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 669
TEACHING LITERACY IN THE MIDDLE SCHOOL

COURSE DESCRIPTION
This course focuses on promoting the middle level learner’s literacy development. Emphasis is placed on current theories, models, and methods of teaching, learning and communicating through the language processes of reading, writing, listening and speaking in the content areas. Students will explore, analyze, and critique research in reading, and the relationship of other disciplines to reading in the context of the middle school.

RATIONALE
This course allows teacher candidates to explore adolescent literacy to support instruction practices.

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 Word
D. One non-fiction text (intermediate/middle-school level) from the most recent Virginia Reader’s Choice non-fiction books or a non-fiction text (intermediate/middle school-level) from a Christian publisher.
E. One fiction trade book or novel for intermediate/middle school-level.

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Demonstrate an understanding of current theories, models, and methods of teaching, learning, and communicating through the language processes of reading, writing, listening, and speaking.
B. Reinforce strategies that promote the middle-level learner’s literacy development and language acquisition in different content areas.

C. Examine an understanding in comprehension skills, writing process, questioning strategies, summarizing, and retelling related to adolescent literacies and new literacies.

D. Critique a variety of literature to support the middle-level learner instruction and independent reading.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings, lecture presentations, and instructor notes

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 (5)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be 400–500 words and must be formatted in current APA format. In addition to the thread, the student is required to reply to 3 other classmates’ threads. Each reply must be 200–250 words and consist of at least 2 well-developed paragraphs.

D. Readers Response and Dialogic Journal

The student will be paired with 2 other classmates. The student will submit 14 journal entries, 1 for each chapter in the Harvey text. Each journal entry must be 400–500 words. The student must reply to his/her dialogic partner(s) with 250–300 words.

E. Journal Article Topic Selection Forum

The student will select a literacy topic from a list of 30 topics provided in the assignment instructions. The student must select a topic that has not already been chosen by another classmate. Topic selections must be submitted to the forum.

F. Literacy History Roadmap Project

The student will create a personal roadmap and reflection of his/her literacy development from past to present as an autobiographical account of significant experiences and influences. The paper must be 3–4 pages, double-spaced.

G. Adolescent Observation Reflection

The student will observe an adolescent or a group of adolescents who is/are using literacy (reading, writing, representing, viewing, and/or oral communication) in a non-school environment such as the mall, library, coffee shop, or sporting event, for at least 30 minutes. The student will write a 2–4-page summary describing the context (location/setting), the adolescent(s), and the types of communication he/she observed.
H. Genre Investigations (4)

The student will select a topic in four genres (fiction, nonfiction, media and writing) using resources from course materials, curriculum library or school library. Each investigation will focus on a specific genre and activity appropriate for middle level learners. General focus will relate to readings/chapters from Moss text.

I. Journal Article Critiques Paper

The student must select 5 journal articles to read, analyze, and critique based on the topic selected in the forum. The student will write 5 separate critiques for each journal article, to be submitted as 1 paper. Each critique must be 5–7 pages and must be included in 1 document.

J. Instructional Planning, Performance, and Reflection (IPI-R)

The student will select and read two trade books (one fiction and one nonfiction) chosen from the most recent Virginia Reader’s Choice Awards, a Christian publisher, or other recent book published in the last 10 years. Selections should focus on topics or themes relevant for middle school students. The student will develop a unit to include 5 literacy lessons for middle school students.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (5 at 25 pts ea)</td>
<td>125</td>
</tr>
<tr>
<td>Readers Response and Dialogic Journal</td>
<td>175</td>
</tr>
<tr>
<td>Journal Article Topic Selection Forum</td>
<td>0</td>
</tr>
<tr>
<td>Literacy History Roadmap Project</td>
<td>100</td>
</tr>
<tr>
<td>Adolescent Observation Reflection</td>
<td>100</td>
</tr>
<tr>
<td>Genre Investigations (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Journal Article Critiques Paper</td>
<td>100</td>
</tr>
<tr>
<td>Instructional Planning, Performance, and Reflection (IPI-R)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
</table>

B. Scale

- A = 960–1010
- 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 = 0–729

A. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

B. 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.

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

**EDUC 669**

Moss & Lapp, *Teaching New Literacies in Grades 4-6* (2010).  
Tovani, *Do I Really Have to Teach Reading?* (2004).

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Moss & Lapp: ch. 1  
Tovani: chs. 1–4  
1 presentation | Course Requirements Checklist  
Class Introductions  
DB Forum 1 | 10  
0  
25 |
| 2           | Harvey & Goudvis: chs. 1–2  
Tovani: chs. 5–9  
2 presentations | DB Forum 2  
Readers Response and Dialogic Journal  
Journal Article Topic Selection Forum  
Literacy History Roadmap Project | 25  
*  
*  
100 |
| 3           | Harvey & Goudvis:  
chs. 3–5, 14  
Moss & Lapp: chs. 6–9, 23  
1 presentation | DB Forum 3  
Readers Response and Dialogic Journal  
Adolescent Observation Reflection | 25  
*  
100 |
| 4           | Harvey & Goudvis: chs. 8–9  
Moss & Lapp: chs. 10–12  
2 presentations | Genre Investigation Category 1  
Readers Response and Dialogic Journal  
Journal Article Critiques Paper | 50  
*  
100 |
| 5           | Harvey & Goudvis: chs. 10–11  
Moss & Lapp: chs. 13–16  
1 presentation | DB Forum 4  
Genre Investigation Category 2  
Readers Response and Dialogic Journal | 25  
50  
* |
| 6           | Harvey & Goudvis: chs. 12–13  
Moss & Lapp: chs. 17–20  
1 presentation | Genre Investigation Category 3  
Readers Response and Dialogic Journal | 50  
175 |
| 7           | Moss & Lapp: chs. 21–25  
1 presentation | Genre Investigation Category 4  
DB Forum 5 | 50  
25 |
| 8           | Moss & Lapp: ch. 26  
1 presentation | IPPR | 200 |

**TOTAL** 803510

DB = Discussion Board  
*This assignment will be graded after the last submission.

**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**.