

INSTRUCTOR Nanette Schonleber

COURSE: Ed 200 **Introduction to Education**

TIME: **Wednesday** 1:00-4:00 PM

CREDITS: 3 credits, 45 **hours**

739-4679 (W) 259-5594 (H)

Office Hours:

Mon. 1-4, **Tues.** 12-2

Kieffer Hall cubicle M

RATIONALE

The purpose of this course is to introduce students to the field of education in general and the education department at Chaminade in **particular**. Its content includes an examination of career opportunities and characteristics of the field, **review** of research, legislation and current trends in the field of education, practice with entry-level techniques of observation and lesson planning, introduction to the forms, deadlines and requirements of the CUH Education **Department** and opportunities to refine skills in presentation, research, and report-writing in APA style.

COURSE Goals

Students will:

1. Gain understanding and appreciation for educator roles and **responsibilities**
2. Be aware of the wide **variety** of career options available as educators
3. Clarify their feelings and attitudes **about teachers/teaching, learners/learning**
4. Become aware of **current** research, trends and legislation affecting the field
5. Become familiar with CUH teacher education program requirements and offerings.
6. **Learn** how to use library and community resources to access information in the field of education. Instruction in ERIC and interview techniques included.
7. Refine writing skills using APA style for **bibliography** and citations in short research paper
8. **Learn** and practice the basic presentation skills necessary in education
9. Learn and practice writing lesson plans and observation and **participation** logs

COURSE Objectives

By the end of the course, you should be able to:

1. **Describe the** roles and responsibilities of educators both verbally and in writing.
2. Make an informed decision as to your continued interest in a career in education
3. Reflect on the **effects of current** research and **legislation** on the field
2. Competently fill out forms and meet deadlines for the **CUH Ed department**
3. Write an **insightful**, scholarly O & P log using CUH format
4. Find at least four journal **article using** library resources, including ERIC
5. Write at least three different kinds of basic lesson **plans**
6. **Present** a **research** paper using APA format for **bibliography** and references
7. Participate in a **group** presentation for the class about an educational **program/issue** using library research and community resources
8. **Describe/use** two different methods to determine learning/ teaching style
9. Present in front of a group using effective **presentation** skills

TEXT AND REQUIRED MATERIALS

(Bring these items to class each time)

Chaminade Catalogue (available **free** from registrar)

Ed 200 Packet (available for **purchase** in bookstore)

The Holt Handbook, 4th edition, **Kirsaner & Mandell** (1995)

3 ring binder with 10 dividers

METHODS

Lecture

Videos

Small Group Discussion

Readings

Observation

Field **Assignments**

Writing Assignments

Presentations

REQUIREMENTS AND EVALUATION

Attend class and report on time

30 points (2 **points/session**)

Participate in class **discussions**

30 points (2 **points/session**)

Prepare out-of-class **assignments**:

Group Oral Presentation

30 points

Research Paper

30 points

Lesson Plan for Group Presentation

20 points

Observation and Participation Log

20 points

Papers:

My **Philosophy of Grading**

10 points

A Teacher **That** Made A Difference

10 points

Practice Lesson Plans

*

Complete **the** following in-class **assignments**

Peer Edit 2 research **drafts**

2 Reflection Papers

Final Quiz

20 points

Total:

200 points

RATING AND RUBRIC FOR EVALUATION

"A" includes all elements of assignment completed in a superior **manner**

"B" includes all elements of assignment completed in an above average manner

"C" includes all elements completed in an average manner, or some in an above average **manner** but is missing some **elements**

"D" includes some of elements of the **assignment**, and /or misses most of it

"F" is not turned in, or turned in too late and/or is not college level work

Attendance in the class is mandatory and your **grade** is dependent on class **participation**.
After the second class absence you will be given a deficiency notice.

*Late Assignment, including non-graded

- 5 **points**

*Late draft

-10 points

*Each absence after one

- 5 points

Group Presentation

Effective teachers are **skilled** both in the ability to **effectively** work with others to analyze and synthesize material on a designated topic and in the ability to orally present an effective lesson involving class members. This assignment will **allow** you to gain skill in this important competency.

Students sign up to investigate an educational program/Issue using library research and community resources. Each person writes a lesson plan for his/her portion of the presentation and gives it to the instructor prior to presentation. Each **group** member should plan to present approximately 15 minutes. Describe the program (its history and philosophy) and give local examples where its application can be observed. Finally, present your subjective reaction and any **opposing** literature.

Presentations will be assessed as follows:

- Adherence to **Lesson Plan**
- Presence in front of group
- Active Involvement of group
- Use of creative visuals/dramatizations
- Integration of individual **presentations** to whole
- Individual presentation skills are strong
- Description of program/person is clear
- Local/current** examples of **application/influence** given
- Use of at least two **journal** articles from ERIC
- Use of at least one community resource
- Lesson Plan** includes all elements and uses standard English

Research Paper

Research in the social sciences is commonly written in APA (**American Psychological Association**) style. Prospective education students should be comfortable with this style
will be assessed as follows:

- Well-written**, with **thesis** statement, outline and all **drafts**
- Double-spaced**, 12 point **font**, 5-7 pages
- Uses APA style for bibliography and reference citations
- Uses at least 5 literary sources, **including** 2 journal articles from ERIC
- Uses at least 3 different sources (**journal** articles, **periodicals**, pamphlet, etc.)
- Has a concluding page to contain subjective comments and opinions

Observation and Participation Log

The ability to accurately observe children and **situations** is a key **characteristic** of a successful educator. This assignment allows you to practice your observation and recording **skills** while gaining familiarity with the CUH Ed **department** format you will need to follow.

