EDEE 515
Middle School Organization and Curriculum
Spring 2010
Tuesday 7:00-9:45

Instructor: Dr. William Veal
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School of Education, Health, and Human Performance
Contact information: vealw@cofc.edu 953-8045 (office)
Please use email as a primary form of contact
Office hours: H 9:30-10:30, 2:00-4:00, and By Appointment

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. This course is one of three accompanied by a 3-semester-hour field experience on Wednesdays, 8:00-10:45.

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. 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:
Additional articles will be located on WebCT.

DUE DATES:
Due dates for course assignments, as well as scheduled quizzes and assignments, are listed in the course calendar or are announced in class. No LATE assignments will be accepted. If there is a
problem with submitting the assignment on time, please contact the professor ahead of time to ask for an extension (only extenuating circumstances will be allowed).

Field Experience:
Candidates will participate in thirty hours of a designated field experience that takes place in EDEE 384. During the field experience, students will complete several activities for different content courses and some from this course.

Grading and Assignments

Course Requirements
All written assignments must be word processed, double spaced, and in 12-point type, with the exception of the personal journal entries, end-of-chapter writing activities, and professional practice exercises. Late submissions of assignments are unacceptable under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept any late work. If there is a problem, please contact me ahead of the due date.

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. Rubrics for all assignments are provided on WebCT to assist you. The Writing Lab provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>N/A</td>
<td>25</td>
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<tr>
<td>Family Letter in pairs</td>
<td>2/2</td>
<td>25</td>
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<tr>
<td>Reading Reflections (5 x 10 pts.)</td>
<td>1/19 – 4/13</td>
<td>50</td>
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<tr>
<td>Online Discussions (5 x 10 pts.)</td>
<td>1/19 – 4/13</td>
<td>50</td>
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<tr>
<td>Research Articles (4 x 10 pts.)</td>
<td>1/19 – 4/13</td>
<td>40</td>
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<tr>
<td>Adolescent Philosophy Statement</td>
<td>1/19 &amp; 4/13</td>
<td>75</td>
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<tr>
<td>Interdisciplinary Unit Plan in pairs (Outline – 1st draft)</td>
<td>3/2</td>
<td>25</td>
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<tr>
<td>Teacher Interviews in pairs</td>
<td>4/6</td>
<td>50</td>
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<tr>
<td>Interdisciplinary Unit Plan in pairs</td>
<td>4/20</td>
<td>100</td>
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<tr>
<td>Final Exam – Developmentally Responsive MG Project</td>
<td>5/2</td>
<td>75</td>
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GRADING SCALE:

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<td>B</td>
<td>86-88</td>
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<td>B-</td>
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Assignments:
The following is a list of assignments for the course and a brief description of each one.

**Participation:** Each teacher candidate is expected to participate in classroom discussions and group work. You will not be allowed to text, phone, or email during class. These are all aspects of your professionalism and dispositions. Tardies and absences are also considered part of this assignment.

**Reading Reflections and WebCT Discussion.** After reading selected chapters or articles, reflect on five new insights gleaned from the reading and how these new insights might apply to your practice. These reading reflections will be posted in WebCT by half of the class and are due by the beginning of class. The other half of the class will respond to two students’ postings with insight and reflection (not I agree or one word responses). Chapters 1-10 will be completed for the reading reflections and the WebCT discussions. Each teacher candidate will be responsible for every other reflection and online discussion. A list will be set up during the first class.

**Family Letters:** Candidates will write a letter that could be sent home addressing one of the following upcoming events/issues:
- Back-to School Night
- Family Conference
- Special family event (like Family Math Night)
- Possibility of uniforms
- Field trip involving possible controversy
- Need for volunteers for a specific project
- Death of a classmate or classmate’s parent
- Announcing after--school homework assistance availability
- Request for chaperones for a specific event
- Requesting donations of some items for a particular purpose
- Announcing a School Board meeting
- PTA or PTSA function

**Research Articles.** Each teacher candidate will bring a total of four (4) journal articles over the course of the semester (consider bringing 2 because one will be turned in to the professor). Each teacher candidate will choose a specific middle school topic he/she would like to focus on during the semester. Journal articles should be dated no later than 2006, and taken from a credible database/source. Each week the student will share his/her article with the class with a brief presentation of the main points. A summary of the main points in bulleted format will be given to the professor ahead of time or submitted to WebCT. The article, summary, and presentation are worth 10 points total. A list will be set up during the first class. Consider these potential middle school resources:

- *Science Scope*
- *Texas Middle School Journal*
- *Journal of Research and Development in Education*
- *Middle School Journal*
- *North Carolina Middle School Journal*
- *School Journal Online*
- *Journal of Adolescence*
- *Journal of Adolescent and Adult Literacy*
**Adolescent Philosophy Statement.** Teacher candidates will develop a middle school and adolescent philosophy paper. The first paper will be accompanied by an outline. This first paper will be submitted with a revised paper later in the course. An explanation of the changes and why the changes were made will be submitted. Each paper is worth 25 pts. and the explanation of changes is worth 25 pts.

**Teacher Interviews:** In pairs, candidates will interview two teachers on different grade levels using the interview questions in the Group Activity section of chapters 5, 7, 9, and 10. One interview will include the questions at the end of chapters 5 and 7; the other will include questions from chapters 9 and 10. A synthesis of teacher responses will be written for each interview session.

