

**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 668**

#### **TEACHING MATHEMATICS IN THE MIDDLE SCHOOL**

#### **COURSE DESCRIPTION**

This course is designed to help middle school teachers improve the skills necessary to effectively teach mathematics in a timely yet God-centered manner.

#### **RATIONALE**

This course is designed to help middle school teachers improve the skills necessary to effectively teach mathematics in a timely yet God-centered manner.

#### **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 Word
- E. ILRC Resources

#### **IV. MEASURABLE LEARNING OUTCOMES**

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

- A. Integrate Christian and professional principles throughout the course.
- B. Develop effective standards-based on the characteristics and needs of the grade 6–8 students.
- C. Utilize technology competencies for effective middle-grades mathematics teaching and learning.
- D. Summarize professional organizations dealing with middle-grades mathematics teaching, along with journals published by those organizations.

- E. Analyze research-based practices for improving mathematics instruction.
- F. Articulate and demonstrate the meaning of student-centered mathematics.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

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

- C. Discussion Board Forums (2)

There will be 2 Discussion Board Forums throughout the duration of this course. The candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be 200–300 words and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmates' threads. Each reply must be 100–150 words. (MLO: A, B, F)

- D. Online Field Trip Forums (2)

There will be 2 Online Field Trip Forum assignments throughout the duration of this course. The candidate is required to analyze and summarize at least 2 online resources in each forum. Each thread must be a minimum of 200–300 words and demonstrate course related knowledge. In addition to the thread, the candidate is required to reply to 2 other classmate's threads. Each reply must be 100–150 words. (MLO: A, B, C, D, F)

- E. Reading Journal

The candidate will submit 8 entries to the Reading Journal throughout the duration of this course. Each module/week, the candidate will submit 2 entries to the Reading Journal. Each entry must be 200–300 words and summarize each chapter assigned from the textbook for that module/week. The Reading Journal entries will be graded periodically over 4 checkpoints throughout the course. (MLO: A, B, C, E, F)

- F. Article Critiques (4)

The candidate must research and select 4 scholarly journal articles related to teaching mathematics for grades 6–8. Two articles must be from scholarly practitioners' journals and 2 articles from scholarly research journals. The candidate will write a 2-page critique for each of the 4 articles (4 critiques total). (MLO: A, B, D, E)

- G. Mathematics Game or Activity

The candidate will develop an “original” mathematics game or activity for a typical middle-school classroom that he/she teaches or plans to teach. (MLO: A, B, C, E, F)

H. Instructional Planning, Performance, and Reflection (IPPR)

The candidate will prepare a mathematics lesson plan, for a typical middle-school classroom, using the IPPR lesson plan template provided in Blackboard. The mathematical topic must be appropriate for the grade level he/she is teaching or hopes to teach. (MLO: A, B, C, D, E, F)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts ea)	100
Online Field Trip Forums (2 at 50 pts ea)	100
Reading Journal	200
Article Critiques (4 at 75 pts ea)	300
Mathematics Game or Activity	100
IPPR	200
<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 668**

Textbooks: Van de Walle et al., *Teaching Student-Centered Mathematics* (2018).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Van de Walle et al.: chs. 1–2 1 presentation	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement Online Field Trip Forum 1 Reading Journal Entries 1 and 2	10 0 0 50 *
<b>2</b>	Van de Walle et al.: chs. 3–4 1 presentation	Reading Journal Entries 3 and 4 Article Critiques 1 and 2	50 150
<b>3</b>	Van de Walle et al.: chs. 5–6 2 presentations 2 videos	DB Forum 1 Reading Journal Entries 5 and 6	50 *
<b>4</b>	Van de Walle et al.: chs. 7–8 1 presentation	Reading Journal Entries 7 and 8 Article Critiques 3 and 4	50 150
<b>5</b>	Van de Walle et al.: chs. 9–10 1 presentation	Online Field Trip Forum 2 Reading Journal Entries 9 and 10	50 *
<b>6</b>	Van de Walle et al.: chs. 11–12 1 presentation	Reading Journal Entries 11 and 12 Mathematics Game or Activity	50 100
<b>7</b>	Van de Walle et al.: chs. 13–14 1 presentation	DB Forum 2 Reading Journal Entries 13 and 14	50 *
<b>8</b>	Van de Walle et al.: chs. 15–16 1 presentation	Reading Journal Entries 15 and 16 IPPR	50 200
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

\*The reading journal is a weekly assignment that will be graded at four checkpoints (Modules/Weeks 2, 4, 6, and 8).

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