

**George Mason University**  
**College of Education and Human Development**  
**Division of Elementary, Literacy and Secondary Education**

EDUC 200-B02: Introduction to Education  
Teaching, Learning and Schools  
(3 Credits)

June 1st - July 25th, 2020  
*MW, 4:30-7:20, Online*

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**Prerequisites/Corequisites:** None

### **University Catalog Course Description**

Introduces educational issues related to learning, schooling and teaching. Examines roles of teachers and nature of American schools and learners.

**Expanded Course Description:** N/A

### **Course Overview**

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

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

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

### **Course Delivery Method**

This course includes a variety of teaching and learning approaches: whole and small group discussions, text-based/multimedia interaction with course materials, interactive and full-body engagement activities, individual and group reflective practices, collaborative learning groups, workshop approaches, online discussions and activities, and instructor-led and student-led lessons/activities.

### **Course Delivery Method**

This course will be delivered online (76% or more) using a synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by Friday, May 29<sup>th</sup>, 2020.

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

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

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

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

## Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Explain how individuals, groups, and institutions are impacted by the educational system.

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

### Required Text

Required texts will be provided by the instructor.

### Professional Standards

Not applicable.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g, online, hard copy).

### Assignments and/or Examinations

Assignment	Due Date	Total Points
Participation & Attendance (in synchronous classes)	Ongoing	15
Exit Tickets <i>Short reflections</i>	Five total, due each week (except Week 1 & Week 5) on Sunday by 11:59pm	10
Purpose of School Photovoice	<b>Week 3 (by Friday, June 19th)</b>	15
Weekly (Asynchronous) Discussion	Ongoing, due each week on Wednesday by 4:30pm	15

Discussion Facilitation	Ongoing (weeks 3-7)	5
Book Review	<b>Week 6 (by Friday, July 10th)</b>	10
Teaching Vision Portfolio - Teaching Vision Statement - Portfolio	<b>Week 8 (by Wednesday, July 22nd)</b>	30
<b>Total</b>		<b>100</b>

\*See end of syllabus for a detailed description of all assignments and rubrics.

\*\*No late work will be accepted unless arrangements have been made with instructor

### Grading

A = 94-100	B+ = 88-89	C+ = 78-79	D = 60-69
A- = 90-93	B = 83-87	C = 73-77	F = 0-59
	B- = 80-82	C- = 70-72	

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

### Course Schedule

Date	Topics	Readings/Assignments Due	Exit Ticket due
Week 1 Mon., June 1st Wed., June 3rd	Course Overview  The Purpose & History of U.S. Public Schools	Read syllabus  Read: "What if America Didn't Have Public Schools?"  Read: "What Teachers Need to Make Remote Schooling Work"  Watch: "The Toxic Culture of Education"  Listen: "Teaching for Better	N/A

		Humans”	
<p>Week 2</p> <p>Mon., June 8th Wed., June 10th</p>	<p>What Makes a Good Teacher?</p> <p>Teacher &amp; School Assessment</p>	<p>Read: "Building A Better Teacher"</p> <p>Read: "What Makes a Great Teacher?"</p> <p>Watch: "What Makes a Good Teacher?"</p> <p>Read &amp; Listen: “Restorative Justice in School: An Overview”</p> <p>Read: “Exacerbating inequality: the failed promise of the No Child Left Behind Act”</p>	<p><b>Sunday, June 14th, by 11:59pm</b></p>
<p>Week 3</p> <p>Mon., June 15th Wed., June 17th</p>	<p>Learning &amp; Motivation</p> <p><b>Purpose of School Photovoice Due</b></p>	<p>Read: "Effective Feedback for Deeper Learning"</p> <p>Explore: "What is a Growth Mindset?"</p> <p>Read: "Interest and Affect"</p> <p>Watch: "Do schools kill creativity?"</p> <p>Read: “The Myth of Learning Styles”</p>	<p><b>Sunday, June 21st, by 11:59pm</b></p>
<p>Week 4</p> <p>Mon., June 22nd Wed., June 24th</p>	<p>Knowing Students: Who are the students in today’s classrooms? How are students changing?</p>	<p>Read: "U.S. School Enrollment Hits Majority-Minority Milestone"</p> <p>Watch: "What one assistant principal learned from shadowing a student for a day"</p> <p>Watch: "What kids wish their teachers knew"</p> <p>Review: “On the Cusp of Adulthood and Facing an</p>	<p><b>Sunday, June 28th, by 11:59pm</b></p>