**Interdisciplinary Unit Outline:** In teams, candidates will create the basic design for an interdisciplinary unit based on a concept and including at least one of the four core subject areas and one related arts area. The design will include plans to address each of the basic interdisciplinary unit elements in Chapter 10 of the text. Examples will be available and a checklist/rubric will be used to assess the project. First draft and outline is due March 2. The first draft will be worth

Each unit will consist of the following:

- **Unit Overview:** This is a description of the three-week unit, including the main theme, overall objective(s), timeline, and content standards for each of the subject areas the unit covers. Since this unit is “interdisciplinary” in nature, it must tie the main theme and objectives to at least two other subject areas.

- **Literature Tie:** This is an introduction to the piece of literature that will supplement the texts and unit. This section will provide the publishing information, author and illustrator bio, story synopsis, rationale for choosing this piece of literature, and summary of how and when it will be used throughout the unit.

- **Lesson Plans:** This is a set of five sequential lesson plans. Groups will use template for lesson plans.

- **Internet Link:** This is a description of two Internet sites that will be incorporated into the unit. Give the site addresses and a plan for when and how the sites will be used with students in order to supplement the instruction.

- **Thinking Extension:** This is a description of a synthesis-level project that students will complete at the end of the unit. This student-based project will allow students to tie all of the information together into a creative, thinking project. This project must include a rubric for evaluating the student products.

- **Instructional Wall Space Tie-In:** This is a description for how the instructional wall space designed earlier will be tied into the unit and used by students to supplement the instruction. Provide a plan for when and how students will interact with the wall space and how it will be used as a teaching tool.
**Creative Expression:** This is a set of plans that will provide instruction that emphasizes students’ creative expression. This section will describe how Art, Music, Dance, Health, etc. will be explored during the unit instruction.

**Presentation:** Each group will plan a twenty-minute presentation that will take the audience on a journey through their interdisciplinary unit. The groups will guide the class through the daily lessons and help them explore the connections their unit makes to other subject areas. Each group will involve the audience in portions of the presentation in order to keep the audience focused. The presentation will introduce the Internet sites, the use of the instructional wall space, and the Thinking Extension Project.

**Developmentally Responsive MG Project:** You will have to prepare a booklet and a PPT presentation based upon the establishment of a brand new middle school. This case study will be a presentation to the school board, families, and community members about the design and reason for the construction of a new middle school. All content must be supported by the literature from the journals and books you have read. This project is due Friday, April 30 at noon. The presentation will be done during the final exam period.

**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:**
Class attendance and punctuality are expected professional behaviors. Specific attendance requirements for each course are outlined in the syllabus. A candidate may be dropped from a course for excessive absences. Two absences for ANY reason will be allowed; however, you may not submit assignments if you are absent. Upon the third absence, a course participation grade will take into effect and reduce the candidate’s score by 3% points. Upon a fourth absence, the candidate will automatically be withdrawn from a course with the grade of WA/F. I will work with you, but it is your responsibility to contact me by phone or email ahead of time.

Students should not arrive to class late. Persistent infringement of tardies will result in the reduction of a candidate’s score by 5%. Leaving class is accepted only if prior approval is accepted by the professor.
Course Readings and Assignments:

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<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Date</th>
<th>Readings/Assignments</th>
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| 1    | Introduction  
      Research on Teaching & Learning  
      History of Middle School          | Jan. 12  |                                          |
| 2    | What is Middle Level?                      | Jan. 19  | Chap. 1  
      Adolescent Philosophy Statement A |
| 3    | Development of Adolescent Learners         | Jan. 26  | Chap. 2                                    |
| 4    | Diversity Among Adolescent Learners        | Feb. 2   | Chap. 3  
      Family Letters                   |
| 5    | Middle level Teachers                      | Feb. 9   | Chap. 4                                    |
| 6    | Structures of Middle School                | Feb. 16  | Chap. 5                                    |
| 7    | Middle Grades Curriculum                   | Feb. 23  | Chap. 6                                    |
| 8    | The Big Ideas of Instruction  
      Strategies of Instruction          | Mar. 2   | Chap. 7 & 8                                |
| 9    | Spring Break                               | Mar. 9   | NO CLASS                                   |
|      |                                            |          | NO CLASS                                   |
| 10   | Assessment in Middle School                | Mar. 16  | Chap. 9                                    |
| 11   |                                            | Mar. 23  |                                          |
| 12   | Planning for Teaching & Learning           | Mar. 30  | Chap. 10                                   |
| 13   | Managing the Learning Environment          | Apr. 6   | Chap. 11  
      Teacher Interviews               |
| 14   | They are All Our Children                  | Apr. 13  | Chap. 12  
      Adolescent Philosophy Statement B |
| 15   |                                            | Apr. 20  | Unit Plan Presentations                    |
| 16   | Friday at Noon                             | Apr. 30  | DR MG Project due                          |
| 17   | **FINAL EXAM**                             | **Tues.**| **7-10 p.m.**  
      **May 4**                        |          | DR MG Project Presentation                |
ABSENCES:
- Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms.
- Forms are online at: http://www.cofc.edu/studentaffairs/general_info/absence and they also can be faxed to the office at 953-2290.
- You will need documentation for health, personal or emergency situations.

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 VI: 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.