

Washtenaw Community College Comprehensive Report

TRL 214 Developing and Presenting Effective Lesson Plans Effective Term: Spring/Summer 2019

Course Cover

Division: Advanced Technologies and Public Service Careers
Department: United Association Department
Discipline: Trade Related Learning
Course Number: 214
Org Number: 28650
Full Course Title: Developing and Presenting Effective Lesson Plans
Transcript Title: Develop and Present Lessons
Is Consultation with other department(s) required: No
Publish in the Following: College Catalog
Reason for Submission: New Course
Change Information:
Rationale: New TRL course
Proposed Start Semester: Spring/Summer 2019

Course Description: In this course, students will organize and plan a course by developing a situational analysis as well as identifying course outcomes and objectives. Students will also create an assessment plan and schedule while designing rubrics and a course syllabus. Students will then use an eight-step problem-solving model to develop action plans for their own teaching programs. Students will present a short teaching demonstration of a lesson plan and learned material. Limited to approved union program participants.

Course Credit Hours

Variable hours: No

Credits: 1.5

The following Lecture Hour fields are not divisible by 15: Student Min ,Instructor Min

Lecture Hours: Instructor: 22.5 Student: 22.5

The following Lab fields are not divisible by 15: Student Min, Instructor Min

Lab: Instructor: 1.5 Student: 1.5

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 24 Student: 24

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Use a situation analysis to identify factors that will affect their course.

Assessment 1

Assessment Tool: Reflective Teaching Assignment (RTA)

Assessment Date: Spring/Summer 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: Random sample of 50% of all students with a minimum of two sections.

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 80% of the students will score 4 out of 5 (80%) or higher

Who will score and analyze the data: Trade Group Faculty

2. Write outcomes and objectives for a course using measureable verbs.

Assessment 1

Assessment Tool: Reflective Teaching Assignment (RTA)

Assessment Date: Spring/Summer 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: Random sample of 50% of all students with a minimum of two sections.

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 80% of the students will score 4 out of 5 (80%) or higher

Who will score and analyze the data: Trade Group Faculty

3. Use an eight-step problem solving model.

Assessment 1

Assessment Tool: Reflective Teaching Assignment (RTA)

Assessment Date: Spring/Summer 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: Random sample of 50% of all students with a minimum of two sections.

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 80% of the students will score 4 out of 5 (80%) or higher

Who will score and analyze the data: Trade Group Faculty

4. Perform a teaching demonstration according to a lesson plan of student's course taught at Local Training Facility.

Assessment 1

Assessment Tool: Teaching Demonstration

Assessment Date: Spring/Summer 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 50% of all students with a minimum of two sections.

How the assessment will be scored: Departmentally developed rubric

Standard of success to be used for this assessment: 80% of the students will score 4 out of 5 (80%) or higher

Who will score and analyze the data: Trade Group Faculty

Course Objectives

1. Describe how situational factors affect the course and its design.
2. Identify and create at least two clear objectives for each outcome from a course created by the student.
3. Distinguish among outcomes, assessments, and objectives as they pertain to course material.
4. Explain the characteristics of a good assessment plan.
5. Define the process of creating an assessment plan for a course created by the student.
6. Identify the components of a syllabus.
7. Create a syllabus for a course created by the student.
8. Choose a problem and utilize the eight-step problem-solving model.
9. Create a lesson plan for a course taught at a Local Training Center.
10. Present a 5-minute teaching demonstration from one section of student's lesson plan.
11. Comment on strengths and weaknesses of other students teaching demonstration.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Tony Esposito</i>	<i>Faculty Preparer</i>	<i>Mar 25, 2019</i>
Department Chair/Area Director: <i>Marilyn Donham</i>	<i>Recommend Approval</i>	<i>Mar 28, 2019</i>
Dean: <i>Brandon Tucker</i>	<i>Recommend Approval</i>	<i>Apr 01, 2019</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>May 17, 2019</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>May 17, 2019</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>May 19, 2019</i>