

CHAMINADE UNIVERSITY OF HONOLULU
EDUCATION DEPARTMENT

ED 200: **60** Introduction to the Teaching Profession Winter Evening, 2000
Instructor: Jo- Anne W. Lewis Tuesday: 4:45 - 8:55
Office: Kieffer Hall - Cubicle N
Contact: CUH: 735-4719 Location: Pearl Harbor
Home: 739-2729
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Pre-requisite: College Level English Writing Course

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, writing and O&P log, lesson planning, use of **community resources** and learning and teaching **styles**.

A number of issues and programs in education 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** problem / issue **using library research** and resources.
7. **Present** a well written 1-2 page, typed, double-spaced paper describing a teacher who made a difference in one's life.
8. Present a **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**.

Required Materials:

- *ED 200 Handout Packet (available for **purchase** in bookstore)
- * 3 ring binder with 10 dividers
- Scott** Foresman *Handbook for Writers*
- *APA **Publication Manual, 4th Edition**
- Chaminade** Catalog (available **free**)
- Education** Program Handbook
- * Bring to each class

Attendance & Participation: It is thoughtful, courteous & professional to be on time. 3070

Note: **Tardiness** and/or leaving class before dismissal is **noted**. The equivalent of missing more than two classes lowers your grade **a full point**. **There is no way to make up these points**, unless **determined** and agreed upon by the **instructor**.

Participation Includes class lessons / assignments:

Inventories / Assessments re Modalities & Style, **Multiple Intelligence**, etc
In -class dyad and group work / process & discussion
Individual and group presentations & assessment
Video viewing, discussion & **assessment**

Assignments: will be **discussed in detail in class** prior to due date.
are the **responsibility** of the **student**. Don't **hesitate** to **ask** re. **clarification**.
are to be handed in on assigned date.

Research Paper:		20%
	Provide (2 copies) for Peer Editing	
	. Resources , Thesis & Outline	(2%)
	. Final Draft	(37.)
	Final Product	(15%.)
Group Project:	Based on Current Issues & Trends	15%
	Includes Individual Reflection Paper	
Lesson Plans (2):	Of Group Project Presentation: Linear / 4-Mat	10%.
O & P Log:	Based on Video	5%
Reflection Papers (2):	Response / Reaction to Aspects of Class	(2.57.) 5%
ThemePapers (2):	Re: A Teacher that Made a Difference	(2.57.) 5%
	Re: Philosophy of Education & Assessment/Grading	
Final Exam:	Based upon Assigned Readings & Class Assignments	10% 100%

All written assignments are to 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.

Grading System: Based on two hundred (200) points

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

Incomplete Grade: Requires a request in **writing** by **the student**, and an **agreement** **draw** up by the **student** and **instructor**, **stipulating parameters regarding completion of due**.

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

ED 20060: Introduction to Education
Winter Evening 2000
Instructor: Jo-Anne Lewis

Course Assignment

Class 1
January 12

Course Introduction and Requirements
Ice Breakers & Attention Getters
Fill out initial form in Ed 200 Handbook - hand in
Education Issues & Trends: select topics and groups
Group Formation: Determine group topics and members
Present Information re. Research Topic: Leaders in Education
Video: "The Truth about Teachers"; reflection & discussion
Qualities of Memorable Teachers / Synergy
Discussion of Essay **Format** / Foresman's: *Handbook for Writers*

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

Class 2
January 19

Meet inside Sullivan Library - on CUH campus by 4:50
5:00 - Sullivan Library Orientation; computer **search**; ERIC
6:00 - 6:30 Determine educator for term paper (BREAK at your choice)
6:30 - 7:00 **Meet** with your group, initial planning for **presentation**
7:00 - 8:55 Research topics for term paper & group presentations

Assignment: (Choice of Educator & Synergy: **Definitions**)
Thesis Statement, Outline & Resources for Research Paper,
Due: Class # 4
Group Presentations: Weeks 8, 9 & 10

Class 3
January 26
Program)

