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ED 200: Introduction to the Teaching Profession
Spring Day 2000
Chaminade University of Honolulu

Instructor: ✓ Dr. Betty Carlson, Associate Professor
Office Hours: By Appointment
Phone: 735-4701, Leave Message on Voice Mail
Course Location/Hours: Henry Hall 225, Tuesdays, 2:00 - 5:00

I. Course Description

This course explores the role of **education** and the teaching profession K-12. Includes local and national trends and issues, learning styles, observation and participation (**requirements:** lesson planning, mini-presentations, use of library resources for research). Special focus will be on Hawaii's education system and the requirements of Chaminade University's **teacher education programs**. This course is a prerequisite for all upper division education courses. Students must **have completed 30 credits before taking ED 200**. prerequisites: EN 102, COM 140, and PSY 101. Prospective Education majors must pass **ED 200** with an "A" or "**B**" grade. ED 200 is a 3 credit course.

II. Rationale

Prospective entrants into any professional discipline require **exposure** to the **basic** ideas, concepts, and substance of **that** discipline, prior to **making** informed **career** decisions. 200 is designed to give prospective educators an **overview** of teaching **tools** (lesson planning, student observations, **research** planning and **implementation**, and others) as well as an opportunity to engage in personal exploration and discovery about the **nature** of teaching and learning as both an **intellectual** and applied activity.

III. Course Objectives

The student will:

1. Develop an understanding of the nature of effective teaching and learning, through review of course readings, participation in class exercises, and engagement in activities designed to stimulate thinking, **reflection**, and articulation of one's own philosophy of teaching and **learning**.
2. Be able to identify and articulate **various** learning and teaching styles, including one's own.
3. Be aware of the CUH Teacher **Education** Programs (options) and requirements of **each**.
4. Understand the **Observation** and **Participation Practicum** and be able to produce an insightful, scholarly O & P Log.
5. Understand and demonstrate various types of lesson planning formats.
6. Develop and present a well-written, 2 page typed, double **spaced** paper describing a teacher that made a difference in **his/her** life.
7. Develop and present a **well-written**, 5-7 page typed double spaced **research** paper (An Exemplary **Educator** OR an **Educational Program/Topic**) using appropriate format **including** parenthetical **references** in **the** text.
8. Be **able** to access and use **research** literature in the field of education, **including** ERIC.
9. Create and **maintain** a course-based **Teaching-Learning Portfolio**, including **assigned** materials as well as **student** selected materials for inclusion.

IV. Course Materials

Bring these items to class each time:

- ED 200 Handout Packet (available for purchase in Campus Bookstore)
- Holt Handbook **and/or** APA Guidebook
- Large (3") 3 ring binder, with five dividers (**Sections should be labeled Basic Information, Tools for Teaching, Exercises & Reflections, Exploration & Discovery, and Selected Resources/Information**)
- Chaminade University Catalogue (available free from Registrar)
- Education Program Handout (Teacher ED Handbook)

Other assigned materials/readings will be drawn from the following sources and will be made available to students as needed.

1. Hight, Gilbert. (1977). The Art of Teaching. New York: Knopf.
2. Fried, Robert L. (1995). The Passionate Teacher: A Practical Guide. Boston: Beacon Press.
3. Kameenui, Edward & Carnine, Douglas. (1998). Effective Teaching Strategies that Accommodate Diverse Learners. Columbus, Ohio: Merrill.
4. Gross, Ronald. (1991). Peak Learning. New York: Penguin Putnam, Inc.
5. Rogers, Carl. (1969). Freedom to Learn: Studies of the Person. Columbus, Ohio: Merrill.
6. Joyce, Bruce et al. (1993). The Self-Renewing School. Alexandria, VA: Association for Supervision and Curriculum Development
7. Glasser, William. (1969). Schools without Failure. New York: Harper & Row.
8. Arends, Richard. (1998). Learning to Teach. Boston: McGraw-Hill.

V. Course Format

This course meets once **weekly**, Tuesdays, from 2:00 - 5:00 pm. The course format will include mini-lectures, small and large group discussions, individual **participation** in class exercises and activities, research **efforts**, and readings review. Class format will also include guest speakers, **video** screening/analysis, and group work/presentations around selected topics.

