

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

EDUC 200.003 – Introduction to Education: Teaching, Learning and Schools  
3 Credits, Fall 2020  
Mondays/ 10:30 am – 1:10 pm  
Innovation Hall 328, Fairfax Campus, and Online

**Instructor:**

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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.***

**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.

This course will be delivered in a hybrid model. It will meet face-to-face on four dates: Aug. 24, Aug. 31, Oct. 5, and Nov. 2. All face-to-face meetings are subject to change to online meetings if necessary. The remaining classes will meet online using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August. 17.

**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.
- 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:
  - 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. 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. Students may 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.

**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 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](http://www.wou.edu/~girodm/100/brief_history_of_standards.pdf)

Education.com, Inc. 10 Quick Facts on NCLB. Retrieved from <https://www.education.com/slideshow/quick-facts-no-child-left-behind/teacher-quality/>

**Week 7:**

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>

*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>.

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>

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

Dennis, D. V. (2017). Learning from the past: What ESSA had the chance to get right. *Reading Teacher*, 70(4), 395-400.  
<http://mutex.gmu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mlf&AN=EIS120497276&site=ehost-live>

**Week 8:**

Gorski, P. (2008). The myth of the culture of poverty. *Educational Leadership*, 65(7), 32-36.  
<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#](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>

Berwick, C. (2019, October 25). What does the research say about testing? *Edutopia*.  
<https://www.edutopia.org/article/what-does-research-say-about-testing>

**Week 11:**

Parsons, S.A., Nuland, L.R., & Parsons, A.W. (2014). The ABCs of student engagement. *Phi Delta Kappan*, 95(8), 23-27. Retrieved from <https://kappanonline.org/abcs-student-engagement-parsons-nuland/>

**Week 12:**

Dewitt, P. (February 28, 2012). Finding common ground. *Education Week*. Retrieved from  
[https://blogs.edweek.org/edweek/finding\\_common\\_ground/2012/02/](https://blogs.edweek.org/edweek/finding_common_ground/2012/02/)

Prensky, M. (2007). To educate, we must listen: Reflections from travelling the world. Retrieved from [http://www.marcprensky.com/writing/Prensky-To\\_Educate\\_We\\_Must\\_Listen.pdf](http://www.marcprensky.com/writing/Prensky-To_Educate_We_Must_Listen.pdf)

Kohn, A. (2001). Five reasons to stop saying “Good job!”. *Young Children*. Retrieved from  
<https://www.alfiekohn.org/article/five-reasons-stop-saying-good-job/>

**Week 13:**

Schunk, D. H., 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](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](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. Retrieved from [https://www.researchgate.net/publication/240530005\\_Reuben's\\_fall\\_Complicating\\_'goodness'\\_and\\_schoolroom\\_disobedience](https://www.researchgate.net/publication/240530005_Reuben's_fall_Complicating_'goodness'_and_schoolroom_disobedience)

**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	Weekly	15
Education in the News	Weeks 6, 10	10
Education in the Movies	Week 6	15
Interview Teachers and/or Learners	Week 12	15
Preparing to Enter the Profession Portfolio	Week 14	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	D = 60-69
A- = 90-93	B = 83-87	C = 73-77	F = 0-59
	B- = 80-82	C- = 70-72	

