

**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***

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### **EDUC 602**

#### **YOUNG ADOLESCENTS, SCHOOLS AND COMMUNITIES**

#### **COURSE DESCRIPTION**

An overview of the characteristics and issues related to transescence and their implications for educational practice. Understanding of preadolescent physical, social, emotional, intellectual, and spiritual development will be applied to school processes and the teacher's interaction with middle school students and families.

#### **RATIONALE**

Because of the developmental diversity among early adolescent learners, it is imperative for middle school educators to construct a strong basis for their practice with the age group of 10–15-year-olds. Middle school students are impacted in unique ways by societal influences and changes in family and community structures. An understanding of these factors will improve instructional experiences for this age group and will lead to increased academic achievement and personal development.

#### **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. MEASUREABLE LEARNING OUTCOMES**

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

- A. Trace the development of the modern middle school in the last century.
- B. Implement developmentally appropriate practices for middle school classroom management.
- C. Describe learner characteristics that are unique to young adolescents.

- D. Discuss key components of middle school instruction including curriculum, lesson planning, various instructional strategies, and technological enhancements.
- E. Explain the importance and methods to effectively assess and report student achievement.
- F. Establish a link between reflection and professional development for effective, continuing growth as a middle school teacher.
- G. Assist preadolescent students with a biblical understanding of inferiority, puberty, peer pressure, love, emotions, and independence.
- H. Articulate the AMLE's essential attributes and characteristics of a successful middle school as found in their treatise "This We Believe."

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

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

After reading the Course Syllabus and [Student Expectations](#), the student 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 in response to the provided prompt for each forum. Depending on the forum, the candidate will either choose a question to address in the thread or attach a copy of an assignment completed in the course. The candidate will then reply to classmates' threads or attached submission for feedback, critique, and interaction.
- D. Learning Logs (8)

A learning log template will be used to structure reflective responses to readings and media throughout the course. The candidate will make connections with past experiences, speculate how ideas might be implemented in the future, and critique ideas in light of a biblical worldview.
- E. Middle School History PowerPoint

The candidate will create a PowerPoint presentation discussing the history and progression of middle level education from colonial times to present day. The presentation must have at least 10 slides containing informational content supported with at least 5 scholarly sources in current APA format. The candidate must also include detailed speaker notes for each slide.

F. Literature Review

Topic

The candidate will select a topic relating to young adolescents and submit that topic to the instructor for approval.

Final

After the topic has been approved, the candidate will write an 8–10-page Literature Review in current APA format that focuses on the approved topic. The paper must include at least 10 research articles from academic, peer-reviewed journals.

G. Biblically Integrated Lesson Plan

Following the template lesson plan, the candidate will create a Biblically Integrated Lesson Plan. The lesson plan content must be appropriate for a middle school classroom. The candidate will use pertinent Scripture verses and passages in the lesson plan to integrate biblical truth with the content material.

H. AMLE Exam

The AMLE Exam will cover the content found in AMLE’s “This We Believe” treatise. The exam will be open-book/open-notes, contain 10 multiple choice and true/false questions, 3 essay questions, and have a 2 hour and 30 minute time limit. The candidate will discuss the attributes and characteristics of a successful middle school.

**VII. COURSE GRADING AND POLICIES**

A. Points

Course Requirements Checklist	10
Discussion Board Forums (3 at 70 pts ea)	210
Learning Logs (8 at 30 pts ea)	240
Middle School History PowerPoint	100
Literature Review	
Topic (Discussion Board Forum 1)	50
Final	200
Biblically Integrated Lesson Plan	100
AMLE Exam	100
<b>Total</b>	<b>1010</b>

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](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://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](mailto: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 602**

Textbooks: Carjuzaa & Kellough, *Teaching in the Middle and Secondary Schools* (2017)  
 Dobson, *Preparing for Adolescence Family Guide and Workbook* (2014)  
 Dobson, *Preparing for Adolescence: How to Survive the Coming Years of Change* (2014)

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Carjuzaa & Kellough: ch. 1 Dobson ( <i>Guide</i> ): sessions 1–3 Dobson: CD 1 1 presentation 2 websites	Course Requirements Checklist Advising Guide Acknowledgement Class Introductions Learning Log 1 DB Forum 1	10 0 0 30 50
<b>2</b>	Carjuzaa & Kellough: chs. 2–3 Dobson ( <i>Guide</i> ): sessions 4–6 Dobson: CD 2 1 presentation 2 websites	Learning Log 2 Middle School History PowerPoint	30 100
<b>3</b>	Carjuzaa & Kellough: chs. 4–5 Dobson ( <i>Guide</i> ): sessions 7–8 Dobson: CD 3 2 presentations 1 website	DB Forum 2 Learning Log 3	70 30
<b>4</b>	Carjuzaa & Kellough: chs. 6–7 Dobson ( <i>Guide</i> ): sessions 9–11 Dobson: CD 4 1 presentation 3 websites	Learning Log 4 Biblically Integrated Lesson Plan	30 100
<b>5</b>	Carjuzaa & Kellough: chs. 8–9 Dobson ( <i>Guide</i> ): sessions 12–14 Dobson: CD 5 2 presentations 3 websites	DB Forum 3 Learning Log 5	70 30
<b>6</b>	Carjuzaa & Kellough: ch. 10 Dobson ( <i>Guide</i> ): sessions 15–16 Dobson: CD 6 1 presentation 1 article 4 websites	Learning Log 6 Literature Review – Final	30 200

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>7</b>	Carjuzaa & Kellough: ch. 11 Dobson ( <i>Guide</i> ): sessions 17–18 Dobson: CD 7 3 presentations 1 article 2 websites	DB Forum 4 Learning Log 7	70 30
<b>8</b>	Carjuzaa & Kellough: ch. 12 Dobson ( <i>Guide</i> ): sessions 19–20 Dobson: CD 8 1 presentation 3 websites	Learning Log 8 AMLE Exam	30 100
<b>TOTAL</b>			<b>1010</b>

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**.