

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

EDUC 200– Introduction to Education:
Teaching, Learning and Schools
3 Credits

Tuesdays 4:30-7:10 August 25, 2020-December 15, 2020 [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. **Requires 15 hours of school-based field experience during the course. *This course fulfills the Mason Core Social and Behavioral Sciences requirement.***

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/multi-media 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.

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.

Professional Standards Interstate New Teacher Assessment and Support Consortium (INTASC)

Students will be introduced to the INTASC professional standards:

<http://www.doe.in.gov/sites/default/files/licensing/intasc.pdf>

Required Texts

Johnston, P. H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse Publishers.

Nieto, S. (2015). *Why we teach now*. New York: Teachers College Press.

**Additional required readings posted on Blackboard

Week 2:

Ripley, A. (January/February 2010). What makes a great teacher? *The Atlantic*. Retrieved from <https://www.theatlantic.com/magazine/archive/2010/01/what-makes-a-great-teacher/307841/>

Week 3:

Dewitt, P. (February 28, 2012). Finding common ground. Retrieved from https://blogs.edweek.org/edweek/finding_common_ground/2012/02/

Week 4:

Green, E. (March 2, 2010). Building a better teacher, *New York Times Magazine*. Retrieved from <https://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html?pagewanted=all>

Week 6:

Girod, G. R. & Girod, M. *Standards-based schools*. Retrieved from http://www.wou.edu/~girodm/100/brief_history_of_standards.pdf

No Child Left Behind Act of 2001, P.L. 107-110, 20 U.S.C. § 6319 (2002). Retrieved from <https://www2.ed.gov/nclb/overview/intro/execsumm.html>

Facts and terms NCLB. Retrieved from <https://www2.ed.gov/nclb/overview/intro/execsumm.html>

Houston, D. (2007). The seven deadly sins of no child left behind. *Phi Delta Kappan*, 88, 744-748. Retrieved from . <http://www.wou.edu/~girodm/100/Houston.pdf>

Week 7:

Editors (June 1, 2012). Latinos school success: A work in progress. Retrieved from <https://www.edweek.org/ew/articles/2012/06/07/34execsum.h31.html?intc=EW-DC12-LNAV>.

Fact sheet on major provisions of the conference report to H. R. 1 the No Child Left Behind Act. Retrieved from <https://www2.ed.gov/nclb/overview/intro/factsheet.html>.

Hursh, D. (2007). Exacerbating inequality: The failed promise of the No Child Left Behind Act. *Race, ethnicity, and education*, 10(3), 295-308. Retrieved from <http://www.wou.edu/~girodm/100/Hursh.pdf>

Week 8:

Poverty Gorski, P. (2008). The myth of the culture of poverty. *Educational Leadership*, 65(7), 32-36. Retrieved from <http://www.ascd.org/publications/educational-leadership/apr08/vol65/num07/The-Myth-of-the-Culture-of-Poverty.aspx>

Week 9:

Zuckerbrod, N. (October 30, 2007). 1 in 10 schools are dropout factories. *USA Today*. Retrieved from https://usatoday30.usatoday.com/news/education/2007-10-30-dropout-factories_N.htm#

Maxwell, L (2012). Raising Latino achievement seen as demographic imperative. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2012/06/07/34overview.h31.html?intc=EW-DC12-LNAV>

MLK Jr (1948). The purpose of education. Retrieved from <http://old.seattletimes.com/special/mlk/king/education.html>

Week 10:

Badger, E. & Quely, K. (December 5, 2017). How effective is your school district? A new measure shows where students learn the most. *The New York Times*. Retrieved from <https://www.nytimes.com/interactive/2017/12/05/upshot/a-better-way-to-compare-public-schools.html>

Week 12:

Kobrin, D. (2008). Why won't students listen? How to get your students to tune in more of the time. *Virginia Journal of Education*. Retrieved from <http://www.veanea.org/home/1410.htm>

Week 13:

D. H. Schunk, Meece, J. L. & Pintrich, P. R. (2008) Motivation in education: Theory, research and practice. London, England: Pearson. Retrieved from http://www.wou.edu/~girodm/100/interest_and_affect.pdf

Brophy, J. (2008). Developing students' appreciation for what is taught in schools. *Educational Psychologist*, 43(3), 132-141. Retrieved from <http://www.wou.edu/~girodm/100/Brophy.pdf>

Week 14:

Marano, H. E. (November 1, 2004). A nation of wimps. *Psychology Today*. Retrieved from http://www.wou.edu/~girodm/100/A_nation_of_wimps.pdf

Leafgren, S. (2008). Reuben's fall: Complicating 'goodness' and school room disobedience. *International Journal of Children's Spirituality*, 13(4), 331-344.