VI. Administrative Requirements

1. Attendance: **Regular, on-time attendance is expected** of all students. Two or more **absences results** in the following. (1) a report to the Academic Dean and to the **Registrar**; and issuance of a deficiency notice; (2) **significant** impact on your course **grade**. **Students** receive points for **attendance/participation** in class activities and exercises You cannot **"make up"** points for activities/exercises **conducted** in class. Missing more than **three** classes will result in a **grade** no higher than **"C"**.

2. Incompletes: Because of the extensive **participatory** nature of the ED 200 **class**, Incomplete's will be considered only under **the** following conditions: (1) student has **completed 75% of course requirements**; (2) student has a compelling reason to request the **Incomplete (medical necessity, for example)**; **(3) student requests the Incomplete in writing prior to the last week of instruction and provides documentation as to why the incomplete is unavoidable.**

Vil. Academic 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. **NO HANDWRITTEN PAPERS WILL BE ACCEPTED.**

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

1. A Teacher That Made A Difference		10 points
2. O and P Log		10
3. Bibliography, Thesis Statement, Outline for Research Paper		10
4. Draft of Research Paper (original + 2 copies)		10
5. Constructive Feedback of Research Paper Drafts (2)	2 @ 10	20
6. Research Paper - An Exemplary Educator/or Topic (Final)		30
7. Lesson Plan for Presentation		10
8. Student Choice (see Options)		20
9. Student Choice (see Options)		20
10. Final Teaching-Learning Portfolio (compilation, with an Introduction to Portfolio and a Reflective Summary of Portfolio Contents).		
	Overall -10	2 @ 20
		50
	Total	190

There will be additional **assignments/exercises** that we do in class each week. **These class-based** activities will be worth 10 points per session. We will meet 15 times **across** the Spring Semester. Because of the participatory **nature** of ED 200, points for class activities/exercises cannot be "**made up**" if you are **absent**. Total points for class attendance/participation = 150 points.

A **FOOTNOTE REGARDING LATE SUBMISSIONS:** Students **are** strongly **encouraged** to be prepared with all assignments on the due date. Many assignments will relate to your colleagues as well as **yourself**; late assignments are **unprofessional** and can create difficulty for other **class** members. Additionally, late assignments will incur an automatic **50%** reduction in point value if received by Friday of the week they are due. If received after Friday of the week due, **NO** points are earned.

VIII: Evaluation

Grading Criteria for ED 200	Total Points = 340
A = 306 - 340	Written Products = 190
B = 272 - 305	Attendance and
C = 238 - 271	Participation = 150
D=204-237	
F = Below 204	Total = 340

NOTE: **Instructor** reserves the **right** to modify/adjust the syllabus **based** on the needs of the **class**.

COURSE SCHEDULE AND TOPICS
ED 200 - Spring Day 2000
Dr. Betty Carlson

Week #1: January 18

- Course/Syllabus Review
- Introductions
- Class Icebreaker Activities
- Review Potential Topics for Research Paper
- Reading/Assignment for Week #2: Assignment #1

Week #2: January 25

- Review and Discuss Assignment #1: "A Teacher Who Made A Difference"
- Review and Discuss **Reading for Week #2**
- Student Commitment to Research Paper Topic - sign up
- How to Write A Paper - How to Do A Presentation
- Screen Video: The Truth About Teachers

Week #3: **February 1**

- Visit to Sullivan Library - **Orientation**
- Using Library Tools and Resources
- Begin Library **Research** - Your Research Topic

Week #4: February 8

- Chaminade Education Department** - Overview
- Chaminade Education Programs & Requirements
- PRAXIS Exams
- Learning Style Inventories (multiple exemplars)
- Screen Video: Multiple Intelligences-Howard Gardner
- In class Reflection

Week #5: February 15

- Review & Discuss Assignment #3: **Sharing of Bibliography,**
Thesis Statement, Outline of Research Paper
- Lesson Planning - Examples, Rationale, Reviews
- In-class **Brainteaser** Activity
- Topic: Student Engagement and Motivation
- Screen Video: Motivating Reluctant Learners
- In class Reflection

Week #6: February 22

- Observation and Participation Info: Writing A Log
- Screen O and P **Video** - notes for Log
- Topic: Classroom Management - 3 **Faces** of Discipline
- Teacher Discipline Inventory - **complete/discuss** results
- Screen Video: Discipline and Achievement (**Parts** 1 & 2)
- In class Reflection
- Distribute** reading for Week #7: Regarding **Learning** and Its Facilitation

