

**Chaminade University
Instructor: Sherry Rose
Phone: 396-7702**

**ED 200 Introduction to Education
Winter, 1998**

Course Outline

PURPOSE:

The purpose of this course is to introduce prospective teachers to the field of education in general and to the Chaminade University education program in particular. Content includes research in the field of education, observation techniques and practices, lesson planning, writing a log, use of community resources, learning and teaching styles and characteristics of an effective teacher.

A number of issues and programs in education will be explored and a variety of teaching/learning methods will be used including lectures, group discussions, participant observation and student presentations.

COURSE OBJECTIVES:

The student will:

- 1. Gain an understanding and appreciation for teacher roles and responsibilities.**
- 2. Be able to identify various learning and teaching styles including one's own.**
- 3. Be aware of Chaminade University Teacher Education Program requirements and offerings.**
- 4. Understand the Observation and Participation Practicum and be able to produce an insightful, scholarly O & P log.**
- 5. Learn and practice procedures for lesson planning.**
- 6. Participate in a group presentation for the class by investigating and presenting information about an educational program/issue using library research and community resources.**
- 7. Present a well-written 1-2 page, typed, double spaced paper describing a teacher that made a difference in his/her life.**
- 8. Present a well-written 2-3 page typed, double spaced paper clarifying one's personal philosophy of grading.**
- 9. Be able to access and use research literature in the field of education including ERIC.**
- 10. Present a well-written 5-7 page, typed, double spaced research paper using appropriate format including parenthetical references in the text.**

COURSE REQUIREMENTS:

Assignments:	<u>Evaluation Points</u>
1. Attendance (MANDATORY : present and on time)	40
2. Class Assignments, Readings, Follow-up	30
3. In-Class Discussions/Participation	25
4. Presentation on Educational Programs	30
5. Research & Opinion Paper with Bibliography research, content and writing style (20) documentation format (10) bibliography (10)	40
6. Observation Log	10
7. Final Quiz (In Class Assignment)	<u>25</u>
TOTAL	200

GRADING SYSTEM: Based on a Total of 200 Points, letter grades are as follows:
200-180 = A, 179-160 = B, 159-140 = C, 139-120 = D, BELOW 120 = F

NOTE: Attendance in the class is mandatory ~~and your grade is dependent~~ on class participation. After the 2nd class absence you will receive a deficiency notice.

*Late assignment	- 5 points
Late Draft	-10 points
No Draft	-15 points
Each absence after one	-15 points

Purpose of Assignments:

1. The Final Quiz (in Class Assignment) will be administered to determine the understanding and retention of the course content.
2. The group presentation will demonstrate the ability to work with others in analyzing and synthesizing material on a designated topic and present an effective lesson involving class members.
3. The O & P Log, Lesson Plan and Peer Evaluations will help ~~students~~ become aware of the value and necessity of these tools for teacher planning and reflection.
4. The papers strengthen good written presentation skills as well as provide opportunities for **reflection**, critical analysis and formation of a personal philosophy of assessment practices. The papers will each include an introductory statement, a clearly structured body, and a summary statement.
5. Individual Learning Style and Multiple Intelligence Assessments allow the prospective teacher to develop awareness of individual differences and how these *affect* teaching practices.

Chaminade University
Ms. Sherry Rose
Phone: 396-7702 (leave message)

ED 200 Introduction To Education
Wednesday **4:45-8:50PM**
Winter, 1998

Prerequisites: EN 102, COM 140, PSY 101

REQUIRED MATERIALS--Bring to **class** each **time**:

- *ED 200 Handout Packet (available for purchase in bookstore)
- *3-ring binder with 10 dividers
- * Additional Text :**Holt Handbook**. 4th Ed. Kirsznner & **Mandell**. (1995) Holt, Rinehart and Winston, Inc. (Harcourt Brace & Company)
Chaminade Catalog (available free from registrar)

