

Young Adolescents, Schools and Communities

EDUC-602

CG Section 8WK 11/08/2019 to 04/16/2020 Modified 02/04/2022

Contact Information

See detailed faculty information in Canvas.

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.

Requisites

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](https://catalog.liberty.edu/) (<https://catalog.liberty.edu/>).

Rationale

Because of the developmental diversity among early adolescent learners, it is imperative for middle school educators to construct a strong basis for their practice with the age group of 10– 15-year-olds. 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.

Course Learning Outcomes

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

- A. Trace the development of the modern middle school in the last century.
- B. Implement developmentally appropriate practices for middle school classroom management.
- C. Describe learner characteristics that are unique to young adolescents.
- D. Discuss key components of middle school instruction including curriculum, lesson planning, various instructional strategies, and technological enhancements.
- E. Explain the importance and methods to effectively assess and report student achievement.
- F. Establish a link between reflection and professional development for effective, continuing growth as a middle school teacher.
- G. Assist preadolescent students with a biblical understanding of inferiority, puberty, peer pressure, love, emotions, and independence.
- H. Articulate the AMLE's essential attributes and characteristics of a successful middle school as found in their treatise "This We Believe."

Course Resources

Click on the following link to view the required resource(s) for the term in which you are registered: [Liberty University Online Bookstore](https://bncvirtual.com/liberty/) (<https://bncvirtual.com/liberty/>).

Additional Materials for Learning

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Canvas [recommended browsers \(https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66\)](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66)
- D. Microsoft Office

☰ Course Assignments

Textbook readings and lecture presentations

Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations \(https://www.liberty.edu/institutional-effectiveness/student-expectations/\)](https://www.liberty.edu/institutional-effectiveness/student-expectations/), the student will complete the related checklist found in the Course Overview.

Discussions (4)

Discussions are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each discussion. The candidate will then reply to classmates' threads or attached submission for feedback, critique, and interaction.

Learning Logs (8)

A learning log template will be used to structure reflective responses to readings and media throughout the course. The candidate will make connections with past experiences, speculate how ideas might be implemented in the future, and critique ideas in light of a biblical worldview.

Middle School History PowerPoint

The candidate will create a PowerPoint presentation discussing the history and progression of middle level education from colonial times to present day. The presentation must have at least 10 slides containing informational content supported with at least 5 scholarly sources in current APA format. The candidate must also include detailed speaker notes for each slide.

Literature Review

Discussion: Literature Review – Topic Sentence

The candidate will select a topic relating to young adolescents and submit that topic to the instructor for approval.

Final

After the topic has been approved, the candidate will write an 8–10-page Literature Review in current APA format that focuses on the approved topic. The paper must include at least 10 research articles from academic, peer-reviewed journals.

Biblically Integrated Lesson Plan

Following the template lesson plan, the candidate will create a Biblically Integrated Lesson Plan. The lesson plan content must be appropriate for a middle school classroom. The candidate will use pertinent Scripture verses and passages in the lesson plan to integrate biblical truth with the content material.

Quiz: Association for Middle Level Education

The Quiz: Association for Middle Level Education will cover the content found in AMLE's "This We Believe" treatise. The exam will be open-book/open-notes, contain 10 multiple choice and true/false questions, 3 essay questions, and have a 2 hour and 30 minute time limit. The candidate will discuss the attributes and characteristics of a successful middle school.

✓ Course Grading

Course Requirements Checklist	10
Discussions (3 at 70 pts ea)	210
Learning Logs (8 at 30 pts ea)	240
Middle School History PowerPoint	100
Literature Review	
Discussion: Literature Review – Topic Sentence	50
Final	200
Biblically Integrated Lesson Plan	100
Quiz: Association for Middle Level Education	100
Total	1010