Course Performance Evaluation

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

Assignments and/or Examinations

| Assignment | Due Date | Total Points |
|------------------------------------|------------------------|--------------|
| Class Participation | Ongoing | 15 |
| Read, Talk, Write Reflections | Ongoing | 15 |
| Education in the News | Weeks 3, 6, 10, and 14 | 10 |
| Education in the Movies | Week 9 | 15 |
| Interview Teachers and/or Learners | Week 12 | 15 |

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| Preparing to Enter the Profession Portfolio | Week 15 | 30 |
| | Total | 100 |

*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 |
| A- = 90-93 | B = 83-87 | C = 73-77 |
| | B- = 80-82 | C- = 70-72 |
| D = 60-69 | F = 0-59 | |

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/polices-procedures/>

Course Schedule

| Date | Topic | Readings/Assignments Due | Reflection Due by 11:59 pm On |
|---|---|---|---|
| Week 1 August 25 th - August 31 st | Course Overview Unit I: What is effective teaching? Introduction to Teaching: <ul style="list-style-type: none"> Why teach? The self who teaches: reflections on identity and integrity | Read Through the Syllabus Taylor Mali on youtube: What Teachers Make Bring Blank Journal or Notebook | Initial reflection by Thursday Response to classmate by Sunday |
| Week 2 September 1 st - September 7 th | Effective Teaching <ul style="list-style-type: none"> What is it? What is it not? Lessons from your past teachers <p><i>Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher. - Parker J. Palmer, The Courage to Teach</i></p> | Nieto (2015) Reading What makes great teachers great – video https://www.youtube.com/watch?v=FXaLGt460e4&t=627s Ripley (2010) Reading | Initial reflection by Thursday Response to classmate by Sunday |

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|---|---|---|--|
| <p>Week 3</p> <p>September 8th- September 14th</p> | <p>Learning Environment</p> <ul style="list-style-type: none"> • Building trust and community • The role of care • Classroom management | <p>Nieto (2015) Reading</p> <p>Elementary students on good teaching https://www.youtube.com/watch?v=D25mzs47EZs</p> <p>DeWitt (2012) Reading</p> <p>Education in the News Groups due</p> | <p>Sunday, September 13th</p> |
| <p>Week 4</p> <p>September 15th- September 21st</p> | <p>Curriculum Subject Matter</p> <ul style="list-style-type: none"> • Balancing student learning needs and interests with curriculum requirements and standards • Creating space for wonder | <p>Secondary students on good teaching https://www.youtube.com/watch?v=iHapv0Tv7vM</p> <p>Green (2010) Reading</p> | <p>Sunday, September 20th</p> |
| <p>Week 5</p> <p>September 22nd- September 28th</p> | <p>Effective teaching and InTASC standards for teachers</p> <ul style="list-style-type: none"> • What teachers need to be able to do. • What's missing from these? • What do they seem to emphasize? | <p>Nieto (2015) Reading</p> <p>What makes good teaching? A short film by Harvard Education Students https://www.youtube.com/watch?v=l1-zTiVI-BM</p> | <p>8pm day after class</p> |
| <p>Week 6</p> <p>September 29th- October 5th</p> | <p>Unit II: What do schools and classrooms look like?</p> <ul style="list-style-type: none"> • Standards based instruction • INTASC • NCLB | <p>Standards-based schools http://www.wou.edu/~girodm/100/brief_history_of_standards.pdf</p> <p>Executive Summary NCLB https://www2.ed.gov/nclb/overview/intro/execsumm.html</p> <p>Facts and terms NCLB https://www2.ed.gov/nclb/overview/intro/execsumm.html</p> <p>Houston (2007) Reading</p> <p>Education in the News Groups due</p> | <p>8pm day after class</p> |

