

SSE '00

PM

CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION DEPARTMENT

ED 20060: Introduction to the Teaching Profession

Summer Evening, 2000

Instructor: Jo-Anne W. Lewis

Wednesdays: 4:45 - 8:55 P.M.

Office: Kieffer Hall - Cubicle N

Location: Pearl Harbor

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L Course Description:

The course explores the role of education and the teaching profession K-12. Includes local and national trends and issues, learning styles, observation and participation (requirements: lesson planning; mini-presentations; the use of library resources for research). Special focus will be on Hawaii's education system and requirements of the **Chaminade** teacher education programs. This course is a prerequisite for all upper division education courses. Students must have completed 30 credits before taking this course. Prerequisites are EN 102, COM 140, and PSY 101.

IL Rationale:

Prospective entrants into any professional discipline require exposure to the basic ideas, concepts and substance of that discipline, prior to making informed career decisions. ED 200 is designed to give prospective educators an overview of teaching tools (lesson planning, student observation, research planning and implementation, and others) as well as an **opportunity** to engage in personal exploration and discovery about the nature of teaching and learning as both an intellectual and applied **activity**.

III. Course Objectives:

The student will:

1. Develop an understanding of the nature of effective teaching and learning, through review of course readings, participation in class **exercises**, and engagement in activities designed to stimulate thinking, reflection, and **articulation** of one's own philosophy of teaching and learning.
2. Gain an understanding and appreciation for educator roles and responsibilities.
3. Be able to identify various learning and teaching styles including one's own.
4. Be aware of CUH Teacher Education **Program** requirements and offerings.
5. Understand the Observation and Participation Practicum and be able to produce an insightful, scholarly O & P log.
6. Learn and demonstrate various types of for lesson planning formats.
7. Present a well written 2 page, typed, double-spaced paper **describing** a teacher who made a difference in one's life.
8. Be able to access **and** use research **literature** in the **field** of education including ERIC.
9. Present a well-written 5-7 page (of content), typed, double-spaced research paper using appropriate format including parenthetical references in the text.
10. **Participate** in a **group** presentation for the class by investigating and presenting information about an educational program / issue using library research and community resources.
11. Develop a well-written 2 page paper, typed or computer generated, developing a rationale for one's educational philosophy and attendant philosophy of grading.

IV. Required Course Materials:

* Bring to each class

* ED 200 Handout Packet (available for purchase in bookstore)

* 2"-3" - 3 ring binder with 10 dividers

Scott **Foresman** *Handbook for Writers*

Teacher Education Program Handbook

APA Publication **Manuel**, 4th Edition

Chaminade Catalog (available **free**)

V. Course Format:

This course meets once weekly, Wednesdays, from 4:45 to 8:55 P.M. This course format will include: mini-lectures; small and large group discussion and processes; presentations and peer evaluations regarding selected topics; individual participation in exercises, activities, writings, research efforts, and reading reviews. Class format will also include video screenings, and analyses. Points for class work are provided for in Attendance & Participation.

VI. Administrative Requirements:

Attendance & Participation: Attendance is of primary importance. To be on time is thoughtful, courteous & **professional**. Tardiness and/or leaving class before dismissal is noted. Participation includes **engaging** others with a cooperative and supportive attitude, as well as being involved in the class lessons / assignments and activities. Points for **these** cannot be "made up". **Missing three classes will result in a grade no higher than "B".**

Incomplete Grade: Requires: (1) that 75% of the **coursework** has been **completed**; (2) that the reason for **the** request, submitted by the student in writing **prior** to the last week of class, is determined to be valid; (3) an agreement is drawn up by the student and instructor delineating **requirements** as to the completion of work due.

VII. Academic Requirements:

Assignments: All assignments will be discussed in detail in class prior to due date. Completion of assignments by assigned date is *the responsibility* of the student. Students are heartily encouraged to ask questions for clarification of any points. **Instructor's** telephone numbers and **e-mail** address are provided to that end.

Written assignments must follow the format for a college paper found in the **Scott**, Foresman & Co. *Handbook for Writers*, or the *Publication Manual* of the APA. Papers **are** to be typed and double **spaced**. Use standard 12 point font when using a word processor or computer. **NO HANDWRITTEN PAPERS WILL BE ACCEPTED.**

Attendance & Participation:	(as stipulated above)	30%
Research Paper:	Provide (3 copies) Z for Peer Editing	20%
	. Thesis Statement & Outline	
	. Final Draft including Resources	
Group Project:	Based on Current Issues & Trends	15%
	Includes Individual Reflection Paper	
Lesson Plans (2):	Traditional / Linear & 4-Mat System (5% each)	10%
O & P Log:	Based on Video	5%
Theme Papers (2):	Re: A Teacher Who Made a Difference (5% each)	10%
	Re: Self-Reflection/Evaluation re. Learnings	
Final Exam:	Based upon Assigned Readings & Class Assignments	10%
		100%

VIII Evaluation: Based on two hundred (200) **points**

200-180 = A; 179-160 = B; 159 -140 = C; 139 -120 = D; Below 120 = F

Students who desire entry to the Education Department must receive
a "B" or better in Ed 200, or retake the class.

