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 625

CONTENT INSTRUCTIONAL PROCEDURES

COURSE DESCRIPTION
A course in content 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, then the teacher hasn’t taught” may not always be true. However, it is imperative that the candidate, as a teacher, utilize research-based teaching practices and procedures that produce positive outcomes in learners. Furthermore, as a Christian educator, the candidate 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. 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/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office

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. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, in the modules/weeks assigned, the candidate is required to create a thread in response to the questions posted by the instructor for each forum. Each thread must be at least 400 words and demonstrate course-related knowledge. The candidate will then contribute additional comments by posting replies of at least 200 words to at least 2 classmates’ postings. For full participation credit, replies must be substantive.

D. Journal Articles (3)

The candidate will complete 3 journal critiques (on an article of choice). Critiques must be 1–2 pages, double-spaced, current (within the last 5 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, the candidate will discuss the implications to teaching for commentary. All references must be cited at the bottom of the critique in current APA format.

E. EdTPA Task 1 (LESSON PLAN):

The candidate will be required to submit 1 Lesson Plan (using the EdTPA lesson plan template) in the field in which Gate 2 acceptance was granted. The Lesson Plan must focus on introducing the specific content using the template provided. This assignment must be submitted via LiveText.

F. Content Project

The candidate will complete 1 Content Project 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.
The candidate with other endorsements may choose 1 of the posted assignments to complete and upload into Livetext.

G. Video Windows (2)

The candidate will watch clips provided in Blackboard and write 2 reflective responses following the directions outlined in the corresponding “Video Windows” section for each textbook chapter. The length of each reflective entry must be 100–150 words (using the template provided).

H. Reflection/Reaction Paper

The candidate will write a 3–5-page Reflection/Reaction Paper on *Life Lessons through a Teacher’s Eyes*. The paper will discuss the candidate’s personal thoughts on the strengths and weaknesses of the book, value of the book to the profession of teaching, etc.

I. Assessment Project

This project will provide a comprehensive assessment. The candidate will include the following: 1 pre-test, 2 formative assessments of different types, and 2 summary assessments (1 traditional test plus 1 performance or product assessment). This assignment must be submitted via LiveText.

J. Practicum Documents

There are 4 parts to this assignment, but only 3 parts are required for submission in Blackboard. The candidate must first complete the Placement Form (see Module/Week 1) and send it back to the field office or external office for FEM registration. The host teacher will be sent a user name and password to access the FEM system, allowing him/her to submit the FEA and FEL at the end of the 30-hour practicum experience. During the field experience, the teacher candidate must record 30 hours of field experience in the Field Experience Log and reflect upon his/her experience using the Field Experience Summary (FES). The host teacher must enter the FEA into the FEM system using the user name and password provided to them from Liberty University. Finally, the Field Experience Summary (FES) must be submitted to Blackboard or uploaded as an attachment to FEM.

K. Quizzes (4)

Four quizzes will be administered from the textbook readings. Each quiz will be open-book/open-notes, contain 30 multiple-choice questions, and have a 1-hour time limit.

VI. **COURSE GRADING AND POLICIES**

A. **Points**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 30 pts ea)</td>
<td>120</td>
</tr>
<tr>
<td>Journal Articles (3 at 25 pts ea)</td>
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</tr>
<tr>
<td>EdTPA Task 1 (Lesson Plan)</td>
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</table>
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.

A. 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 professor 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 will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.
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.

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

**EDUC 625**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Borich: ch. 1, 2 presentations, 1 website</td>
<td>Course Requirements Checklist, Class Introductions, MAT/MED Professional Advising Guide Quiz, DB Forum 1, Journal Article1</td>
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<tr>
<td>2</td>
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<td>Borich: chs. 3, 6, 1 presentation, 2 websites</td>
<td>Journal Article 2, Content Project</td>
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<td>4</td>
<td>Borich: ch. 4, 1 presentation, 3 websites</td>
<td>Video Windows 1, Quiz 2</td>
<td>80</td>
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<td>5</td>
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<td>DB Forum 3, Reflection/Reaction Paper, Quiz 3</td>
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<td>6</td>
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<td>Journal Article 3, Assessment Project</td>
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<td>7</td>
<td>Borich: chs. 10–11, 1 presentation, 3 websites</td>
<td>DB Forum 4, Video Windows 2, Quiz 4</td>
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<td>8</td>
<td>1 presentation</td>
<td>Field Experience Assessment (FEA), Field Experience Log (FEL), Field Experience Summary (FES)</td>
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**TOTAL 1010**

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**.