Chaminade's Education Program - Its Philosophy. How does it work?
Praxis Exam (PPST) required for **acceptance into CUH Education**)
Theming: Group Work / The Theme of Self
Triune Brain, Hemispheric Characteristics Multiple **Intelligences**, etc:
Learning Modalities & Styles
Discussion / questions re: thesis statement, outline & resources + Rubric

Assignment: Research Paper Thesis Statement, Outline & Resources; Due Class #
4 (plus 2 copies for Peer Editing)
Read: **deBeauport** / MacLean, Gregorc, Gardner,

Class 4
February 2

Kolb: **Perception-Processing Information** Inventory & Kites
McCarthy: 4-MAT
Dunn & Dunn: **Learning** Style Elements
Lesson Planning: Formats + Rubric
Bloom's Taxonomy - **Higher** Order Thinking &. Problem Solving
Peer **Editing** Groups
Reflective Paper #1

Assignment: **Peruse** Lesson **Plans** formats for Group Presentations -
Linear & 4-MAT
Read: Kolb l **McCarthy & 4-Mat,**
Refine Reflective Paper #1- Due Class **#5**

Class 5
February 9

What is O&P ? Requirements & Forms; **Professionalism**
SNEA / HSTA **Memberships:**
How to do **an Educational Presentation + Rubric**
Video: Stand & Deliver (**clips**); Discussion
Begin **Reflection** Paper #2

Assignment: Read: How **to** Write an O&P Log
Brain-Based **Learning,** Dunn & Dunn
Refine Reflection Paper #2, Due: Class **#6**

Class 6
February 16

Brain-Based Learning, Constructivism, **Cooperative Learning**
The importance of the **Learning Environment & Ambiance**
Management & Discipline / Synergy
Video: Lesson for O&P Log l Small Group & **Class discussion**

Assignment: Write O&P **Log,** Due: Class #7

Class 7
February **23**

Jung / **Mye s Briggs** - Personality **Types**
Field Dependence & Independence
Assessment: Traditional & Alternative
Poor **Evaluation / Assessment - Feedback**
Video: **Allyn & Bacon** - **clips** on **Creative Learning,** etc.
Theme Paper #2: Philosophy *re.* Assessment

Assignment: **Draft** of **Research** Paper 1 **Peer Editing** (2 **copies** for peers);
Due: Class # 8
"Group **Presentations, Due:** Week 8, 9 or 10 as **agreed**
Individual Lesson Plans for **Group Presentation & Relate Reflection**
Paper
Refine Theme Paper #2, Due: by **Class #10**

- Class 8
March
- *Group Presentations (2)
 - Where do we go from here? Student Teaching and the First Years.
 - Stages of Teacher Development & Kinds of Power / Synergy
 - Special Education & Inclusion
 - Video: "Operation **Sunshine**" &/or Related to Scheduled Group **Presentations**
- Assignment: Peer Editing of 2 Research Papers
Take Home Final Exam,
Due: NO LATER THAN: Mon. 3/20/00, **5:00P.M.**
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- Class 9
March 8
- *Group Presentations (2)
 - Peer **Editing** Groups - Hand back
 - Unions & Standards **Board**; Hawaii Teachers' Standards
 - Individual sharing of **Researched** Educator (6 to 7)
 - Video: "Education for **Peace**" &/or related to **scheduled** Group **Presentations**
- Assignment: Research Paper - (inc. Thesis **Statement** & Outline), Due: Class #10
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- Class 10
March 15
- *Group Presentations (2)
 - Individual** sharing of Researched Educator, coat. (6 - 7)
 - "Wrapping-up"** - The **importance** of closure
 - Video: "Common Miracles - The New **American** Revolution in &/or **Learning**" &/or related to scheduled Group **Presentations**
 - Course Evaluations - uniform and narrative Form
- Due: Research Paper
Take Home Final, Due: NO LATER **THAN 3/20/00, 5:00 P.M.**
- * w/ Group Presentations, also due an: **lesson** plans (linear & **4-Mat**) & Reflection Paper

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.