17-92/L

Course Schedule & Topics

Class 1 July 5	<p>Course Introduction and Requirements Fill out initial form in Ed 200 Handbook - hand in Ice Breaker / Attention Getter Present Information re. Research Topic: Leaders in Education, Education Issues &/or Trends Requirements for: Thesis Statements & Outlines-Scott Foresman Discussion of Essay Format / Foresman's: Handbook for Writers Video: "The Truth about Teachers"; reflection & discussion Qualities of Memorable Teachers / Synergy Video: Stand & Deliver / small group discussion w/ regards to (1) Observation vs. Subjective Evaluation (2) Group Formation: Forming, Storming, Norming, Performing (3) Kinds of Power</p>
Assignments:	<p>Read: The Art of Teaching Theme Paper #1: "A Teacher Who Made A Difference" Synergy Handout: Definitions Consider Topics for Group Presentations - to be decided in Class # 2 Choose Educator for Research Paper; Thesis Statement & 3 Resources, Due: Class #3 (4 copies: 3 for classmates, 1 for instructor)</p> <hr/>
Class 2 July 12	<p>Meet inside doors Sullivan Library - on CUR campus @ 4:45 5:00 - 6:00 - Sullivan Library Orientation; topics search; ERIC 6:15 - 6:30 - Break 6:30 - 7:30 - Class Meeting: determine project topics and groups 7:30 - Group Project Meetings: initial planning for presentation - Break as convenient 8:00 - 8:55 - Research: topics for term paper &/or group presentations</p>
Assignments:	<p>Begin: Research for Group Project, Due: Classes # 8 & # 9 Research Paper on Educator, Due: Class # 10 Thesis Statement Δ 3 Resources (minimum) for Research Paper (4 copies)</p> <hr/>
Class 3 July 19	<p>Questions re, Research Paper & Group Projects + RUBRICS Thesis Statements & Resources - Peer Editing New Paradigm for Education Chaminade's Education Program - Its Philosophy. How does it work? (PRAXIS I PPST/CBT required for acceptance into Ed Program) Constructivist Philo., Brain-Based Learning, Cooperative Learning Bloom's Taxonomy ~ Higher Order Thinking & Problem Solving Right Brain-Left Brain Attributes & Learning Modalities</p>
Assignments:	<p>Read: Brain-Based Learning: Caine & Caine How to Write an O&P Log Inventories: Right Hemispheres & Learning Modalities Research: Group Projects & Educators/ Issues</p>

Class 4
July 26

Inventories: Hemispheric & Learning Modality
Multiple **Intelligences** - Howard Gardner: Inventory
Triune Brain & 10 Intelligences: MacLean & **deBeauport**
Cognitive Stages of Development: Piaget
Hierarchy of Needs: Maslow; Self-Esteem: Brandon
What is O&P 7 Requirements & Forms; Professionalism/ Scenarios
SNEA / HSTA Memberships:
Video: Allyn & Bacon clips / Small group work re O&P logs
Gregorc - Learning Styles / Inventory

Assignments:

Write: O&P Log
Read: Teaching w/ Feeling: Armstrong; Razor's Edge / Gregorc;
Learning Modalities: Alyson, Jason & Michael
Peruse: Theming & Lesson Plan Formats
Group Project & Research Paper

Class 5
August 2

Gregorc Inventory/ Razor's Edge: Group Work
Educational Kinesthesiology: Hannaford & **Dennison**
Perception-Processing Information Inventory & Kites: Kolb
Affective Domain; Emotional Intelligence: Goleman/Pert
Lesson Planning: Traditional Formats & **4MAT**
Concepts of Theming & Units

Assignments:

First Drafts: Lesson Plans Linear & 4-MAT
Learning is not All in Your Head: Hannaford
Group Project & Research Paper

Class 6
August 9

Learning Style Elements: Dunn & Dunn
The Importance of the **Learning** Environment & Ambiance
Faces of Discipline / Leadership & Types of Power
Class Norms & Teacher Expectation

Assignments:

Theme Paper # 2: "Self-Reflection/Examination re. New Insights/
Learnings"
Group Project & Research

Class 7
August 16

Jung / Myers Briggs - Personality Types
Field Dependence & Independence
Curriculum, Motivation & Classroom **Management**
Assessment Traditional vs. Alternative / Portfolios
Video: Allyn & Bacon - Clips on Creative **Learning**, etc.

Assignments:

Draft of **Research** Paper - Peer Editing (2 copies for peers 1 for instructor)
Group Project

Class 8
August 23

Peer Editing Groups - Hand out Research Papers
Group Presentations (3)
Alternative Education & National Trends in Education
Special Education / Gifted & Talented; Inclusion
Video: "Operation Sunshine" / **"Educating Peter"**
&/or related to scheduled Group Presentations

Assignments: Final Product: Lesson Plans
Edit Research Papers; to be returned week **#9**
Take Home Final: Presentation, Due: Class # 10
Written Portion Due: Wednesday, September 13th

Class 9
August 30

Group Presentations (3)
Peer Editing Groups: Feedback, return edited copies
Student Teaching - Criteria for Evaluation / Critiquing
Stages of Teacher Development
Unions & Standards Board / **Hawaii** Teachers' Standards
Video: "Education for Peace/ Montessori **,Japan"** &/or Related to Group Presentations
Video: "Common Miracles - The New American Revolution in Learning"
&/or related to scheduled Group Presentations

Assignments: Any outstanding paperwork ("redos")
Research Paper (including Thesis Statement & Outline)
Final Exam Presentation

Class 10
September G

Final Exam Presentations
Individual Sharing / Researched Educator
"Wrapping-up" - The importance of Closure
Course Evaluations - Uniform and Narrative Form

Final Exam: Written Portion, Due: Wednesday, Sept. 13

CHANGES IN SYLLABUS OR CLASS ASSIGNMENTS MAY BE MADE WITH THE PURPOSE OF IMPROVED CLASS FLOW AND/OR ADJUSTMENT TO PARTICULAR NEEDS/ INTERESTS OF THE GIVEN STUDENT POPULATION.