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|---|---|---|-----------------------------------|
| <p>Week 7</p> <p>October 6th- October 13th</p> | <p>NCLB</p> <ul style="list-style-type: none"> • The good • the bad • and the ugly | <p>Incorporating Cultural Diversity in the Classroom Reading</p> <p>Fact Sheet on NCLB Reading</p> <p>Hursh (2007) Reading</p> | <p>8pm day after class</p> |
| <p>Week 8</p> <p>October 20th- October 26th</p> | <p>Educating all students</p> <ul style="list-style-type: none"> • Classroom diversity and a climate for learning • Meeting all students' needs | <p>Luis Moll Funds of Knowledge video https://www.youtube.com/watch?v=aWS0YBpGkkE</p> <p>Gorski (2008) Reading</p> <p>Daniel Beaty, Knock, Knock Def Poetry https://www.youtube.com/watch?v=9eYH0AFx6yI</p> | <p>8pm day after class</p> |
| <p>Week 9</p> <p>October 27th- November 2nd</p> | <p>Who are the students in today's classrooms?</p> <ul style="list-style-type: none"> • How are students changing? | <p>USA Today (2011) Reading</p> <p>Maxwell (2012) Reading</p> <p>MLK Jr (2018) Reading</p> <p>Education in the Movies due</p> | <p>8pm day after class</p> |
| <p>Week 10</p> <p>November 3rd- November 9th</p> | <p>Assessing schools</p> | <p>The New York Times</p> <p>Education in the News Groups due</p> | <p>8pm day after class</p> |
| <p>Week 11</p> <p>November 10th- November 16th</p> | <p>Unit III: What engages learners?</p> <ul style="list-style-type: none"> • Bookclub Johnston • Student motivation | <p>Johnston (2012) Chs 1-3</p> <p>Student Motivation Reading</p> <p>Ken Robinson Ted Talk Do Schools Kill Creativity (2006) https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en</p> <p>Ken Robinson (2013) How to escape education's death valley. Ted Talk https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley</p> | <p>8pm day after class</p> |

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|---|---|---|-----------------------------------|
| <p>Week 12</p> <p>November 17th- November 23rd</p> | <p>Talking so students will listen</p> <ul style="list-style-type: none"> • Bookclub Johnston • Teacher language | <p>Johnston (2012) Chs 4-6</p> <p>Every kid needs a champion Rita Pierson Ted Talk https://www.youtube.com/watch?v=SFnMTHhKdkw&t=27s</p> <p>Kobrin (2008) Reading</p> <p>Interview Teachers/Learners due</p> | <p>8pm day after class</p> |
| <p>Week 13</p> <p>November 24th-November 30th</p> | <p>Student Motivation</p> <ul style="list-style-type: none"> • Bookclub Johnston • Motivating learners | <p>Johnston (2012) chs. 7-9</p> <p>Motivation in Education Reading</p> <p>Brophy (2008) Reading</p> | <p>8pm day after class</p> |
| <p>Week 14</p> <p>December 1st- December 7th</p> | <p>Classroom management</p> | <p>Psychology Today Reading</p> <p>Leafgren (2008) Reading</p> <p>Education in the News Groups due</p> | <p>8pm day after class</p> |
| <p>Week 15</p> <p>December 8th- December 14th</p> | <p>Ongoing Reflection and Personal/Professional Development</p> <ul style="list-style-type: none"> • Teacher as critical thinker, intellectual, researcher | <p>Preparing to Enter the Profession Portfolio due</p> | <p>In class</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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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)

Students are expected to be fully engaged and present to be successful in this course. This means attending all classes, arriving on time, fully engaging in class activities and discussions, and staying until the end of class. **Students will keep a hand-written, ungraded journal/notebook** for personal reflective purposes (jotting thoughts, ideas, wonders, drawings, etc.) and for various activities throughout class. Students will participate in Book Clubs throughout the course.

Rubric: Class Participation and Reflections

| Element | Points Allotted |
|---|------------------------|
| Attendance – present, on time, stays until end of class | _____/5 |
| Engagement in discussions and activities – active participant, and also knows when to step back, practice active listening, and encourage others to Participate | _____/10 |
| Total | _____/15 |

Read-Talk-Write Reflections after Each Class (15 points)

You will have done the READING in preparation for class and done some TALKing in class. After class you will WRITE a REFLECTion. Prompts will be provided in class. Post your reflections on Blackboard.

Students will write an electronic journal submission/reflection after each class to be submitted on Blackboard by the date and time noted on the syllabus and journal section of Blackboard. These journal entries should demonstrate critical reflection on readings, class discussions/activities, and the development of ideas regarding self and developing philosophy in relation to teaching. **A prompt will be made available on Blackboard following each class period. Reflection must be posted by 11:59 pm on Thursday. Please also respond to at least one of your classmate’s posts by Sunday.**

Approximate length of each entry: **350-450 words.**

Due dates for each entry noted on syllabus.