O&P Log will be assessed as follows:

- Uses format taught **in** class
- Shows thoughtful analysis and reflection
- Clear distinction in categories

Written Papers

The **following** two papers are **intended** to strengthen good written presentation skills as well as provide opportunities for **reflection**, critical analysis and **formation** of a personal philosophy.

"A Teacher That Made a Difference"

Includes introductory statement, a clearly structured body and summary statement

Double-spaced, 12 point font, 1-2 pages

"My Philosophy of Grading"

Includes introductory statement, a clearly **structured** body and summary statement

Double spaced, 12 point font, 2-3 **pages**

Shows **integration** of readings and **clarification** of your own grading philosophy

Lesson Plans

Lesson planning skills are central to the educational process. These activities provide practice in a variety of lesson plan forms.

Assessment of group presentation lesson **plan** will **include** the following

Lesson Plan follows **format** as introduced in class; **includes** all elements

Grammar and spelling should be standard English

Reflections

Reflective **teaching** is a **value** of Marianist education. These **reflections** provide chance to **evaluate** and **synthesize** your thoughts **and** to gain practice in the art of reflection

One
Sept 1

Introduction And Rationale
So **You** Want To Be An Educator?
Educational Issues And Trends
Leaders In Education
Assign Groups For Presentations

Select person/
theories for
research paper
Begin thinking about a
teacher in your life...
Read Pkt p 1-10a

Two
Sept 7

MEET AT CUH LIBRARY, 2nd floor
Orientation to **Sullivan Library**
ERIC
Computer Search

Check out **materials**
Be **prepared with**
your topics (paper
and presentation

Three
Sept 16

How to write a paper using APA style
Thesis **Statement**
Bibliography
References/Citations
Student Support Services

Begin working on
bibliography
Read Holt Handbook

Four
Sept 23
in 10

Research and applications
Brain **and** Body Development
Effective Use of Time and Space

First **Reaction** Due
Read Pckt p 21-30
Read Articles

Five
Sept 30
in 9

Lesson **Planning**: How to Get Started
Format for Lesson Plans
Bloom's Taxonomy
Using Textbooks/Curriculum Guides

"A Teacher..." Due
Read Pckt p 31-51
Read **Articles**

Oct 7

Theories of **Learning/Teaching**
4MAT
Multiple **Intelligences**
Self-Assessment/Implications

Bibliography, Thesis
Statement, Outline
Due
Read Packet
Read Articles

Seven
Amy
Oct
Oct 14

Observations and **Reflective Teaching**
Rationale and Use
Format and requirements for O&P
CUH **Requirements** for Logs

Practice **Lesson**
Plans Due
(Standard Format)
Read **pckt** 52-56a

Eight

Oct 21

Class Presentations/Peer Review (3) S
Grading and Assessment

☐ **O&P Log Due**
☐ n
☐ Read Articles

Nine

Oct 22
Oct 24

Class Presentations/Peer Review (3) S
Education **Department** requirements
Praxis (PPST)
Applications/Declarations
Placement

☒ **"My Grading**
Philosophy Due
Read CUH catalogue
☒ Read pkt p 11-20a
p 828

Ten

teacher

Class **Presentations/Peer** Review (3) *W*
Characteristics of Successful **Teachers**
Self-Assessment/Reflection
Peer **Editing/Conferences** *4.2*

☒ Edit the two papers
assigned to you
Final **Draft** of
Research **Paper** Due
Read pkt p 65-71

Eleven

Handout

Ch 14 *(15)*

Class Presentations/Peer Review (3) *W*
The Marianist **Vision** of Education
Employment Opportunities
Teaching in the Private Sector

☐ f] Final Reaction Due
☐ f] Read CUH catalogue
☐ n Read **Handout**
☐ f] Read pkt p 72

Twelve

17 Z)
(21)
we are a
real

Class **Presentations/Peer** Review (3)
National Trends in Education
ployment Opportunities
Teaching in the **Public Sector**

☐ Read **Pckt** p 57-64
73 74-82

Thirteen

per
5/10
Ch 10

tations/Peer Review 3 *Z*
Employment **Opportunities**
Beyond The Classroom

☐ **Research Paper** Due

Fourteen

P

Review for Quiz
Forms for Admission to Ed **department**
Collect O&P Request Forms

AD Forms Due

Fifteen

Final
5/10

FINAL **Quiz/Evaluation**

☐ Turn in **Final** Quiz
☐ Turn in **evaluations**

Content and syllabus may be adjusted to meet the needs of the class