

Education 385/585: Teaching the Early Adolescent  
Summer 2021

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**TENTATIVE COURSE CALENDAR**

Date	CLASS TOPICS	FORMAT	CONTENT	Time	Group Work	Time
June 1 Tuesday	Welcome- Syllabus Review Needs of the Adolescent Who is a middle schooler	synchronous meeting (mandatory times for class)	Instructor Led Lecture and Activities	5-7pm	No	
June 2 Wednesday	Advisory Six Facets of Understanding Assessment	synchronous meeting (mandatory times for class)	Instructor Led Lecture and Activities	5-7pm	YES	7-8pm recommended
June 3 Thursday	Student vulnerabilities, bullying, suicide and developmental assets	synchronous meeting (mandatory times for class)	Instructor Led Lecture and Activities	5-7pm	YES	7-8pm recommended
June 4 Friday	Groupwork Working on Curriculum Unit	Asynchronous No class meeting but group meeting	Group and individual work on assignments		YES	7-8pm recommended
June 7 Monday	Groupwork Working on Curriculum Unit Plan	Asynchronous No class meeting but group meeting	Group and individual work on assignments		YES	7-8pm recommended
June 8 Tuesday	Guest speaker	synchronous meeting (mandatory times for class)				
June 9 Wednesday	Groupwork Working on Curriculum Unit Plan	Asynchronous No class meeting but group meeting	Group and individual work on assignments		YES	7-8pm recommended
June 10 Thursday	Groupwork Working on Curriculum Unit Plan	Asynchronous No class meeting but group meeting	Group and individual work on assignments		YES	7-8pm recommended
June 11 Friday	Groupwork Working on Curriculum Unit Plan	Asynchronous No class meeting but group meeting	Group and individual work on assignments		YES	7-8pm recommended
June 14 Monday	Catching up	No class meeting or group meeting	Group and individual work on assignments		Voluntary	

June 15 Tuesday	Class Presentations	synchronous meeting (mandatory times for class)	Students Led Lecture and Activities	5-6pm	NO	
June 16 Wednesday	Class Presentations	synchronous meeting (mandatory times for class)	Students Led Lecture and Activities	5-6pm	NO	
June 17 Thursday	Class Presentations	synchronous meeting (mandatory times for class)	Students Led Lecture and Activities	5-6pm	NO	
June 18 Friday	Wrap-Up, Class Review					

### Synchronous Class Course Format

5:00 – 5:50: Instructor Led Lecture and Activities

5:50 – 6.00 Break

6.00-6.50: Instructor Led Lecture and Activities

7.00-8.00 p.m. Recommended Group Work Time

You can see the Zoom links under [Zoom](#) on Canvas

### COURSE DESCRIPTION

The course is designed to prepare students to teach in grades 6 - 9. Its purpose is to help undergraduate and graduate students understand the developmental characteristics of the ten to fourteen-year-old and select/plan developmentally appropriate instruction that is responsive to their emotional, social, physical, and intellectual needs.

The course content is designed to the basic concepts of middle school theory and practice.

1. The course will require study of the principles and theories of adolescent growth and development including: cognitive/intellectual, emotional/physiological/personal, physical, social, and moral/ethical and the relationship of those developmental areas to adolescent learners
2. The course will require study of teaching methods, instructional materials, and evaluation techniques for the developmental needs of middle school students in each of the specializations in which the student will seek licensure.
3. 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 and

secondary level programs. There is an explicit emphasis on developing awareness of and skill in working with diverse populations in a global society.

#### STUDENT LEARNING OUTCOMES:

1. Articulate and demonstrate a basic understanding of the five areas of adolescent development and their importance to teaching and learning (InTASC 1, 3, 5)
2. Apply in lesson plans the effective teaching strategies that address the diverse needs of adolescent learners (InTASC 1, 2, 7)
3. Present to class and demonstrate professionalism of their understanding of adolescent learning needs in their final exam project (InTASC 10)
4. Collaborate effectively with a team of colleagues. (InTASC 9, 10)
5. Create and critically reflect on course readings and identify what ways this knowledge will impact their future teaching based on the InTASC Teaching Standards, Skills and Dispositions. (InTASC 8, 9))

#### **Course book:**

Eidson, Joey (2016) Called to the Middle – Available through text rental

Other readings will be posted on Canvas, or obtained independently by students.

#### **Learning Online**

- This course is online with some Zoom meetings. While there are many advantages to this approach, there are some significant challenges.
- Reading and understanding all syllabus is crucial.
- It's very important that you complete all the readings carefully. For some readings, I provide study questions or other tools to help you check your understanding.
- It's very important that you communicate with me as needed. Email is an excellent way to reach me. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc.
- Don't worry about looking foolish or wasting my time. I care about your success.
- I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

- Please read the directions for each assignment carefully. You will submit all assignments to CANVAS. Do not email me any assignments but your questions.

