

EDUCATION 385, SECTION 2: TEACHING THE EARLY ADOLESCENT
3 credits

University of Wisconsin – Stevens Point
Winterim 2020

Instructor: Nikki Logan, Ph.D.
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Email Address: nlogan@uwsp.edu
Office Hours: By appointment
Lecture: CPS 230; January 2, 3 (at Point of Discovery School- PoDS, 1900 W Zinda Dr, Stevens Point, WI 54481), 6, 7, 8, 9, 10, 13, 14 (at Point of Discovery School- PoDS, 1900 W Zinda Dr, Stevens Point, WI 54481), and 15. January 16 will be a make-up day in the event of a cancellation on a previous day. January 17th is our final exam day. We will meet 8:30am-12:30pm on all days
Prerequisite: Admission to Professional Education; Educ 381/581 or Instructor Consent

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement and/or through email.

I. Course Description: Characteristics of early adolescents and instructional strategies appropriate to their needs.

II. Required Course Materials

- **Textbooks:** Brown, D.F., & Knowles, T. (2014.) What every middle school teacher should know (3rd Ed.). Portsmouth, NH: Heinemann.
- **Readings:** Required readings that supplement the textbook will be posted online. Students are expected to read all required readings prior to the respective due dates. Activities will be based in part on the required reading.

III. Special Notes

- UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and is intended to help establish a positive living and learning environment at UWSP. Additional information about the UWSP Community Rights and Responsibilities can be found at: <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>
- EdTPA is a pre-service teacher performance assessment. Certain assignments in this course have been developed with special attention for you to practice for parts of the edTPA portfolio. Although edTPA is an assessment, what must be done for it should be viewed as what good teachers do.

- IV. Course Learning Outcomes:** If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:
- Describe development trends during young adolescence, including physical, mental, social, emotional, and character development.
 - Describe promising strategies for facilitating students' high academic performance and prosocial behavior, especially during young adolescence.
 - Design and teach in student-centered ways to better motivate and educate all students, and especially students with diverse backgrounds and/or special needs.
- VI. Enduring Understanding:** This is the central enduring understanding I want you to develop:
- Young adolescents are living through an important stage of development. They experience many major changes in themselves and their lives. Teachers should use a variety of promising strategies in response to these changes, with sensitivity and a commitment to honor difference.
- VII. InTASC Model Core Teaching Standards:** This course touches on all InTASC Model Core Teaching Standards, and focuses on:
- InTASC Standard 1: Learner Development (a, b, c, d, e, f, h, i, j, k)
 - InTASC Standard 3: Learning Environments (a, b, c, d, e, f, g, i, j, k, l, n, o, p, q, r)
 - InTASC Standard 10: Leadership and Collaboration (a, b, c, d, e, j, l, m, n, o, p, q, t)
- VIII. Common Core State Standards:** Parts of this course will help familiarize you with Common Core State Standards. This includes our study of planning, instructing and engaging, and assessing.
- IX. Response to Intervention (RTI):** Our study of curriculum and instruction will include Response to Intervention (RTI).
- X. Positive Behavior Interventions & Supports (PBIS):** Our study of classroom management will include Positive Behavior Interventions & Supports (PBIS).
- XI. Teaching Performance Assessment (edTPA):** You will record, watch, and reflect on a segment of your Topic Guides lesson. This will help prepare you for the edTPA.
- XII. Academic Expectations and Standards**
- Instructors and students should expect that the rigor and workload of a winterim course may seem high. Winterim courses often require greater organization from students because students must attend class, complete readings and homework assignments, and engage in group work during the condensed semester. Essentially, this is a 16 week course offered over the course of 2.5 weeks. Please plan accordingly.

XIII. Course Structure

- This course will be delivered in a face-to-face method and through the course management system Canvas. You will use your UWSP account to login to the course from www.uwsp.edu/canvas. If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

XIV. Netiquette

- Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.
- Working as a community of learners, we can build a polite and respectful course community.
- The following netiquette tips will enhance the learning experience for everyone in the course:
 - Do not dominate any discussion.
 - Give other students the opportunity to join in the discussion.
 - Do not use offensive language. Present ideas appropriately.
 - Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
 - Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
 - Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
 - Never make fun of someone's ability to read or write.
 - Share tips with other students.
 - Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
 - Think and edit before you push the "Send" button.
 - Do not hesitate to ask for feedback.
 - Using humor is acceptable.

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm; Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

XV. Communicating with your Instructor

- You can reach me via:
 - Email is the quickest way to reach me at: nlogan@uwsp.edu
 - Call my office at any time (715-346-2563). Leave a voicemail if I do not answer.
 - Skype Videoconference is also available by request.

