

# **Chaminade University of Honolulu**

## **Education Department**

**ED200 Introduction to the Teaching Profession**

**Instructor: Gail Takatsuka**

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**Pre-Req: College Level English Course (writing)**

**Spring Evening 1999**

**Tuesday: 5:30-9:40 p.m.**

**E207**

### **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, lesson planning, use of community resources, learning and teaching styles, essays, logs, and characteristics of an effective teacher.

A number of issues and programs in education will be explored and a variety of teaching and 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 educator roles and responsibilities.**
2. **Be able to identify various learning and teaching styles including one's own.**
3. **Be 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 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 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.**

## Course Requirements

### Written Assignments

All papers should follow the format for a college paper found in the Holt Handbook. Papers should be typed and double-spaced. A paper using a word processor or computer should use a standard 12 point font and 1 inch margins. **NO HANDWRITTEN PAPERS WILL BE ACCEPTED.**

<u>Assignments</u>	<u>Evaluation Points</u>
1. A Teacher That Made a Difference Paper (1 page)	10
2. Bibliography, Thesis Statement, Outline for paper (3 copies)	10
3. O & P Log	10
4. Oral Presentation Lesson Plan	10
5. Class Presentation	30
6. Peer Evaluations for two Oral Group Presentations	10
6. Grading Philosophy Paper (2-3 pages)	15
7. Draft of Research Paper (original plus 2 copies)	20
8. Edit Research Paper drafts (2 copies)	10
9. Research Paper (original plus 1 copy)	30
10. Reflection Paper (1 page)	10
11. Self-Evaluation of Oral Presentation	05
12. Class Participation	15
13. Mandatory Attendance & Promptness	15
	Total 200

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

Grading System is based on a total of 200 points with letter grades as follows:

200-180= A	159-140= C	Below 120= F
179-160= B	139-120= D	

NOTE: ~~Class~~ attendance is **mandatory**. ~~Part~~ of your grade is dependent on **class participation**. After the second class absence, you will receive a deficiency notice, and there will be an automatic lowering of your course grade by one letter.

Any late assignment	-5 points
Late Research Draft	-10 points
Each absence after one	-15 points
(includes leaving before class ends)	

Incomplete Grades: The only way an incomplete grade will be issued is if the student puts the request in writing and an agreement is drawn up and signed by both the student and the instructor.

### Required Materials

Bring these items to class each time:

- \*ED 200 Handout Packet (available for purchase in bookstore)
- \* 3 ring binder with 10 dividers

## Syllabus

April 06 Class 1	Course Introduction and Requirements Educational Issues and Trends: select oral <b>presentation</b> topic. Leaders in Education: select educator/theories for research paper. Video: <u>The Truth About Teachers</u> Due 04/13: A Teacher that Made a Difference in My life paper
April 13 Class 2	Meet at Chaminade Library: Henry Hall 2nd floor- see map. Orientation to Sullivan Library: Computer search ERIC Be prepared to research topics for paper and group presentation. Due 04/20: Bibliography, thesis statement, outline (3 copies)
April 20 Class 3	Chaminade's Education Department: how does it work? Introduction to <b>Learning</b> Styles: Multiple Intelligences Lesson Planning: use textbooks & curriculum guides. Discuss & revise thesis, bibliography, outline. Due 04/27: Revised bibliography, thesis statement, outline.
April 27 Class 4	Teachers' Union HSTA: Joan Husted How to Write a College Paper Format to use for research paper: APA How to do an education presentation. Bloom's Taxonomy
May 04 Class 5	Class presentations begin: peer evaluation 4Mat inventory & implications Learning environment & discipline Discussion: grading philosophy Due 05/11: Grading philosophy paper
May 11 Class 6	Class presentations begin: peer evaluation Observation & Participation (O & P) requirements. Complete O & P request form/ SNEA membership forms Write and O & P log Video: <u>Classroom Lesson</u> Due 05/18: O & P Log Completed draft of research paper (3 copies)

May 18 Class 7	Kelvin Wong: A Beginning Teacher Class presentations Distribute drafts of research paper (3 copies) to peers. Forms for admission to CUH Education program Due 05/25: Edit 2 research papers assigned to you. Complete research edit form for each research paper.
May 25 Class 8	Class presentations Return edited drafts to authors. Resource file: purpose & contents Due 06/01: Research Paper (2 copies) One edited draft & two research paper edit forms.
June 01 Class 9	Class presentations Assign readings for reflection paper. Profile of an effective teacher. Due 06/08: Reflection Paper
June 08 Class 10	Jigsaw readings Course evaluation: uniform & narrative forms.

Note: The syllabus will be adjusted to meet the needs of the class.