Week #7: February 29

Collect Assignment #2: O and P Log (group sharing)
Topic: Facilitating Learning - Discussion Questions - Reading
Discussion of Grading/Assessment/Evaluation - Small Groups
Screen Video: Emotional Intelligence
In Class Reflection

Week #8: March 7

Collect Assignment #4 - Research Paper Draft (3 copies)
Distribute copies to Peer Reviewers/Editors
How to Edit and Review - Constructive Criticism
Learning Style Inventories - continued
Topic: Hawaii DOE Content and Performance Standards
Hawaii DOE- Teacher Recruitment/Hiring Information
Guest Speakers

Week #9: March 14

Collect Assignment # 5 - Edits/Peer Reviews
Learning Style Inventories - continued
Topic: Special Education - Overview
Icebreaker Activity
Simulation Activity
Screen Video: To Be Announced

Week #10: March 21

Review of Research Paper - Questions and Answers
Topic: Hawaii State Teachers Union - HSTA
Guest Speaker
Other. To Be Announced

SPRING **BREAK** - ENJOY YOUR HOLIDAY!!!

Week #11: April 4

Student Research Presentations Begin
Due: Assignment #6 - Final Paper
Assignment #7 - Lesson Plan for Presentation of Research Paper

Week #12: April 11

Student Research Presentations Continue

Week #13: April 18

Student Research Presentations Continue to Conclusion

Week #14: April 25

Collect Assignments # 8 and #9 - Student Choice(s)
Review of Teaching-Learning Portfolio Requirements

Week # 15: May 2

Course Wrap Up/Closure Activities/Course Evaluation
Teaching-Learning Portfolio - Completed with Assignments
#10, #10A and #10B due not later than Wednesday, May 10
at 2:45 pm.

OPTIONS FOR TEACHING-LEARNING PORTFOLIO
ED 200 -Spring 2000 Semester
Dr. Betty Carlson

As part of the submissions to be included in the Teaching-Learning Portfolio, students have the choice of selecting two of the following. Follow the guidelines for Written Assignments. Each submission is worth 20 points (3-4 pages each).

1. **Snapshot In Time: Your Personal Philosophy of Teaching and Learning**

Describe, based on your exposure to the ideas, content, and substance of this **course**, your own personal philosophy of teaching and learning. Include thoughts about: your own experiences and how they have affected the development of your **philosophy**. What **is important to you about teaching and learning**? How will you behave as a teacher? What insights have you developed about yourself - as a **learner** - and as a teacher - in **this class**, and how have they **impacted** on what you believe now? What thoughts, questions, beliefs, and reflections are important in articulating your philosophy?

2. **Portrait of a Learner: Who I Am as a Learner**

Describe, based on your completion of the class exercises/activities, and other **knowledge** you have about yourself, who you are as a learner. What is your preferred learning style/modality, how do you like to **learn**? How does your environment need to be arranged for maximum learning? What characteristics, preferences, and needs did you discover about yourself in this class? What surprised you? What did you already know? What did you find out that helps you to understand yourself better, especially about being **successful** in learning? Add any other comments or thoughts about yourself as a **learner**. You can also add pictures, drawings, or **other** materials to help describe yourself as a learner.

3. **Future Visions: The Teacher I Want To Become - and Why**

Reflect on your experiences in this **course**, the knowledge you've gained, the questions you've thought about, and the ideas you've been exposed to. Develop a vision for yourself regarding **"the teacher you want to become - and why"**. Think about what kinds of students you want **to work** with, what you want **to be able** to help them learn and do, what skills and competencies you want to have in your "teacher tool kit", what content/substance do you want to become skilled in, and finally, but not least of all - why. What contributions do you want to be able to make -- and why?? What is your **motivation**? What is the driving force behind your interest and **effort** in the field of education?

4. **Teachers and Other People: Whose Job Is It Anyway?**

Reflect on the historical changes in the role of educators across time. How have roles, **responsibilities** and expectations changed in the last 100 years? How do you see your role as an educator in the lives of children? Reflect/comment on the expectations of society **for** education now (curriculum, etc.) and how it defines and **impacts** on the role of teachers. What behaviors and attitudes do you see as important for teachers now - what should you be doing with and for **students**? What kinds of teaching, support, nurturance, and modeling should teachers be providing now to meet the needs of 21st century learners? What roles do **teachers** play now in the lives of their students? What's comfortable for you? What's not comfortable? What **questions/fears/challenges** do you see today's **teachers** facing? ~~How~~