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 <u>not</u> be used to purchase course materials.

LIBERTY UNIVERSITY.

COURSE SYLLABUS

EDUC 673
CURRICULUM AND METHODS FOR MIDDLE SCHOOL

COURSE DESCRIPTION

A review of the history of education as it affects the development of the middle school. Emphasis on characteristics of preadolescents, personalizing curriculum for the middle school student, and strategies for motivating middle grades education and curriculum improvement planning to involve teachers and community.

RATIONALE

This course is designed to help educators gain a basic understanding of the nature of the middle school and to enable them to apply what they have learned in actual practice and in a 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 Office

IV.   MEASURABLE LEARNING OUTCOMES

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

A.   Recognize individual principles of middle level instruction.

B.   Acquire the correct historical perspective of middle school.

C.   Apply strategies to help middle level teachers and students and their community.

D.   Investigate, summarize, and react to the types of curriculum (programs, materials, and activities) being conducted in middle schools.

E.   Develop a plan for designing, developing, and evaluating a curriculum.

F.   Examine multiple resources to develop curriculum that is current, is accurate, meets necessary standards, and is meaningful and engaging for middle level learners.

G.   Evaluate the considerations necessary for meeting the needs of diverse populations in current middle level education.

H.   Construct personal meaning as a reflective practice.

I.   Integrate Christian and professional principles into his or her teaching methods.

J.   Generalize current professional literature regarding middle school and apply current APA style to course assignments.

V.   **COURSE REQUIREMENTS AND ASSIGNMENTS**

A.   Textbook readings and lecture 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 (3)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread of at least 250 words in response to the provided prompt for each forum. Each thread must demonstrate course-related knowledge and include at least 1 scholarly or biblical citation. In addition to the thread, the candidate is required to reply to 2 other classmates. All replies must be at least 100 words. Each reply must include at least 1 scholarly or biblical citation and add to the discussion. (MLO: H, I, J)

D.   Interdisciplinary Unit Plan (IUP)

Typically, middle schools rely on interdisciplinary teams to teach content; therefore, this unit allows the candidate the opportunity to build an interdisciplinary unit plan with classmates. Candidates will be grouped based on content areas, so that each group has multiple disciplines represented. This IUP will allow candidates to develop a group theoretical framework, connect curriculum standards across multiple disciplines, create a cohesive unit plan, and participate in a group presentation. Candidates will work together to establish an online workspace to collaborate (i.e., Google Docs, OneDrive, etc.). (MLO: A, B, C, D, E, F, G, H, I, J)

1.   IUP Sign-Up

The candidate will submit his or her content area in the Discussion Board. The instructor will use this information to assign the candidate to a specific group for the IUP Product and Group Presentation assignments.

2.   IUP Presentation

The candidate will work collaboratively with his or her assigned group to create a presentation. The presentation will focus on the group's theme and the connection between each individual group member's discipline/content area. The presentation must include visual and audio/transcription elements and seamlessly transition from one group member to another. Each group member is responsible for at least 5 minutes of the presentation.

3. IUP Product

The candidate will work collaboratively with his or her assigned group to complete the IUP Template. This template requires the group to select a 6th, 7th, or 8th grade unit plan topic and provide Virginia Standards of Learning (SOLs), a mission statement, character principles, general goals, specific objectives, key concepts, a 90-day curriculum map, a 10-day consecutive unit duration with a legend code, references (at least 5 scholarly resources and teacher resource materials per group member), and an individual reflection from each group member (1–2 paragraphs).

E. Virtual Field Experience

The candidate will delve deeply into 1 local middle school environment by virtually viewing 5 middle school classrooms. The candidate will find these videos by accessing the Jerry Falwell Library, YouTube, Google, etc. These videos must be full-length classroom videos for 6th, 7th, or 8th grade. The candidate must view at least 3 videos from his or her content area. (MLO: A, B, C, D, E, F, G, H)

1. Journal Articles

The candidate will research and find 2 supportive research articles. Each of these articles must specifically address middle level education and include a literature review, a theoretical framework, methodology, findings, etc. The candidate may react to any portion of the articles or beyond using outside knowledge, skills, and experiences. These responses must include evidence that connects to the articles and middle level education. Each summary must be at least 1 page, for a total of at last 2 full pages. This assignment must full current APA format.

