

University of Hawai'i at West O'ahu- Division Elementary Education  
**EDEE 201- Introduction To Teaching as a Career**  
Spring 2012

Instructor:

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**COURSE DESCRIPTIONS**

EDEE 201: (3 cr.) Prerequisites: Placement into ENG 100 or concurrent enrollment in ENG 22. Restricted to EDUC majors. Concurrent enrollment in EDEE 200, "Early Field Experience."

This 3-credit course introduces teacher candidates to the process of becoming a credentialed classroom teacher in the State of Hawaii. Topics include: An overview of the UHWO Teacher Education Program, K-6; Teaching Career Goals; Philosophy of Teaching and Learning; Reflections on Teaching and Learning, as inspired by the Early Field Experience (EDEE 200); Initial development of the Professional Portfolio, via Taskstream. Students will develop a two to three-year Program of Study leading towards the Bachelor of Education degree

UHWO TEACHER EDUCATION MISSION STATEMENT

The University of Hawai'i West O'ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O'ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O'ahu communities.

CONCEPTUAL FRAMEWORK.

The Conceptual Framework (CF) serves as a guide to fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child
- embracing social justice and equity for all
- becoming reflective practitioners and life-long learners.

**COURSE OBJECTIVES**

At the conclusion of this course, students will be able to:

- Identify a variety of current issues related to education.
- Explain how education has been viewed and how it has developed throughout history.
- Identify ethical and legal issues in the field of education.

- Describe the norms and values that have been part of the American system of education.
- Integrate knowledge that they receive in class and field experiences concerning a variety of teaching settings.
- Understand the teaching profession and qualities of an effective teacher.
- Describe how changes in the student population are leading to educational change and how these changes impact instructional programs and curricula, multicultural and bilingual programs, along with changes that innovations and technology bring to the classroom.

**This course is aligned with the following ACEI Standards:**

**ACEI 1: Development, Learning and Motivation**

1.0 Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation. **NOTE: Aligned with HTSB I: Focus on Learner**

**ACEI 2: Curriculum**

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. **NOTE: Aligned with HTSB V: Demonstrates Knowledge of Content**

**Textbook & Technology Requirements**

The following book is the assigned text for this course. Additional readings and discussions will be based on selected articles, web sites and e-reviews, professional educational journal essays, and other materials and sources. The instructor will make sure that all students receive the necessary handouts, resources, and materials in a timely manner for class activities, projects and discussions.

Kauchak, Don and Eggen, Paul (2011). *Introduction To Teaching: Becoming A Professional*. Pearson: Boston.

- All written assignments are to be submitted electronically via the course website on Lualima, and the final Signature Assignments are to be uploaded to Taskstream
- TaskStream Account Registration: [www.taskstream.com](http://www.taskstream.com)

**ACHIEVEMENT REQUIREMENTS**

**A. Reading**

You are responsible for all information in the assigned readings and handouts. All readings are extremely important in that they will prepare you to understand the professional issues associated

with becoming a teacher. Readings are the basis for online discussions in which you are required to participate.

### **B. Writing Assignments**

All writing assignments for this course will be turned in electronically via the "Assignments" link at the course Lualima website. In addition to writing assignments completed on your own, you may also be engaged in a series of online, interactive writing assignments, designed to help you engage in the process of becoming a reflective practitioner. Your final exam "Signature Assignment," will be uploaded to Taskstream.

### **C. Oral Language Requirement (Lesson Plan from EDEE 200)**

The final exam for EDEE 201 is a required, performance-based activity during which you will present a lesson plan that you had previously developed, revised, and taught\* during your early field experience. Presentations will take place in a face-to-face small group of peers who will also review your work, as part of the exam. EVERY in-class presentation is graded.

\*Teacher candidates with an AA from LCC may teach their read-aloud event in an alternative setting, such as a one-to-one tutorial, small group, or whole class. Please inform instructor if you need help arranging for a venue to complete this portion of the assignment.

### **D. Discussion Board Replies**

**ALL** online reading, writing, and discussion assignments are **REQUIRED**. Failure to complete all assignments, participate in a Lualima discussion board, and/or upload to Taskstream your "Signature Assignment," may result in an incomplete (I) in the course.

### **Statement on Plagiarism**

Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and will not be tolerated. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.

**Academic Honesty.** The following examples of unethical behavior are expressly forbidden:

1. Collaborating with one or more students in order to: a) conduct research, write a research paper, response paper, unit of study, or lesson plan; b) write journal entries or video responses; c) develop portfolios or activity files; d) falsify attendance in class or at an educational event that is part of the course requirement.
2. Turning in for credit a duplicate research paper, response paper, unit of study, lesson plan, portfolio, or journal that was used for credit in another class at UHWO or elsewhere.
3. Copying any portion of a lesson plan or activity directly from the Internet and turning it in as one's own, original work is a form of plagiarism and will not be tolerated. For example, Lesson Plans.com may be used only as a professional resource, and text from this or any other similar website may not be copied and turned in as one's original work.

4. Copying any portion of a professionally written trade book summary or annotation is also considered to be plagiarism. e.g., Summaries of books in print provided by Amazon.com should be used only as a professional resource and may not be copied and turned in as one's own work.

For further information on what is expected of UH-West O'ahu students, please refer to the Student Academic Responsibilities and student Code of Conduct sections of the UHWO Student Handbook.

### **Class Participation & Attendance (EDEE 201)**

Participation Points = 50

**FAQ: How would I lose Participation Points? Avoid the following:**

Assignment PAST DUE:	a point per day (up to ten days)
Online Discussion Post PAST DUE:	a point per day (up to ten days)
Every two absences	minus 5 points for every two days

### **Assessment System & Point Distribution**

**Total Points = 350**

**Rubrics for all writing assignments are located at the corresponding [Laulima Assignment link](#).**

- In-Class Activities/ Participation (50 points)
- Top Ten Reasons for Becoming a Teacher (10 points)
- Article Critique #1 (50 points)
- Article Critique #2 (50 points)
- Educational Trend Presentation (25 points)
- Homework Responses to Readings (15 points)
- ABC BOOK Project/Final (50 points)
- Signature Assignment, uploaded to Taskstream; the 1 LP/Read Aloud (100 points)

### **Final Grading Scale**

<b>315-350</b>	<b>=</b>	<b>A</b>
<b>280-314</b>	<b>=</b>	<b>B</b>
<b>245-279</b>	<b>=</b>	<b>C</b>
<b>210-244</b>	<b>=</b>	<b>D</b>
<b>Below 210</b>	<b>=</b>	<b>F</b>