

## CHAMINADE UNIVERSITY OF HONOLULU

Instructor: Louise Bogart  
Office: Kieffer Hall "D"  
Office Hours: By Appointment

Spring Day 1998  
ED 200 1- **4P.M.**  
Office Phone: 735-4859  
Home Phone: 395-2763

### RATIONALE

This course is designed to familiarize students with the field of teaching, in general, and the teacher preparation program at Chaminade, in particular. Content includes characteristics of an effective teacher, learning and teaching styles, observation techniques, writing an observation log, lesson planning, use of community resources, and how to become a certified teacher. Twentieth century educational leaders and school models are used as vehicles for developing research and presentation skills.

### OUTCOMES

Students will:

- 1- know the contents of the education program as described in the Chaminade University catalog and the Teacher Education Handbook (TEH);
- 2- be aware of student responsibilities regarding procedures, paperwork and deadlines;
- 3- become familiar with the roles, responsibilities, and characteristics of effective teachers;
- 4- understand the Observation and Participation (O&P) practicum and be able to write an (O & P) log;
- 5- become familiar with library resources and be able to access research literature in the field of education;
- 6- know about educational programs, federal and state legislation or mandates that affect teachers, students, and school communities through group work and student presentations;
- 7- become aware of the emerging social issues and situations affecting teachers and the teaching profession.

### TEXTS

Packet from University Bookstore  
Teacher Education Handbook **(TEH)**  
The Holt Handbook and/or APA Manual  
Chaminade University Catalog

### EVALUATION

Attendance and Participation	80 points	34%
Group Presentation on Educational Program	30 points	13%
Observation Log	10 points	4 %
Reaction papers on Reflective Teaching and Grading	20 points	8 %
Papers (Teacher - Philosophy)	20 points	8 %
Research Paper on an Educational Leader	40 points	17%
Lesson Plans	20 points	8%
Final Exam	20 points	8 %
	240 points	100%

## ASSIGNMENTS

1. It is important to attend every class. Students should remember that one class session is the equivalent of regular classes. More than one absence would necessitate withdrawal. 3 pts/class **for full** attendance
2. Not only is attendance required, participation is equally important. Students will earn points for coming to class prepared to discuss the reading material, and for participation in all activities of the course.  
3 pts/class **for full** participation
3. The group presentation is intended to demonstrate each student's **ability to** work **with others** in **analyzing** and **synthesizing** material on a designated topic and present an effective lesson involving class members. Students sign up to investigate an educational program/issue using library research and community resources. Each person in a group is expected to write a lesson plan for his/her portion of the group presentation and give it to the instructor before the group presentation begins. Each group member should expect to do a presentation that is about fifteen (15) minutes long. Group presentation should be obvious parts to a whole rather than simply a group of related presentations. Presentation should be creative and interesting (use visuals, dramatizations, etc.). Describe the program (its history and philosophy) and give local examples of where its application can be observed. Present your subjective reaction and any opposing views from the literature. Be prepared to answer questions.  
Presentations will be assessed on the lesson plan itself, adherence to that plan, innovation of presentation, individual presentation skills, presence in front of a group, and involvement of group. Direct lecture presentations are not acceptable as they do not reflect current trends and best practice as they appear in research literature. Please note that this is a group grade. 30 pts possible for the group
4. The research paper is expected to be a well written, 5-7 page, typed, double spaced submission. Appropriate format including parenthetical references in the text are required. Refer to the Holt Handbook for the two acceptable APA and MLA. At least one concluding page is to contain your subjective comments and opinions.  
Students should cite at least five (5) literary sources. At least three (3) of the citations should be from different sources, e.g., book, scholarly journal, periodical, pamphlet, encyclopedia, personal interview, newspaper. Only one citation may be from the Internet. 40 pts possible
5. Reaction papers should be a minimum of one and no more than two double spaced pages. Students are expected to use correct grammar, spelling, syntax, and punctuation. Assessment will consider content and quality of arguments and succinctness of expressing ideas. 10 pts possible for each
6. Papers entitles "A Teacher That Made A **Difference** In My Life" and "My Grading Philosophy" are intended to strengthen good written presentation **skills** as well as provide opportunities for reflection, critical analysis and formation of a person philosophy. The papers should include an introductory statement, a clearly structured body, and a summary statement. Each paper should be a minimum of one and no more than two double spaced pages. 10 pts possible for each
7. The Observation Log is expected to follow the format presented in the class. Points will be granted based on use of the format, quality of analysis and reflection as well as quality of writing. 10 pts possible
8. Lesson Planning **skills** are essential to those who would be teachers. These assignments are intended to provide practice before needing to write one for the group presentation. Assessment will consider inclusion of components necessary for the model chosen. Grammar and spelling are also important.  
10 **pts possible for each**

