

FE 99
P4

CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION DEPARTMENT

ED 200: 20	Introduction to the Teaching Profession	Fall Evening, 1999
Instructor:	Jo- Anne W. Lewis	Tuesday: 5:30 - 9:40
Office:	Kieffer Hall - Cubicle N	
Contact:	CUH: 735-4719	Location: Kaneohe MCBH
	Home: 739-2729	
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Pre-requisite: College Level English Writing Course

Course Outline

Purpose

The purpose of this course is to introduce prospective educators 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, writing and O&P log, lesson planning, use of community resources and learning and teaching styles.

A number of issues and programs in education will be used including lectures, group discussions, participant observation and student presentations.

Course Objectives:

The student will:

1. Gain an understanding and appreciation for educator roles and responsibilities.
2. Be able to identify various learning and teaching styles including one's own.
3. By aware of CUH 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 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 who made a difference in one's life.
8. Present a written 2-3 page typed, double spaced paper responding to journal articles and 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.

Required Materials: Bring these to class each time:

ED 200 Handout Packet (available for purchase in bookstore)
Holt Handbook and/or APA guidebook
3 ring binder with 10 dividers
Chaminade Catalog (available free from registrar)
Education Program Handbook

Attendance & Participation: It is thoughtful, courteous and professional to be on time 30%

Note: Because of the percentage points that go toward A&P, missing more than two classes lowers your grade a full point. There is no equivalent way to make up these points.

Includes class lessons / **assignments:**

Learning Style, Multiple Intelligence, etc. Assessments / Inventories

Group Work / **Process** & Discussion

Reflection Papers

Peer & Class Participation & Evaluation

Video Viewing

Assignments: To be handed in on assigned date.

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

Research Paper: Bibliography, Thesis Statement & Outline	20%
Provide for Peer Editing (2 copies)	(5%)
Draft - Provide for Peer Editing (2 copies)	(5%)
Final Product	(10%)
Group Project: Based on Current Issues & Trends	15%
Includes Individual Reflection Paper	
Lesson Plans: For Group Project Presentation	10%
O & P Log: Based on <i>Video</i>	5%
Paper #1: "A Teacher that Made a Difference in My Life"	5%
Paper #2: "My Philosophy of Education and Assessment / Grading"	5%
Final Exam: Based upon Assigned Readings & Class Assignments	10%
	100%

All written assignments are to follow the format for a college paper found in Holt Handbook. 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.

Grading System: Based on two hundred (200) points
200-180 = A; 179-160 = B; 159 - 140 = C; 139 - 120 = D; Below 120 = F

Incomplete Grade: Requires a request in writing by the student, and an agreement draw up by the student and **instructor**, stipulating parameters regarding completion of work due.

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

ED 200: Introduction to Education
Instructor: Jo-Anne Lewis

Course Syllabus

Class 1 October 5	Course Introduction and Requirements Ice Breakers & Attention Getters Education Issues & Trends: select topics and groups Group Formation - Determine group topics and members Present Information re. Leaders in Education: Handout Video: The Truth about Teachers Discussion of Essay Format
Assignments:	"A Teacher That Made A Difference in My Life" Prepare to choose Educator for Research Paper
Class 2 October 12	Meet outside Sullivan Library - on CUH campus by: 5: 50 Sullivan Library Orientation; computer search; ERIC Determine educator for term paper - Meeting of presentation groups Begin research on topics for term paper & group presentations Hand in: Choice of Educator "A Teacher That Made a Difference in My Life"
Assignment:	Read: Holt: How to Write a College Paper Format to use term paper; bibliography APA - Rubric Prepare Thesis Statement, Outline & Bibliography for Term Paper
Class 3 October 19	Chaminade's Education Program - How does it work? Praxis Exam (PPST required for acceptance into CUH Education Program) Theming : Group Work Learning Styles & Multiple Intelligences, etc: Handouts & Inventories Discussion / questions re: thesis statement, bibliography & outline
Assignment:	Peer Editing: bibliography, thesis statement & outline Peruse Lesson Plan formats: Handouts Read: Information on 4-MAT
Class 4 October 26	Kolb: Perception-Processing Information Inventory & Kites McCarthy: 4-MAT Lesson Planning: Use textbooks, curriculum guides - Rubric Bloom's Taxonomy
Assignment:	Begin: Lesson Plans for Group Presentations - Linear & 4-MAT
Class 5 November 2	O & P Requirements - Complete forms SNEA / HSTA Memberships: Guest Speaker (possible) → How to do an Educational Presentation - Rubric video: Stand & Deliver (clips) ; Discussion / Reflection
Assignment:	THE: Read: How to Write an O&P Log

Class 6
November 9
Brain-Based Learning: Handout
Brain-Based Learning & Constructivism
Learning Environment; Management & Discipline
Video: Lesson for O&P Log
Groups to work on presentations - Presentations begin **next** week

Assignment: Write O&P Log
Individual Lesson Plans for Group Presentation

Class 7
November 16
Field **Dependence - Independence**
Peer Evaluation - Feedback
BEGIN: Class Presentations (2)
Individual Reflections on Group Project & Presentation

Assignment: Draft of Research Paper - **ready** for Peer Editing
Individual Lesson Plans for Group Presentation

Class 8
November 23
Class Presentations - cont. (2)
Individual Reflection Papers of Group **Presentation**
Where do we go from here? Student Teaching and the First Years.
(Guest speaker(s))

Assignment: Edit two Research Papers
Individual Lesson Plans for **Group Presentation**

Class 9
November 30
Two to five minute individual **sharing** of Educator
Review for Final Exam
Class Presentations - cont. (2)
Individual Reflection papers of Group Presentation

Assignment: Research Paper - Final Product
Study for Final Exam

Class 10
December 7
Video: Related to **Final** Exam
Final Exam
Course Evaluations - Uniform and Narrative Form

Due: Research Paper