

Education 385/585 Teaching the Early Adolescent Interim 20

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Office Hours: By appointment only

Section 1 meets 5/26/20 - 6/12/20 Via ZOOM from 8:00 am – 11:40 M-F

DAILY Seminar and Workshop SCHEDULE:

Section 1

8:00 – 9:00	Prep and log into ZOOM
9:00 - 9:15	Announcements + Advisory
9:15 - 10:15	Seminar
10:15 – 11:00	Workshop
11:00 – 11:40	Dr. Cook Wrap up and Discussion (if needed) 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:

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

Eidson, Joey (2016) *Called to the Middle*.

Great book for 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: for Historical Review

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 pts

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 assigned groups, students are given two topics that are directly related to learning and teaching at the middle level. Students will pre-read selected articles that accompany their topic and prepare a content rich and active application presentation for the class to participate in. Each Seminar and Workshop group will be allotted 60 minutes of **seminar** time to present, mostly content-based information via ZOOM. Time for discussion may be included but last no longer than 10 minutes. Following the

seminar, topic groups will engage the class in practical **workshop** activities that work using the ZOOM platform to foster application and understanding. This is more of a hands-on, pragmatic approach and it only runs for 45 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 must provide all learners with documents to follow along during Seminar and Workshop (email attachments, share screen via ZOOM, post to CANVAS Discussion folders and required course WIKI Folder postings). See the Seminar and Workshop Assessment and the Middle Level Resource Folder self-assessment forms for specific criteria. **Each group member** must fill out the self-assessment forms and post in appropriate CANVAS dropboxes.

Due date: **NOON Thursday, June 12th, 2020 or earlier**

II. CANVAS Middle Level Resource Folder (AKA WIKI) self-assessment - 20 Pts

Working in your Sem/Wksp group, students will research, gather and share relevant material, practical in nature, that will be posted in our CANVAS Middle Level Resource Folder (AKA WIKI). 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 self-assessment form found in CANVAS. **Each group member** must fill out the self-assessment forms and post in appropriate CANVAS dropboxes. ***Do not wait until the end of the course to begin posting for this resource folder!

Due date: **NOON Thursday, June 12th, 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 RESOURCE FOLDER PAGES ORGANIZED!!!

Follow formats already posted from prior sections.

III. Synthesis Paper - FINAL EXAM PROJECT -20 points

This final exam project will address each of the topics dealt with during the presentations and readings. Teams of teachers (4 to 5 students) develop a robust plan for a model middle level school. Due date: **NOON Thursday, June 12th, 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. Especially given the online nature of this Interim offering you must keep up with assigned readings for the course. **The answers to the questions are to posted to the Focus Readings and Questions Folders in CANVAS prior to the start of class.** 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: Prior to assigned topic Seminar and Workshop presentation for that day.

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. Although the ZOOM platform is not ideal for an experiential course like EDUC 385/585 your attendance and participation is VITAL to the success of the course and learning community. Students should plan to log into ZOOM early and be prepared to begin at 9am each day **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, send me an email **prior to your absence**.

Keep in mind this class meets for only two and a half weeks for 3-4 hours each day, **so missing a single class is comparable to missing more than an entire week of hour-long classes during a regular semester.** 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: **NOON Thursday, June 12th, 2020 or earlier**

GRADUATE STUDENTS...if you are taking the class as a 585 student you are asked to share from your classroom expertise in addition to taking a leadership role in all class and group work activities. Please HIGHLIGHT and add two additional scholarly research articles to your WIKI page with accompanying discussion questions to challenge your peers to deeper understandings of your chosen topic.

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 6th 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.