

CATALOG INFORMATION

Dept and Nbr: ADLTED 603 Title: LESSON PLANNING
Full Title: Lesson Planning: Time Management and Transitions
Last Reviewed: 1/22/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	2	Lecture Scheduled	0
Minimum	0	Lab Scheduled	4.00	1	Lab Scheduled	8.00
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	8.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 8.00

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly:

Catalog Description:
This course is designed to introduce potential or new teachers to lesson planning as it relates to Adult Education in a higher education setting.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is designed to introduce potential or new teachers to lesson planning as it relates to Adult Education in a higher education setting. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended:
Limits on Enrollment:
Transfer Credit:
Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Effective:	Inactive:
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UC Transfer:	Effective:	Inactive:
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CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Describe and explain the steps to create components of effective lessons.

Objectives:

At the conclusion of this course, the student should be able to:

1. Analyze what makes an effective lesson.
2. Describe and present an effective lesson.

Topics and Scope:

- I. Overview of Lesson Planning
 - A. Components of an effective lesson plan
 - B. Addressing adult learner needs
- II. Steps in Lesson Planning (BOPPPS)
 - A. Bridging in
 - B. Objective of the lesson
 - C. Pre-test
 - D. Presentation and practice
 - E. Post-test
 - F. Summary and review
- III. Timing
 - A. How many lessons per class?
 - B. Transitions
 - C. Leaving time for other kinds of discussions and reminders
- IV. Sequencing Lessons to Reflect SLO's, Objectives and Competencies

Assignment:

1. Discussion/personal reflection on effective and ineffective lessons
2. Group evaluation of a lesson
3. Group creation and presentation of a lesson plan that BOPPPS

4. Group critique of lessons
5. Self-evaluation

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Self-evaluation

Writing
5 - 10%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Group lesson creation and evaluation

Problem solving
20 - 30%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Group presentation of lesson

Skill Demonstrations
40 - 50%

Exams: All forms of formal testing, other than skill performance exams.

None

Exams
0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Group discussions

Other Category
10 - 20%

Representative Textbooks and Materials:

Instructor prepared materials