

**CEDAR CREST COLLEGE
EDUCATION DEPARTMENT**

**EDU 550 70 2: EDUCATIONAL PLANNING
Spring – 2009**

Mondays 6:30PM – 9:30PM CURTIS RM 131

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Office Hours: Available by appointment

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

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* (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., Foseid, M.C., Foseid, M. P., & Marzano, J. S. (2005). *A handbook for classroom management that works*. Alexandria, Virginia: ASCD.

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

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 and participation will be scored using the professional rubric provided with this document.

Late Assignments: Assignments are due at the beginning of each class period. If an assignment is handed in after this time, including email, it is considered late. 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. This policy includes plagiarizing by not citing the material accurately. Please use the APA manual for accuracy. Students may not use the same paper, unit, or lesson for more than one course without the permission (in writing) of the instructor.

Course Requirements:

1. **Management Statement** (50 points): The aim of the management statement is to facilitate learning within a classroom setting by the orderly conduct of all members of the learning community. It should reflect material covered in class, from the text, and/or outside readings. The 2-3 page typed philosophy statement (in paragraph format) following APA format should include, but is not limited to, a list of classroom rules and expectations, consequences and rewards, as well as a description of your classroom management system. See rubric for details.
2. **Article Review** (50 points): After selecting a topic from the class list, you will develop a summary and personal response paper which will be shared in class. See rubric for details.
3. **Lesson Plan**: 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. This lesson should be incorporated into your unit plan.
4. **Unit Plan** (400 points): Prepare a unit plan that includes five lesson plans (one of which must include a graphic organizer). A final assessment which adequately evaluates student knowledge and a test blue print must also be included in your unit. You will receive detailed information about the development of a unit plan throughout the semester.
5. **Bulletin Board Project** (50 points): In a small group, you will design and create a bulletin board. This will be displayed in either room 131 or the Education Department hallway. A rubric for scoring will be provided.
6. **Participation and Professionalism** (70 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.
7. **Class Presentation** (80 points): 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.

Total Points: 700

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

Please Note: Any student receiving a grade below a B in any education course will have to re-take the course 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
1/19	Introduction/Course Overview The Effective Teacher	Read Chapter 1 (Effective Teaching) Read Chapter 1 (Classroom Management)
1/26	Standards, Goals, and Objectives	Read Chapter 3 (Effective Teaching) Print and Review PA Academic Standards for Area of Interest (http://www.pde.state.pa.us)
2/2	Unit and Lesson Planning Bulletin Boards	Read Chapter 4 (Effective Teaching)
2/9	CCC Unit and Lesson Plan Format	Unit outline (include theme, grade, content) due for class review
2/16	Assessing Learners Direct Instruction	Read Chapter 12 & 7 (Effective Teaching) Lesson plan draft due
2/23	Graphic Organizers Indirect Instruction Share article review	Read Chapter 8 (Effective Teaching) Article review due
3/2	Questioning Strategies Share article review	Read Chapter 9 (Effective Teaching) Lesson plan due
3/9	NO CLASS – SPRING BREAK	
3/16	Self-Directed Learning Mental Set	Read Chapter 10 (Effective Teaching) Read Chapter 5 (Classroom Management)
3/23	Cooperative Learning and the Collaborative Process Student Responsibility	Read Chapter 11 (Effective Teaching) Read Chapter 6 (Classroom Management)
3/30	Communication Skills for Teaching Understanding Your Students Teacher-Student Relationships	Read Chapter 2 (Effective Teaching) Read Chapter 4 (Classroom Management)
4/6	Classroom Management Rules and Procedures	Read Chapter 5 (Effective Teaching) Read Chapter 2 (Classroom Management) Unit due
4/13	NO CLASS - BREAK	
4/20	Classroom Management Disciplinary Interventions	Read Chapter 6 (Effective Teaching) Read Chapter 3 (Classroom Management) Bulletin Board due
4/27	Unit Presentations	
5/4	Unit Presentations Course Evaluation	Management Statement due