

**CEDAR CREST COLLEGE
EDUCATION DEPARTMENT
EDU 550 70 2: EDUCATIONAL PLANNING
EDU 150 70 2 EDUCATIONAL PLANNING
Summer I - 2010**

Instructors: Dr. Jill Purdy and Dr. Meridith Gibbons

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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 the professors' voicemails on the day of class 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 four 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.

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.

Note: *Students are required to use APA style for all assignments that include documentation of sources, unless indicated otherwise by the professor. 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.

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.

***Important:** This course requires the creation of several lessons and a unit plan. Although many of these items are available on the web, you are required to create and use original ideas.

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 Plans** (200 points - 50 pts. each): 4 Lessons are required as part of your larger unit. These will be scored individual (see rubric for guide). One of these lessons must include a graphic organizer. Ultimately these will become part of the required unit. More information will be provides in class.
- Unit Plan** (150 pts.) Prepare a unit plan will include the aforementioned four lesson plans, a test, a project rubric and several other important components as indicated on the unit checklist. You will receive detailed information about the development of a unit plan in class.
- Participation and Professionalism Rubric** (50 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.

Total possible points = 550

Grading:

95-100%	A	77-79%	C+
90-94%	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.

Class Meeting:	Topics	Assignments
5/17: Purdy	Course Overview/Syllabus Effective Teaching & Learning Styles Unit Discussion & Examples PDE Standards and Objectives	Chapters 1-2
5/19: Purdy	Developing Lesson Plans Domains of Learning Blooms Taxonomy Writing Objective Creating Lesson 1	Chapters 3 (Cont.)
5/24: Purdy	Unit Overview Creating Unit Outline Creating Lesson 2	Chapter 4 Lesson 1 - Due
5/26: Purdy	Graphic Organizers Creating Lesson 3	Chapter 4 (Cont.) Lesson 2 - Due
5/31: NO CLASS	XXXXX	
6/2: Purdy	Assessment: Tests and Rubrics Resources Creating Lesson 4	Chapter 12 Lesson 3 - Due
6/7: Purdy (Class: 7:00-9:00)	Compiling the Unit	Lesson 4 - Due
6/9: Gibbons	Direct Instruction/ Indirect Instruction	Chapters 7 & 8 Unit Test and Project Rubric Due
6/14: Gibbons	Questioning Strategies	Chapter 9 Unit Due
6/16: Gibbons	Self- Directed Learning Collaborative Learning	Chapters 10 & 11 Bulletin Boards Due
6/21: Gibbons	Classroom Management	Chapters 5 & 6 Bulletin Boards Due
6/23: Gibbons	Lesson Presentations	Lesson Presentations Bulletin Boards Due (if needed)
6/28: Gibbons	Lesson Presentations	Lesson Presentations

- **Please note that all questions concerning the lesson plans and unit plan should be directed to Dr. Purdy. Questions regarding bulletin boards and lesson presentations will be fielded by Dr. Gibbons.**