

SE'00  
Pm

CHAMINADE UNIVERSITY OF HONOLULU  
EDUCATION DEPARTMENT

ED 20040: **Introduction to the Teaching Profession**

**Instructor:** Jo- Anne W. Lewis

**Office:** Kieffer Hall - Cubicle N

**Contact:** CUH: 735-4719 Home: 739-2927

**E-Mail:** [jlewis@chaminade.edu](mailto:jlewis@chaminade.edu)

Spring Evening, 2000

Mondays: 5:30 - 9:40 P.M.

Location: Ft. **Shafter**

**I. Course Description:**

The 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; the use of library **resources** for research). **Special** focus will be on Hawaii's education **system** and **requirements** of the Chaminade teacher education **programs**. This course is a **prerequisite** for all **upper** division **education courses**. **Students** must have completed 30 credits before **taking this** course. Prerequisites are EN 102, COM 140, and PSY 101.

**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. ED 200 is designed to give **prospective educators** an overview of teaching tools (lesson planning, student **observation**, 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. Gain an **understanding** and appreciation for **educator roles** and **responsibilities**.
3. Be able to identify **various** learning and teaching styles including **one's** own.
4. Be **aware** of CUH Teacher Education Program **requirements** and **offerings**.
5. **U& SW the UHWM** **the UHWM** and **Participation** Practicum and be able to **produce** an **insightful**, scholarly O&Flog.
6. Learn and **demonstrate** various types of for lesson planning **formats**.
7. **Present** a well **written** 2 page, typed, **double-spaced paper** describing a **teacher** who **made** a difference in one's life.
8. Be able to **access** and **use research literature** in the **field** of **education** including ERIC.
9. Present a **well-written** 5-7 **page** (of content), typed, **double-spaced** research paper using appropriate **format** including **parenthetical references** in the text.
10. **Participate** in a group **presentation** for the **class** by **investigating** and presenting **information** about an **educational program** I issue **using library** research and **community resources**.
11. Develop a well-written 2 page paper, **typed** or **computer generated**, developing a rationale for **one's** **educational philosophy** and **attendant** philosophy of grading.

**IV. Required Course Materials:**

\* **Bring** to each **class**

\* ED 200 **Handout** Packet (available for **purchase** in bookstore)

\* 2"-3" - 3 **ring** binder with 10 **dividers**

Teacher Education **Program Handbook**

**Scott** Foresman **Handbook for Writers**

Chaminade Catalog (**available free**)

**APA Publication Manual, 4<sup>th</sup> Edition**

## V. Course Format:

This **course** meets once weekly, Mondays, from 5:30 to 9:40 P.M. This course format will include: **mini-lectures**; small and large group discussion and processes; presentations and peer evaluations **regarding** selected topics; individual participation in exercises, activities, writings, research efforts, and reading reviews. Class format **will also** include **video** screenings **and analyses**. **Points for class work are 0VN** for in Attendance & Participation.

## VL Administrative Requirements:

**Attendance & Participation:** To be on time is thoughtful, courteous & professional. Tardiness and/or leaving class before dismissal is noted. Participation includes engaging **others** with a **cooperative** and supportive attitude, as well as being involved in the class lessons / assignments and activities. Points for these cannot be "made up". Missing three classes will **result** in a grade no higher than **"C"**.

**Incomplete Grade:** Requires: (1) that 75% of the coursework has been **completed**; (2) that the reason for the request, submitted by the student in writing prior to the last week of **class**, is determined to be valid; (3) an agreement is drawn up by the student and instructor delineating **requirements** as to the completion of work due.

## VII. Academic Requirements:

**Assignments** All **assignments** will be discussed in detail in **class** prior to due date. Completion of assignments by assigned date is the responsibility of the student. Students are heartily encouraged to ask questions for clarification of any points. Instructor's telephone numbers and e-mail address are provided to that end.

