

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 669

TEACHING LITERACY IN THE MIDDLE SCHOOL

COURSE DESCRIPTION

This course focuses on promoting the middle level learner's literacy development. Emphasis is placed on current theories, models, and methods of teaching, learning and communicating through the language processes of reading, writing, listening and speaking in the content areas. Students will explore, analyze, and critique research in reading, and the relationship of other disciplines to reading in the context of the middle school.

RATIONALE

This course allows teacher candidates to explore adolescent literacy to support instruction practices. The candidate will develop a thematic unit which integrates reading strategies and technology into content areas in order to foster literacy progress in middle schools.

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. Demonstrate an understanding of current theories, models, and methods of teaching, learning, and communicating through the language processes of reading, writing, listening, and speaking.
- B. Reinforce strategies that promote the middle-level learner's literacy development and language acquisition in different content areas.

- C. Examine an understanding in comprehension skills, writing process, questioning strategies, summarizing, and retelling related to adolescent literacies and new literacies.
- D. Critique a variety of literature to support the middle-level learner instruction and independent reading.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and 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 (5)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be 300–400 words, demonstrate course-related knowledge, include at least 2 scholarly citations, and include the student’s biblical worldview. Scripture must be included to support the student’s thoughts. In addition to the thread, the candidate is required to reply to 2 of his/her classmates’ threads. Each reply must be 200–250 words and include 1 scholarly citation in current APA format. (MLO: A, B, C)

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

The candidate will select and read 2 trade books (1 fiction and 1 nonfiction) chosen from the most recent Virginia Reader’s Choice Awards, a Christian publisher, or other recent books published within the last 10 years. Selections must focus on topics or themes relevant to middle school students. The candidate will develop a unit which includes 5 literacy lessons for middle school students. (MLO: A, B, C, D)

1. Literacy in Content Activities (2)

The candidate will create activities which integrate reading strategies with content areas taught in middle schools. No lesson plans are needed; however, 5 resources are required. (MLO: A, B, C)

2. Lesson Plans (3)

The candidate will create lesson plans using the fiction and nonfiction books chosen for the IPPR project. The lesson plans must use the Lesson Plan Template. Reading strategy activities and digital technology must be integrated into a middle school content area. (MLO: A, B, C, D)

3. Final

The final IPPR project must compile the Literacy in Content Activities and the lesson plans above in order to build a 5-lesson thematic unit using the fiction and nonfiction texts chosen for this assignment. The feedback from the submitted lesson plans and activities must be used to complete

the Final IPPR. This assignment will be submitted in LiveText and Blackboard. (MLO: A, B, C, D)

E. Journal Article Topic Selection Forum

The candidate will select a topic from the provided list and will post his/her topic to the provided forum in Blackboard. The student may not choose a topic that has already been selected by another candidate in the course.

F. Journal Article Critiques Paper

The candidate must select 5 journal articles to read, analyze, and critique based on the topic selected in the forum. The candidate will write 5 separate critiques—1 for each journal article—to be submitted as 1 paper. The paper must be 5–7 pages and all critiques must be included in 1 document. The paper must include at least 5 references in addition to the course textbooks and the Bible. (MLO: A, B, C)

G. Literacy Autobiography Roadmap Project

The student will create a personal roadmap and reflection of his/her literacy development from past to present as an autobiographical account of significant experiences and influences. The paper must be 3–4 double-spaced pages.

(MLO: A, D)

H. Quizzes (6)

Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes, contain 25 multiple-choice and true/false questions, and have a 1-hour time limit. (MLO: A, B, C)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (5 at 25 pts ea)	125
Instructional Planning, Performance, and Reflection (IPPR)	
Literacy in Content Activities (2 at 50 pts ea)	100
Lesson Plans (3 at 50 pts ea)	150
Final	200
Journal Article Topic Selection Forum	0
Journal Article Critiques Paper	75
Literacy Autobiography Roadmap Project	50
Quizzes (6 at 50 pts ea)	300
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 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 LUODAS@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 669

Textbook: Roe et al., *Secondary School Literacy Instruction: The Content Areas* (2014).

MODULE /WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Roe et al.: ch. 1 2 presentations	Course Requirements Checklist	10
		Class Introductions	0
		Advising Guide Acknowledgement	0
		DB Forum 1	25
		Quiz Chapter 1	50
2	Roe et al.: chs. 2, 11 2 presentations	DB Forum 2	25
		IPPR: Literacy in Content Activity 1	50
		Journal Article Topic Selection DB	0
		Quiz Chapter 2	50
3	Roe et al.: chs. 4, 11 2 presentations	DB Forum 3	25
		IPPR: Literacy in Content Activity 2	50
		Quiz Chapter 4	50
4	Roe et al.: chs. 5–6 1 presentation	Journal Article Critiques Paper	75
		Quiz Chapter 6	50
5	Roe et al.: ch. 10 2 presentations	DB Forum 4	25
		IPPR: Lesson Plan 1	50
		IPPR: Lesson Plan 2	50
6	Roe et al.: ch. 9 1 presentation	IPPR: Lesson Plan 3	50
		Quiz Chapter 9	50
7	Roe et al.: ch. 8 1 presentation	IPPR: Final	200
		Quiz Chapter 8	50
8	Roe et al.: ch. 7 2 presentations	DB Forum 5	25
		Literacy Autobiography Roadmap Project	50
TOTAL			1010

DB = Discussion Board

IPPR: Instructional Planning, Performance, and Reflection

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**.