Instructor: Dr. Rénard Harris  
Time: 4:00-6:45 Tues. – ETCR 218  
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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.
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

Narrative Prompts 5%
Assignment 1 - Identity / Experience / Meaning 25%
Assignment 2 - School Organization Plan 20%
Assignment 3 - Unit Plan 20%
Semester Exam 30%

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

NARRATIVE PROMPTS
After article discussions each student will write a mini-narrative in any form he/she chooses (journal, fiction, creative) related to his/her experiences with major points/title of the article; these mini-narratives will be shared with the class and collected by the professor.

IDENTITY/EXPERIENCE/MEANING
(Possibly the most important assignment)
6 pages double-spaced

Pgs. 1 and 2 address the following:
What lead you to becoming or wanting to become a middle school teacher?
Assessment point of interest: identity

Pages 3 and 4
Tell me a story and provide an example that best describes your experience as a middle school teacher (grad)
Tell me a story and provide an example that best describe your experience as a student preparing to become a middle school teacher (undergrad)
Assessment point of interest: experience
What does it mean to be a middle school teacher? (grad)
What does it mean to want to be a middle school teacher? (undergrad)
Assessment point of interest: meaning

SCHOOL ORGANIZATION PLAN

Group Project: 6 pages (all original work created by the group)
Each group will create a school based on the following criteria:

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

Assessment points of interest: the above criteria are identifiable, soundly represented, and given thoughtful consideration
Assessment point of interest: each member of the group is represented based on his/her thoughts/position shared (class discussion, mini narrative, information from assignment 1)

UNIT PLAN

Group Project: 6 pages (all original work created by the group)
Each group will create a unit plan based on the following criteria:

Overview
Characteristics of Young Adolescent Learners
Curriculum Goals
Assessment Goals
Instructional strategies
Formative Assessment
Summative Assessment
Interdisciplinary

Assessment points of interest: the above criteria are identifiable, soundly represented, and given thoughtful consideration
Assessment point of interest: each member of the group is represented based on his/her thoughts/position shared (class discussion, mini narrative, information from assignment 1)
SEMESTER EXAM

Exam questions for each student will vary - Each student will receive questions based on articles and his/her thoughts/position shared during the semester.

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 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 and/or leaving early count as one absence. These strict policies are based on the professionalism required of teachers.

TENTATIVE SCHEDULE

ALL ARTICLES CAN BE FOUND IN THE EDUCATION FULL TEXT DATABASE
(GO TO THE COFC WEBSITE, LIBRARY, DATABASES, EDUCATION FULL TEXT, TYPE IN THE ARTICLE TITLE)

WEEK 1    JANUARY 10

Syllabus/ Semester Plan

DISCUSS ASSIGNMENT 1

WEEK 2    JANUARY 17

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


Caskey, M. M., **Research for Awakening Adolescent Learning. The Education Digest** v. 69 no. 4 (December 2003) p. 36-8

WEEK 3    JANUARY 24

WEEK 4  JANUARY 31

ASSIGNMENT 1 DUE: IDENTITY/EXPERIENCE/MEANING
SHARE ASSIGNMENT 1
DISCUSS ASSIGNMENT 2

WEEK 5  FEBRUARY 7

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

WEEK 6  FEBRUARY 14


WEEK 7  FEBRUARY 21

RETURN ASSIGNMENT 1


WEEK 8  FEBRUARY 28

ASSIGNMENT 2 DUE: SCHOOL ORGANIZATION PLAN
SHARE ASSIGNMENT 2
DISCUSS ASSIGNMENT 3

WEEK 9  MARCH 6  SPRING BREAK
WEEK 10  
MARCH 13

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

WEEK 11  
MARCH 20

RETURN ASSIGNMENT 2


WEEK 12  
MARCH 27

ASSIGNMENT 3 DUE: UNIT PLAN

SHARE ASSIGNMENT 3

DISCUSS SEMESTER EXAM

WEEK 13  
APRIL 3


WEEK 14  
APRIL 10

RETURN ASSIGNMENT 3


WEEK 15  
APRIL 17

SEMESTER EXAM
WEEK 16    MARCH 24

READING DAY

NO EXAM DURING EXAM WEEK

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.