* Course Policies

VDOE Regulation Compliance

VDOE Competency	Course Evidence
<p>8VAC20-543-90</p> <p>2. Curriculum and instruction.</p> <p>b. Middle education 6-8 curriculum and instruction.</p> <p>(3) Instructional practices that are sensitive to culturally and linguistically diverse learners including English learners, gifted and talented students, and students with disabilities, and must be appropriate for the middle education endorsement shall be included.</p>	<p>Reading: Carjuzaa & Kellough: Chapters 1, 2, 3, 5, 8, and 9</p> <p>Assignment: Learning Logs</p>

<p>8VAC20-543-90</p> <p>2. Curriculum and instruction.</p> <p>b. Middle education 6-8 curriculum and instruction.</p> <p>(5) Study in methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and the Virginia Standards of Learning shall be included.</p>	<p>Assignment: Discussion Board Forum</p>
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Policies

Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

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 after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/> (<https://www.liberty.edu/online/online-disability-accommodation-support/>). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) (https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) or the [Student Disability Grievance Policy and Procedures](http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf) (http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2Band%2BNon-) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2Band%2BNon->

[Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfISQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfISQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0)) can be found in the [Academic Course Catalogs \(https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0\)](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of “FN” ([Failure for Non-Attendance \(https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfa69InuhVHMHAVgu59ZP0Fw45xJTU9PIBrU%3D&reserved=0\)](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfa69InuhVHMHAVgu59ZP0Fw45xJTU9PIBrU%3D&reserved=0)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
940-1010	920-939	900-919	860-899	840-859	820-839	780-819	760-779	740-759	700-739	680-699	679 and below

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory \(https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes\)](https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes).

Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University’s operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <http://www.liberty.edu/index.cfm?PID=19155> (<http://www.liberty.edu/index.cfm?PID=19155>).

Additional Items

VDOE Competency	Course Evidence
<p>8VAC20-543-90</p> <p>2. Curriculum and instruction.</p> <p>b. Middle education 6-8 curriculum and instruction.</p> <p>(3) Instructional practices that are sensitive to culturally and linguistically diverse learners including English learners, gifted and talented students, and students with disabilities, and must be appropriate for the middle education endorsement shall be included.</p>	<p>Reading:</p> <p>Assignment:</p>
<p>8VAC20-543-90</p> <p>2. Curriculum and instruction.</p> <p>b. Middle education 6-8 curriculum and instruction.</p> <p>(5) Study in methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and the Virginia Standards of Learning shall be included.</p>	<p>Reading:</p> <p>Assignment:</p>

Schedule

When	Topic	Notes
Course Overview	Student Acknowledgements	Course Requirements Checklist Advising Guide Acknowledgement
Module 1: Week 1	Learn	Read: 1 item Watch: 2 items Explore: 2 items
	Apply	Learning Log: History of Middle School Assignment Discussion: Literature Review – Topic Sentence
Module 2: Week 2	Learn	Read: 3 items Watch: 1 item
	Apply	Middle School History PowerPoint Assignment Learning Log: Middle School Today and Tomorrow Assignment
Module 3: Week 3	Learn	Read: 2 items Watch: 1 item Explore: 1 item

When	Topic	Notes
	Apply	Learning Log: Classroom Learning Environment Assignment Discussion: Middle School History Presentation
Module 4: Week 4	Learn	Read: 1 item Watch: 1 item Explore: 2 items
	Apply	Biblically Integrated Lesson Plan Assignment Learning Log: Curriculum and Lesson Plans Assignment
Module 5: Week 5	Learn	Read: 3 items Watch: 1 item Explore: 2 items
	Apply	Learning Log: Direct and Indirect Instructional Strategies Assignment Discussion: Biblically Integrated Lesson Plan
Module 6: Week 6	Learn	Read: 4 items Watch: 1 item Explore: 2 items
	Apply	Learning Log: Educational Technology Assignment Literature Review: Final Assignment
Module 7: Week 7	Learn	Read: 4 items Watch: 2 items Explore: 1 item
	Apply	Learning Log: Assessment of Student Learning Assignment Discussion: Choose a Prompt
Module 8: Week 8	Learn	Read: 1 items Watch: 2 items Explore: 3 items
	Apply	Learning Log: Reflection and Culmination Assignment Quiz: Association for Middle Level Education