

## **Education 385/585 Teaching the Early Adolescent Winterim 2020**

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Office Hours: By appointment only

Section 1 meets 1/2/20 - 1/17/20 from 8:00 am – 11:40 M-F  
Section 4 meets 1/2/20 - 1/17/20 from 1:00 pm - 4:40 pm M-F  
All classes meet in Room 116 CPS Building (1<sup>st</sup> 3 Rows)

### **DAILY Seminar and Workshop SCHEDULE:**

Section 1	Section 4	
8:00 - 8:15	OR	1:00 – 1:15 Advisory
8:15 - 9:30		1:15 – 2:30 Seminar
9:30 - 9:45		2:30 – 2:45 Break
9:45 - 11:00		2:45 – 4:00 Workshop
11:00 -11:30		4:00 – 4:30 Dr. Cook Wrap up and Discussion (if needed)
11:30 – 11:40		4:30 – 4:40 Collaborative Planning and Research Time

### **DESCRIPTION**

The course is designed to prepare students to teach ages 10 - 16. Its purpose is to help undergraduate and graduate students understand the developmental characteristics of the ten to sixteen year old and select/plan developmentally appropriate instruction/curriculum/learning environments that are responsive to their emotional, social, physical, moral and intellectual needs.

### **OUTCOMES**

The course will introduce basic concepts of middle school/junior high theory and practice.

1. The course will require study of the principles and theories of adolescent growth and development, including cognitive, emotional, physical, moral and social development and their relationship to the learner.
2. The course will require study of the principles and theories of young adolescents and adolescent psychology, including cognitive, emotional, physiological, psychological, and social development and their relationship to learning.

3. Students will be able to modify learning activities, resources and assessments that are effective/appropriate (best practice) for students with diverse backgrounds (male and female, multi-cultural, socio-economic), developmental needs and learning styles
4. The course will require study and experiences to develop skills in working with other school personnel and in promoting family and community involvement in middle level programs.
5. The course will require study of pupil affective development through group guidance activities, including decision making and problem solving; group process; interpersonal relations; self-concept; and verbal and nonverbal communication.
6. The course will require study of the history, purpose, organization, and programs of middle level education schools.

## **TEXTS**

### Rentals:

Eidson, Joey (2016) Called to the Middle.

Kellough, D. K. and Kellough, N. G. (2007). Middle School Teaching: A Guide to Methods and Resources. Upper Saddle River, NJ: Merrill Prentice Hall (5<sup>th</sup> Edition).

### Suggested Purchase:

Parks, Jerry, L. 2010. Teacher Under Construction: Things I Wish I'd Known!: A Survival Handbook for New Middle School Teachers (Revised, expanded & updated) Paperback – August 3, 2010. IUNIVERSE. 978-1-4502-4426-8

### On Line:

Muth, K. D. & Alvermann, D. E. (1992). Teaching and learning in the middle grades. Boston, MA: Allyn and Bacon. Chapter one available online in CANVAS Packet of Readings CANVAS

Articles in the Required Reading Focus Questions link

## **COURSE FRAMEWORK AND EVALUATION**

### I. Seminar and Workshop Presentation - 35 points

Each class meeting will focus on a middle level related topic. To facilitate the construction of personal knowledge, students will participate in class preparation

and instruction in the following manner: Working in groups (Section One will have 5 and Section Four will have 2-3), students will select a topic related to teaching at the middle level. Students will pre-read selected articles and/or text readings that accompany their topic and prepare a presentation for the class. Each small group will be allotted 75 minutes of **seminar** time to present, mostly content based information. During the final 10 minutes all group members will lead a discussion of the topic presented. Following the break, topic groups will engage the class in practical **workshop** activities to foster application and understanding. This is more of a hands-on, pragmatic approach and it also runs for 75 minutes. Topic groups will meet during collaborative planning times to coordinate the content and formats of their presentations. Presentations of content and activity in the large group setting may provide hard copy handouts for student files (emailed attachments, CANVAS and course CANVAS postings are also encouraged to save trees). Group members are responsible for making paper copies for all students. See the Seminar and Workshop Assessment form for specific criteria. **Each group member** must fill out the self-assessment form and post in the appropriate CANVAS dropbox.