**Written** assignments must follow the format for a college paper **found** in the Scott, Foresman & Co. *Handbook for Writers*, or the *Publication Manual of the APA Papers* are to be typed and double spaced. Use standard 12 point font when using a **word** processor or **computer**. **NO HANDWRITTEN PAPERS WILL BE ACCEPTED.**

Attendance & <b>Participation:</b>	(as stipulated above)	30%
Research Paper.	Provide ( 3 copies) 2 for Peer Editing . Thesis Statement & Outline . Final <b>Draft including Resources</b>	20%
Group <b>Project:</b>	Based on Current <b>Issues</b> & Trends Includes Individual <b>Reflection Paper</b>	15%
Lesson Plans (2)•	Traditional / Linear & <b>4-Mat</b> System (5% each)	10%
O & P Log:	Based on <b>Video</b>	5%
<b>Theme</b> Papers (2):	Re: A Teacher that <b>Made</b> a Difference (5% each) Re: <b>Philosophy</b> of Education & <b>Assessment/Grading</b>	10%
Final Exam:	Based upon Assigned <b>Readings</b> & <b>Class</b> Assignments	<b>10%</b> <b>100%</b>

VIII Evaluation: Based on two hundred (200) points  
200-180 = A; 179-160 = B; 159 - 140 = C; 139 -120 = D; Below 120 = F

Students who desire entry to the Education **Department** must receive a "B" or better in Ed 200, or retake the class.

Course Schedule & Topics

Class 1  
April 3

Course Introduction and Requirements  
Fill out initial form in Ed 200 Handbook - hand in  
Ice Breaker / Attention Getter  
Present Information re. Research Topic: Leaders in Education & Education Issues & Trends  
Discussion of Essay Format I Foresman's: *Handbook for Writers*  
Video: "The Truth about Teachers"; **reflection** & discussion  
**Qualities** of Memorable Teachers / Synergy  
Video: Stand & Deliver / small group discussion w/ regards to  
(1) Observation vs. Subjective Evaluation  
(2) Group Formation: Forming, Storming, Norming, Performing

Assignments: Theme Paper #1: "A Teacher That Made A Difference", Due: Class #2  
Synergy: **Definitions; Due:** Class #3  
Prepare to choose Educator for Research Paper; Due: Class #3  
Consider topics for Group Presentations

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Class 2  
April 10

Meet inside Sullivan Library - on CUH campus by 5:30  
5:30 - 6:00 - class meeting: **Hand** out **catalogs/** PRAXIS info.  
6:00 - 7:00 - **Sullivan** Library **Orientation**; computer search; ERIC  
7:00 - 7:15 - Break  
7:15 - 8:15 - Determine project topics and groups  
Group meetings: initial planning for presentation  
- Break as **convenient**  
8:30 - 9:50 - Research topics for term paper & group **presentations**

Assignments: Research for Educator and Group Project  
Thesis **Statement, Outline & Resources** for Research Paper, Due: Class # 4  
Read: Synergy Terms & The Art of Teaching

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Class 3  
April 17

Questions re. Research Paper & Group Projects + RUBRICS  
Cover requirements for: Thesis Statements & Outlines - Scott Foresman  
Chaminade's Education Program - Its Philosophy. How does it work?  
Praxis Exam (PPST required for acceptance into CUR Education Program)  
Brain-Based **Learning**, Constructivist Philosophy, **Cooperative Learning**  
Bloom's Taxonomy - Higher Order Thinking & Problem Solving

Assignments: Thesis Statement, Outline & **Resources** - Due: Class # 4  
( plus 2 copies for Peer Editing & 1 for Instructor)  
Read: How to Write an O&P Log

