

**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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### **SCHOOL OF EDUCATION**

#### **EDUC 536 SECONDARY INSTRUCTIONAL PROCEDURES PRACTICUM**

#### **COURSE DESCRIPTION**

Micro-teaching will be used as a means of providing an opportunity for students to model and role play appropriate teaching methods and activities in the secondary school. Candidates will be required to observe in secondary classrooms, prepare a lesson, teach the lesson, and evaluate the experience. Must be taken concurrently with EDUC 535.

#### **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, 501 or equivalent

#### **II. REQUIRED RESOURCE PURCHASE(S)**

Borich, G. D. (2007). *Effective teaching methods: Research-based practice* (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall. ISBN: 0-13-171496-1

[college.livetext.com](http://college.livetext.com) student membership: provides professional portfolio development that incorporates select course assignments submitted for grading. A one-time purchase is required for licensure students in the School of Education graduate program.

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Access to a document scanner
- D. Microsoft Word and PowerPoint  
(Microsoft Office is available at a special discount to LU students.)
- E. Course Handbook for EDUC 535/536 (see About Your Course>Course Overview and Guide>Essential Elements)

**IV. COURSE OBJECTIVES**

Through completion of course activities, the teacher candidate will be able to:

- A. Create learning experiences that make subject matter meaningful for students.
- B. Provide learning opportunities that support students' intellectual, social, and personal development.
- C. Create instructional opportunities that are adapted to diverse learners.
- D. Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- E. Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- F. Use communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- G. Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- H. Use 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. Discussion Board forums (8)

Weekly discussion board participation is required with at least one posting (new thread) each week. (For details, see [About Your Course>Course Overview and Guide>Essential Elements](#).)

- B. Field Experience Verification Form

A minimum of 10 hours field experience is required. Because signatures are required on the form, candidates will need to scan the form and submit it on Blackboard. Students who live beyond the Lynchburg area are to arrange their own field experience schedules. Those in Lynchburg must seek assistance from the teacher education office for scheduling. (See [About Your Course>Course Overview and Guide>Essential Elements](#) for the form and for complete details.)

- C. Summaries/Reflections of Observations

Candidates will summarize what they observe during their field experience. At least one lesson that was presented should be described along with a reflection of the value of the observations and the lesson presentation. (See [About Your Course>Course Overview And Guide>Essential Elements](#) for complete details.)

- D. Unit Plan (Benchmark)

This is a benchmark assignment for your teaching license. Follow the directions for the Unit Plan in the Course Handbook and develop your unit plan on the template provided on the LiveText website (see [About Your Course>Course Overview and Guide>Essential Elements](#) for the Handbook and for steps to access the LiveText template).

E. Assessment Project

This is actually part of the Unit Plan project and will be completed in the same LiveText template as the Unit Plan. Ensure that you follow the requirements of the rubric in the Course Handbook (see About Your Course>Course Overview and Guide>Essential Elements).

**VI. COURSE GRADING AND POLICIES**

A. Weight

Discussion Board forums (8)	10%
Field Experience Verification Form	25%
Summaries/Reflections of Observations	20%
Unit Plan (Benchmark)	30%
Assessment Project	15%
<b>Total</b>	<u>100%</u>

B. Scale

A = 94–100      B = 86–93      C = 75–85      D = 68–74      F = 0–67

C. Policies

1. All assignments must be completed in order to pass the course.
2. Late Work: All assignments are due by 11:59 p.m. ET on Sunday of the week assigned. 50% will be deducted for all assignments submitted after that time. Students experiencing scheduling conflicts are to submit assignments early.
3. Participation: Regular and punctual participation is expected. Lack of participation may result in a grade reduction or failure from the course. It is the responsibility of the student to contact the professor should an extenuating circumstance occur.

D. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at [dlpodas@liberty.edu](mailto:dlpodas@liberty.edu) to make arrangements for academic accommodations.

Textbook: Borich, G. D. *Effective Teaching Methods: Research-based Practice*, 6th ed. (2007).

WEEK/ MODULE	READING & STUDY	LEARNING ACTIVITIES	% OF TOTAL
1	➤ EDUC 535 course content	Discussion Forum 1	*
2	➤ EDUC 535/536 Course Handbook ➤ EDUC 535 course content ➤ Unit Plan template on LiveText	Discussion Forum 2	*
3	➤ Effective instructional procedure	Discussion Forum 3	*
4	—	Discussion Forum 4	*
5	➤ Effective assessment principles	Discussion Forum 5	*
6	➤ Course Handbook ➤ Rubric for benchmark assignment	Discussion Forum 6	*
7	—	Discussion Forum 7	*
8	—	Discussion Forum 8 Field Experience Verification Form Summaries/Reflections of Observations Unit Plan Assessment Project	*10% 25% 20% 30% 15%
<b>TOTAL</b>			<b>100%</b>

\*Total Discussion Board participation is worth 10% of your final grade.