## Assignments

Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course.

- All the assignments are listed on CANVAS.
- Directions and rubrics for all the assignments are listed on CANVAS too.
- Please read the directions and rubric for each assignment carefully.
- All assignments must be submitted via CANVAS unless otherwise indicated.
- You must save all your work electronically and also in hardcopy format for your records before submitting it.
- I'm always happy to answer questions on an assignment, please don't hesitate to ask.
- All submissions must be typed using 12-point Times New Roman font, with 1 inch margins on all sides. A cover page specifying the assignment, due date, instructor's name, and student's name must be included.
- **DO NOT SUBMIT GOOGLE DOC LINKS FOR YOUR ASSIGNMENTS UNLESS OTHERWISE SPECIFIED**

#	Assignments	Possible Points
1	Respond to the Syllabus/Introduce yourself	10
2	Reflective Posts	40
3	Curriculum Planning	20
4	Final Project and Presentation	25
5	Special Project (EDUC 585 graduate students only) -	10
6	Groupwork	14
7	Attendance/Participation	12
8	Dispositions Peer-Evaluation	5

## Grading Scale

Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+

86-84%	B	66-64%	D
83-80%	B-	60 & Below	F
79-77%	C+		

I reserve the right to bump a grade up (especially if it's close) based on your participation and performance in the class and my professional judgment.

## **Assignments**

### **Respond to the Syllabus/ Introduce Yourself**

By the due date, I would like you to read the class syllabus carefully and then to write down your understanding of various points. In this assignment, you will also introduce yourself based on your background. I will read your introduction and reply to you individually. For the detailed info and guidelines for the assignment, go to this link.

Also you need to introduce yourself to the class. For the detailed info and guidelines for the assignment, go to this link.

### **Reflective Posts:**

In this assignment, you will respond to the readings for each module. You'll write a discussion post (like a diary entry or blog post), and share it with the class. For the detailed info and guidelines for the assignment, go to this link.

### **Group Work**

You're assigned to a group. You must meet several times(7 times). You meet without the instructor. In each team meeting, you receive directions on what to discuss. As a group, you submit a concise report on your meeting. Detailed info and guidelines are here on Canvas

### **Curriculum Planning**

You will create five lesson plans by using one of the Six Facets of Understanding verbs. The lessons each have a template on CANVAS to complete. For the detailed info and guidelines for the assignment, go to this link.

## **Final Exam Project and Presentation**

This final exam projects should address each of the topics dealt with during the classroom presentations, assignments and readings. You will work in an assigned group for the presentation and assigned work. For the detailed info and guidelines for the assignment, go to this link.

## **Special Project (ED 585 graduate students only)**

EDUC 585 students will do extra project as a part of final project. You could choose a project from the list on the Final Exam Project or create your own project and obtain approval from me. For the detailed info and guidelines for the assignment, go to this link.

## **Dispositions Peer-Evaluation**

Please work with your group in a professional manner to make sure your final exam project is professionally done. Part of being an effective middle school educator is professional collaboration. This is evaluated in this section. Your active participation is a crucial aspect of this course. Your dispositions and final exam participation will be evaluated with a rubric completed by your peers. For the detailed info and guidelines for the assignment, go to this link.

## **Course and University Policies**

### **“Zoom” Participation**

The number of online interactive sessions has been reduced due to the online format for the class. In order to receive the full benefit of this course, attendance in these sessions is essential. There is an activity associated with these attendance points each day. Students will earn participation points for Zoom in-class participation.

In this course you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Collaboration with your peers outside class is strongly encouraged. All students are expected to read the assigned material before each class session. Students may be asked to discuss textbook and lecture material in small groups.

Late work. I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment turned in within 48 hours of the due that have a maximum value of 80% of possible points. An assignment turned in between

3 and 5 days late can earn a maximum of 60% of the points possible. After 5 days, I usually refuse to accept a late assignment.

### **Academic Dishonesty**

Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating on an exam, plagiarism, and/or giving (or asking for) the questions or answers on a quiz. Breaches of academic dishonesty will result in a failing grade and will be taken up with the university committee charged with prosecuting academic dishonesty. "Turnitin" software will be used for assignments in this course. Turnitin helps students avoid plagiarism and helps instructors give assessment feedback to students.

Here's the policy, for your reference:

UWSP 14.01 Statement of Principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

To read UWSP's definition of academic misconduct, please consult UWSP 14.03. In short, examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course

Students suspected of academic misconduct will be asked to meet with me to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

### **Inclusivity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit.

It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion,

and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

### **Religious Beliefs Accommodation**

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office

### **Confidentiality**

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

### **Equal Access for Students with Disabilities**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted.

The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.*



## Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

### UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu) or at (715) 346-4357 (HELP) or visit this [link for more information](#).

### Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).