ADLTED 603 Course Outline as of Fall 2024

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:

CSU Transfer:	Effective:	Inactive:
UC Transfer:	Effective:	Inactive:

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