George Mason University
College of Education and Human Development
Secondary Education

EDUC 522.003– Foundations of Secondary Education
3 Credits, Spring 2021
Asynchronous

Faculty

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Prerequisites/Corequisites

None.

University Catalog Course Description

Analyzes philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. Emphasizes applications to all disciplines taught in secondary schools. Examines current educational trends and issues in relation to sociology of secondary school settings.

Course Overview

Foundations of Secondary Education offers students an analysis of philosophical assumptions, curriculum issues, learning theories, and history associated with current teaching styles. This course further emphasizes applications to all disciplines taught in secondary schools and examines current educational trends and issues in relation to sociology of secondary school settings.

Course Delivery Method

This course will be delivered online (76% or more) using an 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 on January 25th, 2021.

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

 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

- 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/

Expectations
- Course Week: Our course week will begin on Monday mornings and will end on Sundays at 11:59pm as indicated on the Class Schedule.
- 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 4 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.

Last revised January 2021

- 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.
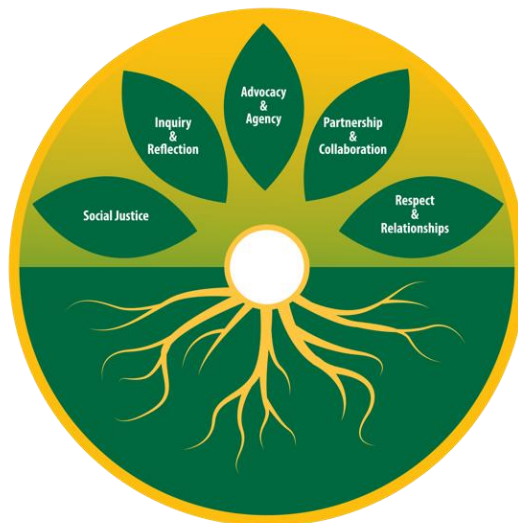
SEED
SECONDARY EDUCATION

Learner Outcomes or Objectives

This course is designed to enable students to do the following:
1. Acknowledge and evaluate the varied, competing, and changing purposes of American public education.
2. Have an introductory knowledge of the foundations of secondary education in the United States, including the history and sociology of schools, philosophical assumptions and learning theories underlying instructional practices, and curricular trends/issues.
3. Recognize the diversity in American schools, especially as it regards race, ethnicity, gender, social class, language, and ability.
4. Be aware of the systematic and differing educational opportunities and outcomes available to students, and the forces which alter existing practices in schools.
5. Analyze teaching behaviors and categorize them according to their relationships to research- based practice and major educational philosophies.
6. Examine the relationships among philosophy, curriculum issues, learning theories, history, and teaching styles.
7. Take positions on selected issues in education and analyze how those positions relate to teaching style preferences.
8. State their own philosophical positions in regard to the following questions:
   o What is the nature of one subject matter area you wish to teach?
   o What are the possibilities of that subject matter area for guiding students toward meaningful learning experiences?
   o What kinds of teaching behaviors will you exhibit to exemplify your philosophical position?

Professional Standards: InTASC Model Core Teaching Standards and Learning Progressions for Teachers.

Upon completion of this course, students will have met the following professional standards:

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required Textbook

None – All required readings will be provided on Blackboard.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

Assignment	Total Points Possible
Multigenre Blog Assignment (7 submissions of 2 blogs)	35 (5 per submission)
Clinical Group Debriefs (2 submission)	36 (18 points each)
Weekly Participation Activities	14 (1 per week)
Weekly Journals	15 (1 for each)
Total	**100**

Assignment #1 – Multigenre Blog Assignment: 35% of course grade
        35 points = Seven submissions (5 points per submission)

Description: Candidates will draw from course readings, discussion, and activities to develop a Multigenre Blog representing their teaching philosophy.
1. Every 2 weeks, candidates will develop two (w) entries to submit to the blog, for a total of fourteen (14) entries by the end of the course.
2. Entries should be grounded in course concepts and show evidence of thoughtful, reflective consideration of weekly topics.
3. Be imaginative and creative.
4. Candidates must include a minimum of five (5) different genres over the course of the semester (see below).
5. For every blog submission, candidates must reference the categories listed below. Candidates cannot submit more than one artifact in a given category at one time and must identify the categories under which they submit each artifact.

