

Education 385/585 Section 3
Teaching the Early Adolescent
Summer 2024

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Office Hours: By appointment only

Section 3 meets daily from 6.10.23 to 6.28.23 (fully online)

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. Teaching Young Adolescents Methods and Resources for Middle Grades Teaching;

Upper Saddle River, NJ: Merrill Prentice Hall (5th Edition). Reference Only. Not required.

Eidson, Joey (2016) Called to the Middle. ISBN 978-0-9975520-1-0 Kindle version available online for nominal charge.

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

Articles in the Required Reading Focus Questions link

COURSE FRAMEWORK AND EVALUATION

I. Seminar and Workshop Presentation - 70 pts

For this fully online version of EDUC 385/585 students will meet with their assigned group (found in the Educ 385 Online Topic Assignments and Names document) to learn about and become experts in one assigned middle level topic. Each discussion folder in CANVAS will have two topics for us to listen to, watch your peers' presentation of and participate in during the second week of class. Students must join the course Resource Folder on Day One to access all the content shared by prior students over the past several years. Your assigned Seminar/Workshop Team will look through the plethora of seminars and workshops created on your topic and do original research on your topic. Teams will prepare a content rich and active application presentation for their classmates to participate in. Each Seminar and Workshop Planning Team will be required to post a recorded video of 60 minutes of **seminar** (mostly content-based information) AND practical **workshop** (activities that students must participate in to foster application and understanding). **Seminar/Workshop Topic groups must meet during Week One of this course to plan, create and upload their recorded presentations.**

Powerpoint allows us to record our video of narrative for each slide. Google slides gives us the same capability. If your team would like to use a different format that works well in CANVAS you are welcome to use that format as long as your team shares a 60 minute slide show and video.

Due date: All video recordings and supporting documentation, including Seminar and Workshop powerpoint or google slide presentations with video must be posted in the appropriate Discussion Dropbox by ...**Deadline: 8:00 AM on Monday, June 17, 2024 or earlier.**

II. Focus Readings and Questions - *10 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 for both the Eidson “Called to the Middle” book read and the History of Adolescent Education C1 Muth and Alverman read are to be posted to the appropriate Focus Readings and Questions Folders in CANVAS on the days listed in the schedule.**

III. JH/MS Field Trip Reports – *10 points*

Google or hop on YouTube and visit/watch *at least* 3 of each websites/virtual tours of Junior High Schools and Middle Schools. Write a three to four page summary that includes a comparison and contrast between the characteristics of each model followed by your perspective on which is most effective for the grades being taught. Please include *Which model you think works best with adolescents? Why? Which one would you see yourself working well in? Why?* **You must include the links to the tours you watched.**
Post to the Assignment Folder titled JH/MS Field Trip Reports.
Due June 14th, 2024 11:59 pm

IV. Reflection Papers on each of the SIX Seminars and Workshops – *30 points*

After listening, watching and participating in each of the six groups of seminars and workshops students must write a two page reflection on what they learned. One page for each Seminar and workshop topic.

Due Dates listed in course schedule

V. FINAL EXAM PROJECT - 40 points Special Note: this is the signature assessment for the course and DPI requires ALL students earn a minimum of 80% on this assignment to be eligible for program completion.

This final exam project will address many of the topics dealt with during the Seminar/Workshop presentations and readings. Your whole Seminar/Workshop day team of students will develop a robust plan for a model middle level school. **Due date and Deadline: 11:59 pm June 26th, 2024. No Exceptions.**

VI. Professionalism/Participation/Collaboration - 10 points

The highly interactive and intensive nature of this class means your meetings with your classmates to plan and prepare your Seminars and Workshops, as well as the larger group to complete the Final Exam Project directly impacts the learning experience for both you and your colleagues. Although the online CANVAS platform is not ideal for an experiential and kinesthetic course like EDUC 385/585 your successful team work and participation is VITAL to the success of the course and learning community. Students should plan to **log into CANVAS often and be prepared to set some regular group planning times to negotiate who is doing what. Hold each other accountable.**

If it appears your other commitments are likely to cause you to miss any of your group planning times and ability to post your seminar and workshop for your classmates, **I strongly encourage you to consider taking this course during an alternate winterim, interim or summer session.**

Due date: Each student must post self-assessment prior to 11:59 pm on June 26th, 2024 or earlier!

GRADING SCALE

Points	Grade
170-158	A
157-153	A-
152-150	B+
149-141	B
140-136	B-
135-133	C+
132-124	C
123-119	C-
118-110	D
Below 110	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.