC300 002
COURSE SYLLABUS
Fall, 2004

A. Course Number and Title and Section

EDUC 300: Introduction to Teaching (3:3:0)
Section: 002 73154 (F)

B. Instructor

William R. Martin, Ph.D. GMU/CEHD

C. Course Description

Introduces the teaching profession by examining the roles of a teacher, the nature of American schools, and the students' potential contributions. School-based field experience is required during the course.

D. Textbooks

Two texts are required. They can be purchased at the GMU Bookstore. A professional journal, such as Instructor is recommended reading. Suggestions for journals will be made in class. Some materials (handouts, and the like) may be required for reading and study. These will be provided in class. One required text is Introduction To Teaching: Rewards and Realities by Lynda Fielstein and Patricia Phelps, 2001, Wadsworth /Thompson Learning. The other required text is Handbook for Teaching Reflectively in Grades K-12 by William R. Martin, et. al., 2003, Scarecrow Education.

E. Course Calendar and Topics Covered

The course calendar for the semester is provided with the course Syllabus and shows topics to be covered in class.

F. Objectives

Upon completion of the course, students should be able to:

1. Discuss accurately the overall background, nature, and structure of Education in American schools and society
2. Identify their potential contributions to the teaching profession and whether or not they want teaching to be their chosen line of work
3. Examine and explain the roles of a teacher in today's schools
4. Demonstrate knowledge of essential elements, and identify a variety of methods, related to planning, managing, and delivering instruction in K-12 educational settings

5. Demonstrate understanding of competencies from Virginia's (initial) Beginning Teacher Assistance Program (BTAP).

G. Office Hours

A 327 Robinson Hall (office)

Office hours for the semester are posted by the office door and are announced in class and are listed on the course calendar. Students are asked to call for appointments.

Telephone: (703) 993-2038, E-Mail: bmartin@gmu.edu.

H. Grading

Letter grades in the course are earned by meeting set criteria for course responsibilities, assignments, and opportunities. "NCR" on work returned means "No Credit (officially) Received". You may choose to improve your work and turn it in (along with the original) additional times to receive credit and improve your grade. "NCR" is NOT applicable to quizzes, tests, or the final examination. "NCR" revisions are NOT accepted for credit after the absolute due date announced in class for "NCRs" and indicated on the course calendar. **All** work must be clear, correct, complete, and concise (the "4Cs"). For specific letter grade equivalencies, see **Evaluation**. This will also inform you as to how many criteria/points you will need to achieve for your letter grade of choice for a particular assignment in the semester.

I. Method of Instruction and Evaluation

NOTE: You earn for what you learn, and do, in the course. "Payment" in the form of letter grades comes along the way, throughout the semester, AS OPPOSED TO primarily at the end of the semester when a "paper" is due and you take a final examination that counts for a large percentage of your total grade.

1. Keep your record of work done and points earned to cross-check with mine. Mine is official! Discrepancies in my records need to be negotiated at or before the final examination session. Keep all returned papers, obtained from the OUT sleeves by my office door in order to provide evidence in case of possible discrepancies.
2. Your letter grade is based on a point system with each assignment weighted independently and carrying points. The points are criterion referenced; each criterion equals one point. Find the number of criteria in an assignment and you will know its minimum number of points.
3. Through completing successfully selected readings, extra field experience work (authorized in advance by me), and optional projects agreed to by me, you may earn "Bank" points which you may use against a shortage of points earned in required assignments. You may suggest, and have approved by me in advance your own ideas for possible "bank" points. You may also request "bank" points for what you consider exceptional work. See me! (I may credit you with "bank" points for work especially well done. See me to find out if you have earned any "bank" points in this way, or to request a special look by me at your work, whether it be related to "bank" points or to "pride" points. Ask me about the latter; they can be of help to you also.)

4. To add “bank” points, you MUST negotiate directly with me. This can be done in person or through written notes. Transfer from the “bank” to an assignment of yours does NOT occur automatically! “Bank” points must be added according to these guidelines:
 - a) “units of 3” - you need 3 “bank” points to add 1 real point to the lesson plan, the discipline case study, the delivery of instruction “teach & tape” assignment, and the mini-quizzes and the Mid-Semester Test (NOT available for the PDO or any mini-events).
 - b) a maximum of 1½ points may be added from the “bank” to an earned score. You must meet the identified minimum criteria for each assignment. For example, a final score of 6½ points earned (of 8 points) on the lesson plan assignment means you are not eligible for an “A” on that assignment. However, the “bank” can help you with the additional 1½ points. To go beyond the 1½ points, you will need to make a **STRONG** case to me. (“Pride” points earned in the course may help you here; you are invited to ask me about these; they are NOT a formal part of any assignment or of the course.) Here is an example: to add 1 point to your score on the “teach & tape” assignment, you would need to have 3 earned “bank” points (3=1). To add a 2 point to that same score, you would need another 1½ “bank” points. Obviously, if you have no “bank” points, you have none to add, if needed. “Pride” points simply help you “lift the cap”/ “raise the ceiling” regarding placement of earned “bank” points.