Possible genres include: an interview, speech, poem, monologue, editorial, book review, research piece, newspaper article, pamphlet, auto/biography, cartoon/comic strip, encyclopedia entry, time line, news cast, poster, infographic, lesson plan, letter, dialogue journal, diary entry, transcript, photograph, Twitter feed, podcast recording, Prezi, spoken word performance, painting/picture, etc.

Rationale: To articulate and examine your evolving beliefs about teaching and learning.

Developing a teaching philosophy is recognized as a process of articulating and grounding your teaching in a professional vision of what you believe teaching and learning to be. It allows you to continually examine, reflect, and refine your philosophy as you gain understanding and insights from your professional experiences. A *multigenre blog* is defined as a collection of self-contained

pieces, representing multiple genres, united by a common theme. Each piece included in the collection should represent an aspect of your teaching philosophy, and be drawn from your research, experience, and class discussions. Using the multigenre approach allows for creativity and innovation as you answer the question "What is my philosophy of teaching?"

Evaluation criteria: See rubric posted on Blackboard

1. Quality of blog posts (clarity, detail, effort)
2. Content of blog posts (accuracy, relatedness)
3. References to relevant sources, assigned and self-selected
4. Evidence of engagement with practitioners

Process: Submit blog posts on Blackboard by 11:59 pm (Sunday) which includes all of the following items in the post:
1. Written statement (minimum 300 words)
    i. **Summarize** and **describe** the two pieces for readers to help them make connections between the weeks' course topic and your pieces
    ii. **Explain** your process in creating these interconnected pieces
    iii. **Reference** a minimum of three (3) readings that informed your thinking for the pieces
    iv. **Identify** the category under which you are submitting each artifact
    v. **Cite** references in APA Style 7ᵗʰ Edition at the end of the statement

2. Two multi-genre pieces (various formats, with no duplicate categories in a single submission)
    i. Category One: a piece which conveys interactions between more than one actor/agent (or teacher, student, parent, etc.). Some possible genres: dialogue, poem for two voices, comic strip, spoken conversation, e-mails, instant messages.
    ii. Category Two: a piece which conveys research information. Some possible genres: diagram, table, chart, graph, how-to essay, research poster, newspaper article, advice column, summary of research/journal article.
    iii. Category Three: a piece using a genre appropriate to communicating the information and/or ideas of your inquiry and research. Some possible genres: student work, lesson plan, interview transcript, summary of research/journal article, diagram, table, chart, graph, how-to essay, research poster, newspaper article, advice column.
    iv. Category Four: a piece which allows you to consult and depict the "other side of the issue" (opposing viewpoint). Some possible genres: point-counterpoint, cable television pundits, science fiction, fantasy, drama, public radio talk show, editorial, public or community hearing transcript.
    v. Category Five: a piece which allows you to integrate multimedia (e.g., podcast, iMovie, Digital Story, Screencast, New Literacies) into your project.

Reference: Assignment adapted from https://wisconsinenglishjournal.org/2017/06/06/carlson-2/

Assignment #2 – Clinical Groups Assignment: 36% of course grade
     36 points = Two Digital Debriefs (18 points per debrief)

Description: Candidates will collaborate with group members each week (either synchronously or asynchronously) to develop a debrief of their clinical experience.

Rationale: To model and practice the deliberative skills needed for Professional Learning Communities and other collaborative professional growth for faculty in schools.

Evaluation criteria: See rubric posted on Blackboard

1. Quality of digital debriefs (clarity, detail, effort)
2. Content of digital debriefs (accuracy, relatedness)
3. References to relevant sources, assigned and self-selected
4. Evidence of engagement with practitioners

Process: Each week, candidates will need to do the following:

STEP ONE: Individually, search, select, and read a relevant article, essay, news story, or other text that relates to the week's topic in some way

STEP TWO: Individually, read the assigned reading on that week's module

STEP THREE: Individually, complete all other assignments and activities related to the week's topic

STEP FOUR: Individually, reach out to practitioners related to the week's topic to gain professional wisdom

STEP FIVE: Meet with Clinical Group members on synchronously on your group's choice of platform or asynchronously through your group's discussion board or wiki in Blackboard. The discussions will focus on the following:

