Course Description:
This course is designed as an overview of the basic aspects of middle grades education including middle level philosophy, student development and diversity, organizational attributes of middle grades settings, curriculum, instruction, assessment, instructional planning, classroom management, involvement of family and community, and professional development.

Course Objectives:
Upon completion of this course, teacher candidates will:

1. Articulate the history of, and rationale for, middle schools. (ETC*3, Standard**VII) 2.
2. Demonstrate an understanding of the unique physical, intellectual, emotional, social, and character development of young adolescents and incorporate the variety of ways young adolescents exemplify diversity into course activities and assignments. (ETC 1, Standard I)
3. Write reflectively about characteristics of effective middle grades teachers. (ETC 3, Standard IV)
4. Articulate understanding of common and recommended structures of middle schools. (ETC 3, Standards IV and VII)
5. Relate the philosophy of the National Middle School Association to the various influences on middle grades curriculum. (ETC 3, Standard II)
6. Demonstrate a variety of instructional strategies, as well as articulate the theoretical bases for instructional choices. (ETC 2, Standards II and III)
7. Articulate the necessity and complexities of assessment, from classroom to standardized. (ETC 2, Standard VI)
8. Demonstrate knowledge of the many levels of instructional planning. (ETC 2, Standards II, III, IV)
9. Recognize and analyze the relative effectiveness of philosophies and strategies of managing the learning environment. (ETC 1 and 2, Standards I and IV)
10. Write reflectively about the importance of family and community involvement, as well as strategies for ensuring involvement. (ETC 3, Standards V and VII)

*Elements of Teacher Competency  ** School of Education Standard
National Middle School Association Standards

**Standard 1. Young Adolescent Development**

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

**Standard 2. Middle Level Philosophy and School Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

**Standard 3. Middle Level Curriculum and Assessment**

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

**Standard 4. Middle Level Teaching Fields**

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents’ competence in subject matter and skills.

**Standard 5. Middle Level Instruction and Assessment**

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

**Standard 6. Family and Community Involvement**

Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

**Standard 7. Middle Level Professional Roles**

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.
Required texts:


2. Differentiated Instruction
   *NMSA Research Committee*
   Research Summary


5. Flexible Scheduling
   *NMSA Research Committee*
   Research Summary

6. Parent Involvement and Student Achievement at the Middle Level
   *NMSA Research Committee*
   Research Summary


Grading and Assignments

Course Requirements
All written assignments must be word processed, double spaced, and in 12-point type. Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, and insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work.

Assignments:
The following is a list of assignments for the course and a brief description of each one.

1. Adolescent Philosophy Paper – Students will develop a middle school and adolescent philosophy paper. A detailed explanation of the requirements will be presented in class. Graduate Students are required to write a philosophy paper twice: the beginning of the semester and the end of the semester. Of course, a huge philosophical shift is not expected in a semester, but what can be expected are revisions, additions, or deletions from the original paper.
2. Interdisciplinary Unit – In teams, students will create the basic design for an interdisciplinary unit based on a theme or a concept. This unit must relate to the four academic, core areas and at least on related arts area. The units will be presented in class (20-30 minutes), as well as in written format for a major grade. Key components will be distributed and discussed in class.
3. Developmentally Responsive Middle Grades Project – You will prepare a PowerPoint and booklet based on the establishment of a new middle school. This will be simulated presentation to the Board of Education, prospective families, and community members. Content and design must be supported by the literature from the journals and books, which you have read and researched. This presentation will be completed during the final examination time.
4. Multicultural Narrative - The Multicultural narrative is a ten (10) page narrative, that can be fact, fact-based, or fiction. One page will be turned in every Tuesday starting August 30 – November 8. Each page will be graded based on the provided rubric. Each page will be double-spaced using size 12 font. Please use the entire page, even if the last line is an incomplete sentence.
Objective: To write a narrative that demonstrates a relationship with the “other”. The other can be someone from another race, class, or gender. Throughout this narrative the goal is to demonstrate understanding, both from you and the other. More importantly, to be able to sustain who you are as a person, to make progress to understand, and to make positive action. More details will be provided in class.
GRADING SCALE:

Grading Scale
A  93-100
A- 91-92
B+ 89-90
B  86-88
B- 84-85
C+ 82-83
C  79-81
C- 77-78
D+ 75-76
D  72-74
D- 70-71
F  0-69

Graduate Grading Scale
A  93-100
B+ 89-92
B  85-88
C+ 81-84
C  77-80
F  0-76

EVALUATION SCALE AND POINT VALUES

Adolescent philosophy paper  15%
Interdisciplinary Unit 30%
Middle Grades project 30%
Multicultural Narrative 25%

PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They will be expected to demonstrate professional behaviors consistent with the following dispositions:

The belief that all students can learn.
Value and respect for difference.
Value of positive human interaction.
Intellectual curiosity and willingness to learn new knowledge.
A commitment to inquiry, reflection and self-assessment.
Value of responsible, collaborative, and cooperative work.
Sensitivity to community and cultural context.
Responsible and ethical practice
ATTENDANCE:
Attendance is vital in this course. If you have to miss class for a family emergency or illness, please let the instructor know as soon as possible BEFORE the scheduled class session. If you miss more than 2 classes you will be dropped with a WA. Prompt arrival is also extremely important; tardiness is unacceptable. Your instructor and classmates would appreciate prompt arrival to class, so disruptions are minimized. Three tardies count as one absence. These strict policies are based on the professionalism required of teachers.

