

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

EDUC 601

PROFESSIONAL DEVELOPMENT IN MIDDLE GRADES EDUCATION

COURSE DESCRIPTION

This class will heighten middle grade educators' understanding of their personal pedagogy by encouraging reflective practice through individualized and collaborative professional development opportunities.

RATIONALE

This class will enhance middle grade educators' ability to assimilate and accommodate past and future professional development opportunities by encouraging reflective practice and modeling differentiated instruction/retention techniques. Candidates pursuing a M.Ed. in Teaching and Learning can also attain a Middle Grades concentration by completing the following five courses: EDUC 601, EDUC 602, EDUC 635, EDUC 637, EDUC 676. Adolescent learners have specific learning needs; middle grade educators need specialized training in order to be properly prepared.

I. PREREQUISITES

None.

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 and video equipment

B. Internet access (broadband recommended)

C. Microsoft Word

(Microsoft Office is available at a special discount to Liberty University students.)

D. Microsoft Office Communicator

(Microsoft Office Communicator is available for free to all Liberty University students)

E. National Middle School Association website (www.nmsa.org)

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Delineate his/her current reflective practice and describe how it affects his/her pedagogy.
- B. Practice and reflect on several strategies that allow him/her to differentiate instruction via content area reading.
- C. Collaborate with others as a means to enhance reflective practice.
- D. Implement reflective practice as an ongoing professional development strategy.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and presentations
- B. Discussion Board forums (8)

Each teacher candidate is expected to post eight (8) forum threads. Forum 1 will coordinate the meeting dates and times for the Online Chats in each candidate's assigned group and are located under Group Discussion Board. Forums 2–8 are a weekly synopsis of the candidate's Daily Reflections Log and are located under the Discussion Board. These will be due by 11:59 p.m. (ET) on Sunday of the given module/week.

- C. Online Chats (7)

Each candidate will be placed into a small discussion group. These groups will use Microsoft Office Communicator to discuss the assigned readings and selected topics relating to the course's assignments. These will be due by 11:59 p.m. (ET) on Sunday of the given module/week.

- D. Class Introductions

In Module/Week 1, candidates will participate in an introductions discussion forum. The introduction thread should include a picture of the candidate alone and general biographical information about the candidate. The candidate will receive points for the assignment for uploading the picture, providing the general information, and maintaining professionalism in the presentation. This assignment will be due by 11:59 p.m. (ET) on Sunday of Module/Week 1.

- E. Reading Road Map for Article

Each candidate will complete and submit a Reading Road Map for the article "Becoming a Reflective Practitioner" by Debra Daniels, according to the directions included inside the course. This assignment will be due by 11:59 p.m. (ET) on Sunday of Module/Week 1.

- F. Creating a Reading Road Map

Each candidate will create a Reading Road Map that can be used with the assigned reading. This assignment will be due by 11:59 p.m. (ET) on Sunday of Module/Week 2.

- G. Purposeful and Explicit Note-taking
Each candidate will learn and use the purposeful and explicit note-taking technique during his or her weekly reading. This assignment will be due by 11:59 p.m. (ET) on Sunday of Module/Week 3.
- H. Qualitative Note-taking
Each candidate will learn and use the qualitative note-taking technique during his or her weekly reading. This assignment will be due by 11:59 p.m. (ET) on Sunday of Module/Week 4.
- I. Anticipation Guide
Each candidate will learn how to create an anticipation guide from the assigned reading to aid in teaching. This assignment will be due by 11:59 p.m. (ET) on Sunday of Module/Week 5.
- J. Magic Square
Each candidate will learn how to construct a “magic square”—a creative way to enhance students’ vocabulary knowledge. This assignment will be due by 11:59 p.m. (ET) on Sunday of Module/Week 6.
- K. Self-selected Strategy
Each candidate will choose an interactive, middle-school–appropriate strategy and will follow the provided instructions to demonstrate its use. This assignment will be due by 11:59 p.m. (ET) on Sunday of Module/Week 7.
- L. Daily Reflections Log
The art of reflection comes with time and practice. Each teacher candidate will be expected to keep a daily journal throughout the course concerning his or her personal thoughts about that day’s professional activities. This assignment will be due by 11:59 p.m. (ET) on **Friday** of Module/Week 8.
- M. Final Paper
Using the teacher candidate’s Daily Reflections Log, online collaborations, interactions with the professor, and class readings, each candidate will write a 3–5 page summary of his or her path toward honing his or her reflective practice. This assignment will be due by 11:59 p.m. (ET) on **Friday** of Module/Week 8.

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

Discussion Board Forums (8 at 20 pts ea)	160
Online Chats (7 at 15 pts ea)	105
Class Introductions	20
Reading Road Map for Article	15
Creating a Reading Road Map	50
Purposeful & Explicit Note-taking	50
Qualitative Note-taking	50
Anticipation Guide	50
Magic Square	50
Self-selected Strategy	50
Daily Reflections Log	200
Final Paper	200
Total	1,000

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

Teacher candidates with a documented disability may contact Liberty University's Online Office of Disability Academic Support (ODAS) at luoodas@liberty.edu to make arrangements for academic accommodations.

VII. BIBLIOGRAPHY

- Alvermann, D.E., & Phelps, S.F. (1998). *Content reading and literacy: Succeeding in today's diverse classrooms*, (2nd ed.). Allyn & Bacon.
- Au, K.H. (1993). *Literacy instruction in multi cultural settings*. Harcourt Brace Jovanovich.
- Brozo, W.G., & Simpson, M.L. (2003). *Readers, teachers, learners: Expanding literacy across the content areas*, (4th ed.). Prentice Hall.
- Johns, J.L., & Berglund, R.L. (2002). *Strategies for Content Area Learning*. Dubuque, IA: Kendall/Hunt Publishing Company.
- McKenna, M.C., & Robinson, R.D. (2002). *Teaching Through Text* (3rd ed.). Allyn & Bacon, Pearson Publishing Company.
- Stoll, D.R. (1997). *Magazines for Kids and Teens (Revised ed.)*. International Reading Association.

COURSE SCHEDULE

EDUC 601

Textbooks: Daniels & Zemelman, *Subjects Matter: Every Teacher's Guide to Content-Area Reading* (2004).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	PTS
1	1 article 1 presentation	Course Requirements Checklist	0
		MAT/MED Specialization Advising Guide Quiz	0
		MAT/MED Professional Advising Guide Quiz	0
		Set Up Microsoft Office Communicator	0
		Class Introductions	20
		Group DB Forum 1	20
		DB Forum 1	20
Reading Road Map for Article	15		
2	Daniels & Zemelman: chs. 1 – 2	DB Forum 2	20
		Online Chat 1	15
		Creating a Reading Road Map	50
3	Daniels & Zemelman: chs. 3 – 4	DB Forum 3	20
		Online Chat 2	15
		Purposeful and Explicit Note-taking	50
4	Daniels & Zemelman: chs. 5 – 6	DB Forum 4	20
		Online Chat 3	15
		Qualitative Note-taking	50
5	Daniels & Zemelman: chs. 7 – 8	DB Forum 5	20
		Online Chat 4	15
		Anticipation Guide	50
6	Daniels & Zemelman: chs. 9 – 10 1 presentation	DB Forum 6	20
		Online Chat 5	15
		Magic Square	50
7	Daniels & Zemelman: ch. 11 1 website	DB Forum 7	20
		Online Chat 6	15
		Self-selected Strategy	50
8	Review course	Daily Reflections Log	200
		Online Chat 7	15
		Final Paper	200
TOTAL			1000

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.