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 course 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. Adolescent learners have specific learning needs; middle grade educators need specialized training in order to be properly prepared. Candidates pursuing an M.Ed. in Teaching and Learning can attain a Middle Grades concentration by completing the following 5 courses: EDUC 601, EDUC 602, EDUC 635, EDUC 637, and EDUC 676.

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 and video equipment
B. Internet access (broadband recommended)
C. Microsoft Office
D. Association for Middle Level Education website (www.amle.org)

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Discuss the importance of becoming a reflective practitioner from a biblical perspective.
B. Utilize reflective practice in the implementation of classroom strategies.
C. Apply reflective practice to middle school curricular design.
D. Analyze the classroom needs of middle school students.
E. Implement basic reading strategies as instructional tools.
F. Collaborate with other students as a means of professional development and reflective practice.
G. Evaluate methods of professional development for middle school teachers.

V. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Textbook readings and presentations
B. Course Requirements Checklist
   After reading the Course Syllabus and Student Expectations, the candidate will complete the related checklist found in Module/Week 1.
C. Discussion Board Forums (4)
   Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread of at least 250 words in response to the provided prompt for each forum. For each thread, the candidate must support his or her assertions with at least 2 citations in current APA format. In addition to the thread, the candidate is required to reply to 2 classmates’ threads. Each reply must be at least 150 words and cite at least 1 source in current APA format. Acceptable sources include the textbook, applicable journal articles, and the Bible.
D. Daily Logs (7)
   The candidate will keep a daily journal throughout this course concerning his or her personal thoughts about each day’s professional activities.
E. Creating a Reading Road Map
   The candidate will create a Reading Road Map that can be used with the assigned reading.
F. Purposeful and Explicit Note-Taking
   The candidate will learn and use the purposeful and explicit note-taking technique during his or her weekly reading.
G. Qualitative Note-Taking
   The candidate will learn and use the qualitative note-taking technique during his or her weekly reading.
H. Anticipation Guide
   The candidate will create an Anticipation Guide using the assigned reading to aid in teaching.
I. Teaching Strategy Article Review
   The candidate will select and review a journal article that discusses a new strategy or a new perspective on an “old” strategy. He or she will choose an interactive,
middle-school-appropriate strategy and follow the provided instructions to demonstrate its use.

J. Magic Square
The candidate will learn how to construct a magic square—a creative way to enhance students’ vocabulary knowledge.

K. School-Community Presentation
The candidate will create a PowerPoint presentation for fellow teachers concerning the role of community in the school. The presentation must include a minimum of 10 informational slides.

L. Reflective Practitioner Paper
The candidate will develop a 5–7-page paper based upon the Daily Log, Discussion Board Forums, interactions with the instructor, course readings, and outside journal articles. This paper will summarize the candidate’s path toward honing his or her reflective practice. The paper must follow current APA format and include a title page, running head, citations, and a reference page. The reference page must include at least 6 references.

M. Quizzes (4)
Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes; contain 4 multiple-choice, 3 true/false, and 3 fill-in-the-blank questions; and have a 1-hour time limit.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
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<tr>
<td>Discussion Board Forums (4 at 20 pts ea)</td>
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<tr>
<td>Daily Logs (7 at 20 pts ea)</td>
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<tr>
<td>Creating a Reading Road Map</td>
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<td>Purposeful and Explicit Note-Taking</td>
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<td>Qualitative Note-Taking</td>
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<td>Teaching Strategy Article Review</td>
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<td>Magic Square</td>
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<td>School-Community Presentation</td>
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<td>Reflective Practitioner Paper</td>
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<tr>
<td>Quizzes (4 at 20 pts ea)</td>
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<td><strong>Total</strong></td>
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B. Scale

D- = 730–749  F = 0–729
C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

Students 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. Further information can be found at www.liberty.edu/disabilitysupport.
## COURSE SCHEDULE

**EDUC 601**

Textbook: Spalding et al., *An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching* (2010).

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.