

CEDAR CREST COLLEGE
DEPARTMENT OF EDUCATION
EDU 150 80 2 EDUCATIONAL PLANNING
FALL 2008

Instructor: Asst. Professor Mary Louise Hutchinson, MEd

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Office Hours: Rm 229 Monday 11am—1pm Wednesday 11am—1pm; 5—6pm

Please note that correspondence may be via email or office hours only. For evening classes, in the event of inclement weather, you may check my office voice mail on the day of class.

Course Description: By participating in this course, you, as a prospective teacher, will be involved in planning and designing a cohesive unit plan. This unit plan will demonstrate your ability to apply and implement lesson plans based upon effective teaching methods grounded in research. Also, you will begin to understand other important factors that will play a role in your teaching career, such as: principles of curriculum, instructional strategies, assessment, and classroom management as they relate to teaching and learning.

Course Outcomes

The student will:

1. demonstrate an understanding of the characteristics of effective teaching methods.
2. demonstrate an understanding of professional terminology as an essential part of effective competency in the teaching profession.
3. demonstrate knowledge of the concept and effective use of educational templates.
4. demonstrate knowledge of the domains of instruction.
5. demonstrate knowledge of the concept of educational diversity.
6. demonstrate knowledge of assessment styles as used in the American education system.
7. demonstrate knowledge of classroom management techniques as significant components of effective instruction.
8. create a cohesive unit that includes at least five lesson plans that demonstrate the understanding of developmental appropriateness, curriculum, standards, motivation, and engagement.

Required Texts:

Borich, G.D. (2007). *Effective teaching Methods* (6th ed). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Marzano, R.J. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher*. Alexandria, Virginia: ASCD.

Marzano, R.J., Gaddy B., et al (2005). *A Handbook for Classroom Management that Works*. Alexandria, Virginia: ASCD.

Suggested Readings: Students will be directed toward topics relevant to subject matter being considered. Students will be encouraged to investigate a variety of resources pertaining to particular topics throughout the course.

Note: Students are required to use **APA style** for all assignments that include documentation of sources. You may want to consider purchasing the manual: *Publication Manual of the American Psychological Association, 5th Edition*.

Student Accommodations: Students with documented learning disabilities who may need academic accommodations should discuss these needs with their professors during the first week of class. Students with disabilities who wish to request accommodations should contact the Advising Center during the first week of class.

Honor Philosophy: The Cedar Crest Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

The formal honor code adopted by CCC as outlined in the college catalogue and student handbook will be followed in this course. Appropriate behavior is implicit in the Cedar Crest College Honor Code.

Classroom Protocol: Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures inappropriate conversations, and any other behavior that might disrupt instruction and/or compromise student access to a Cedar Crest College education. In order to minimize distractions, please turn off cell phones during class.

Attendance and Late Arrivals: As part of your learning responsibility, your attendance at all class meetings is expected and a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, you are responsible for contacting the course instructor to make up work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent. Your attendance and participation will be scored using the professionalism rubric provided with this document.

Late Assignments: Late assignments will be lowered a full letter grade for each day they are overdue unless other arrangements are approved in advance by the professor.

Plagiarism: Plagiarism is regarded as a failure to comply with the college honor code. Therefore, any student who is documented as cheating on an assignment, plagiarizing, or otherwise breaking the honor code will receive an "F" for that assignment.

COURSE REQUIREMENTS

1. **Class Participation** (70pts)—It is essential that you participate in all class discussions and activities in order to understand the course material. Reading assignments must be completed in order to make effective contributions to class discussions and activities. Class participation is based upon standards as set by the Professionalism Rubric.
2. **Tests** (50 pts ea/250 pts)—There will be five tests throughout the semester. Tests will be designed in multiple-choice and essay formats. Tests will be based upon reading assignments, class discussion, and application of educational theories and methodologies presented in class.
3. **Section Reflections** (10 pts ea/50 pts)—Students are to choose and respond to five Section Reflections contained in the Classroom Management That Works Handbook. Responses must be supported with evidence from any of the three textbooks. Refer to the course schedule for required section readings and reflections. Responses are limited to one page.
4. **Lesson Plan** (30 pts)—Prepare and submit one lesson plan by the semester due date in order to determine mastery of the lesson planning process. This is a key component to the successful completion of the unit. Detailed information pertaining to lesson plan and unit development will be received in class.
5. **Unit Plan** (400 pts)—Design and prepare a unit plan containing a minimum of five lesson plans (one of which must include a graphic organizer), a final assessment that adequately evaluates acquisition of student skills (objectives), and a test blue print. Detailed information pertaining to lesson plan and unit development will be received in class.
6. **Classroom Diagram** (20 pts)—The unit plan is to include a computer generated or hand-drawn classroom design. The illustration is to include a paragraph explaining the effectiveness of the classroom design as it pertains to your knowledge of an effective instructional environment.
7. **Class Presentation** (100 pts)—Select and present a modified lesson (to fit given time allowance) from the original unit plan. The lesson is to be presented to the class and must include an activity that supports the objectives of the lesson.
8. **Bulletin Board Display** (80pts)—Students will design and construct a bulletin board demonstrating knowledge of motivational and interactive classroom display. Due dates TBA.