5. Laboratory Component: you earn lab points through the following:
 - a) authorized hours spent in your assigned field experience school. You will be assigned a school through the GSE, if one is available. You may need to locate your own school. (Details in class.) Your hours there (15 minimum) when validated by the signature of a field experience supervisor, and me, for quality work (expected “3s” or better on the Evaluation of Field Experience Performance Form) earn you 15 points of the 20 points required for the Lab Component of the course. You may earn additional points through the school experience **ONLY** by negotiating with me in advance and having permission in writing from the school. Be sure if your Performance Form is mailed, it is sent to my attention.
 - b) field experience report - 5 points are earned through this.
 - c) personalized reflection journal - 5 points are earned through this as an option to the field experience report. If you do this, a one-page summary is required after the 5 required entries.

6. SUMMARY REQUIREMENTS AND GRADING CHART

| <u>ASSIGNMENT</u> | <u>MINIMUM CRITERIA/POINTS</u> | |
|---|--------------------------------|--------------------|
| 1. Lesson Plan | 8 | <i>cba/o/3,5,4</i> |
| 2. Delivery “Teach & Tape” | 5 T (T=tape) | <i>cba/o/2,4</i> |
| 3. Discipline Case Study | 8 | <i>cba/o/2,3,4</i> |
| 4. Professional Development Opportunity | 5 | <i>cba/o/1</i> |
| 5. PDO Attendance & Feedback sheet(s) | 1 | <i>cba/o/1</i> |
| 6. Lab Component | 20 | <i>cba/o/3,5</i> |
| (includes 15 hrs. of required “quality” field experience and return to me the Field Experience Performance Form signed by the Field Experience Supervisor, and by me) | | |
| 7. Mini-events (TBA) (non-attendance = “Red Flag”) | 3 | <i>cba/o/TBA</i> |
| 8. Mini-quizzes | 9 (3), (3), (3) | <i>cba/o/1</i> |
| 9. Mid-Semester Test | 3 | <i>cba/o/1</i> |
| 10. Final Examination | 3 | <i>cba/o/1</i> |
| 11. Authorized participation points (e.g. “3-point paper”) | 3 | <i>cba/o/2</i> |
| GRAND TOTAL | 68 | |

TOTALS: 62-68+ = A 55-61½ = B 48-54½ = C 41-47½ = D 0-40 1/2 = F

NOTE: Earned points do NOT count if accompanied by “NCR” (*no credit received*)

Participation points may be earned in a variety of ways throughout the semester: “3-point paper”, high participation in class discussion, consistent attendance, and/or TBA; see me for ideas and authorization/credit procedure.

“cba” refers to competency based assessment; “o” & the “number” refer to course objectives.

J. Miscellany

I will be happy to talk with you about your progress in the course. You should try to see me BEFORE your concerns, if any, become serious. Stay with the course. Remain flexible. Enjoy!

K. Special Needs

If you need course adaptations or accommodations because of a disability or need special

circumstances, please inform me as soon as possible so that arrangements can be made.

EDUC 300

Fall, 2004
Section: 002

Hr.: 1:30 -
4:10 p.m.
Day: F
Location: R B111

"Introduction to Teaching"

Semester Fall, '04
Office hours:
By appointment &
Before class: F

CALENDAR
-William R Martin
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Session

| <u>No.</u> | <u>Date</u> | <u>Topic/Unit</u> | <u>Objective</u> | <u>Notes</u> |
|------------|-------------|---|------------------|--|
| 1 | 9/3 | Orientation | all | Introductions: Course; Field Experiences; BTAP; Calendar |
| 2 | 9/10 | Effective Schools | 1,5 | Previews; Professional Development Opportunity Initial Planning |
| 3 | 9/17 | Philosophy for Teaching I | 1,3 | Packet Check; Mini-Quiz #1 Information |
| 4 | 9/24 | Introduction to Planning | 4 | Setting Absolute Due Dates |
| 5 | 10/1 | " | | In-Class Work Time; Mini-Quiz #2 Information; Communication sample |
| 6 | 10/8 | Introduction to Delivering Instruction | 4 | Mid-Semester Test Information |
| 7 | 10/15 | Introduction to Management & Discipline | 4 | Mini-Quiz #2. Bring textbooks. |

NOTE: Attendance is expected at all sessions! This Calendar is subject to change!

Session

| <u>No.</u> | <u>Date</u> | <u>Topic/Unit</u> | <u>Objective</u> | <u>Notes</u> |
|------------|-------------|---|------------------|---|
| 8 | 10/22 | MID-SEMESTER TEST | All | Course Inventory & Review; Mini-quiz #3 information |
| 9 | 10/29 | Introduction to Traditional Foundations | 1,2,3 | Cooperating Learning Progress Reports Due; Philosophy II & Mini-Quiz <u>#1</u> (belief statement) |
| 10 | 11/5 | Introduction to Human Relations Education | 2,3,4,5 | "Invitational Education"; Mini-Quiz #3; Communication sample |
| 11 | 11/12 | " | | Final Exam Information |
| 12 | 11/19 | FLEX Session | All | TBA; Chat Time |
| 13 | 12/3 | PDO Presentations | 1,4 | PDO "Action Plans" Due; Field Experience Items Due |
| 14 | 12/10 | Review & "Directions" | All | All AUTHORIZED Late Work Due; "Bank" Projects Due; participation points due (e.g. 3 point papers) |
| 15 | 12/17 | EXAM Session (Regular Time) | All | Oral Field Experience Reports (Voluntary); Course Evaluation; Cross-Check Records With Me |

NOTE: *Attendance is Expected at all sessions! This Calendar is subject to change!*