**\*Remember: A course grade of “C” is not satisfactory for an initial licensure course.**

**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 Midnight On
Week 1 Aug. 24 Face-to-face	Course Overview Unit I: What is effective teaching? Introduction to Teaching: <ul style="list-style-type: none"> <li>• Why teach?</li> <li>• The self who teaches: reflections on identity and integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Read through the syllabus</li> <li>• Watch Video: Taylor Mali, What Teachers Make <a href="https://www.youtube.com/watch?v=RGKm201n-U4">https://www.youtube.com/watch?v=RGKm201n-U4</a></li> </ul>	Tuesday, Aug. 25 11:59 PM
Week 2 Aug. 31 Face-to-face	Effective Teaching <ul style="list-style-type: none"> <li>• What is it?</li> <li>• What is it not?</li> <li>• Lessons from your past teachers</li> </ul> <p><i>Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher. - Parker J. Palmer, <i>The Courage to Teach</i></i></p>	<ul style="list-style-type: none"> <li>• Read Nieto (2015) Part I</li> <li>• Read Ripley (2010)</li> <li>• Watch Video: What makes great teachers great <a href="https://www.youtube.com/watch?v=FXaLGt460e4&amp;t=627s">https://www.youtube.com/watch?v=FXaLGt460e4&amp;t=627s</a></li> </ul>	Tuesday, Sept. 1 11:59 PM
Sept. 7 Labor Day Asynchronous class	Work on assignments <ul style="list-style-type: none"> <li>• Education in the Movies</li> <li>• Teacher/Learner Interview</li> <li>• Education in the News</li> </ul>	<ul style="list-style-type: none"> <li>• Watch a movie about education</li> <li>• Add discussion board thread with potential questions to ask a teacher or learner for the interview assignment</li> <li>• Browse education news headlines</li> </ul>	<b>Friday, Sept. 11 11:59 PM</b>
Week 3 Sept. 14 Online	Learning Environment <ul style="list-style-type: none"> <li>• Building trust and community</li> <li>• The role of care</li> <li>• Classroom management</li> </ul>	<ul style="list-style-type: none"> <li>• Read Nieto (2015) Part II (pick 2)</li> <li>• Watch Video: Elementary students on good teaching <a href="https://www.youtube.com/watch?v=D25mzs47EZs">https://www.youtube.com/watch?v=D25mzs47EZs</a></li> </ul>	Tuesday, Sept. 15 11:59 PM

<p>Week 4 Sept. 21 Online</p>	<p>Curriculum Subject Matter</p> <ul style="list-style-type: none"> <li>Balancing student learning needs and interests with curriculum requirements and standards</li> <li>Creating space for wonder</li> </ul>	<ul style="list-style-type: none"> <li>Read Nieto (2015) Part III (pick 1)</li> <li>Read Green (2010)</li> <li>Watch Video: Secondary students on good teaching <a href="https://www.youtube.com/watch?v=iHapv0Tv7vM">https://www.youtube.com/watch?v=iHapv0Tv7vM</a></li> </ul>	<p>Tuesday, Sept. 22 11:59 PM</p>
<p>Week 5 Sept. 28 Online</p>	<p>Effective teaching and InTASC standards for teachers</p> <ul style="list-style-type: none"> <li>What teachers need to be able to do?</li> <li>What's missing from these?</li> <li>What do they seem to emphasize?</li> </ul>	<ul style="list-style-type: none"> <li>Read Nieto (2015) Part IV (pick 2)</li> <li>Watch Video: What makes good teaching? A short film by Harvard Education Students <a href="https://www.youtube.com/watch?v=l1-zTiVl-BM">https://www.youtube.com/watch?v=l1-zTiVl-BM</a></li> </ul>	<p>Tuesday, Sept. 29 11:59 PM</p>
<p>Week 6 Oct. 5 Face-to-face</p>	<p>Unit II: What do schools and classrooms look like?</p> <ul style="list-style-type: none"> <li>Standards-based instruction</li> <li>INTASC</li> <li>NCLB</li> </ul> <p>Education in the News</p>	<ul style="list-style-type: none"> <li>Read Nieto (2015) Part V (pick 1)</li> <li>Read Girod &amp; Girod</li> <li>Read NCLB Quick Facts <a href="https://www.education.com/sli/deshow/quick-facts-no-child-left-behind/teacher-quality/">https://www.education.com/sli/deshow/quick-facts-no-child-left-behind/teacher-quality/</a></li> <li>Read selected news stories</li> </ul> <p><b>Education in the News Group Discussions due</b></p> <p><b>Education in the Movies due (by Sunday, Oct. 11, 11:59 PM)</b></p>	<p>Tuesday, Oct. 6 11:59 PM</p>
<p>Week 7 <b>TUESDAY</b> Oct. 13 Online</p>	<p>NCLB</p> <ul style="list-style-type: none"> <li>The good</li> <li>the bad</li> <li>and the ugly</li> </ul> <p>ESSA</p>	<ul style="list-style-type: none"> <li>Read NCLB Executive Summary</li> <li>Read Fact Sheet on NCLB</li> <li>Read Houston (2007)</li> <li>Read Hursh (2007)</li> <li>Read Dennis (2017)</li> <li>Watch Video: ESSA Explained, EdWeek <a href="https://www.edweek.org/ew/issues/every-student-succeeds-act/index.html">https://www.edweek.org/ew/issues/every-student-succeeds-act/index.html</a></li> </ul>	<p>Wed., Oct. 14 11:59 PM</p>



