

Course: ED630N Instructional Design: Unit and Lesson Plans
Credit: 1 credit hour
Semester: SPRING 2025 (Sessions 1 & 2)(January 13th – May 9th)
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I. DESCRIPTION:

This course introduces the fundamental elements, principles, processes, and practices of instructional design. Students will learn to develop objectives for unit plans and daily lesson plans, plan instructional activities, choose and design formative and summative assessments, and conduct learner, needs, and task analyses.

II. OBJECTIVES:

The objectives of this course serve to prepare students to use a set of teacher standards to inform and continuously improve their practice. The *Missouri Teacher Standards* will be referenced throughout this course.

The student will be able to:

1. Write instructional objectives in the cognitive, affective, and behavioral domains.
 - a. MTS 3.3; PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A. 2, B.1, B.2, B.3, B.4, B.5
2. Choose appropriate formative and summative assessments.
 - a. MTS 7.1; PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.2, B.1, B.2 B.3, B.4, B.5
3. Design a biblically integrated Unit Plan.
 - a. MTS 2, 3, 4 & 7.1; PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.2, B.1, B.3, B.4, B.5
4. Write lesson plans incorporating educational technology.
 - a. MTS 2, 3, 4 & 7.1; PLO-1, 2, 3, 4, 5 & 6
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4
5. Demonstrate awareness of cultural diversity in classrooms.
 - a. MTS 2 & 3; PLO-1, 3 & 4
 - b. Assignments: A.1, A.2, B.1, B.2, B.3, B.4, B.5

III. MATERIALS

Required Textbooks:

- A. Bible (Please refer to Course Policies.)
- B. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Paperback: ISBN-13:978-1433832161 \$31
- C. Textbook:
McConnell, C., Conrad, B., & Uhrmacher, P.B. (2020). *Lesson planning with purpose*. ISBN-13: 978-0807763988 ISBN-10: 0807763985 \$32.95

IV. REQUIREMENTS:

A. Reading Assignments:

1. **Textbook Reading:** You are expected to read the textbook. Class assignments depend upon you being thoroughly familiar with the readings.
2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. Written Assignments:

1. **Class Video Reports:** The Class Video Report Form is located in Files in CANVAS. Fill out the form as you watch the video.
2. **Lesson Plans:** Use the Calvary University Lesson Plan templates to prepare two lesson plans: 1) a direct instruction lesson plan and 2) a discovery-based lesson plan.
3. **Meet with Professor:** After you have completed your lesson plans arrange a meeting with the professor to receive verbal feedback on these two assignments. You are encouraged to make any necessary corrections to your lesson plans.
4. **Reflective Questions:** Provide a 250 – 300 word response to each question. Write in paragraph format. Each paragraph should begin with a thesis statement followed by supporting details and a conclusion. Cite at least one source to support your response.
5. **Unit Plan:** Use the Understanding by Design (UbD) template to design a two-three week biblically integrated unit plan on a topic of your choice.

V. METHODS

A. Teaching and Learning

1. Reading
2. Writing
3. Planning a Unit Plan.
4. Planning Lesson Plans.

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Class Video Report Forms	70 (10 x 7 reports)
Lesson Plans	50 (25 x 2 lessons)
Meet with Professor	50
Reflective Questions	80 (20 x 4 questions)
Unit Plan	100
Total:	350ints

2. Late Assignments: Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale: The grading scale listed in the current University Catalog will be used for this course.

VI. POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification. *All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.*

C. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse.

E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

F. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctors tests. Please take advantage of this service.

VII. COURSE OUTLINE AND CLASS SCHEDULE: The following course outline indicates the informational material and the general direction for the content of this class:

Weeks	Dates	Class Topics:	Assignments for these Weeks:
1 & 2	Jan. 13 th to Jan. 26 th	Introduction Writing Enduring Understandings Writing Instructional Objectives	<i>Due by Midnight on Jan. 26th</i> 1. Complete Class Video Report. 2. Read Chapters 1 & 2. 3. Respond to Reflective Q#1.
3 & 4	Jan. 27 th to Feb. 9 th	Choosing Appropriate Formative and Summative Assessments	<i>Due by Midnight on Feb. 9th</i> 1. Complete Class Video Report. 2. Read Chapter 3. 3. Respond to Reflective Q#2.

5 & 6	Feb. 10 th to Feb. 23 rd	Planning a Direct Instruction Lesson Examples of Biblical Integration	<i>Due by Midnight on Feb. 23rd</i> 1. Complete Class Video Report. 2. Complete Lesson Plan #1. 3. Read Chapter 4 4. Respond to Reflective Q#3.
7 & 8	Feb. 24 th to March 9 th	Planning a Discovery Based Lesson Examples of Biblical Integration	<i>Due by Midnight on March 9th</i> 1. Complete Class Video Report. 2. Complete Lesson Plan #2. 3. Read Chapter 5.
<i>SPRING BREAK (March 10th – 14th)</i>			
9 & 10	March 17 to March 30	Introduction to Understanding by Design Unit Plan Template	<i>Due by Midnight on March 30th</i> 1. Meet with the Professor. 2. Complete Class Video Report. 3. Read Chapter 6.
11 & 12	March 31 to April 13 th	Conducting Learner, Needs, and Tasks Analysis Planning Learning Experiences	<i>Due by Midnight on April 13th</i> 1. Complete Class Video Report. 2. Read Chapter 7. 3. Respond to Reflective Q#4.
13 & 14	April 14 th to April 27 th	Planning for Differentiation	<i>Due by Midnight on April 27th</i> 1. Complete Class Video Report. 2. Work on Unit Plan.
15 & 16	April 28 th to May 9 th	Incorporating Technology	<i>Due by Midnight on May 9th</i> 1. Watch Class Video. 2. Complete Unit Plan.

About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.