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**Chaminade University of Honolulu  
Education Department**

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**ED 200 Introduction to the Teaching Profession**

**Instructor: Ann C. Carvalho**

**Contact: 235-2997 (home)**

**accarv@hgea.org (e-mail)**

**Pre-requisite: College Level English Writing Course**

**Summer, Evening, 1999**

**Tuesday: 5:45-9:55 p.m.**

**Location: E 201**

**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 insi  
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 who 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.

## **Syllabus**

<b>Class 1</b> <b>July 6, 1999</b>	<b>Course Introduction and Requirements</b> <b>Educational Issues and Trends:</b> select oral presentation topic <b>Leaders in Education:</b> select educator/theories for research paper <b>Video:</b> <i>The Truth About Teachers</i>  <b>Paper due 7/13: A Teacher Who Made a Difference in My Life</b>
<b>Class 2</b> <b>July 13, 1999</b>	<b>Meet at Chaminade Library: Henry Hall, 2nd floor</b> <b>Orientation to Sullivan Library: computer search ERIC</b> <b>Be prepared to research topics for paper and group presentation</b>  <b>Due 7/20: bibliography, thesis statement, outline (3 copies)</b>
<b>Class 3</b> <b>July 20, 1999</b>	<b>Chaminade's Education Department: how does it work?</b> <b>Introduction to Learning Styles: Multiple intelligences</b> <b>Lesson Planning: use textbooks and curriculum guides</b> <b>Discuss and revise thesis, bibliography, thesis, outline</b>  <b>Due 7/27: revised thesis, bibliography, outline</b>
<b>Class 4</b> <b>July 27, 1999</b>	<b>Teachers' Union HSTA: Joan Husted</b> <b>How to write a college paper</b> <b>Format to use for research paper: APA</b> <b>How to do an education presentation</b> <b>Bloom's Taxonomy</b>
<b>Class 5</b> <b>August 3, 1999</b>	<b>Class presentations begin, peer evaluation</b> <b>4-MAT inventory and implications</b> <b>Learning environment and discipline</b> <b>Discussion on grading philosophy</b>  <b>Due 8/10: grading philosophy paper</b>
<b>Class 6</b> <b>August 10, 1999</b>	<b>Class presentations continue, peer evaluation</b> <b>Observation and participation (O &amp; P) requirements</b> <b>Complete O &amp; P request form/SNEA membership forms</b> <b>Write an O &amp; P log</b> <b>Video: Classroom Lesson</b>  <b>Due 8/17: O &amp; P log</b> <b>Completed draft of research paper (3 copies)</b>
<b>Class 7</b> <b>August 17, 1999</b>	<b>Class presentations continue, peer evaluation</b> <b>Distribute drafts of research paper to peers</b> <b>Forms for admission to CUH Education Program</b>  <b>Due 8/24: edit two research papers assigned to you</b> <b>complete research edit form for each research paper</b>

## Class 8

August 24, 1999

Class presentations continue, peer evaluation

Return edited drafts to authors

Resource file: purpose and contents

Guest Speaker: Kelvin Wong (new teacher)

Due 8/31: research paper (2 copies)

one edited draft & two research paper edit forms

## Class 9

August 31, 1999

Class presentations continue, peer evaluation

Assign readings for reflection paper

Profile of an effective teacher

Due 9/7: reflection paper

## Class 10

September 7, 1999

Guest Speaker: Beverly **Vallejo-Sanderson** (portfolios)

Discussion, sharing of reflections

Jigsaw readings

Course evaluation: uniform and narrative forms

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

## Course Requirements:

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

Required materials include the ED 200 handout packet (available for purchase in the bookstore) and a three-ring binder with ten dividers.

Part of the grade depends on class participation. A late assignment receives a 5 point deduction. A late research draft receives a 10 point deduction.

Class attendance is **mandatory**. Each absence after one (which includes leaving before the class ends) will receive a 15 point deduction. 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.

## Assignments:

## Evaluation Points

1. a teacher who made a difference paper (1-2 pages)	10
2. bibliography, thesis statement, outline for paper (3 copies)	10
3. O&Plog	10
4. oral presentation lesson plan	10
5. class presentation	30
6. peer evaluations for two oral group presentation	10
7. grading philosophy paper (2-3 pages)	15
8. draft of research paper ( <b>original</b> plus 2 <b>copies</b> )	20
9. edit research paper drafts (2 copies)	10
10. research paper (original plus 1 copy)	30
11. reflection paper (1 page)	10
12. self-evaluation of oral <b>presentation</b>	5
13. class participation	15
14. mandatory attendance and promptness	<b>15</b>

Total points: 200

Grading is based on 200 points:

180-200 = A
160-179 = B
<b>140-159 = C</b>
120-139 = D
119 or less =F

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.