

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 601

PROFESSIONAL DEVELOPMENT IN MIDDLE GRADES EDUCATION

COURSE DESCRIPTION

This class will heighten Middle Grade Educators' understanding of their personal pedagogy by encouraging reflective practice through individualized and collaborative professional development opportunities.

RATIONALE

This course will enhance middle grade educators' ability to assimilate and accommodate past and future professional development opportunities by encouraging reflective practice and modeling differentiated instruction/retention techniques. Adolescent learners have specific learning needs; middle grade educators need specialized training in order to be properly prepared. Candidates pursuing an M.Ed. in Teaching and Learning can attain a Middle Grades concentration by completing the following 5 courses: EDUC 601, EDUC 602, EDUC 635, EDUC 637, and EDUC 676.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard recommended browsers
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Discuss the importance of becoming a reflective practitioner from a biblical perspective.
- B. Utilize reflective practice in the implementation of classroom strategies.
- C. Apply reflective practice to middle school curricular design.

- D. Analyze the classroom needs of middle school students.
- E. Implement basic reading strategies as instructional tools.
- F. Collaborate with other students as a means of professional development and reflective practice.
- G. Evaluate methods of professional development for middle school teachers.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the candidate will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread of at least 250 words in response to the provided prompt for each forum. For each thread, the candidate must support his or her assertions with at least 2 citations in current APA format. In addition to the thread, the candidate is required to reply to 2 classmates' threads. Each reply must be at least 150 words and cite at least 1 source in current APA format. Acceptable sources include the textbook, applicable journal articles, and the Bible.

- D. Daily Logs (7)

The candidate will keep a daily journal throughout this course concerning his or her personal thoughts about each day's professional activities.

- E. Creating a Reading Road Map

The candidate will create a Reading Road Map that can be used with the assigned reading.

- F. Purposeful and Explicit Note-Taking

The candidate will learn and use the purposeful and explicit note-taking technique during his or her weekly reading.

- G. Qualitative Note-Taking

The candidate will learn and use the qualitative note-taking technique during his or her weekly reading.

- H. Anticipation Guide

The candidate will create an Anticipation Guide using the assigned reading to aid in teaching.

- I. Teaching Strategy Article Review

The candidate will select and review a journal article that discusses a new strategy or a new perspective on an "old" strategy. He or she will choose an interactive, middle-school-appropriate strategy and follow the provided instructions to demonstrate its use.

J. Magic Square

The candidate will learn how to construct a magic square—a creative way to enhance students’ vocabulary knowledge.

K. School-Community Presentation

The candidate will create a PowerPoint presentation for fellow teachers concerning the role of community in the school. The presentation must include a minimum of 10 informational slides.

L. Reflective Practitioner Paper

The candidate will develop a 5–7-page paper based upon the Daily Log, Discussion Board Forums, interactions with the instructor, course readings, and outside journal articles. This paper will summarize the candidate’s path toward honing his or her reflective practice. The paper must follow current APA format and include a title page, running head, citations, and a reference page. The reference page must include at least 6 references.

M. Quizzes (4)

Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes; contain 4 multiple-choice, 3 true/false, and 3 fill-in-the-blank questions; and have a 1-hour time limit.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 20 pts ea)	80
Daily Logs (7 at 20 pts ea)	140
Creating a Reading Road Map	75
Purposeful and Explicit Note-Taking	75
Qualitative Note-Taking	75
Anticipation Guide	75
Teaching Strategy Article Review	75
Magic Square	75
School-Community Presentation	100
Reflective Practitioner Paper	150
Quizzes (4 at 20 pts ea)	80
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDUC 601

Textbook: Spalding et al., *An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching* (2010).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Spalding et al.: Introduction– ch. 1 1 presentation 1 website	Course Requirements Checklist	10
		Class Introductions	0
		Advising Guide Acknowledgement	0
		DB Forum 1	20
		Daily Log 1	20
		Creating a Reading Road Map	75
2	Spalding et al.: chs. 2–3 1 presentation	Daily Log 2	20
		Purposeful and Explicit Note-Taking	75
		Quiz 1	20
3	Spalding et al.: chs. 4–5 1 presentation	DB Forum 2	20
		Daily Log 3	20
		Qualitative Note-Taking	75
4	Spalding et al.: chs. 6–7 1 presentation	Daily Log 4	20
		Anticipation Guide	75
		Quiz 2	20
5	Spalding et al.: chs. 8–9 1 presentation	DB Forum 3	20
		Daily Log 5	20
		Teaching Strategy Article Review	75
6	Spalding et al.: ch. 10 2 presentations	Daily Log 6	20
		Magic Square	75
		Quiz 3	20
7	Spalding et al.: ch. 11 1 presentation	DB Forum 4	20
		Daily Log 7	20
		School-Community Presentation	100
8	Spalding et al.: ch. 12 1 presentation	Reflective Practitioner Paper	150
		Quiz 4	20
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.