## SCHEDULE OF CLASSES

Jan 12	Introduction to course syllabus activities video   "The Truth About Teachers" Sign-up for Group Presentations and Research Paper
Assignment due 1/26	Write: a paper entitled, "A Teacher that Made a Difference in my Life"
Jan 19	HOLIDAY - Father Chaminade Day and Martin Luther King Day
Jan 26	CHAMINADE LIBRARY - Orientation to Computer Search and Library Be prepared with topics for both research paper and group presentation
Assignment due 2/2	Write: Thesis statement and outline for Research Paper Learning Styles Inventory Read: Selected article on Learning Styles
Feb 2	Discussion of thesis statements and outlines Learning Styles
Assignment due 2/9	Write: Learning Styles Inventory Read: Selected article on Learning Styles
Feb 9	Learning Styles
Assignment for 2/23	Read: Article about 4MAT lesson planning Write: Revised thesis statement, outline and bibliography
Feb 16	HOLIDAY - President's Day
Feb 23	Peer editing conferences Lesson Planning with 4MAT
Assignment for 3/2	Read: Bloom's Taxonomy Article about lesson planning Write: A lesson plan using 4MAT
Mar 2	Discussion <i>on</i> Bloom's Taxonomy Writing Objectives/Projecting Outcomes Lesson Planning
Assignment due 3/9	Read: An article of your choosing on Reflective Teaching <b>An article of your own choosing on Grading</b> Write: A one or two page reaction paper for each article. A lesson plan using a model from today's class
Mar 9 due 3/16	Discussion <i>on</i> Reflection <b>Discussion on</b> grading

Assignment due 3/30	<p><b>Read:</b> Chaminade University catalog -sections on Education and Degree programs Teacher Education Handbook</p> <p><b>Write:</b> Final draft of research paper - bring two copies to class for peer editing A statement of your own philosophy of grading</p> <p><b>Prepare:</b> student presentations</p>
Mar 23-27	SPRING BREAK
Mar 30	<p>Assign peer editors</p> <p>Begin Student Presentations/Evaluations</p> <p>Chaminade Education Programs</p> <p>Policies/Procedures/Admission requirements/Certifications</p>
Assignment due 4/6	<p><b>Read:</b> Teacher Education Handbook sections on Observation and Participation Selected articles on Observation</p> <p><b>Write:</b> Editing forms for two peer papers Students who made a group presentation prepare a individual reflections</p>
Apr 6	<p>Continue Student Presentations/Evaluations</p> <p><b>Observation and Participation Program</b></p> <p>Classroom Lesson VIDEO</p> <p>How to Write a Log</p>
Assignment due 4/13	<p><b>Write:</b> O&amp;P Log from video</p> <p>Students who made a group presentation prepare a individual reflections</p>
April 13	Continue Student Presentation/Evaluations
Assignment: due 4/20	<p>Resource file entries - include resources from FYI and other on-line State sources</p> <p><b>Write:</b> Students who made a group presentation prepare a individual reflections</p>
April 20	<p>Continue Student Presentation/Evaluations</p> <p>Share Resource File Information</p>
Assignment for 4/27	<p><b>Write:</b> Final copy of research paper - one copy for each student and one for instructor</p> <p>Students who made a group presentation prepare a individual reflections</p>
April 27	<p>Complete Student Presentations/Evaluations</p> <p>Class Evaluation</p> <p>Forms for Admission to Education</p> <p>Forms to request O&amp;P placement</p>
Assignment due 5/4	<b>Write:</b> Students who made a group presentation prepare a individual reflections
May 4	Final Exam

Syllabus will be adjusted and/or changed as necessary to meet the needs of class participants.