Rubric: Reflections

| | |
|---|----------------|
| Written entries demonstrate critical reflection on readings, class discussions self, and teaching philosophy and regularly meet length requirement | _____/10 |
| Mechanics | _____/3 |
| Responds to a classmate’s response | _____/2 |

Education in the News assignment (10 points)

Part of becoming a professional educator is reading and seeking out new information in an effort to get smarter and become more aware of what's going on in the field of education. There are plenty of hot topics and debates happening in education all the time: teachers going on strike, guns and schools, the rise of charter schools, test-and-standards-driven culture, teacher evaluations tied to student performance, disappearing recess and play...

To facilitate this, you will locate two news articles that have to do with teaching, child development, learning... anything relevant to the field of education. You will form interest groups by topic. Your group will then plan and lead the class in a 15-minute interactive discussion or activity based on your chosen topic. Your group will also prepare a one-page handout of information for the class, including a list of references (minimum of three sources APA style), thoughts on the major issues being discussed, provocative questions, and potential solutions for consideration. Links to **news articles** will be made available ahead of time so students can complete the reading.

Rubric: Education in the News

| Element | Points Allotted |
|--|------------------------|
| Presentation was clear, informative, interactive, and thought provoking. | _____/5 |
| Presentation included a useful handout with a reference list in APA format with at least 3 sources and included provocative questions and potential solutions to promote expansive thinking. | _____/5 |
| Total | _____/10 |

Education in the Movies (15 points)

There are many great movies out there that deal with issues of teaching, learning, and schooling. Pick one and write a **1500-2000-word essay** that highlights how the movie presents teaching. Outline how the movie presents teachers/teaching, students and learning. How does this compare to course material and what you are learning? Highlight critical issues. For example, you could watch the movie Dead Poet Society and discuss how Mr. Keating encouraged his students to think and live differently and the consequences of these actions on both students and teacher were enormous. Your essay should include discussion of important ideas as well as what you think about these issues - don't neglect to say how the ideas help you think differently about teaching, learning, and schooling. In other words, discuss some ideas from the movie but then discuss how these ideas affect you and your notions of teaching. Consider one of these movies or many others out there.

Dramas

- Dead Poet Society (1989)
- Freedom Writers (2007)
- Mr. Holland's Opus (1995)

- To Sir, With Love (1967)
- The Breakfast Club (1985)
- Dangerous Minds (1995)
- Lean on Me (1989)
- Stand and Deliver (1988)
- October Sky (1999)
- Front of the Class (2008)
- Up The Down Staircase (1967)
- Akeelah and the Bee (2006)
- Precious (2009)
- Colley High (1975)

Documentaries

- The Hobart Shakespearians (2005)
- Hard Times at Douglass High (2008)

Comedies

- Bad Teacher (2011)
- Sister Act 2: Back in the Habit (1993)
- Chalk (2007)

International Films

- The Class (France, 2009)
- Not One Less (South Korea, 2000)

Rubric: Education in the Movies

| Element | Points Allotted |
|--|-----------------|
| Thoroughness: portrays multiple perspectives on teaching and education. | _____/10 |
| Thoughtfulness: Includes an element of personal reflection/synthesis communicating the implications for future practice. | _____/5 |
| Total | _____/15 |

Interview Teachers and/or Learners (15 points)

Interview two teachers and/or learners and write a 3-page review of what you learned. The way to proceed is to come up with a list of about 6-8 open-ended questions that will get the teacher/learners to talk about the kinds of things you want to know about. For example, you might consider learning about curriculum by asking your teacher: "So... Mr. or Mrs So-and-so, how do you decide what to teach in your class?" This will get them talking about all sorts of things and then you can just take good notes - or even record the interview (ask permission first). When you are done, write a **1500-2000 word** analysis

How it will impact you as a future teacher/learner

Guiding questions will be provided.

Dispositions Self-Assessment

- Using the CEHD dispositions create a document that outlines your strengths and areas of improvement for each of the dispositions. Additional information will be provided in class.

Why teach vision statement draft

- One of the most important questions to ask yourself as you consider entering the education profession is “How will my students be different for having been in my class?” Expectations are so important in education and in order to clearly state those expectations as well as holding students responsible for meeting them you must spend some time “visioning” what your classroom and your teaching will look like. You will craft a draft of your vision statement using information provided in classes.