Week 8 Oct. 19 Online	Educating all students <ul style="list-style-type: none"> <li>Classroom diversity and a climate for learning</li> <li>Meeting all students' needs</li> </ul>	<ul style="list-style-type: none"> <li>Read Nieto (2015) Part VI (pick 2)</li> <li>Read Gorski (2008)</li> <li>Watch Video: Luis Moll Funds of Knowledge <a href="https://www.youtube.com/watch?v=aWS0YBpGkkE">https://www.youtube.com/watch?v=aWS0YBpGkkE</a></li> <li>Watch Video: Daniel Beaty, Knock, Knock Def Poetry <a href="https://www.youtube.com/watch?v=9eYH0AFx6yI">https://www.youtube.com/watch?v=9eYH0AFx6yI</a></li> </ul>	Tuesday, Oct. 20 11:59 PM
Week 9 Oct. 26 Online	Who are the students in today's classrooms? <ul style="list-style-type: none"> <li>How are students changing?</li> </ul>	<ul style="list-style-type: none"> <li>Read Zuckerbord (2011)</li> <li>Read Maxwell (2012)</li> <li>Read MLK Jr (1948)</li> </ul>	Tuesday, Oct. 27 11:59 PM
Week 10 Nov. 2 Face-to-face	Assessing schools  Education in the News	<ul style="list-style-type: none"> <li>Read Badger &amp; Quely (2017)</li> <li>Read Berwick (2019)</li> <li>Read selected news stories</li> </ul> <p><b>Education in the News Group Discussions due</b></p>	Tuesday, Nov. 3 11:59 PM
Week 11 Nov. 9 Online	Unit III: What engages learners? <ul style="list-style-type: none"> <li>Book club Johnston</li> <li>Student motivation</li> </ul>	<ul style="list-style-type: none"> <li>Read Johnston (2012) Ch. 1-3</li> <li>Read Parsons et al. (2014)</li> <li>Watch Video: Ken Robinson (2006) Ted Talk, Do Schools Kill Creativity <a href="https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en">https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en</a></li> <li>Watch Video: Ken Robinson (2013) Ted Talk, How to escape education's death valley <a href="https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley">https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley</a></li> </ul>	Tuesday, Nov. 10 11:59 PM
Week 12 Nov. 16 Online	Talking so students will listen <ul style="list-style-type: none"> <li>Book club Johnston</li> <li>Teacher language</li> </ul>	<ul style="list-style-type: none"> <li>Read Johnston (2012) Ch. 4-5</li> <li>Read Dewitt (2012)</li> <li>Read Prensky (2007)</li> <li>Read Kohn (2001)</li> <li>Watch Video: Rita Pierson Ted Talk, Every kid needs a champion <a href="https://www.youtube.com/watch?v=SFnMTHhKdkw&amp;t=27s">https://www.youtube.com/watch?v=SFnMTHhKdkw&amp;t=27s</a></li> </ul>	Tuesday, Nov. 17 11:59 PM

		<b>Interview Teachers/Learners due</b>	
Week 13 Nov. 23 Online	Student Motivation <ul style="list-style-type: none"> <li>• Book club Johnston</li> <li>• Motivating learners</li> </ul>	<ul style="list-style-type: none"> <li>• Read Johnston (2012) Ch. 6-7</li> <li>• Read Schunk et al. (2008)</li> <li>• Read Brophy (2008)</li> </ul>	Tuesday, Nov. 24 11:59 PM
Week 14 Nov. 30 Online	Classroom management <ul style="list-style-type: none"> <li>• Book club Johnston</li> </ul> Ongoing Reflection and Personal/Professional Development <ul style="list-style-type: none"> <li>• Teacher as critical thinker, intellectual, researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Read Nieto (2015) Part VII (pick 1 and ch. 24)</li> <li>• Read Johnston (2012) Ch. 8-9</li> <li>• Read Marano (2004)</li> <li>• Read Leafgren (2008)</li> </ul> <b>Preparing to Enter the Profession Portfolio Due</b>	Tuesday, Dec. 1 11:59 PM

