Instructor: Dr. Rénard Harris
Time: 4:00-6:45 Tues. – ETCR 218
Office: School of Education, 86 Wentworth St, Room 327
Contact information: harrisr@cofc.edu
953-0897 (office)
Office hours: Wed. 10:45 a.m. – 3:45 p.m.

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.
READING LIST (listed in order on syllabus)

Parker, A. K., Neuharth-Pritchett, S., *Calming Rough Waters: Teacher Strategies for Smoothing the Transition to Middle School*. *Childhood Education* v. 86 no. 1 (Fall 2009) p. 20-6


Kelley, J. G., Lesaux, N. Kieffer, M. et al., *Effective Academic Vocabulary Instruction in the Urban Middle School*. *The Reading Teacher* v. 64 no. 1 (September 2010) p. 5-14


**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.
EVALUATION SCALE AND POINT VALUES

Assignment 1 – Philosophy 10%
Middle School Student pop culture 5%
Middle School Student Q & A Transcription 20%
Assignment 2 - School Organization Plan 20%
And presentation
Assignment 3 - Unit Plan 25%
And presentations
Semester Exam 20%

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

PHILOSOPHY 10%

Undergrad: two page paper on your philosophy of education
Speak to the following: What is a learner? What is a teacher? On a daily basis, how should content be decided? Which delivery is best? How can education be fair and equitable or can it at all?

Assessment:
The student clearly articulate his/her position regarding learning, teaching, content, delivery, and equity

0---------------------------------25

The student shared examples/anecdotes that supported his/her philosophical position
0---------------------------------25

The student demonstrated the ability to explore his/her philosophy critically
0---------------------------------25

The student demonstrated the ability to synthesize his/her thinking with common (formula) tenets of educational philosophy

0---------------------------------25
Grad: four page paper on your philosophy of education

Assessment:
The student clearly articulate his/her position regarding learning, teaching, content, delivery, and equity

0--------------------------20

The student shared examples/anecdotes that supported his/her philosophical position
0--------------------------20

The student demonstrated the ability to explore his/her philosophy critically
0--------------------------20

The student demonstrated the ability to synthesize his/her thinking with common (formula) tenets of educational philosophy
0--------------------------20

The student’s evidence shared supports his/her philosophical position
0--------------------------20

MIDDLE SCHOOL STUDENT POP CULTURE 5%

Each student will bring to class evidence of middle school student pop culture

MIDDLE SCHOOL STUDENT Q & A TRANSCRIPTION 20%

(In a notebook/binder/ ringed paper – to be turned in at the end of the semester)

*interview and transcribe questions related to assigned readings –
*brief interviews (no more than ½ page for each question

SCHOOL ORGANIZATION PLAN (20%)

In groups of no more than 3 students will create a fictional middle school based on middle school characteristics (characteristics will be discussed in class)
THE FOLLOWING MIDDLE SCHOOL CHARACTERISTICS MUST BE ADDRESSED

(10 points each)

0---------------------------------------------------10

Interdisciplinary Team Organization
Developmentally responsive middle school
Flexible scheduling
Advisory program
Core subjects
Non-core subjects
Instructional strategies
Assessment
Exceptional learners
Family and community

UNIT PLAN 25%

Individually or in a pair students will create a unit plan that blends their personal interest with middle school content from any discipline (unit plan will be discussed in class)

SEMESTER EXAM 20%

Symbiotic relationship: Title – “me and middle school”
The final is a presentation – each student will demonstrate how he/she relates to ten (10) features found to be important within the articles (this will discussed 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

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. If you miss more than 2 classes you will be dropped with a WA. Prompt arrival is also important. Tardiness is unacceptable.

Your instructor and classmates would appreciate prompt arrival to class, so disruptions are minimized. Three tardies and/or leaving early count as one absence. These strict policies are based on the professionalism required of teachers.

TENTATIVE SCHEDULE

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<thead>
<tr>
<th>JAN 15</th>
<th>Syllabus</th>
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<tbody>
<tr>
<td>JAN 22</td>
<td>Parker, A. K., Neuharth-Pritchett, S., <em>Calming Rough Waters: Teacher Strategies for Smoothing the Transition to Middle School. Childhood Education</em> v. 86 no.</td>
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<td>Date</td>
<td>Author(s)</td>
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<td>JAN 29</td>
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<td>FEB 5</td>
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<td>FEB 12</td>
<td>Kelley, J. G., Lesaux, N. Kieffer, M. et al., Effective Academic Vocabulary Instruction in the Urban Middle School.</td>
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<td>FEB 19</td>
<td>Phillips, J.</td>
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<td>Event</td>
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<td>FEB 26</td>
<td>School Organization Plan Presentations</td>
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<td>MAR 5</td>
<td>SPRING BREAK</td>
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<td>MARCH 19</td>
<td>Constantinou, P., Manson, M. Silverman, S., Female Students’ Perceptions about Gender Role Stereotypes and their influence on attitude toward Physical Education. The Physical Educator v. 66 no. 2 (Spring 2009) p. 85-96</td>
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<td>Event Description</td>
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<td>APRIL 2</td>
<td>ELECTION DAY</td>
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<td>APRIL 9</td>
<td>Adolescents and Sexual Behavior Website(s)</td>
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<td>APRIL 16</td>
<td>UNIT PLAN PRESENTATIONS</td>
</tr>
<tr>
<td>APRIL 23</td>
<td>Field, J. C., Olafson, L., Understanding resistance in students at risk. Canadian Journal of Education v. 24 no. 1 (Winter 1999) p. 70-5</td>
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<td>May 2 4:00</td>
<td>FINAL</td>
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</tbody>
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**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](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.