

Course: ED630 N Instructional Design: Unit and Lesson Plans  
Credit: 1 credit hour  
Semester: FALL 2026 (Sessions 1 & 2) (16 weeks)  
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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* (7<sup>th</sup> ed.).

ISBN-13: 978-1433832161  
ISBN-10: 143383216X  
Paperback: \$31.00

#### C. Textbook:

- McConnell, C., Conrad, B., & Uhrmacher, P.B. (2020). *Lesson planning with purpose*. Teachers College Press. ISBN-13: 978-0807763988  
ISBN-10: 0807763985 Paperback: \$33.95

### 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 lesson plan templates available in CANVAS, Files to prepare three lesson plans: 1) a Direct Instruction lesson plan, 2) a Guided Discovery lesson plan, and 3) an Integrated SEL lesson plan.
3. **Meet with Professor:** After you have completed your Unit Plan and Lesson Plan #1, arrange a meeting with the professor to receive verbal feedback on these two assignments. You are encouraged to make any necessary corrections to your Unit Plan and Lesson Plan #1. You are expected to apply the feedback you receive during this meeting to your work on Lesson Plan #2 and Lesson Plan #3.
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 Unit Plan template available in CANVAS, Files, 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:

<b>Assignments:</b>	<b>Points:</b>
Class Video Report Forms	50 (10 x 5 reports)
Lesson Plans	75 (25 x 3 lessons)
Meet with Professor	30
Reading assignments	35 (5 x 7 weeks)
Reflective Questions	60 (20 x 3 questions)
Unit Plan	100
<b>Total:</b>	<b>350 points</b>

#### 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.

***Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.***

#### **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](mailto: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](mailto: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:

<b>Weeks</b>	<b>Dates</b>	<b>Class Topics:</b>	<b>Assignments for these Weeks:</b>
1 & 2	Aug. 17 <sup>th</sup>	Planning with Purpose Biblical Worldview Integration	<i>Due by Midnight on Aug. 30<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete the assigned reading. 3. Respond to Reflective Q#1.
3 & 4	Aug. 31 <sup>st</sup>	Perceptive Teaching Sample Unit Plans Examples of Biblical Integration	<i>Due by Midnight on Sept. 13<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete the assigned reading. 3. Respond to Reflective Q#2.
5 & 6	Sept. 14 <sup>th</sup>	Direct Instruction Lesson Plan Writing Instructional Objectives	<i>Due by Midnight on Sept. 27<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete assigned reading. 3. Complete Lesson Plan #1. 4. Begin work on Unit Plan.
7 & 8	Sept. 28 <sup>th</sup>	Planning for Assessment Gathering Evidence of Learning Sample Unit Plans	<i>Due by Midnight on Oct. 18<sup>th</sup></i> 1. Complete Class Video Report. 2. Meet with the professor. 3. Work on Unit Plan. 4. Complete the assigned reading.
<b>Fall Break</b> <b>October 12<sup>th</sup> – 16<sup>th</sup></b>			

9 & 10	Oct. 19 <sup>th</sup>	Introduction to the Understanding by Design (UbD) Framework Guided-Discovery Lesson Plan	<i>Due by Midnight on Nov. 1<sup>st</sup></i> 1. Complete Class Video Report. 2. Complete Lesson Plan #2. 3. Complete the assign reading.
11 & 12	Nov. 2 <sup>nd</sup>	Integrated SEL Lesson Plan Examples of Biblical Integration	<i>Due by Midnight on Nov. 15<sup>th</sup></i> 1. Watch Class Video. 2. Complete Lesson Plan #3. 3. Complete assigned reading.
13 & 14	Nov. 16 <sup>th</sup>	Learning Experiences with Real-World Relevance	<i>Due by Midnight on Nov. 29<sup>th</sup></i> 1. Complete the assigned reading. 2. Complete Unit Plan.
15 & 16	Nov. 30 <sup>th</sup>	Sensory-Rich, Memorable Learning Experiences	<i>Due by Midnight on Dec. 11<sup>th</sup></i> 1. Respond to Reflective Q#3.

***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.*