1. Each member summarizes and reports out on their relevant text related to this week's topic (e.g. an article, an essay, a news story, or an op-ed letter from a professionally appropriate source such as *Education Week; the Washington Post; NEA Today Magazine & Blog; Edutopia; TEACH Magazine, etc.*)
2. The group discusses the assigned chapter from the course textbook using the provided discussion prompts
3. The group discusses how the assigned videos relate to the week's topic using the provided discussion prompts
4. The group discusses insights, ideas, and comments from conversations with practitioners

STEP SIX: During the synchronous meeting times scheduled by the group, the Clinical Group members prepare a digital debrief of what they discussed and learned. This digital debrief will be posted for the course instructor (in Groups area for scoring/evaluation) and other students to view (on the Digital Debrief Discussion Board)

1. The digital debrief should be 5-7 minutes in length using the "Here's What/So What/Now What" protocol.
2. It can take the form of a group video, an audio/podcast recording, a narrated deck of PowerPoint slides, a screencast, or any other digital medium the group chooses.
3. Submit the digital debrief on the Digital Debrief Discussion Board space and in the Group assignment space on Blackboard by 11:59 pm on date due.

Assignment #3 – Weekly Participation Activities: 14% of course grade
      14 points = 1 point per week

Description: Candidates will be asked to be several activities about the weekly topic. Since this course is done asynchronously these will serve as your general participation in the course content. Student engagement in this course is essential to the teaching-learning process. Engagement involves timeliness and active participation. Class participation is both important and required (see Academic Policy 1.6 in the GMU Catalog). It is expected that you fully engage in all course activities. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers.

Rationale: To understand and apply the objectives, standards and dispositions of the course.

Evaluation criteria: The requirements for the participation of each week's module will be clearly listed at the end of each module. All parts must be completed to get the point for the week. There will be no partial credit for this.

Process: Each week, candidates will need to access the module for that week. The module will contain the readings, videos, and activities for the week. The weekly module will also discuss any information you need to be aware of for the Clinical Group work, Multigenre Blogs and Weekly Journals.

Assignment #4 – Weekly Journals: 15% of course grade
      15 points = 1 point per week

Description: Candidates will complete a weekly journal entry for a prompt

Rationale: This will be a way to communicate with the instructor individually and regularly about your perspective on the education topics we are discussing. It will also serve as a way for you to reflect on your learning in this course, think about how it applies to your own future teaching and begin to cultivate a teaching philosophy.

Evaluation criteria: Each journal entry will be worth one point and will be awarded for on time and fully completed entries.

Process: Candidates will access the journal via a collaborative document at the beginning of the course and will add an entry each week.

Grading

	Graduate:	Undergraduate:
	A = 95-100%;	A = 93-100%
	A- = 90-94%;	A- = 90-92%
	B+ = 87-89%;	B+ = 86-89%
	B = 83-86%;	B = 82-85%
	B-= 80-82%;	B-= 80-81%
	C = 70-79%;	C = 70-79%
	F = Below 70%	D- 60-69%
		F = Below 60%

IN: Incomplete

AB: Absent with permission

Professional Dispositions

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

Class Schedule

This schedule is subject to change. If any changes are made, you will be notified via Blackboard

Date	Weekly Topics/Agenda	Assignments Due
Week #1 Jan 25 – Jan 31 Disposition: The Profession of Teaching & Teacher Professionalism	• *What does it mean to be a teacher in 2021?* • Introductions and course orientation • Overview of weekly journals • Overview of clinical experience and introductions to mentor teacher • Overview of multigenre blog assignment • Complete weekly module • Complete weekly journal entry • Work on multigenre blog entries	• Weekly Journal Entry #1
Week #2 Feb 1 – Feb 7 Disposition: The Profession of Teaching & Teacher Professionalism	• *What is the purpose of secondary education in the past, present, and future?* • Complete weekly module • Complete weekly journal entry • Communication #1 with clinical mentor teacher • Asynchronous discussion with clinical group • Complete current entries of multigenre blog	• Weekly Journal Entry #2 • Multigenre Blog Entries #1&2