		Uncertain Future: What We Know About Gen Z So Far”	
<p>Week 5</p> <p>Mon., June 29th Wed., July 1st</p>	Cultural and Economic Factors	<p>Read: "The Myth of the Culture of Poverty"</p> <p>Read: "The Lost Summer"</p> <p>Read:"The Potential and Promise of Latino Students"</p> <p>Read: "Detroit's Right to Literacy Case and U.S. School Reform"</p> <p>Read: "White Teachers Need to See Color. Here's Why"</p> <p>Read: “What’s Lost When Black Children Are Socialized Into a White World”</p> <p>Watch: "Bringing Cultural Context and Self-Identity into Education" <b>OR</b> "Why Diversity is Not Enough to Reach Real Integration in Schools"</p>	<p><b>None --- Happy 4th of July!</b></p>
<p>Week 6</p> <p>Mon., July 6th Wed., July 8th</p>	<p>Social and Emotional Factors</p> <p><b>Book Review Due</b></p>	<p>Read: “Failure Factories”</p> <p>Explore: Read or listen to at least two articles from NPR Special Series "The Mental Health Crisis In Our Schools"</p> <p>Read: “Stop Trying to Raise Successful Kids”</p> <p>Listen: “With School Buildings Closed, Children's Mental Health Is Suffering”</p> <p>Read: “Why Is Middle School So Hard for So Many People?”</p>	<p><b>Sunday, July 12th, by 11:59pm</b></p>

<p>Week 7</p> <p>Mon., July 13th Wed., July 15th</p>	<p>Differentiation: Meeting the Needs of All Learners</p>	<p>Read: "Special-Education Teachers Are Fighting to Make This Work"</p> <p>Read: "Teachers Seek to Unravel the Myths Around Reading and Dyslexia"</p> <p>Read: "It's 2019. So Why Do 21st-Century Skills Still Matter?"</p> <p>Read: Delpit's "No Kinda Sense"</p> <p>Watch: "Immersion"</p>	<p><b>Sunday, July 19th, by 11:59pm</b></p>
<p>Week 8</p> <p>Mon., July 20th Wed., July 22nd</p>	<p>Articulating a Teaching Philosophy</p> <p><b>Teaching Vision Portfolio Due</b></p>	<p>Watch: "Every kid needs a champion"</p> <p>Watch: Azul Terronez's "What Makes a Good Teacher Great?"</p> <p>Read: "Teaching for Social Justice and Community Empowerment"</p> <p>Read: "Becoming the Teacher I Am Today"</p>	<p><b>N/A</b></p>
<p><b>ALL WORK DUE BY <u>FRIDAY, JULY 24TH</u>, AT 11:59 PM</b></p>			

\*Note: Faculty reserves the right to alter the schedule as necessary with notification to students.

**Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical



leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**

**Assignment Guidelines and Rubrics:**

**Class Participation** (15 points)

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. Students are expected to complete assignments and readings before class, attend all classes, arrive on time, fully engage in class activities and discussions, and stay until the end of class. Students are expected to be on time and well prepared to participate in class as active, thoughtful discussants.

*Note: You are expected to be in class--virtually--during the entirety of our synchronous sessions. You are expected to have your camera on, to mute your microphone responsibly, and to use the chat options for course purposes (e.g., an alternative means of participation, to ask questions, etc) or when directed as part of course activities. **If you anticipate any issues or have concerns about these expectations, please contact me as soon as possible.***

Rubric: Class Participation

Element	Points Allotted
Attendance – present, on time, stays until the end of class. Communicates professionally with the instructor in case of questions or emergencies.	/2
Preparedness - comes to class fully prepared by participating in readings and with needed materials. Planning apparent in group presentations and/or group discussions.	/3
Engagement in discussions and activities – active participant but also knows when to step back, practice active listening, and encourage others to participate.	/10
Effective and professional collaboration with peers during group activities in and outside of class.	
Total	/15

**Weekly (Asynchronous) Discussion** (15 points)

Each week, there will be a prompt posted to the discussion board. Students should respond to this prompt in full by Wednesday at 3pm each week. Students are not required to respond to a set number of posts each week, but commenting and creating a conversation is encouraged.

Rubric: Weekly Discussion

Weekly discussion demonstrates connections to personal experiences and assigned readings. Length, content, and attention to detail (i.e. grammar, mechanics, proofreading) are appropriate for college-level work.	_____/15
Total	/15

**Exit Tickets** (10 points)

These weekly reflections should demonstrate critical reflection connecting readings, class discussions/activities, and the development of ideas regarding self and developing philosophy in relation to teaching.

