

George Mason University
College of Education and Human Development
Elementary Education

EDUC 200 Section 001 – Introduction to Education: Teaching, Learning, and Schools
3 Credits, Spring 2022
Mondays/4:30pm - 7:10pm
Horizon Hall 3001, Fairfax Campus

Instructor Information

Name: Madelyn Stephens
Office Hours: By appointment via email
Office: Thompson Hall Room 1800
Office Phone: 703-350-5403
Email: msteph15@gmu.edu

Course Prerequisites/Corequisites

There are no prerequisites or corequisites for this course.

Course Description

Introduces educational issues related to learning, schooling and teaching. Examines roles of teachers and nature of American schools and learners. **Requires 10 hours of field experience using videos during the course (see below for information).** *This course fulfills the Mason Core Social and Behavioral Sciences requirement.*

Course Overview

This class is designed to introduce you to some of the main topics and issues in the field of education. The course will cover the following units:

1. What is effective teaching?
 - a. Learning environments: Building trust and community
 - b. Identifying as a teacher
2. What is being taught?
 - a. InTASC standards for teachers
 - b. Standards-based instruction
 - c. No Child Left Behind & Every Student Succeeds Act
3. Teaching learners
 - a. Educating all students
 - b. Classroom climates and needs of our students
 - c. Assessment
 - d. Motivating learners
 - e. Teacher language
 - f. Constructive classroom conversations
 - g. Ongoing reflection and professional development

Course Delivery Method

This course will be delivered using a lecture/seminar format.

Learner Objectives

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

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.

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;

Professional Standards

Not Applicable.

Required Textbook(s) and/or Materials

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

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

Field Hours Requirement

This course requires 10 hours of field experience via viewing professional videos provided by the professor.

Course Website

We will use Google Classroom and Blackboard for this course. Please join our Google Classroom course before the beginning of our first class meeting. You can access the course by going to <https://classroom.google.com/>. The class code is **7zxrnp**. Our Blackboard site can be accessed by signing in at <http://mymason.gmu.edu> and clicking the tab for EDUC 200, Section 001. Blackboard username and passwords are the same as your Mason email account.

Although this is mainly an in-person course, you must have consistent access to an internet connection in order to complete and submit assignments. In addition, you must bring a laptop to our class meetings to be able to fully participate in the class activities. See the technology requirements for School of Education in your Blackboard course menu for the details of

Rules and Expectations

In correspondence/communication students will be expected to:

- a) Be professional and respectful in correspondence; please always sign your emails with your full name, course you are in, and your G#; it is helpful for the professor.
- b) Make reasonable requests of the instructor. We will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, *“Poor planning on your part does not constitute an emergency on my part”*.

In regard to honesty in work students will be expected to:

- a) Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or “grey area” issues you may have.
- b) Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a **zero** for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor

Individuals with Disabilities

Students with documented disabilities should contact the [Office of Disability Services](#) (703) 993-2474) to learn more about accommodations that may be available to them.

Academic Integrity and Inclusivity

This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences. That means, we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. <http://oai.gmu.edu/>

Student Privacy Policy

George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records.

E-Mail Policy

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback.

Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly.

Course Grading & Evaluation

Grade	GRADING	Grade Points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-*	70-72	1.67
D*	60-69	1.00
F*	<59	0.00

General Course Requirements

All assignments should be turned in via Blackboard on the due date indicated in the schedule below. Students are expected to submit **all** assignments before the beginning of class on the day they are due. Assignments should be **on time** in the manner outlined by the instructor.

Projects must be typed, in 12-point font, with one-inch margins, double-spaced, in Times New Roman font, and follow APA guidelines. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. **Late papers and projects will not be accepted without penalty**, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe. I reserve the right to add,

Attendance and Participation *25 points*

Attendance **in person** is mandatory for this course. You are expected to attend and be on time for **all** class periods. Students do **not** have the option of participating through a synchronous online platform. We only meet once per week, so missing class for any reason is a major concern. If, due to an emergency, you will not be able to participate during a given week of class, please contact me as soon as possible and certainly prior to any face-to-face class time; it's best to do so via my email. Students are responsible for obtaining information given during class discussions despite attendance. Absences and tardies—in both online and campus class sessions—will impact your grade. Two tardies are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure.

Class participation - both in online and face-to-face settings - is important not only to the individual student, but to the class as whole. By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. My goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. Additionally, **learning can only happen when you are playing an active role**. It is important to place more emphasis on *developing your insights and skills*, rather than transmitting information. **Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information.** An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.

Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. Students are expected to read the assigned materials, arrive promptly, attend all class meetings for the entire session, and participate in online and face-to-face class discussions. It is your responsibility to offer insights, questions, comments, and concerns from the readings; I suggest that you keep a reading log that includes both notes on and reactions to each reading. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers. Additionally, please **bring a laptop to our class meetings** so that you can fully participate in all class activities. Please silence and put away all mobile phones and computers unless we are using them for class purposes.

Your thoughtfulness, clarity, and active sharing of responsibility for our classroom community will affect your grade. Instructors may use absences, tardiness, or early departures as de facto evidence of non-participation and as a result lower a course grade.

Participation will be assessed holistically using the following rubric:

A – B+B – C- D - F

You are always or almost always actively engaged. You come to class prepared and energized. You actively contribute to the class in positive ways. This CAN mean you verbally contribute (when appropriate). It can also mean that you are engaged in listening when appropriate. You focus on the activity or task at hand, and use the time provided in class to engage in the

Weekly Reflections 30 points

Each week, you will spend time engaging in a written weekly reflection. The format of these weekly reflections may vary, but the requirement for earning full points will remain relatively consistent. Your challenge is to immerse yourself in the topics and perspectives presented in the course. You will want to be able to comment on the various topics with authority. You are encouraged to make notes on your own thoughts, and consider possible issues/outcomes. Your reflections should be to the point and include sufficient technical detail to demonstrate your understanding of and perspective on the weekly topic(s). You should present your opinions, but justify them with facts and proper sources. What did you agree/disagree with and why?

Most of the reflections will be completed during class time and submitted to me at the end of each class period. I will inform you if you need to complete the reflection outside of class. You will also be asked to engage in discussions and other activities related to your reflections and the reflections of others.

An unexcused absence from class will result in a loss of points for the weekly reflection. An excused absence from class will result in a loss of points for the weekly reflection unless you contact me to make up the points.

Each reflection will be assessed using the following rubric (unless I provide you with a separate rubric):

A – B+ B – C- D - F

Your reflection is thoughtful and thorough. You make specific references to the readings from this week and our class discussions. You discuss new revelations you have made as a result of your engagement in the class or with class materials, and you also acknowledge questions or concerns that still remain. There are few or no issues with grammar, mechanics, spelling, etc. Your reflection is somewhat thoughtful and thorough. You may benefit from adding more specific references to readings or class discussion from this week. You may also benefit from discussing new revelations you have made as a result of your engagement in the class or with class materials. There may be several issues with grammar, mechanics, spelling, etc.

~~There is very little thoughtfulness present in your reflection. There may be significant issues~~

Content-Based Assignments 20 points

You will engage in a **maximum** of eight content-based assignments that cover a variety of topics. There may be fewer than 10 assignments, and some of the assignments may build upon one another. These assignments will be introduced in advance. Some of these assignments will be completed in class. Others will be completed on your own time. Specific directions and rubrics for each of these assignments will be presented as relevant through the semester.

Educational Topic Interview and Essay 20 points

This assignment will consist of a series of steps including:

1. Choose an issue or topic in education that is of interest to you.
2. Develop interview questions related to this topic.
3. Interview two people about this topic. The two people could be 1) two teachers or 3) teacher and a learner (i.e. a student of any age level). It is highly recommended to *record the interview*.
4. Write a **3-page essay** about what you learned about your topic in terms of the interview and your knowledge from class, using at least two citations. Your paper should make clear connections between what was learned in the interviews and what you are learning/have learned in class.
5. Submit your essay, including a reference list and an appendix of your interview questions at the end of the paper. to Blackboard **by the beginning of class on Monday, April 25.**

Field Observations Requirement 5 points

You are required to observe 10 hours of videos of classroom teaching, watching 3 videos per week. I highly recommend you watch the videos prior to completing assignments so you can reference the observations in your assignments. You will keep track on the Field Hours Log (located under Field Hours tab on Blackboard).

Final grade will come from the tracking sheet **as well as references to field observations in group and whole-class discussions, assignments, and weekly reflections.**

Submit your tracking sheet to Blackboard **by the beginning of class on Monday, May 2.**

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>

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.

Professional Dispositions

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

Mason Honor Code

The complete Honor Code is as follows:

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.** (catalog.gmu.edu)*

Cheating Policy

Any form of cheating on an activity, project, or exam will result in zero points earned. "Cheating" includes, but is not limited to, the following: reviewing others' exam papers, having ANY resources utilized when not allowed, collaborating with another student during an individual assignment.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor

Plagiarism and the Internet

Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources.

