

**CHAMINADE UNIVERSITY OF HONOLULU****Instructor: Louise Bogart****Office: Kieffer Hall "D"****Office Hours: By Appointment****Spring Day 1999****ED 200 M/W 2-3:30pm****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

Marching to Different Drummers (ASCD)

3- Making Connections Caine and Caine Brain Research, Caine and Caine

**EVALUATION**

Attendance and Participation	90 points	36%
Group Presentation on Educational Program	30 points	12
Observation Logs	25 points	10%
Reaction papers on Reflective Teaching and Grading	15 points	6%
Report on Visit to School	20 points	8 %
Research Paper on an Educational Leader	30 points	12%
Lesson Plans	20 points	8
Final Exam	20 points	8
	250 points	100%

## ASSIGNMENTS

1. It is important to attend every class. More than two absences would necessitate withdrawal.  
1.5 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 assigned reading material, and for participation in all activities of the course.  
1.5 **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, with the exception of the lesson plans, this is a group grade. Each group member will also submit an evaluation of his/her own participation in the group as well as an assessment of the participation of other group members. 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. 30 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. 5 pts possible for each
6. The Observation Logs are 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. 5 pts possible for each
7. Lesson Planning skills are essential to those who would be teachers. These assignments are **intended** to **provide practice** before **needing to write** ~~for~~ **for the** group presentation and later use in methods classes.. Assessment will consider inclusion of components necessary for the model chosen. Grammar and spelling are also important.  
10 pts possible *for each*
8. The school visit is intended to provide the student with an opportunity to have a very personal experience with a school of his/her choosing. Act as if you are evaluating the school for possible attendance by your child, a younger sibling, or niece/nephew. Interview a classroom teacher, a resource teacher, and the principal or a vice-principal. Write a four page report detailing what you learned. Report will be assessed on content, quality of expression of you ideas, grammar and spelling. 20 pts possible

## SCHEDULE OF CLASSES

Jan 11	Introduction to course
<b>Assignment:</b>	Write: Letter of introduction asking to visit <b>school</b> and conduct interviews - due 1/13
Jan 13	<b>Video</b> "The Truth About Teachers"
<b>Assignment:</b>	<b>Make</b> corrections to letter to <b>school</b> - due 1/20
Jan 18	HOLIDAY - Father <b>Chaminade</b> Day and <b>Martin</b> Luther King Day
<b>Assignment:</b>	Read: <b>Chaminade</b> University catalog -sections on Education and <b>Degree</b> programs, Teacher Education <b>Handbook</b> and section of <b>handout</b> with <b>programs</b> - due 2/25
Jan 20	<b>CHAMINADE LIBRARY</b> - Orientation <b>toComputer</b> Search <b>and</b> Library Resources - Be prepared with topics for <b>both</b> research <b>paper</b> and group <b>presentation</b>
Jan 25	<b>Chaminade Education Programs</b>
<b>Assignment:</b>	Prepare <b>letters</b> and mail to schools Write: Thesis statement and <b>outline</b> <i>for</i> <b>Research</b> Paper - due 1 / 27
Jan 27	Discussion of thesis <b>statements</b> and <b>outlines</b> <b>Practice</b> PPST
<b>Assignment:</b>	Read: Teacher Education <b>Handbook</b> <b>sections</b> on <b>Observation</b> and <b>Participation</b> and Selected <b>articles</b> on Observation - <b>due 2/1</b>
Feb 1	Explain <b>Observation and</b> Participation Program at <b>Chaminade</b> and How to Write a Log <b>Classroom Lesson</b> VIDEO
<b>Assignment:</b>	Write: O&P Log from video - due 2/3 Write: Hemispheric Preference <b>Inventory</b> - due 2/3
Read:	<b>Selected</b> article on Learning Styles in <b>handout</b> - due 1/25
Feb 3	<b>Learning</b> Styles (Hemispheric Preference) <b>Learning</b> Styles (LSI)
<b>Assignment:</b>	Read: Selected article on <b>Learning</b> Styles - due 2/8 Call <b>school</b> as <i>follow up</i> to <b>letter</b> and <b>confirm</b> appointment(s). Give <b>written confirmation</b> to <b>instructor</b> - due 2/8
Feb 8	<b>Continue Learning</b> Styles
<b>Assignment:</b>	Write: <b>Learning</b> Styles <b>Inventory</b> <b>Read: Selected Article on Learning Styles</b> - due 2/10
Feb 10	<b>Learning</b> Styles (4MAT)
<b>Assignment:</b>	Write: Revised thesis statement, outline and bibliography - due 2/10 Read: Article on Multiple <b>Intelligences</b> - due 2/17
Feb 15	HOLIDAY - President's Day
Feb 17	<b>Multiple Intelligences</b> <b>Peer</b> Editing <b>conferences</b>
<b>Assignment:</b>	Read: Caine <b>and</b> Carne Text - due 2/22
Feb 22	Brain Research
<b>Assignment:</b>	Read: Article about <b>4MAT</b> <b>lesson</b> <b>planning</b> - due 2/24
Feb 24	<b>Lesson</b> Planning
<b>Assignment:</b>	Write: Lesson Plan using <b>4MAT</b> - due 3/1 Read: <b>Information</b> on Bloom's Taxonomy and on Lesson Planning - due 2/24 Prepare: Report on progress of school visit <b>report</b>

Mar 1	Lesson <b>Planning conferences - 4MAT</b> Discussion on Bloom's Taxonomy Assignment: Write: <b>Lesson</b> Plan - due 3/3
<b>Mar 3</b>	LMW <b>Planning</b> conferences
Assignment:	Read: Article on Reflective Teaching and Articles on Grading/Assessment - due 3/8 Write: A one <b>or</b> two page reaction paper for each article.
Mar 8	Discussions on Reflection and on Grading/Assessment Write: Final draft of <b>research</b> paper - bring two copies to class for peer editing - due 3/10
Mar 10	Assign peer editors  Write: Editing forms for two peer papers - due 3/15
Mar 15	Return edited papers to peers Prepare: <b>student</b> presentations <i>for</i> 3/17
Mar 17	Management and Communication styles Assignment: <b>Prepare:</b> student presentations for 3/29
Mar 22-26	SPRING BREAK
Mar 29	Begin Student Presentations/Evaluations Assignment: Students who made a group presentation prepare a individual reflections - due 3/31
Mar 31	Continue Student Presentations/Evaluations Assignment: Students <i>who</i> made a group presentation prepare a individual reflections - due 4/5 Prepare: student presentations for 4/5
Apr 5	Continue <b>Student</b> Presentations/Evaluations Assignment: <b>Students</b> who made a group presentation prepare a individual reflections - due 4/7 Prepare: student presentations for 4/7
Apr 7	Continue Student Presentations/Evaluations Assignment: Students <i>who</i> made a group presentation prepare a individual reflections - due 4/12 <b>Write:</b> Final copy of research paper - due 4/12
Apr 12	Students share research papers Assignment: Write: report of school visits - due 4/14
April 14	Visit School <i>for</i> Observation Assignment: Write: Observation Log using given format- due 4/19
Apr 19	Visit School for Observation <b>Assignment:</b> Write: Observation Log using given format- due 4/21
<b>April 21</b>	<b>Visit School for Observation</b>
Assignment:	Write: Log of Observation using given <b>format</b> - 4/26
Apr 26	Visit School for Observation Assignment: Write: Log of Observation using given format - 4/28
Apr 28	Class Evaluation
May 3	Final Exam

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