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 675
ELEMENTARY CURRICULUM AND METHODS

COURSE DESCRIPTION

An overview of the current issues and trends in the field of elementary teaching and curriculum.

RATIONALE

The purpose of this course is to provide a knowledge base concerning issues and trends in the field of elementary teaching, specifically in the area of curriculum. The candidate must have a sound knowledge base of elementary curriculum terminology and issues, a plan to effectively implement and assess elementary curriculum, and must begin to develop a network with other educators in the field to discuss and make recommendations concerning instructional and curricular issues at the elementary level.

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.   Develop a resource list that promotes effective teaching strategies for elementary school students and curriculum content.

B.   Describe diversity and learner characteristics, specifically relating to the elementary level, using current research.

C.   Utilize multiple resources to develop an integrated unit that is current, accurate, meets necessary standards, and is meaningful and engaging for learners in grades PreK–6.

D.   Analyze his/her integrated unit and provide evidence that he/she has met or exceeded the requirements.

E.   Create a personal professional development plan.

F.   Develop a network with other educators in the field to discuss and make recommendations concerning issues and trends in the field of elementary teaching and curriculum, or create a presentation simulation.

G.   Demonstrate mastery of the vocabulary, concepts, and principles associated with elementary teaching and curriculum.

H.   Approach elementary grades curriculum and methods from a Christian worldview perspective.

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 (7)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided topic for each Discussion Board Forum. Each thread must be at least 400 words, contain at least 3 scholarly citations, 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 at least 200 words. Citations must be in current APA format and be no older than 5 years, unless used for historical information.

(MLO: A, B, C, D, E, F, G, H)

D.   Integrated Unit Plan (IUP)

IUP Part 1 – Initial Unit Information

The candidate will provide unit information for the grade and subject he/she will address. The information must include state and national standards, goals/objectives, and components of assessments.

IUP Part 2 – Lesson Plans

The candidate will write 5 lesson plans, using the provided template, that center around his/her chosen unit topic.

IUP Part 3 – Adaptations and Part 4 – Resources

The candidate will describe how he/she could adapt at least 3 learning activities in his/her unit for students with special needs. The candidate will

also choose 10 resources from a collaborative resource compilation to incorporate into his/her unit plan.

IUP Part 5 – Draft and Peer Review

The candidate will be assigned to a group within the Group Discussion Board Forum to which he/she will submit the Integrated Unit Plan Draft to be reviewed by a classmate. The candidate will then review 2 classmates' plans using the provided grading rubric.

IUP Part 6 – Final Submission

The candidate will submit the final Integrated Unit Plan incorporating all parts of the project, including any adjustments resulting from the peer review, to both Blackboard and to LiveText.

(MLO: A, C, D, F, G, H)

E. Personal Professional Development Plan

The candidate will write a 4–7-page paper in current APA format, creating a personal/professional development plan that he/she would like to implement. The candidate must incorporate a minimum of 3 resources. The title and reference pages do not count toward the page count. Sources must be no older than 5 years (unless used for historical information) and be in current APA format.

(MLO: E, F, G, H)

F. Diversity and Elementary School Learners

The candidate will utilize at least 5 resources to write a 6–8-page description of the diversity and learning characteristics found in the elementary school classroom. Scholarly sources must be no older than 5 years (unless used for historical information) and be in current APA format.

(MLO: B, G, H)

G. Collaborative Resource Compilation

The candidate will contribute to a course resource collection by adding 5 resources that deal with elementary school issues or basic instructional techniques, and 5 resources that deal with the content topic for his/her Integrated Unit Plan. Current APA format must be followed. All scholarly sources must be no older than 5 years (unless used for historical information).

(MLO: A, C, D, F)

H. Pick Your Own Adventure Assignment (PYOA): Field Expert Interview **OR** Presentation Simulation

Field Expert Interview

The candidate will interview a field expert in the area of elementary curriculum and instruction, summarize the interviewee's responses, and make recommendations for professional practice for educators based upon his/her

findings. The student must include support and use 3–5 references from the readings.

Presentation Simulation

The candidate will create a presentation of 15–20 slides (using PowerPoint or another medium approved by the instructor) that simulates a professional development workshop. The presentation must be in current APA format.

(MLO: F, G, H)

I. Class Reflection and Future Goals

The candidate will use the provided template to complete a self-evaluation that addresses the lesson that he/she taught or created, reflects upon the class as a whole, and addresses future goals. The candidate must incorporate at least 3 resources and follow current APA format. Each resource must be no older than 5 years.

(MLO: D, G, H)

J. Quizzes (2)

The candidate will take 2 quizzes in this course. Both quizzes cover all of the Reading & Study assignments from the prior modules/weeks. Each quiz will consist of 20 multiple-choice and true/false questions, be open-book/open-notes, and have a 45-minute time limit.

(MLO: G)

VI.   COURSE GRADING AND POLICIES

A.   Points

Course Requirements Checklist	10
Discussion Board Forums (7 at 30 pts ea)	210
Integrated Unit Plan	
Part 1: Initial Unit Information	70
Part 2: Lesson Plans	100
Parts 3 and 4: Adaptations and Resources	60
Part 5: Draft and Peer Review	50
Part 6: Final Submission	60
Personal Professional Development Plan	60
Diversity and Elementary School Learners	60
Collaborative Resource Compilation	50
PYOA Field Expert Interview **OR** Presentation Simulation	100
Class Reflection and Future Goals	100
Quizzes (2 at 40 pts ea)	80
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.

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Textbooks: Kellough & Jarolimek, *Teaching and Learning K–8* (2008).
             Parker, *Christian Teachers in Public Schools* (2012).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Kellough & Jarolimek: ch. 3 Parker: ch. 1 1 presentation	Course Requirements Checklist Advising Guide Acknowledgement DB Forum 1 IUP Part 1 – Initial Unit Information	10 0 30 70
2	Kellough & Jarolimek: ch. 1 Parker: chs. 2–3 1 presentation	DB Forum 2 IUP Part 2 – Lesson Plans	30 100
3	Kellough & Jarolimek: ch. 2 Parker: chs. 4–5 1 presentation 3 websites	Personal Professional Development Plan Diversity and Elementary School Learners	60 60
4	Kellough & Jarolimek: ch. 4 Parker: chs. 6–7 1 presentation 2 websites	DB Forum 3 Collaborative Resource Compilation IUP Parts 3 and 4 – Adaptations and Resources	30 50 60
5	Kellough & Jarolimek: chs. 5–6 Parker: chs. 8–9 2 presentations 3 websites	DB Forum 4 IUP Part 5 – Draft and Peer Review	30 50
6	Kellough & Jarolimek: ch. 7 Parker: chs. 10–11 2 presentations 1 website	DB Forum 5 IUP Part 6 – Final Submission	30 60
7	Kellough & Jarolimek: ch. 8 Parker: ch. 12 1 presentation	DB Forum 6 PYOA Field Expert Interview OR PYOA Presentation Simulation Quiz 1	30 100 40
8	Kellough & Jarolimek: ch. 9 Parker: ch. 13 2 presentations	DB Forum 7 Class Reflection and Future Goals Quiz 2	30 100 40
		TOTAL	1010

DB = Discussion Board
IUP = Integrated 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**.