

Chaminade University of Honolulu
Education Department

ED200 Introduction to the Teaching Profession

Instructor: Gail Takatsuka

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Winter Evening 1999

Thursday: 5:30-9:40 p.m.

E207

Pre-Req: College Level English Course (writing)

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 G & 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

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

January 12
Class 1
Course Introduction and Requirements
Educational Issues and Trends: select oral presentation topic.
Leaders in Education: select educator/theories for research paper.
Video: The Truth About Teachers
Due 01 / 19: A Teacher that Made a Difference in My life paper

January 19
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 01/26: Bibliography, thesis statement, outline (3 copies)

January 26
Class 3
Chaminade's Education **Department: how does it work?**
Introduction to Learning Styles: Multiple Intelligences
Lesson Planning: use textbooks & curriculum guides.
Discuss & revise thesis, bibliography, outline.
Due 02/02: Revised bibliography, thesis statement, outline.

February 02
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

February 09
Class 5
Class presentations begin: peer evaluation
4Mat inventory & implications
Learning environment & discipline
Discussion: grading philosophy
Due 02.16: Grading philosophy paper

February 16
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: Classroom Lesson
Due 02/23: O & P Log
Completed draft of research paper (3 copies)

February 23
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 03/02: Edit 2 research papers assigned to you.
Complete research edit form for each research paper.

March 02
Class 8
Class presentations
Return edited drafts to authors.
Resource file: purpose & contents
Due 03/09: Research Paper (2 copies)
One edited draft & two research paper edit forms.

March 09
Class 9
Class presentations
Assign readings for reflection paper.
Profile of an effective teacher.
Due 03/16: Reflection Paper

March 16
Class 10
Jigsaw readings
Course evaluation: uniform & narrative forms.

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