

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 625

CONTENT INSTRUCTIONAL PROCEDURES

COURSE DESCRIPTION

A course in content methodology focusing on competencies associated with individualizing instruction, grouping students for cognitive subject-matter learning, and preparing advanced organizers for cognitive instruction. An emphasis will be placed on transferring theory into practice through the planning for instruction.

RATIONALE

“If the student hasn’t learned, then the teacher hasn’t taught” may not always be true. However, it is imperative that the candidate, as a teacher, utilize research-based teaching practices and procedures that produce positive outcomes in learners. Furthermore, as a Christian educator, the candidate should follow the scriptural admonition that in “whatsoever ye do, do it heartily, as to the Lord, and not unto men” (Col. 3:23, KJV).

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. Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Create instructional opportunities that are adaptable to diverse learners.
- B. Create learning experiences that make subject matter meaningful for students.

- C. Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- D. Produce learning opportunities that support students' intellectual, social, and personal development.
- E. Differentiate a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- F. Support communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- G. Generate formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

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, in the modules/weeks assigned, the candidate is required to create a thread in response to the questions posted by the instructor for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. The candidate will then contribute additional comments by posting replies of at least 200 words to at least 2 classmates' postings. For full participation credit, replies must be substantive.

D. Journal Articles (3)

The candidate will complete 3 journal critiques on an article of choice throughout this course. Critiques must be 1–2 pages, double-spaced, current (within the last 5 years), and related to the topic of discussion. Points of discussion include the strengths and weaknesses of the article and how the topic would/could apply in the classroom. Finally, the candidate will discuss the implications to teaching for commentary. All references must be cited at the bottom of the critique in current APA format.

E. edTPA Task 1: Planning

1. Context for Learning

The candidate will complete the Context for Learning for your specific area of endorsement (see Task 1: Context for Learning document in Livetext). This assignment must be submitted to Blackboard.

2. edTPA Task 1: Lesson Plans (3)

The candidate will be required to submit 3 edTPA Task 1 Lesson Plans (see Task 1: EdTPA Lesson Plan Template document in Livetext) for your specific content area throughout this course. The Lesson Plans will build upon each other to create a “mini unit”. Each lesson plan assignment must be submitted to Blackboard.

4. Planning Commentary

The candidate will be required to reflect and analyze the mini-unit (see Task 1: Lesson Plan Commentary document in Livetext). The Planning Commentary must be submitted to Blackboard.

F. edTPA Task 1: Mini-Unit

The candidate will combine the previously submitted edTPA Context for Learning, three Lesson Plans, and Planning Commentary into one Mini-Unit. The candidate should use feedback from each of the previously submitted assignments prior to submitting the Mini-Unit. The candidate will submit to LiveText in the area designated for your prospective field.

G. Video Windows (2)

The candidate will watch clips provided in Blackboard and write 2 reflective responses following the directions outlined in the corresponding “Video Windows” section for each textbook chapter. The length of each reflective entry must be 100–150 words (using the template provided).

H. Practicum

The candidate will complete a 30-hour observation practicum and teach at least one lesson in his/her content area. All host teachers will be sent a user name and password to access the Field Experience Module (FEM) system, allowing the host teacher to submit the Field Experience Assessment (FEA) and approve/accept the Field Experience Log (FEL) hours at the end of the 30-hour practicum.

1. Practicum Placement Form

The candidate will complete the Placement Form (see Announcement for link to this form) and send to the field office or external office for Practicum placement. (There is no submission in Blackboard or LiveText for this portion of the assignment.)

2. Field Experience Assessment (FEA)

The host teacher will enter the FEA into the FEM system at the end of the 30-hour practicum.

3. Field Experience Log (FEL)

The candidate will record 30 hours of field experience using the Field Experience Log (see FEM in LiveText). The host teacher will need to approve/accept these hours in FEM.

4. Field Experience Summary (FES)

The candidate will reflect upon his/her experience using the FES (see Announcement for link to this form). Both pages of the FES, the hours log and the rubric, are required for submission. This document must be submitted to Blackboard.

I. Quizzes (4)

Four quizzes will be administered from the textbook readings. Each quiz will be open-book/open-notes, contain 30 multiple-choice questions, and have a 1-hour time limit.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 30 pts ea)	120
Journal Articles (3 at 25 pts ea)	75
edTPA Task 1: Planning:	
Context for Learning	50
Lesson Plan (3 at 50 pts ea)	150
Planning Commentary	50
edTPA Task 1: Mini-Unit	100
Video Windows (2 at 80 pts ea)	160
Practicum:	
Field Experience Assessment (FEA)	50
Field Experience Log (FEL)	25
Field Experience Summary (FES)	100
Quizzes (4 at 30 pts ea)	120
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 625

Textbooks: Borich, *Effective Teaching Methods: Research-Based Practice* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Borich: ch. 1 2 presentations 1 website	Course Requirements Checklist	10
		Class Introductions	0
		Advising Guide Acknowledgement	0
		DB Forum 1	30
		Journal Article 1	25
2	Borich: chs. 2, 5 1 presentation 1 website	DB Forum 2	30
		Context for Learning	50
		Quiz 1	30
3	Borich: chs. 3, 6 1 presentation 2 websites	Journal Article 2	25
		edTPA: Lesson Plan 1	50
4	Borich: ch. 4 1 presentation 3 websites	Video Windows 1	80
		edTPA: Lesson Plan 2	50
		Quiz 2	30
5	Borich: chs. 7, 9 1 presentation 2 websites	DB Forum 3	30
		edTPA: Lesson Plan 3	50
		Quiz 3	30
6	Borich: ch. 8 1 presentation 1 website	Journal Article 3	25
		Planning Commentary	50
7	Borich: chs. 10–11 1 presentation 3 websites	Video Windows 2	80
		edTPA Task 1: Mini-Unit	100
		Quiz 4	30
8	1 presentation	DB Forum 4	30
		Field Experience Assessment (FEA)	50
		Field Experience Log (FEL)	25
		Field Experience Summary (FES)	100
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**.