Week #3 Feb 8 – Feb 14 Disposition: The Profession of Teaching & Teacher Professionalism	• *What are the traits of professionalism for a new educator?* • Complete weekly module • Complete weekly journal entry • Synchronous meeting with clinical group • Work on multigenre blog entries	• Weekly Journal Entry #3
Week #4 Feb 15 – Feb 21 Disposition: Advocacy and Support with Students and Families	• *How do teachers advocate on behalf of students and families?* • Complete weekly module • Complete weekly journal entry • Communication #2 with clinical mentor teacher • Asynchronous discussion with clinical group • Complete current entries of multigenre blog	• Weekly Journal Entry #4 • Multigenre Blog Entries #3&4
Week #5 Feb 22 – Feb 28 Disposition: Advocacy and Support with Students and Families	• *How do teachers understand student issues, challenges, and identities?* • Complete weekly module • Complete weekly journal entry • Synchronous meeting with clinical group • Work on multigenre blog entries	• Weekly Journal Entry #5

Week #6 Mar 1 – Mar 7 Disposition: Advocacy and Support with Students and Families	• *How do teachers interact with families and community resources?* • Complete weekly module • Complete weekly journal entry • Communication #3 with clinical mentor teacher • Asynchronous discussion with clinical group • Complete current entries of multigenre blog	• Weekly Journal Entry #6 • Multigenre Blog Entries #5&6
Week #7 Mar 8 – Mar 14 Disposition: High Expectations for Student Learning	• *How do teachers take responsibility for student learning?* • Complete weekly module • Complete weekly journal entry • Optional synchronous meeting with clinical group • Work on multigenre blog entries	• Weekly Journal Entry #7 • Group Clinical Debrief #1
Week #8 Mar 15 – Mar 21 Disposition: High Expectations for Student Learning	• *How do teachers hold high expectations for all learners?* • Complete weekly module • Complete weekly journal entry • Communication #4 with clinical mentor teacher • Asynchronous discussion with clinical group • Complete current entries of multigenre blog	• Weekly Journal Entry #8 • Multigenre Blog Entries #7&8
Week #9 Mar 22 – Mar 28 Disposition: High Expectations for Student Learning	• *How do teachers encourage positive classroom interactions?* • Complete weekly module • Complete weekly journal entry • Synchronous meeting with clinical group • Work on multigenre blog entries	• Weekly Journal Entry #9

Week #10 Mar 29 – Apr 4 Disposition: Feedback, Change, & Growth in Teaching	• *How do teachers act on feedback toward improvement?* • Complete weekly module • Complete weekly journal entry • Communication #5 with clinical mentor teacher • Asynchronous discussion with clinical group • Complete current entries of multigenre blog	• Weekly Journal Entry #10 • Multigenre Blog Entries #9&10
Week #11 Apr 5 – Apr 11 Disposition: Feedback, Change, & Growth in Teaching	• *How do teachers engage in professional growth?* • Complete weekly module • Complete weekly journal entry • Synchronous meeting with clinical group • Work on multigenre blog entries	• Weekly Journal Entry #11
Week #12 Apr 12 - Apr 18 Disposition: Feedback, Change, & Growth in Teaching	• *How do teachers use evidence in decision making?* • Complete weekly module • Complete weekly journal entry • Communication #6 with clinical mentor teacher • Asynchronous discussion with clinical group • Complete current entries of multigenre blog	• Weekly Journal Entry #12 • Multigenre Blog Entries #11&12

Week #13 Apr 19 – Apr 25 Disposition: Legal and Ethical Conduct for Teaching	• *How do teachers exhibit integrity and ethical behavior?* • *How do teachers demonstrate fairness and consistency with rules and regulations?* • Complete weekly module • Complete weekly journal entry • Optional synchronous meeting with clinical group • Work on multigenre blog entries	• Weekly Journal Entry #13 • Group Clinical Debrief #2
Week #14 Apr 26 – May 2 Disposition: Legal and Ethical Conduct for Teaching Disposition: The Profession of Teaching & Teacher Professionalism	• *How do teachers use technology and social media appropriately?* • *What does it mean to be a teacher in 2021?* • Complete weekly module • Complete weekly journal entry • Complete current entries of multigenre blog	• Weekly Journal Entry #14 • Multigenre Blog Entries #13&14

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 https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to 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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- 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.

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