Due date: **5 pm Thursday, January 16<sup>th</sup>, 2020 or earlier**

## II. CANVAS Middle Level Resource Folder for Success self-assessment - 20 points

Working in your Sem/Wksp group, students will research, gather and share relevant material, practical in nature, that will be posted in our CANVAS page venue. Your group will contribute a minimum of 15 total pieces and should contain specific annotations for use. Please fill out the CANVAS Middle Level Resource Folder for Success self-assessment form found in CANVAS. **Each member** of the team must complete and upload this form to the CANVAS dropbox. Do not wait until the end of the course to begin posting for this resource folder!

Due date: **5 pm Thursday, January 16<sup>th</sup>, 2020 or earlier**

Each group will include an introductory document titled Table of Contents that **clearly identifies who was responsible for posting each resource**. Some good examples of resources to post include:

- \* A glossary of key terms related to your topic
- \* An annotated bibliography of resources
- \* A listing of personal contacts i.e. professional organizations, teachers or administrators specializing in middle school or adolescent education and willing to serve as guest speakers/resources for future students
- \* Journal Articles with professional summaries
- \* Seminar and Workshop ppt's and group activity write ups

- \* Samples of “real school documents”
- \* Practical action points
- \* Any resource specific to your area of MS expertise
- \* Delicious accounts, Podcasts, .AVI files, webquests, surveys, interviews, etc...

## PLEASE HELP KEEP THE CANVAS PAGES ORGANIZED!!!

Follow the past sections' formats.

### III. Synthesis Paper - FINAL EXAM PROJECT -20 points

This final exam project will address each of the topics dealt with during the first two weeks of classroom presentations and readings. Teams of teachers (5 to 7 students) develop a robust plan for a model middle level school. Due date: **5 pm Friday, January 17<sup>th</sup>, 2020 or earlier**

### IV. Focus Readings and Questions - 15 points

Your personal and professional growth will continue throughout your career. It will occur through participation in workshops, in-service programs, professional conventions, post-graduate course work and personal reading. You need to develop the habit of reading professional works. It is my expectation that you will keep up with the assigned readings for this course. In understanding motivational psychology, you realize some people need extrinsic motivation. To accommodate that need and to encourage the development of good professional habits, I will assign focus questions for each assigned reading. **The answers to the questions are to be written out or printed prior to the start of class and uploaded or submitted to the CANVAS assignment dropbox.** They will be collected on a random basis (listen closely for subtle hints), and will be graded as complete or incomplete based on thoroughness of the response. A grade of complete will receive the full value of 5 points, an incomplete 0 points. Due date: **Three times as announced in class**

### V. Professionalism/Participation/Attendance – Pass/Fail and 10 points

The highly interactive and intensive nature of this class means your attendance and participation directly impacts the learning experience for both you and your cohorts. If you do not attend class, you will be unable to share in the many activities and experiences unique to that day. Remember that school administrators are seldom understanding of unexcused absences or any tardiness. Students should plan to arrive early and be prepared to begin at 8 a.m. or 1 p.m. **promptly.** Participation and class activities CANNOT be made up and NO extra credit/supplementary work will be provided. In case of an emergency that requires you to be absent from class, call me at my office number, leave a voice mail message or send an email **prior to your absence.**

Keep in mind this class meets for only two and a half weeks for 4 hours each day, **so missing a single class is comparable to missing more than an entire week of hour long classes.** Students missing *more than two classes* will receive a failing grade and be required to retake the course to earn a passing grade. If it appears your other commitments are likely to cause you to miss any of our classes, I strongly encourage you to consider taking this course during an alternate winterim, interim or summer session.

Due date: **5 pm Thursday, January 16<sup>th</sup>, 2020 or earlier**

### **GRADING SCALE**

<i>Points</i>	<i>Grade</i>
100-95	A
94-93	A-
92-91	B+
90-85	B
84-83	B-
82-81	C+
80-75	C
74-73	C-
72-65	D
Below 65	F

### **UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

### **American with Disabilities Act**

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6<sup>th</sup> floor of the Learning Resource Center (Library).

You can also find more information here:

<http://www.4.uwsp.edu/special/disability/>

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.