TENTATIVE SCHEDULE

WEEK 1  TUESDAY, AUG. 23
Syllabus/Rubrics/Semester Plan

WEEK 2  TUESDAY, AUG. 30

Page 1 of Multicultural Narrative
Article Discussion
Unit Plan Criteria Discussion: Overview, literature Tie, Adolescent Characteristics
Lesson plans
Project: Class work on Unit Plan

WEEK 3  TUESDAY, SEPT. 6

PHILOSOPHY PAPER DUE

Page 2 of Multicultural Narrative
Article Discussion
Unit Plan Criteria Discussion: curriculum goals/obj, graphic organizer, diverse instructional strategies, internal link integration
Project: Class work on Unit Plan

WEEK 4  TUESDAY, SEPT. 13

Page 3 of Multicultural Narrative
Article Discussion
Unit Plan Criteria Discussion: formative and summative assessment, thinking extension, instructional wall space tie-in, creative space
Project: Class work on Unit Plan
WEEK 5  TUESDAY, SEPT. 20
Flexible Scheduling
*NMSA Research Committee*
Research Summary

**Page 4 of Multicultural Narrative**
Article Discussion
Unit Plan Discussion
Project: Class work on Unit Plan

WEEK 6  TUESDAY, SEPT. 27
Parent Involvement and Student Achievement at the Middle Level
*NMSA Research Committee*
Research Summary

**Page 5 of Multicultural Narrative**
Article Discussion
Unit Plan Discussion
Project: Class work on Unit Plan

WEEK 7  TUESDAY, OCT. 4

**Page 6 of Multicultural Narrative**
Article Discussion
Unit Plan Discussion
Project: Class work on Unit Plan

WEEK 8  TUESDAY, OCT. 11

**Page 7 of Multicultural Narrative**

**UNIT PLANS DUE!!!!!!!**

Article Discussion
School Organization Project Criteria Discussion: Organizational Components
Project: Class work on School Organization Project

WEEK 9  TUESDAY, OCT. 18  FALL BREAK
WEEK 10    TUESDAY, OCT. 25

**Page 9 of Multicultural Narrative**
Article Discussion
School Organization Project Criteria Discussion: Curriculum Project: Class work on School Organization Project

WEEK 11    TUESDAY, NOV. 1

**Page 10 of Multicultural Narrative**
Article Discussion
School Organization Project Criteria Discussion: Instructoin Project: Class work on School Organization Project

WEEK 12    TUESDAY, NOV. 8

Article Discussion
School Organization Project Criteria Discussion: Instruction Project: Class work on School Organization Project

WEEK 13    TUESDAY, NOV. 15

Article Discussion
School Organization Project Criteria Discussion: Exceptional Learners Project: Class work on School Organization Project
WEEK 14  TUESDAY, NOV. 22

GRAD. STUDENT MIDDLE SCHOOL PHILOSOPHY PAPER

School Organization Project Criteria Discussion: Family and Community Project: Class work on School Organization Project

WEEK 15  TUESDAY, NOV. 29

SCHOOL ORGANIZATION PROJECT DUE!!!

WEEK 16  TUESDAY, DEC 6  READING DAY

WEEK 17  EXAM DATE: TUES DEC 13 4:00-7:00

SCHOOL ORGANIZATION PROJECT PRESENTATION

MAKE-UP EXAMINATIONS, PRESENTATIONS, AND QUIZZES:
If an examination, presentation, or quiz (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up session. It is the responsibility of the student to contact the professor within 48 hours and make arrangements for the make-up. This is to be done as soon as possible after the missed examination, presentation, or quiz.

FINAL EXAMS: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Students who have more than two finals scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean).

PAPERS: Papers will be word processed using the style of the Publication Manual of the American Psychological Association (Fifth Edition, 2001). The College of Charleston does have a writing lab that can help you. They have a useful handout for using the APA Handbook. The hours of the lab are M-H 9-9 and F 9-12.

HONOR SYSTEM: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention,
submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/generaldocuments/handbook.pdf

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools, etc.).

**ADA Accommodations:**
In compliance with the American with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed.

**Required Technology:**
Enrollment in this course requires you to utilize the following computer applications: PowerPoint, Excel, Internet/WWW, WebCT via Internet, e-mail, and Word Processing.

It is expected that you can utilize the above listed computer applications. These computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations. If you do not have reliable access to these applications you should plan to use the campus computer laboratories.
School of Education Mission:
The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of this mission, faculty and students will demonstrate:

- intellectual curiosity and rigor;
- reflective, research-based practice;
- collaboration and consensus building;
- field-oriented service and community outreach;
- and cultural sensitivity and understanding.

MAKE THE TEACHING AND LEARNING CONNECTION

Element of Teacher Competency 1: Understand and value the learner.
Standard I: Evidence theoretical and practical understanding of the ways learners develop.

Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.
Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.
Standard III: Evidence a variety of strategies that optimize student learning.
Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

Element of Teacher Competency 3: Understand oneself as a professional
Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.
Standard V: Communicate effectively with students, parents, colleagues, and the community.
Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.