

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 602

YOUNG ADOLESCENTS, SCHOOL AND COMMUNITIES

COURSE DESCRIPTION

An overview of the characteristics and issues related to transescence and their implications for educational practice. Understanding of preadolescent physical, social, emotional, intellectual, and spiritual development will be applied to school processes and the teacher's interaction with middle school students and families.

RATIONALE

Because of the developmental diversity among preadolescent learners, it is imperative for middle school educators to construct a strong basis for their practice with the age group of 10 to 15 year olds, also known as transescents. Middle school students are impacted in unique ways by societal influences and changes in family and community structures. An understanding of these factors will improve instructional experiences for this age group and will lead to increased academic achievement and personal development.

I. PREREQUISITES

Graduate Standing and Admission to the School of Education

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

IV. MEASUREABLE LEARNING OUTCOMES

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

- A. Describe learner characteristics that are unique to young adolescents.
- B. Explain the differences between middle school and traditional junior high.
- C. Trace the development of the modern middle school in the last century.

- D. Describe key components of the middle school including flexible scheduling, planning with colleagues in interdisciplinary teams, various grouping arrangements, teacher-based advisory programs and exploratory programs.
- E. Apply various psychological theories to middle school curriculum and instruction.
- F. Implement developmentally appropriate practices for middle school classroom management.
- G. Involve parents and the community in middle school programs using a variety of approaches.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook and online readings

- B. Discussion Board forums (4)

Candidates will use the Discussion Board to interact with the instructor and with fellow classmates. Instructor posed questions and submitted assignments will require an initial response (new thread) and at least two reply responses to other candidate's comments. Only substantive comments will be assigned credit. (See Course Content > Syllabus and Assignment Instructions >Assignment Instructions for details.)

- C. Learning Log

For this assignment, a Learning Log Template will be used to structure reflective responses to readings, CDs, and DVDs throughout the course. Candidates may make connections with past experiences, speculate how ideas might be implemented in the future, or critique ideas in light of a biblical worldview. (See Course Content > Syllabus and Assignment Instructions >Assignment Instructions for the template and complete details.)

- D. Young Adolescent Profile

Using a template provided for this assignment, each candidate will interview a 10 to 15 year old student and document core issues of physical, social, emotional, intellectual, and spiritual development related to that student. The written profile should: (1) describe the student, (2) summarize the interview, and (3) analyze the profile in relation to the content of this course. (See Course Content > Syllabus and Assignment Instructions >Assignment Instructions for the template and further details.)

- E. Annotated Bibliography

Each candidate will select a topic relating to young adolescents and submit that topic to the instructor for approval. After the topic has been approved, the candidate will read ten (10) research articles from academic peer-review journals on the topic and complete an annotated bibliography template for each article. (See Course Content > Syllabus and Assignment Instructions >Assignment Instructions for the template and further details.)

F. PowerPoint Presentation

Each candidate will identify a target audience made up of preadolescents, parents, faculty, school board, community members, or any combination thereof and develop a PowerPoint presentation that shares information gathered from the annotated bibliography assignment. (See Course Content > Syllabus and Assignment Instructions > Assignment Instructions for complete details.)

G. Quizzes (3)

There will be three (3) timed quizzes, each consisting of three essay items. Notes, books, and any other materials helpful in responding to the essay questions may be used; however, keep in mind there is a time limit on each quiz.

H. Final Exam

The final exam consists of three (3) timed essay items. Notes, books, and any other materials helpful in responding to the essay questions may be used; however, keep in mind there is a time limit on the exam.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums (4 at 40 pts ea)	160
Topic Approval	10
Learning Logs (4 at 25 pts ea)	100
Young Adolescent Profile	125
Annotated Bibliography	250
PowerPoint Presentation	130
Quizzes (3 at 25 pts ea)	75
Final Exam	150
Total	1000

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. Disability Assistance

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

D. Late 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:

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

COURSE SCHEDULE

EDUC 602

Textbooks: Dobson, *Preparing for Adolescence Packet* (2005).

Erb, *This We Believe: Implementing Successful Middle Level Schools* (2005)

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Dobson: Sessions 1–3; CDs 1–2 Erb: Chs. 1–3; DVDs (6) 1 article	Course Requirements Checklist MAT/MED Professional AGQ MAT/MED Specialization AGQ Check-In Annotated Bibliography Topic Learning Log 1	0 0 0 0 10 25
2	Dobson: Session 4; CD 3 Erb: Chs. 4–5; DVDs (6) 1 weblink 1 study guide	DB Forum 1 Quiz 1	40 25
3	Dobson: Session 5; CD 4 Erb: Chs. 6–7; DVDs (9) 2 weblinks	Young Adolescent Profile Learning Log 2	125 25
4	Dobson: Sessions 6–7; CD 5 Erb: Chs. 8–9; DVDs (6) 1 weblink 1 study guide	DB Forum 2 Quiz 2	40 25
5	Dobson: Session 8; CD 6 Erb: Chs. 10–11; DVDs (4) 2 weblinks	Annotated Bibliography Learning Log 3	250 25
6	Dobson: Session 9; CD 7 Erb: Chs. 12–14; DVDs (4) 1 article 1 study guide	DB Forum 3 Quiz 3	40 25
7	Dobson: Session 10; CD 8 Erb: Chs. 15–16 1 article 1 weblink	PowerPoint Presentation Learning Log 4	130 25

8	1 article 1 study guide	DB Forum 4 FINAL EXAM	40 150
TOTAL			1000

DB = Discussion Board AGQ = Advising Guide Quiz

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.