This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not.

Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material. [Review the Honor](#)

Readings and Assignments Schedule

Below is a tentative weekly schedule of the readings and assignments you can expect to complete. **All assignments, lessons, and readings are subject to change.**

Meeting Dates	Lessons	Readings (to be completed BEFORE class begins)	Major tasks due at the beginning of class (does not include reflections or content-
Week 1 Jan 24	Lesson 1: Introductions & Course Overview	<ul style="list-style-type: none">• Read Syllabus carefully• Watch VIDEO: Taylor Mali on What Teachers Make	

Week 2 <i>Jan 31</i>	<i>Unit 1: What is Effective Teaching?</i>	<ul style="list-style-type: none"> ● Read TEXT: Nieto (2015), Part I (Chapter 1) ● Read ARTICLE: Ripley (2010) ● Watch VIDEO: What makes great teachers great 	
Week 3 <i>Feb 7</i>	Learning Environments : Building trust and	<ul style="list-style-type: none"> ● Read TEXT: Nieto (2015), Part II (Pick 1 chapter of your choice) ● Watch VIDEO: Elementary students on good teaching 	
Week 4 <i>Feb 14</i>	Identifying as a Teacher	<ul style="list-style-type: none"> ● Read TEXT: Nieto (2015), Part III (Pick 1 chapter of your choice) 	
Week 5 <i>Feb 21</i>	<i>Unit 2: What is being taught?</i> InTASC standards for teachers	<ul style="list-style-type: none"> ● Read TEXT: Nieto (2015), Part IV (Pick 2 chapters of your choice) ● Watch VIDEO: What makes good teaching? A short film by Harvard Education Students ● Review PDF: InTASC Summary of Standards 	
Week 6 <i>Feb 28</i>	Standards Based Instruction	<ul style="list-style-type: none"> ● Read TEXT: Nieto (2015), Part V (Pick 2 chapters of your choice) ● Read ARTICLE: Girod & Girod (2012): Standards-based schools ● Review Common Core WEBSITE ● Review Viginia Standards of Learning WEBSITE 	
Week 7 <i>Mar 7</i>	NCLB & ESSA	<ul style="list-style-type: none"> ● Read TEXT: Nieto (2015), Part VI (pick 2 chapters) ● Read ARTICLE: Dennis (2017) ● Read No Child Left Behind WEBSITE ● Read Every Student Succeed Act WEBSITE 	

Spring Break: March 14-18

Week 8 <i>Mar 21</i>	Unit 3: Teaching learners Educating All Students	<ul style="list-style-type: none"> • Read WEBSITE: MLK Jr (1948) • Read ARTICLE: Talebi (2015): <i>begin on page 4 (Education and Teacher Education); read through page 12</i> 	<ul style="list-style-type: none"> • Topic for your Educational Topic Interview & Essay
Week 9 <i>Mar 28</i>	Classroom Climates and Needs of our students	<ul style="list-style-type: none"> • Read ARTICLE: Ladson-Billings, G. (2011) • Read ARTICLE: Everett, C. (2019) • Read ARTICLE: Battle, C. (2019) 	
Week 10 <i>Apr 4</i>	Assessment	<ul style="list-style-type: none"> • Read ARTICLE: Badger & Quely (2017) • Watch VIDEO: Introduction to NAEP 	
Week 11	Motivating Learners	<ul style="list-style-type: none"> • Read TEXT: Johnston (2012) Chapters 1-3 	
Week 12 <i>Apr 18</i>	Teacher language	<ul style="list-style-type: none"> • Read TEXT: Johnston (2012) Chapter 4 • Read ARTICLE: Kohn (2001) • Read ARTICLE: DeWitt (2012) 	<ul style="list-style-type: none"> • Draft of your Educational Topic Interview & Essay
Week 13 <i>Apr 25</i>	Constructive classroom conversations	<ul style="list-style-type: none"> • Read TEXT: Johnston (2012) Chapter 5 -7 	<ul style="list-style-type: none"> • Essay Educational Topic Interview & Essay
Week 14 <i>May 2</i>	Ongoing Reflection and Professional Development	<ul style="list-style-type: none"> • Read TEXT: Nieto (2015): Part VII (Pick one plus read Ch 24) • Read TEXT: Johnston (2012) Chapter 8-9 	<ul style="list-style-type: none"> • Field observations tracking sheet