**Course Name:** Middle School Organization and Curriculum

**Course Prefix and Number:** EDMG 415

**Course Term:** Fall 2017

**Credit Hours:** 3 semester hours

**Meeting Time and Place:** Tuesday, 5:00 – 7:45 PM, ECTR 213

**Instructor's Name:** James P. McKenna, Adjunct

**Office Hours:** Before and after class, as well as by appointment

**Office Location:** none

**Office Phone/Fax/Email:** 843.216.7331 (home), 843.953.8109 (fax), mckennaj@cofc.edu

**Course Prerequisites:** acceptance into second semester of teacher education program

**Course Description:** This course is designed as an overview of the basic aspects of middle grades education including philosophy, student development and diversity, organizational attributes of middle grades settings, curriculum, instruction, assessment, planning, classroom management, family involvement and professional development. This course is accompanied by a three semester hour field experience.

**Course Text/Materials:**
- *Middle School: The Worst Years of My Life.* James Patterson, 2011.

**Course Objectives:**

Upon completion of this course, the teacher candidates will:

+ Articulate the history of, and rationale for, middle schools (ETC 3)
+ Demonstrate an understanding of the unique physical, emotional, intellectual, social, and character development of young adolescents (ETC 1)
+ Demonstrate an understanding of the diversity exemplified by young adolescents, and incorporate activities and assignments that celebrate that diversity.
+ Write reflectively about characteristics of effective middle school teachers (ETC 3)
+ Articulate common and recommended structures of middle schools (ETC 3)
+ Relate the philosophy of the AMLE to various influences on middle grade curricula (ETC 3)
| **Demonstrate a variety of instructional strategies, as well as articulate the theoretical bases for instructional choices (ETC 2)** |
| **Articulate the complexities and necessities of instructional assignments. This includes state standards as well as classroom assignments (ETC 2)** |
| **Demonstrate a knowledge of the many levels of instructional planning (ETC 2)** |
| **Recognize and analyze the effectiveness of classroom management strategies and philosophies (ETC 1 & 2)** |
| **Write reflectively about the importance of family and community involvement, and articulate strategies to ensure involvement. (ETC 3)** |

**THE ASSOCIATION OF MIDDLE LEVEL EDUCATION STANDARDS WILL BE DISCUSSED AND REFERENCED IN CLASS. IN ADDITION, THE SCHOOL OF EDUCATION’S ELEMENTS OF TEACHER COMPETENCY AND THEIR INCLUSIVE STANDARDS WILL BE DISTRIBUTED AND REVIEWED TO LINK TO THE COURSE OBJECTIVES.**

**Course Requirements:**

- All written assignments must be word processed, double spaced and in at least 11 point type. Late submissions of papers and projects will not be accepted unless you have contacted me directly. Written assignments are considered final products; that means they are graded on what you write and how you have written it. Grammar, spelling, sentence structure demonstrate your language fluency and mastery, and therefore will be included in the assessment.
- Attendance is mandatory in this interactive-type course. Participation in the class discussions is a vital part of your success in the course.

**Description of Projects/Assignments:**

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<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Readings – You are expected to read the assignments and be prepared to discuss the major concepts of the reading.</td>
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<tr>
<td>2.</td>
<td>Journal articles – Choose a topic or theme about middle schools that you wish to explore. Read a minimum of four (4) journal articles focusing on that topic; articles must come from professional journals and be researched recently (since 2010). Your paper will summarize the major findings of each article and then you will synthesize your findings and your beliefs regarding the topic. We will share our readings with the members of the class. (Sept. 12)</td>
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<td>3.</td>
<td>Contemporary issue presentation – Each week students will present a recent issue/problem that has appeared in the newspaper or in the visual media. (due dates vary)</td>
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<td>4.</td>
<td>Teacher interview – Students will interview either their field teacher or another teacher regarding their experiences teaching young adolescents. This paper will be completed in pairs. (Oct. 24)</td>
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<td>5.</td>
<td>Outside readings – Each student must read at least two young adolescent books (fiction or non-fiction). These books must relate to your areas of academic concentration. A written paper of how, why, when you would use these readings will be required. Readings will be shared in class. (October 10, November 7)</td>
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6. 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 one related arts area. The units will be presented in class (approx. 20 minutes), as well as in written format for a major grade. Key components will be distributed and discussed in class. (November 14)

7. Developmentally Responsive Middle Grades Project – You will prepare a PowerPoint and booklet based on the establishment of a new middle school. This will be a 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 class time, November 28.