Total Points: 1000

A	940—1000 points	C+	780—799 points
A-	900—939	C	730—799
B+	880—899	C-	680—729
B	830—879	D+	665—679
B-	800—829	D	630—664
			Below 630 points—F

Note: Any student receiving a grade below B in an education course is required to retake the course in order to meet the requirements set by the Pennsylvania Department of Education for certification.

COURSE SCHEDULE

DATE	TOPIC	ASSIGNMENT
Aug 27	Course Introduction The Effective Teacher Classroom Managers	Review of course requirements <u>ETM Chap 1</u> (pp 9—34) CMTW (pp 10—11)
Sep 3	Goals and Objectives Unit and Lesson Planning	<u>ETM Chap 3</u> (pp 80—105) Cressman Curriculum Library CCC Unit/Lesson Plan Handout
Sep 10	Unit and Lesson Planning Lesson Plan Draft	<u>ETM Chap 4</u> (pp 112—145) PA Standards Print and review PA Academic Standards for area of interest. http://www.pde.state.pa.us
Sep 17	Unit Outline Lesson Plan Draft	Lesson Plan draft due Test #1 ETM Chaps 1, 3, 4
Sep 24	Understanding Students Teacher/Student Relationships Video: <u>Howard Gardner Multiple Intelligences</u> Work on Unit Outline	<u>ETM Chap 2</u> (pp 42—72) CMTW Sec 3 Reflection due
Oct 1	Assessing Learners Unit Outline review in class Focus on assessment component of unit	<u>ETM Chap 12</u> Unit Outline draft due
Oct 8	Classroom Management I Classroom Management II Rules and Procedures	Test #2 ETM Chaps 2, 12 <u>ETM Chap 5</u> (pp 159—161) <u>ETM Chap 6</u> (pp 193—215) CMTW Sec 1 Reflection due
Oct 15	TBA as course time allows: Independent work day for refinement of Unit and Lesson plans. Review completed outline and developed lesson plans in class. See assignment for Oct 22.	

Oct 22	Unit Outline Lesson Plan drafts Work in class refining unit and lesson plan development	Test #3 ETM Chaps 5 and 6 Unit Outline due Lesson plan outline and drafts due—minimum of 5 lesson plans
Oct 29	Questioning Strategies Discipline and Consequences	<u>ETM Chap 9</u> (pp 302—329) CMTW Sec 2 Reflection due
Nov 5	Direct Instruction Indirect Instruction	<u>ETM Chap 7</u> (pp 226—247) <u>ETM Chap 8</u> (pp 264—294) CMTW Sec 4 Reflection due
Nov 12	Continue Direct/Indirect Instruction Self-Directed Learning	Test #4 ETM Chaps 7 and 8 <u>ETM Chap 10</u> (pp 339—340; 346—354)
Nov 19	Cooperative Learning Unit Plans	Test #5 ETM Chaps 10 and 11 <u>ETM Chap 11</u> (pp 373—388) Finalize Unit Plans/Lesson Preparation
Nov 19	Lesson presentations	Completed Unit Plans due
Nov 26—30	Thanksgiving Break—no classes.	
Dec 3	Lesson presentations	Completed Unit Plans due CMTW Sec 5 Reflection due

Students are required to print publisher power point notes for each class in note taking format.

Students wishing to discuss any aspect of course progress or grades may do so during normal office hours or after class sessions. It is through a partnership of instruction that we share the goal of academic success. Please contact me with any questions or concerns you may have regarding this course.