\*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)

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 an ungraded journal/notebook** (online or handwritten) 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

<b>Element</b>	<b>Points Allotted</b>
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) *DUE WEEKLY*

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 **midnight** the evening following each class period. *Due dates for each entry noted on syllabus.*
- Approximate length of each entry: 500 words

Rubric: Reflections

Written entries demonstrate critical reflection on material, self, and teaching philosophy and regularly meet length requirement	_____/10
Mechanics	_____/5
Total	_____/15

**Education in the News assignment** (10 points) *DUE OCT. 5 or NOV. 2*

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 our discussion, you will locate a news article that has 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.
- You will post links to your articles on Blackboard (see discussion threads) ahead of time (one week before group presentation date) 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) *DUE OCT. 11*

There are many great movies out there that deal with issues of teaching, learning, and schooling.

- Pick one and write a 3-page 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.
  - 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)
  - Music of the Heart (1999)
  - October Sky (1999)
  - Front of the Class (2008)
  - Up The Down Staircase (1967)
  - Akeelah and the Bee (2006)
  - The Hobart Shakespeareans (2005)

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) *DUE NOV. 16*

Interview two teachers and/or learners and write a 3-page review of what you learned.

- 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 important questions and follow-up with additional questions that dig at an essential issue or two. Avoid asking a series of disconnected questions that don't lead anywhere or fail to give you important insight.
- When you are done, write a 3-page analysis talking about what you learned about the processes of teaching, learning, and schooling in general. Don't tell what the teachers/learners do or said... tell what you learned about these things. That's what matters... your learning.
- Your paper should make clear connections between what your teacher is saying and what you are learning in this class.

Rubric: Interview teachers/learners

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

## **Preparing to Enter the Profession Portfolio (30 points) DUE NOV. 30**

The items in this portfolio will help you prepare to enter the education major of your choice. Additional information will be provided in class throughout the semester.

### **Education Majors will complete the following:**

- Meet with licensure specialist (3 points)
- School-based experience reflections (9 points)
- Dispositions Self-Assessment (9 points)
- Why teach vision statement draft (9 points)

Meet with licensure specialist: Attend a CEHD advising appointment with the endorsement advisor or undergraduate advisor.

### School-based experience reflections:

- During the semester you will do field work in different educational settings (or listen to guest speakers). The purposes of this fieldwork are to:
  - connect the goals of the course to classroom/school practice,
  - gain exposure to a variety of classroom/school communities,
  - promote critical, self-reflection about teaching, learning and schools
- Create a journal to log your thoughts during and after each classroom observation.  
Always consider:
  - What you observed
  - Why you think it is significant
  - 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.

### **Non-Education Majors will complete the following:**

- School-based experience reflections (9 points)
- Dispositions Self-Assessment (9 points)
- Teaching and Learning Paper (12 points)

### Teaching and Learning in Today’s Schools

- Discuss social and/or cultural constructs influencing US schools today. Draw from course material to explain the changes in today’s schools related to teaching and learning. Craft a 3-5 page paper exploring these issues.
- OR Explore a course topic further in a 3-5 page paper.

# SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

## Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take **Safe Return to Campus Training** prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

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Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

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All students in face to face and hybrid courses must also complete the **Mason COVID Health Check daily**, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
  - You may only come to class if you receive a Green email response to the Mason COVID Health Check.
  - If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
  - Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
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**Disability Services:** Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

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**Campus Closure:** If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

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**Participation and Make-up Work:** CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs ([cehdsaa@gmu.edu](mailto:cehdsaa@gmu.edu)).

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### Technology Requirements:

- Activities and assignments in CEHD courses regularly use the [Blackboard](#) learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
  - Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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### Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
  - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
  - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
  - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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**Testing with LockDown Browser:**

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

**You will need the following system requirements for online exams:**

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above.

**To ensure LockDown Browser and the webcam are set up properly, do the following:**

- Start LockDown Browser, log into Blackboard and select your course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- Exit the Help Center and locate the practice quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

**When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:**

- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

**To produce a good webcam video, do the following:**

- Do not wear a baseball cap or hat with a brim that obscures your face.
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.