

**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 676**

#### **MIDDLE GRADES CURRICULUM AND METHODS**

#### **COURSE DESCRIPTION**

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

#### **RATIONALE**

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

- A. Develop a resource list that promotes effective teaching strategies for middle school students and curriculum content.
- B. Describe diversity and learner characteristics, specifically relating to the middle grades level, using current research.
- C. Analyze an integrated unit and provide evidence that one has met/exceeded the requirements.

- D. Develop a network with other educators in the field to discuss and make recommendations concerning issues and trends in the field of middle grades teaching and curriculum.
- E. Demonstrate mastery of vocabulary, concepts, and principles associated with middle grades teaching and curriculum.
- F. Utilize resources to develop an integrated unit that is current, accurate, meets necessary standards, and is meaningful and engaging for learners in grades 6–8.
- G. Approach middle grades curriculum and methods from a Christian worldview perspective.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and 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 (4)

There will be 4 Discussion Board Forums throughout this course. The candidate is required to provide a thread in response to the provided topic for each forum. Each thread is to be 300 words (except for Discussion Board Forum 2) 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 150 words.
- D. Middle School Needs Analysis

The candidate will complete a chart that depicts the different developmental, cognitive, social, etc., needs for middle grades students. Then, the candidate will address strategies to meet the needs in each.
- E. Lesson Plans (2)

The candidate will complete 2 Lesson Plans in this course. The candidate will construct the first lesson plan addressing how to teach listening skills within his/her content area. The candidate will construct the second lesson plan incorporating course information regarding inclusion, grouping, and gifted populations within his/her discipline and reflect on how needs are met for each.
- F. Restructuring the Curriculum

The candidate will write a 3–5-page paper in current APA format that focuses on evaluating and restructuring a middle school curriculum. The paper must cite at least 3 references in addition to the class textbooks and the Bible.
- G. Assessment of Learning

The candidate will create a chart comparing traditional and authentic assessments. He/she will give 5 examples of each type of assessment and include the advantages and disadvantages of each type.

H. Management Plan

The candidate will create a management plan for promoting a positive middle school environment, outlining specific strategies. There must be a citation for each strategy from at least 2 sources.

I. Community Involvement Plan

The candidate will develop a plan to engage parents and caregivers in the students' educational experience. He/she will address obstacles including cultural considerations, diversity, and incorporating his/her biblical perspective. The candidate must include 1 example of how to implement ongoing communication with caretakers, include 5 ways parents can be involved in student learning, and write up a parent teacher conference plan. Additionally, he/she must suggest 3 topics for a parent-education presentation for middle school grades. The plan must include at least 2 scholarly references.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts each)	200
Middle School Needs Analysis	100
Lesson Plans (2 at 100 pts each)	200
Restructuring the Curriculum	100
Assessment of Learning	100
Management Plan	150
Community Involvement Plan	150
<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 the Liberty University Online 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 676**

Textbook: Manning & Bucher, *Teaching in the Middle School* (2012).

<b>MODULE/ WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Manning & Bucher: ch. 1 1 presentation	Course Requirements Checklist	10
		Introduction/Welcome Discussion Board	0
		Advising Guide Acknowledgement	0
		DB Forum 1	50
<b>2</b>	Manning & Bucher: chs. 2–3 1 presentation	Middle School Needs Analysis	100
<b>3</b>	Manning & Bucher: ch. 4 1 presentation	DB Forum 2	50
		Lesson Plan 1	100
<b>4</b>	Manning & Bucher: ch. 5 1 presentation	Restructuring the Curriculum	100
<b>5</b>	Manning & Bucher: chs. 6–7 1 presentation	DB Forum 3	50
		Lesson Plan 2	100
<b>6</b>	Manning & Bucher: ch. 8 1 presentation	DB Forum 4	50
		Assessment of Learning	100
<b>7</b>	Manning & Bucher: ch. 9 1 presentation	Management Plan	150
<b>8</b>	Manning & Bucher: ch. 10 1 presentation	Community Involvement Plan	150
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**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.