Class 4 April 24	<p>Thesis Statement &amp; Outline - Peer Editing</p> <p>Triune Brain &amp; 10 Intelligences: MacLean &amp; deBeauport</p> <p>Hemispheric Characteristics: Inventory</p> <p>What is O&amp;P ? Requirements &amp; Forms; Professionalism/ Scenarios</p> <p>SNEA / HSTA Memberships:</p> <p>Video: <b>Allyn &amp; Bacon clips</b> / Small group work re O&amp;P logs</p> <p>Gregorc - <b>Learning</b> Styles / Inventory</p>
Assignments:	<p>Write O&amp;P <b>Log</b>, Due: Class # 5</p> <p>Final Product Theme Paper #1- Due: Class #5</p> <p>Read: <b>Razor's</b> Edge / Gregorc</p> <p>Peruse Lesson Plan Formats &amp; 4-MAT material; Kolb / McCarthy</p>
Class 5 May 1	<p>Learning Modalities / Styles, Multiple Intelligences: Gregorc, Gardner</p> <p>Inventories</p> <p>Learning Style Elements: Dunn &amp; Dunn</p> <p><b>Perception-Processing</b> Information Inventory &amp; Kites: Kolb</p> <p>4-MAT: <b>McCarthy</b></p> <p>Lesson Planning: Formats + Rubric</p> <p>Peer Editing Groups</p>
Assignments:	<p>First <b>Draft</b> - Lesson Plans Linear &amp; 4-MAT, Due: Class # 6</p> <p>Research Paper &amp; Group Projects</p>
Class 6 May 8	<p>Assessment Traditional vs. Alternative / Portfolios</p> <p>The Importance of the Learning Environment &amp; Ambiance</p> <p>Three Faces of Discipline / Leadership &amp; Types of Power</p> <p>Class Norms &amp; Teacher Expectation</p>
Assignments:	<p>Theme Paper # 2: Philosophy of Education &amp; Assessment - Due: Class # 7</p> <p>Draft of <b>Research</b> Paper - Peer Editing (2 <b>copies</b> for peers <b>1</b> for instructor)</p> <p>Due: Class # 7</p>
Class 7 May 15	<p>Jung / Myers Briggs - Personality Types</p> <p>Field Dependence &amp; Independence</p> <p>Peer Evaluation / Assessment - Feedback</p> <p><b>Video: Allyn &amp; Bacon - Clips of Creative Learning</b>, etc.</p>
Assignments:	<p>Editing <b>Research Drafts</b> (2) - Due: Class # 8</p> <p>Final Product O&amp;P Long - Due: Class # 8</p>

Class 8  
May 22

Peer Editing Groups - Hand back Edited **Research** Papers  
Alternative Education & National Trends in Education  
Special **Education** / Gifted & Talented **Inclusion**  
Video: "Operation Sunshine" **&/or** Related to **Scheduled** Group  
Presentations

**Assignments:** Research Paper - (inc. Thesis Statement & Outline) - **Due:** Class #9  
**Group** Presentations - Due: Class # 9  
Take Home Final: Written Work & Presentation - Due: Class # 10

WEEK OFF DUE TO MEMORIAL DAY

Class 9  
June 5

Group Presentations (3)  
Peer Evaluations  
Individual Sharing / Researched Educator  
Video: "Education for Peace" **&/or** Related to Group  
Presentations  
Unions & Standards Board / **Hawaii** Teachers' Standards

Assignments: **Final** Exam Written Work & Presentation - Due: Class #10  
Theme Paper # 2 - Due: Class # 10

Class 10  
June 12

Final Exam Presentations  
Student **Teaching** - Criteria for Evaluation / Critiquing  
Stages of Teacher Development  
**"Wrapping-up"** - The importance of closure  
Video: **"Common Miracles** - The New American Revolution in Learning"  
**&/or** related to scheduled Group **Presentations**  
  
Course Evaluations - Uniform and Narrative Form

CHANGES IN SYLLABUS OR CLASS ASSIGNMENTS MAY BE MADE WITH THE PURPOSE  
OF IMPROVED CLASS FLOW AND/OR ADJUSTMENT TO PARTICULAR NEEDS/  
INTERESTS OF THE GIVEN STUDENT **POPULATION**.