

**CEDAR CREST COLLEGE
EDUCATION DEPARTMENT
EDU 150 00 2: EDUCATIONAL PLANNING
Spring 2009
Curtis 131**

Instructor: Mrs. Joan M. Kern, M.Ed.

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Office Hours:

*Please note that I will only correspond via Cedar Crest email accounts.

Course Description: By participating in this course you, as a prospective teacher, 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 Text:

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

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. In order to minimize distractions, please turn cell phones and beepers off 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 profession 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. **Unit Plan** (500 points): Prepare a unit plan that includes five lesson plans (one of which must include a graphic organizer), a final assessment is needed to adequately evaluate student knowledge. You will receive detailed information about the development of a unit plan throughout the semester.
2. **Lesson Plan** (50 points): Prepare and submit a 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 plans in class.
3. **Quizzes** (200 pts.) There will be four quizzes throughout the semester. The quizzes will be based on reading assignments from the Effective Teaching Method text.
4. **Professionalism Rubric** (50 points): It is essential that you participate in all class discussions and activities in order to understand the course material. Reading assignments must be completed to participate in class discussions and activities.
5. **Class Presentation** (100 points): You will present a lesson 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 lesson to the class.
6. **Interactive Bulletin Board** (100 points): You will work with a partner and/or group to create a bulletin board. See handout and rubric for more details.

Total Points: 1000

1000-940	A	779-730	C
939-900	A-	729-680	C-
899-880	B+	679-665	D+
879-830	B	664-630	D
829-800	B-	Below 630	F
799-780	C+		

***Please Note:** Any student receiving a grade below B in any education course will have to re-take the course in order to be certified in the State of Pennsylvania. This is a Pennsylvania Department of Education requirement.

COURSE SCHEDULE

***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.**

Date	Topics	Assignment(s) Due
1/20 & 1/22	Introduction Course Overview Ch. 1-The Effective Teacher	Read Ch. 1 Read Ch. 3
1/27 & 1/29	Ch. 3-Goals and Objectives Ch. 4-Unit and Lesson Planning	Read Ch. 4 Review CCC Unit and Lesson Plan Formats Write 5 Objectives for class on 2/3
2/3 & 2/5	Unit and Lesson Planning Standards, Goals and Objectives Quiz Chapters 1,3, and 4	Review Ch. 1,3,&4 plus PA Academic Standards for Area of Interest (http://www.pde.state.pa.us)
2/10 & 2/ 12	CCC Unit and Lesson Plan Formats/Verb and Unit Handout Teach Sample Lesson & Show Student Unit Examples Ch. 2-Understanding Your Students	Rough draft L. Plan due 2/12 Read Ch. 2 Read Ch. 5
2/17 & 2/19	Ch. 5- Classroom Management I Ch. 6- Classroom Management II	Read Chapter 6 Lesson Plan due 2/24
2/24 & 2/26	More on Classroom Management Collect Lesson Plan Choose partners/groups for Bulletin Board Project Quiz Chapters 2, 5, & 6	Study Ch. 2,5, & 6 Unit Outline/Web(includes theme, grade, content) due 3/03 Read Ch. 7
3/3 & 3/5	Ch. 7-Strategies for Direct Instruction	Unit Outline/Web due Read Ch. 8
3/10 & 3/12	SPRING BREAK-ENJOY!!	
3/17 & 3/19	Ch. 8-Strategies for Indirect Instruction	Bulletin Boards Displays begin Read Ch. 12
3/24 & 3/26	Ch. 12- Assessing Learners	Study

3/31 4/2	Quiz Chapters 7,8, & 12 Choose Teach. Pres. Order Ch. 9- Questioning Strategies	Read Ch. 9 Read Ch. 10
4/7 & 4/9	Ch. 10-Self-Directed Learning Ch. 11-Cooperative Learning	Read Ch. 11 Study
4/14 & 4/16	Quiz Chapters 9-11 Teaching Presentations	Unit Due 4/21
4/21 & 4/23	Collect Units Teaching Presentations	
4/28 & 4/30	Course Evaluations Teaching Presentations	