Prompts will be provided in class and online. **Exit tickets will be due each Sunday by 11:59pm.\***

**\*Due dates for each entry noted on the calendar above**

Rubric: Exit Tickets

Written entries demonstrate critical reflection on material (reading and class discussions), self, and teaching philosophy. Length and content of entries are appropriate for college-level work. All entries completed on time (2 points each x 5 total).	/10
Total	/10

**Purpose of School Reflection/Interview/Presentation** (15 points)

This assignment will ask you to think about, explore, and document your own and one young person’s relationships to and experiences with school.. You will have to identify and connect with a young person of approximately the same age and demographics as the students you are teaching or you hope to teach (this may be a friend’s or your relative).

You will each answer five questions -- in text and visual format.

1. What do you and this student believe are the purposes of school?
2. How and where did you and this student learn about these purposes? Who or what communicated the purpose of school to you and this student?
3. What *supports* your own and this student’s ability to attend and be successful in school?
4. What *impedes* your own and this student’s ability to attend and be successful in school?
5. What would you and this student *change* about school -- its structure, contents, etc. -- given the chance?

The final project must take an illustrated form that you consider relevant to your teaching; please be sure to include written text addressing the project questions to support the visual form. Take risks, be creative, and embrace the freedom that this project provides.

Rubric: Purpose of School Reflection/Interview/Presentation

Element	Points Allotted
Thoroughness: portrays multiple perspectives (self and young person interviewed) on school, teaching, and learning, including a personal reflection/synthesis and implications for future practice.	_____/10
Presentation: Visuals are well integrated and connect to the content. Correct grammar and mechanics show attention to detail and professional communication skills.	_____/5
Total	_____/10

**Discussion Facilitation** (5 points)

To give you a small taste of teaching virtually this semester, you will work with a partner to facilitate one class discussion (~15 minutes) centered on a topic of your choice that you feel teachers and future teachers should know more about).

If you need students to complete reading ahead of time, please send any necessary information to the instructor **at least one week** prior to your discussion so they can be made available to the class.

Rubric: Issues in Education Discussion Facilitation

Element	Points Allotted
Presentation was clear, informative, interactive, and thought provoking.	/5
Total	/5

**Book Review** (10 points)

For this assignment, you will select and read a text (from a list I will provide in class) over the course of the semester. I will provide a note sheet to help you relate what you're reading to the topics of the class and our other course readings, which will help you synthesize information for this assignment.

You will create a visual product to share with the class that includes your main takeaways from reading this book, critical issues facing society and teaching today, and how those issues connect to our course topics and your own personal experience and development as a teacher. More information about the form this product should take will be explained in class.

Remember to use correct grammar, proofread for errors, and cite sources using either MLA or APA formatting.

Rubric: Book Review

Element	Points Allotted
Thoroughness: Includes an element of personal reflection/synthesis communicating the implications for self, current, and future teachers.	/3
Thoughtfulness: Connects book content to course topics, readings, and personal experience.	/5
Correct grammar and mechanics show attention to detail and professional communication skills.	/2
Total	/10

**Teaching Vision Portfolio** (30 points)

The items in this portfolio will help you reflect on the contents of this class and articulate a teaching philosophy. Additional information will be provided in class throughout the semester.

You will complete the following:

- Teaching Vision statement (20 points)
- Portfolio (10 points)

**Teaching Vision Statement**

- This assignment is designed to help you develop a teaching philosophy, which will inform everything you do as a teacher in and outside of the classroom. You will use readings, discussions, assignments, and reflections from your time in this class to compose a **3-5 page (double-spaced, Times New Roman, 12pt font) preliminary Vision Statement that communicates your personal philosophies as a teacher.**

**Questions to consider for your Teaching Vision Statement:**

1. Positionality: What is your background (this could be related to gender, race, orientation, socio-economic status, dreams, losses, etc.)? Where are your roots? What was it like for you growing up in your family, community, and school?
2. What is/was your experience as a student, particularly during the stage in your development that the students you plan to teach will be?
3. Describe meaningful experiences or conversations you have had since beginning your teacher education experience (this could include in or outside of class, job experiences, or clinical experiences)
4. Why do you want to be a teacher? How does your experience inform this?
5. What is the most important thing to you as a teacher? How will you communicate this to students?

Rubric: Teaching Vision Portfolio

<b>Element</b>	<b>Points Allotted</b>
<b>Teaching Vision Statement</b> Connects readings, class assignments and activities, reflections, and peer and instructor feedback thorough and thoughtful manner.  Includes a thoughtful current teaching philosophy, lessons learned, and	_____/20

depiction of future plans based on learning in EDUC 200.  Correct grammar and mechanics show attention to detail and professional communication skills.	
<b>Portfolio</b> Portfolio that collects your Teaching Vision Statement, Photovoice, Book review, and other resources in an online space (more information about this portion of this assignment will be shared in class)	_____/10
Total	_____/30

