

**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 535**

#### **SECONDARY INSTRUCTIONAL PROCEDURES**

#### **COURSE DESCRIPTION**

A course in secondary methodology focusing on competencies associated with individualizing instruction, grouping students for cognitive subject-matter learning, and preparing advanced organizers for cognitive instruction. An emphasis will be placed on transferring theory into practice through selection and use of materials appropriate for the secondary classroom.

#### **RATIONALE**

“If the student hasn’t learned, the teacher hasn’t taught” may not always be the case; however, it is imperative that we, as teachers, utilize research-based teaching practices and procedures that produce positive outcomes in learners. Furthermore, as Christian educators, we should follow the scriptural admonition that in “whatsoever ye do, do it heartily, as to the Lord, and not unto men” (Col. 3:23, KJV).

#### **I. PREREQUISITES**

EDUC 500 or equivalent

#### **II. REQUIRED RESOURCE PURCHASES**

Click the following link to view the required resources 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. Microsoft Word  
(Microsoft Office is available at a special discount to Liberty University students.)
- D. Writing style reference book used in graduate program:  
American Psychological Association. *Concise rules of APA style*. Washington, D.C.: American Psychological Association.
- E. Access to a scanner (for signed practicum form)

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

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

- A. Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Create instructional opportunities that are adaptable to diverse learners.

- B. Create learning experiences that make subject matter meaningful for students.
- C. Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- D. Produce learning opportunities that support students' intellectual, social, and personal development.
- E. Differentiate a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- F. Support communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- G. Generate formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Discussion Board forums (4)

In the modules/weeks assigned, the teacher candidate will write 400-word threads in response to questions posted by the instructor. The candidate will then contribute additional comments by posting a minimum of 200-word replies to *at least two* classmates' postings. For full participation credit, responses must be substantive. Initial threads are due by 11:59 p.m. (ET) on Thursday and at least two replies are due by 11:59 p.m. (ET) on Sunday of the assigned module/week.

- C. Journal Articles (3)

Teacher candidates will be required to complete three journal critiques (on an article of choice). Critiques must be: 1–2 pages in length, double-spaced, current (within the last five years), and related to the topic of discussion. Points of discussion include the strengths and weaknesses of the article and how the topic would/could apply in the classroom. Finally, discuss the implications to teaching for commentary. Be sure to cite all references at the bottom of the critique. These assignments are due by 11:59 p.m. (ET) on Sunday of the assigned modules/weeks.

- D. Lesson Plan

Teacher candidates will be required to submit one lesson plan in his/her prospective field (that in which Gate 2 acceptance was granted). The Lesson Plan should focus on introducing the specific content using the template provided. This assignment is to be submitted in LiveText by 11:59 p.m. (ET) on Sunday of Module/Week 2.

- E. Video Windows (2)

The candidate will watch clips from the textbook provided in Blackboard and write two reflective responses following the directions outlined in the corresponding "Video Windows" section for each textbook chapter. Approximate

length of each reflective entry should be 100-150 words using the template provided. These assignments are due by 11:59 p.m. (ET) on Sunday of the assigned modules/weeks.

F. Assessment Project

This project will provide a comprehensive assessment. It will include details regarding the following: 1 pre-test, 2 formative assessments of different types, and 2 summary assessments—one traditional test plus one performance or product assessment. This assignment is to be submitted in LiveText by 11:59 p.m. (ET) on Sunday of Module/Week 6.

G. Differentiated Assignment

The teacher candidate will complete one differentiated assignment, according to his/her endorsement to be uploaded into Livetext. Complete directions and grading rubrics may be found in Livetext for English, Math, History, Biology, and TESL endorsements. Students with other endorsements may choose one of the posted assignments to complete and upload into Livetext. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 3.

H. Practicum Documents

There are four parts to this assignment but only three parts are required for submission. The teacher candidate must first print out the Placement form and have the host teacher initial it during each observation period. The teacher candidate must also print and give the host teacher the Practicum Request Form no later than Sunday of Module/Week 2 where the teacher candidate will be assessed during the field experience. During the field experience, the teacher candidate must record ten hours of field experience in the Practicum Log and reflect upon their experience using the Field Experience Assessment (FEA). Finally, the Practicum Request Form, Practicum Log, and Field Experience Assessment (FEA) must be scanned and submitted in LiveText by 11:59 p.m. (ET) on **Friday** of Module/Week 8.

I. Reflections/Reaction Paper

The teacher candidate will write a 3-5 reflection/reaction paper on *Life Lessons Through a Teacher's Eyes*. The paper will discuss, but is not limited to, the candidate's personal thoughts on the strengths and weaknesses of the book, value of the book to the profession of teaching, etc. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 5.

J. Quizzes (4)

Four quizzes will be administered from the textbook readings. Each quiz consists of 30 true/false and multiple-choice questions and are open notes/open-book. Once quizzes are started, they must be completed within one hour. Quizzes will be due by 11:59 p.m. (ET) on Sunday of the assigned modules/weeks.

**VI. COURSE GRADING AND POLICIES****A. Points**

Discussion Board forums (4 at 30 pts ea)	120
Journal Articles (3 at 25 pts ea)	75
Lesson Plan	100
Video Windows (2 at 80 pts ea)	160
Assessment Project	150
Differentiated Assignment	75
Practicum Documents	
Practicum Assessment Form	50
Practicum Log	25
Field Experience Assessment (FEA)	100
Reflection/Reaction Paper	25
Quizzes (4 at 30 pts ea)	120
<b>Total</b>	<b>1000</b>

**B. Scale**

A = 960–1000    A- = 940–959    B+ = 920–939    B = 890–919    B- = 870–889  
 C+ = 850–869    C = 820–849    C- = 800–819    D+ = 780–799    D = 750–779  
 D- = 730–749    F = 729 and below

**C. Late Assignment Policy:**

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late receives a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

**D. Disability Assistance**

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.

## ***COURSE SCHEDULE***

### **EDUC 535**

Textbooks: Borich, *Effective Teaching Methods: Research-Based Practice* (2011).  
Lederhouse, *Life Lessons Through a Teacher's Eyes* (2008).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Borich: ch. 1 3 presentations	Course Requirements Survey	0
		MAT/MED Advising Guide Quizzes	0
		DB Forum 1	30
		Journal Article 1	25
<b>2</b>	Borich: chs. 2 & 3 2 presentations	DB Forum 2	30
		Lesson Plan	100
		Quiz 1	30
<b>3</b>	Borich: chs. 4 & 5 3 presentations	Journal Article 2	25
		Differentiated Assignment	75
<b>4</b>	Borich: chs. 6 & 7 4 presentations	Video Windows 1	80
		Quiz 2	30
<b>5</b>	Borich: chs. 8 & 9 Lederhouse: complete text 3 presentations	DB Forum 3	30
		Reflection/Reaction Paper	25
		Quiz 3	30
<b>6</b>	Borich: ch. 10 2 presentations	Journal Article 3	25
		Assessment Project	150
<b>7</b>	Borich: chs. 11 & 12 4 presentations	DB Forum 4	30
		Video Windows 2	80
		Quiz 4	30
<b>8</b>	1 presentation	Practicum Assessment Form	50
		Practicum Log	25
		FEA	100
<b>TOTAL</b>			<b>1000</b>

DB = Discussion Board

FEA= Field Experience Assessment

**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.