2. Brochure

The candidate will complete a professional, trifold brochure summary of the 5 video observations. A minimum of 3 takeaways (positive and/or negative) must be stated, and a reflective paragraph or section must be included. Quality visual elements, such as pictures and/or graphics, must be represented. Additionally, the brochure must include a reference section with citations of the videos. The candidate may complete this brochure in a creative way, but it must include the takeaways and link references. The reference section must follow current APA format. However, the rest of the assignment does not need to follow current APA format.

3.   Presentation

The candidate will submit his or her completed brochure along with an additional explanation. The candidate may record his or her explanation using video, audio, or presenter notes. The presentation must clearly articulate the candidate's experience interacting with the videos, including observations (such as teaching strategies, classroom management, and student engagement) and positive and/or negative takeaways. The presentation must be 3–5 minutes.

F.   Textbook Interaction Assignment

After reading the Dean et al. text, the student will select 2 content areas (math, language arts, social science, art, business, physical education, science, etc.) and 2 research-based teaching strategies appropriate to a middle school environment to evaluate. Examples of teaching strategies include, but are not limited to, music infusion, Cornell notes, summarizing and note taking, flipped classroom, concept mapping, and cooperative learning. The candidate will describe the use of 1 of the teaching strategies for each content area. The candidate must cite at least 1 scholarly resource for each strategy. The candidate must also connect these strategies to the Dean et al. text. A minimum of 1 citation from the text is required for each strategy. The candidate will create a document showing the findings of his or her research. The paper must follow current APA format and include 1 title page, a reference page, and 1–2 full pages of content per strategy. (MLO: A, B, C, D, E, F, G, H)

G.   Civics Module

The candidate will complete the civics module in LiveText. (MLO: J)

H.   edTPA Task

The candidate will be provided with an assessment from a student teacher. The packet of material will include a unit of lesson plans, student work samples, pre- and post-test scores, etc. The candidate will analyze his or her assessment project and complete the edTPA rubric for Task 3 to determine if the assessment meets the "emerging, proficient, or advanced" rating. The candidate will be required to include evidence of why he or she provided the rating for the assessment. The candidate will submit this assignment to LiveText. *NOTE: Due to strict regulation by edTPA, the instructor cannot help the candidate with this assignment.

I.   SCRIP/Dispositions

The candidate will complete the SCRIP/Dispositions assignment in LiveText by providing a brief reflection on his or her performance in the course.

J.   Reflective Journal

At the end of each chapter in the Powell text, there are several questions or prompts called "Personal Journal." The candidate will select 1 topic per chapter to write about in this assignment. The candidate may react to any portion of the chapter or beyond using outside knowledge, skills, and experiences. These

responses must show evidence that connects to the text as well as the candidate's research-based teaching strategies, if applicable. Each response must be at least 1 page, for a total of at least 11 content pages. (MLO: H, I, J)

K. Final Exam

The Final Exam is open-book/open-notes, contains 125 multiple-choice and true/false questions, and has a time limit of 2 hours and 30 minutes. This exam is cumulative. (MLO: A, B, C, D, E, F, G, H, I, J)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (1 at 30 pts, 2 at 40 pts ea)	110
Virtual Field Experience	
Journal Articles	50
Brochure	50
Presentation	100
Textbook Interaction Assignment	50
Civics Module	20
edTPA Task	100
Interdisciplinary Unit Plan	
Presentation	100
Product	250
SCRIP/Dispositions	20
Reflective Journal	50
Final Exam	100
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 673

Textbooks: Dean et al., *Classroom Instruction that Works* (2012).
Powell, *Introduction to Middle Level Education* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Dean et al.: ch. 1 4 presentations	Course Requirements Checklist Class Introductions Advising Guide Acknowledgement DB Forum 1 IUP Sign-Up	10 0 0 30 0
2	Dean et al.: chs. 2–4 1 presentation	VFE: Journal Articles VFE: Brochure	50 50
3	Dean et al.: chs. 5–8 1 presentation	VFE: Presentation	100
4	Dean et al.: chs. 9–12 1 website	DB Forum 2 Textbook Interaction Assignment	40 50
5	Powell: chs. 1–4 1 website	Civics Module edTPA Task	20 100
6	Powell: chs. 5–7 Review the Module/Week 1 presentation	IUP Presentation	100
7	Powell: chs. 8–10 1 website	DB Forum 3 IUP Product Final Exam	40 250 100
8	Powell: ch. 11 1 presentation	SCRIP/Dispositions Reflective Journal	20 50
		TOTAL	1010

DB = Discussion Board
VFE = Virtual Field Experience
IUP = Interdisciplinary Unit Plan

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**.