

**CEDAR CREST COLLEGE  
EDUCATION DEPARTMENT  
EDU 550 70 2: EDUCATIONAL PLANNING  
EDU 150 70 2 EDUCATIONAL PLANNING  
Summer I - 2009**

**Instructors:** Dr. Jill Purdy and Dr. Meridith Gibbons

**Telephone:** 610-606-4666 Ext. 3419/610-6066-4666 Ext.3740

**E-mail Address:** [jepurdy@cedarcrest.edu](mailto:jepurdy@cedarcrest.edu); [mjibbons@cedarcrest.edu](mailto:mjibbons@cedarcrest.edu)

**Class:** Monday/Wednesdays: 5:30 - 8:30

**Office Hours:** By Appointment

\*Please note that we will only correspond via Cedar Crest email accounts. In case of inclement weather or an emergency you may call my (Dr. Purdy) voicemail on the day of class and/or you will receive and email from one of the professor. It is important to check your email on a daily basis while taking this course.

**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 concepts 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. (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.

**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. Be sure to buy the most recent edition.*

**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 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. Your attendance will be scored on the Education Department's Professional Rubric.

**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 "F" 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:

- Bulletin Board Project** (50 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.
- 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.
- 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.
- Participation and Professionalism Rubric** (100 pts.) – Professionalism is a quality that is absolutely necessary for a professional educator. Students will self-assess themselves, and the rubric will be submitted on the last night of class. The instructor reserves the right to include her observations and adjust the scoring rubric accordingly.
- Lesson Plan Presentation:** (100 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.
- Quizzes (Undergrads. Only):** (5 @10 pts. Each) - Five chapter quizzes (20 questions). Further information will be discussed.
- Research Article Review (Grads. Only):** (50 pts.) – Select one of the many topics discussed in the course. Find a research article to review and summarize. The article must be an actual study. Your article must have professor approval. Your essay will include a summary of the purpose, participants and findings of the research and a personal reflection/learning component. How will you incorporate this information into you future. The length of this paper should be three to four pages. APA format is essential. (See scoring rubric)

### 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.**

\*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.

## COURSE SCHEDULE

Date	Topics	Assignment(s) Due
5/18 JP & MG	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Course Overview</li> <li>• The Effective Teacher</li> <li>• Lesson Planning</li> </ul>	Read Ch. 1 (ETM) Read Ch. 1 (CMTW)
5/20 JP	<ul style="list-style-type: none"> <li>• Unit and Lesson Planning</li> <li>• Writing Objectives</li> </ul>	Review CCC Unit and Lesson Plan Formats Read Ch. 3 (ETM)
5/27 MG  <b>*No Class 5/25*</b>	<ul style="list-style-type: none"> <li>• Unit and Lesson Planning</li> <li>• Standards, Goals and Objectives</li> </ul>	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)  <b>Undergraduate Quiz - Ch. 1 &amp; 3 ETM</b>
6/1 MG	<ul style="list-style-type: none"> <li>• CCC Unit and Lesson Plan Formats Continued</li> <li>• Understanding Students</li> <li>• Peer Edit Lesson Plans</li> </ul>	Read Ch. 2 (ETM)  <b>Lesson plan draft due – collected - not graded</b>
6/3 JP	<ul style="list-style-type: none"> <li>• Assessing Learners: Rubrics, Tests, Test Blueprint, Authentic Assessments</li> <li>• Peer Edit outlines</li> <li>• Management Reflection: p. 34-35 HB</li> </ul>	Read Ch.12 (ETM) Read Ch. 2 (CMTW) & Modules 1-6 in HB  <b>Unit outline (include theme, grade, content) due for class review – not graded</b>  <b>Undergraduate Quiz - Ch. 2, 4 ETM</b>  <b>Graduate Article Approval due</b>
6/8 MG	<ul style="list-style-type: none"> <li>• Direct Instruction</li> <li>• Graphic Organizers</li> <li>• Management Reflection: p. 53-54 HB</li> </ul>	Read Ch. 7 (ETM) Read Ch. 3 (CMTW) & Modules 7-11 in HB  <b>Lesson Plan Due - graded</b>
6/10 JP	<ul style="list-style-type: none"> <li>• Indirect Instruction</li> <li>• Management Reflection: p. 78-79 HB</li> </ul>	Read Ch. 8 (ETM) Read Ch. 4 (CMTW) & Modules 12-15 in HB  <b>Undergraduate Quiz – Ch. 7, 12 ETM</b>
6/15 MG	<ul style="list-style-type: none"> <li>• Questioning Strategies</li> <li>• Management Reflection: p.98 &amp; 99</li> </ul>	Read Ch. 9 (ETM) Read Ch. 5 (CMTW) & Modules 16 & 17

<b>Date</b>	<b>Topics</b>	<b>Assignment(s) Due</b>
6/17 JP	<ul style="list-style-type: none"> <li>• Classroom Management</li> <li>• Management Reflection: p. 129 &amp; 130</li> </ul>	Read Ch. 5 & 6 (ETM) Read Ch. 6 (CMTW) & Modules 18-20  <b>Graduate Article Due</b>
6/22 MG	<ul style="list-style-type: none"> <li>• Self- directed Learning</li> <li>• Cooperative Learning</li> <li>• Management Reflection: p. 148 - 149</li> </ul>	Read Ch. 10 & 11 (ETM) Read Ch. 7 (CMTW) & Modules 21-23  <b>Undergraduate Quiz – Ch. 5, 8, 9 ETM</b>
6/24 JP	<ul style="list-style-type: none"> <li>• Class Presentations</li> </ul>	<b>UNIT PLAN DUE</b>  <b>Class Presentations Due</b>
6/29 MG	<ul style="list-style-type: none"> <li>• Class Presentations</li> </ul>	<b>Class Presentations Due</b>  <b>Undergraduate Quiz – Ch. 6, 10, 11 ETM</b>
7/1 JP	<ul style="list-style-type: none"> <li>• Class Presentations</li> <li>• Course evaluations</li> <li>• Professional Rubric</li> </ul>	<b>Class Presentations Due</b>