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<thead>
<tr>
<th>Evaluation Scale and Point Values:</th>
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<tbody>
<tr>
<td>Journal article summary paper</td>
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<td>60 points</td>
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<td>Contemporary issue oral presentation</td>
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<td>60 points</td>
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<td>Adolescent philosophy paper</td>
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<td>60 points</td>
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<tr>
<td>Teacher interview paper</td>
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<td>60 points</td>
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<tr>
<td>Outside readings – 2 books @ 60 points each</td>
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<td>120 points</td>
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<tr>
<td>Interdisciplinary Unit</td>
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<td>90 points</td>
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<tr>
<td>Middle Grades project</td>
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<tr>
<td>90 points</td>
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<tr>
<td>Class participation and attendance</td>
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<td>30 points</td>
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<tr>
<td>Final exam</td>
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<td>60 points</td>
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<tr>
<td>Total points</td>
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<td>630</td>
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School of Education Grading Formula

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
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<tr>
<td>A-</td>
<td>91 – 92%</td>
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<tr>
<td>B+</td>
<td>89 – 90%</td>
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<tr>
<td>B</td>
<td>86 – 88%</td>
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<tr>
<td>B-</td>
<td>84 – 85%</td>
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<tr>
<td>C+</td>
<td>82 – 83%</td>
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<tr>
<td>C</td>
<td>79 – 81%</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
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<tr>
<td>D+**</td>
<td>75 – 76%</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74%</td>
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<tr>
<td>D-</td>
<td>70 – 71%</td>
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<tr>
<td>F</td>
<td>0 – 69%</td>
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Evaluation Criteria: Specific directions and instructions will be provided for each assignment. Rubrics will be distributed for major assignments.

Resource Reading List: *Additional readings will be distributed on key topics.

Attendance Policies: For a grade to be awarded, students must attend at least 85% of the class hours. Students may be withdrawn by the instructor for absences that exceed this limit (2 classes).
Professional Dispositions: All students will be expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Respect and value for difference.
- The 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 the community and cultural contexts.
- Responsible and ethical practice.

Honor System: The Honor Code of the College of Charleston will be followed. Candidates are expected to adhere to the “College of Charleston’s Student Handbook: A Guide to Civil and Honorable Conduct”. See http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, 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 be 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 both by 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 XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. 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.
**Accommodation:**
If you have a documented disability and have been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please let me know as soon as possible.

1. Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

2. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

3. This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431 or me so that such accommodation may be arranged.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>August 22</td>
<td>Introduction, Review of the syllabus, The Qualities of Effective Teachers &amp; Schools</td>
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<td>August 29</td>
<td>What Is Middle School?</td>
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<td>Sept. 5</td>
<td>Development of Middle Level Learners</td>
<td>Middle School: The Worst Years of My Life</td>
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<td>Sept. 19</td>
<td>Diversity Among Middle Level Learners</td>
<td>Journal articles paper</td>
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<td>Sept. 26</td>
<td>Middle level Teachers</td>
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<td>October 3</td>
<td>Societal Context of Middle level Education</td>
<td>The Skin I’m In</td>
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<td>October 10</td>
<td>Structures of Middle Level Education</td>
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<td>October 17</td>
<td>Middle Level Curriculum</td>
<td>Young Adolescent Book paper #1</td>
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<td>Oct. 24</td>
<td>Middle Level Instruction</td>
<td>Teacher Interview papers</td>
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<td>Oct. 31</td>
<td>Assessment for Middle Level Learners</td>
<td>Fish In A Tree</td>
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<td>Nov. 7</td>
<td>Planning for Teaching and Learning</td>
<td>Young Adolescent Book paper #2</td>
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<td>Nov. 14</td>
<td>Maintaining a positive, Productive Learning Environment</td>
<td>Interdisciplinary Unit presentations</td>
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<td>Nov. 21</td>
<td>They Are All Our Children</td>
<td>Small group project time</td>
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<td>Nov. 28</td>
<td>Wrap-up</td>
<td>Middle School Project Presentations</td>
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<tr>
<td>Final (TBA)</td>
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