

**CEDAR CREST COLLEGE**  
**EDU 550 70 2: EDUCATIONAL PLANNING**  
**FALL 2009**

**Instructor:** Dr. Jill Purdy

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**Office Hours:**

**Telephone:** 610-606-4666 Ext. 3419

**Class:** Wednesdays 6:45-9:45

\*Please note that I will only correspond via Cedar Crest email accounts. In case of inclement weather you may call my voicemail 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:**

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

**Required Texts:**

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

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

**Student Accommodations:** Students with documented learning disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks 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 behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education. This includes cell phones (should be placed on silent or vibrating mode) and text messaging.

**Attendance and Late Arrivals:** 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.

**Late Assignments:** Assignments are due at the start of each class. Assignments turned in after the beginning of class, including email, will be considered late. Late assignments will be lowered a full letter grade for each day they are overdue.

**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 "0" for that assignment. Directly copying another's work, re-using work from another class (without instructor's permission), incorrectly or omitting proper citing, all can be considered acts of plagiarism. Be sure to use APA format and cite your work properly.

#### **Student Accomplishments:**

- 1. Bulletin Board Project** (30 pts.) – In a small group you will design and create a bulletin board. This will be displayed in either room outside 131 or the Education Dept. hallway. A rubric for scoring will be provided.
- 2. Lesson Plan** (50 pts.): Prepare and submit one lesson plan early in the semester to determine your mastery of the lesson planning process. This will be important for the successful development of your unit plan. You will receive detailed information about the development of the lesson plan in class. This will not be graded but suggestions will be made for improvement and should be incorporated in your unit plan.
- 3. Unit Plan** (400 pts.) Prepare a unit plan that includes five lesson plans (one of which must include a graphic organizer, one lesson must include a scoring rubric) a test and a test blue print is also required. You will receive detailed information about the development of a unit plan throughout the semester.
- 4. Participation and Professionalism Rubric** (70 pts.) – Professionalism is a quality that is absolutely necessary for a professional educator. See attached rubric.
- 5. Class Presentation:** (50 pts.) – You will present an activity from your unit to the class. You will explain how the activity is related to the goals and objectives of the unit and teach the activity to the class. Length of presentation will depend on class size. Details will be given later in the semester.

#### **Grading:**

94-100%	A	77-79%	C+
90-93%	A-	74-76%	C
87-89%	B+	70-73%	C-
84-86%	B	67-69%	D+
80-83%	B-	63-66%	D
		Below 63%	F

**Please Note: All students must receive a B or better in this course.**

## COURSE SCHEDULE

Date	Topics	Assignment(s) Due
8/26	Introduction Course Overview The Effective Teacher	Read Ch. 1 (ETM)
9/2	Unit and Lesson Planning Writing Objectives	Review CCC Unit and Lesson Plan Formats Read Ch. 3 (ETM)
9/9	Unit and Lesson Planning Standards, Goals and Objectives Lesson Model - Presentation	Print and Review PA Academic Standards for Area of Interest ( <a href="http://www.pde.state.pa.us">http://www.pde.state.pa.us</a> ) Read Ch. 4 (ETM)
9/16	Understanding Students Teacher-Student Relationships	<b>Lesson plan draft due – not graded</b> Read Chapter 2 (ETM) Section 3 - HB
9/23	Assessing Learners  *Class begins at 7:00 in	Read Ch. 12 (ETM) <b>Content outline (include theme, grade, content) due for class review – not graded</b>
9/30	Classroom Management Rules and Procedures Peer Review of Lessons	Read Chapter 5 (ETM) Section 1 – HB <b>Bring Lesson 2: Peer Review</b>
10/7	Classroom Management Discipline and Consequences Peer Review of Lessons	Read Chapter 6 (ETM) Section 2 – HB <b>Bring Lesson 3: Peer Review</b>
10/14	Direct and Indirect Instruction Mental Set Peer Review of Lessons	Read Chapters 7,8 Section 4 – HB <b>Bring Lesson 4: Peer Review</b>
10/21	Questioning Strategies Student Responsibility	Read Chapters 9 (ETM) Sections 5 – HB
10/28	Self Directed Learning Cooperative Learning Peer review of unit	Read Chapters 10 & 11 (ETM) Section 6 – HB <b>Bring Unit for Peer Review</b>
11/4	Management Activity	Section 7: HB <b>UNIT PLAN DUE</b>
11/11	Class Presentations	<b>Class Presentations Due</b>
11/18	Class Presentations	<b>Class Presentations Due</b>
11/25	<b>NO CLASS</b>	
12/2	Class Presentations Course Evaluation	<b>Class Presentations Due</b>

\*The professor reserves the right to make changes in the course schedule to meet the needs of students, including developing prerequisite knowledge/skills, reviewing/re-teaching content, etc.