SYLLABUS

Class 1 Course Introduction and Requirements
Jan 14 Educational Issues and **Trends--Assign** groups for presentations
Leaders in **Education-----Select Person(s)/Theories** for Research Paper
(Research Paper Final **DRAFT** Due **Class #7-----Final** Research Paper Due **Class #9**)
Introduction to Learning Styles
Video "The Truth About Teachers"
Assignment: Paper: A Teacher That Made A Difference In My Life IDue next class)

Class 2 How to Write A College **Paper** (format--refer to Holt)
Jan 21 Learning Environment and Discipline (Harry Wong)
Learning Styles--self-assessment and Multiple Intelligences
Paper: A Teacher That Made A Difference DUE (1-2 typed pages)

Class 3 MEET AT CHAMINADE LIBRARY (2nd floor Henry Hall--see map
Jan 28 in handouts) regular class scheduled time (four hours)
Orientation to Sullivan Library, computer search, ERIC ... Check out material as needed
Be prepared with your TOPICS (for 1) research paper and 2) group presentation)
FORMAT to use for **PAPER/Bibliography** APA (samples in handouts)
Bibliography, Thesis Statement, Outline for research paper DUE Class #4
See Holt for basic info on format and documentation

| 4 **4-MAT** (inventory and Implications)
Feb 4 Bloom's Taxonomy and Cognitive, Affective, Psychomotor Domains Lesson
Plans--Writing Objectives and Using Textbooks, Curriculum Guides
*****Group Planning/Presentations Begin Next Week *Individual Lesson
Plans DUE at time of Presentation (typed self-evaluation due next class)
Share Thesis Statement, Outline and Bibliography (for paper)

Class 5 Begin Class **Presentations/Peer** Evaluations
Feb 11 Observation and Participation (O & P) Requirements
Writing a Log----VIDEO Classroom Lesson
Turn In revised **Bibliography, Thesis** Statement and Outline(research paper)
Read Holt as needed (paragraph writing, revisions, **mechanics**, etc.)

* Final DRAFT Research Paper and 2 copies DUE Class #7 (total 3 copies)

Assignment: O & P Log DUE next class

Class 6 Continue Class Presentations/Evaluations

Feb 18 Resource File--Purpose/Content

Praxis Exam (PPST Requirement for Chaminade University)

Education Philosophies--Grading Philosophies

O & P Log DUE

Assignment: Philosophy of Grading paper DUE next class

* Final DRAFT Research Paper and 2 copies DUE next class (total 3 copies)

Class 7 Continue Class Presentations/Evaluations

Feb 25 Chaminade University Educational Programs

SNEA Membership

Certification Requirements

School Structure/ DOE and Private Schools

Philosophy of Grading paper DUE (2-3 pages)

TURN IN Final Draft RESEARCH PAPER and 2 additional copies to class

Assignment: Edit the 2 research papers you are given (use Holt) RETURN Next Class

Class Continue Class Presentations/ Evaluations

March 4 Learning Styles/Teaching Styles

Review 4-MAT/Implications

Return and Discuss Edited Copies of Research Paper and Comment Sheets

Class 9 Complete Class Presentations/Evaluations

March 11 Class Evaluation (for Chaminade U.)

Review for Final Quiz (Refer to Handouts)

Turn In Research Paper-- original and copies for each student

Class 10 FINAL IN CLASS ASSIGNMENT

March 18 Forms for Admission to Chaminade Ed. Program

Collect O & P Request Forms

Narrative Course Evaluation

*Please note: this schedule is subject to possible revision if **necessary** or desired to accommodate attending students--be flexible.

If you are unfamiliar with APA documentation in general, or with parenthetical referencing in particular, please GET HELP in writing your research paper.

Chaminade's Learning Center (located in Eiben Hall) is available for students who need assistance.

Attendance In the class Is **mandatory** as your grade Is dependent In large part on class participation.

All assignments will be discussed In detail In class prior to the due date.

**Please, NO CHILDREN IN CLASS!!!

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