- **Communicate Clearly:** Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

XVI. Technology Guidelines:

- **Technology Access:** You will need access to the following tools to participate in this course: video recording device, audio recording device, and a stable internet connection (don't rely on cellular).
- **Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.
- **Participation with Online Tools:** This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

XVII. 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.

XVIII. 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 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](#).

XIX. Understand When You May Drop This Course: It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

XX. Incomplete Policy: Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor

XXI. 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.

XXII. Academic Integrity

- Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.
- Student Academic Disciplinary Procedure:
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. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) 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; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor 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](#).

XXIII. 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.

XXIV. Religious Beliefs Accommodation: It is UW System policy ([UWS 22](#)) 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.

XXV. Absences due to Military Service: As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

XXVI. Viewing Grades/Feedback in Canvas: Points you receive for graded activities will be posted to the Canvas Gradebook. Email me if you do not see your assignment grades within 72 hours of submitting the assignment.

XXVII. Building Rapport: If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that I can help you find a solution.

XXVIII. Other Campus Policies

- **FERPA:** The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.
- **Title IX:** UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).
- **Clery Act:** The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of

the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

- **Drug Free Schools and Communities Act:** The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

- **Copyright infringement:** This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

XXIX. Student Expectations

- Complete the assigned readings before the due dates.
- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- Email the professor if a life event arises that will cause you to not participate fully and/or submit assignments on time.
- Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- Conduct yourself as a professional educator should conduct him/herself.
- Make an appointment to discuss questions regarding grades/other concerns with me privately.
- Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)
- You are welcome to take notes on tablets and/or laptops, however, I view usage unrelated to immediate course activities as unprofessional and disrespectful and will deduct attendance/participation points. This means you should abstain from looking up information about the final exam during our third day of class or even teaching-related videos/posters on Facebook, for example, until break time or after our meeting for the day has ended.

XXX. Late Work Policy: Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in within 24 hours of the due date will be downgraded 10% from the earned grade. Assignments turned in after 24 hours of the due date will earn zero points. Please ask before the assignment is due if you need an extension; in most cases I will grant one.

XXXI. School of Education Policies

- Students MUST achieve a grade of “C-“ or higher for teacher certification. Any grade lower than a “C-“ will require a repeat of the course.
- Every SOE course requires an artifact to be placed in the student’s ePortfolio. The artifact for EDUC 385 is the Lesson Outline.

XXXII. Daily Schedule: Generally, the daily schedule is as follows:

| | | |
|---------------|--|--------------|
| 8:30 - 8:40 | Warm Up Intro In My Locker | Topic Guides |
| 8:40 - 8:55 | Advisory with Debrief | |
| 8:55 - 10:00 | Session 1 | |
| 10:00 - 10:10 | Break & Snack | |
| 10:10 - 11:20 | Session 2 | |
| 11:20 - 11:25 | Review & Closure | |
| 11:25 - 11:35 | Break | |
| 11:35 - 11:45 | Debrief Topic Guides | |
| 11:45-12:30 | Housekeeping Instructor's Additions | Instructor |
| After Class | Check in with upcoming Topic Guides | |

When your team teaches, it's OK to deviate from this schedule. For example, if your students are very engaged in an activity or it takes longer than you expected, you may need to adjust. Please try not to push the break farther back than shown. Conversely, you can also schedule more, shorter breaks.

XXXIII. Course Requirements: The following assignments are designed to help you foster proficiencies for successful teaching.

- **In My Locker:** Bring an object and provide an explanation demonstrating your reflection on what teachers should remember about the nature of middle school students
- **Respond to the Syllabus:** Read the syllabus and response to assigned questions, demonstrating your understanding of and agreement to the syllabus.

- **Field Trip Response:** Submit your answers to reflection questions posed in response to our field trip to Point of Discovery School.
- **Open Journal:** You will respond to the day's reading and lesson. The purpose of this assignment is demonstrating reflection on big ideas in teaching, learning, and development. You should describe your personal, compelling beliefs and/or strategies for teaching.
 - **Topic Guides:** This assignment has several parts. As a team, you'll prepare a multi-part lesson (about 3 hours, with a 15 minute break). You'll prepare an outline of your lesson and other supporting materials. You'll submit a list of big ideas and questions for the final exam. You'll score your peers' open journal entries. While you're teaching, you'll video record a 15-minute segment. Later, you'll watch this segment and write a reflection. You'll add your outline and reflection to your portfolio. Finally, you will add materials to the course notebook on your topic, plus a letter to future teams.
- **Attendance/Participation**
 - Attending class is an extremely important factor contributing to your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will indirectly impact your grade and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.
 - Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation.” Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):
 - Attend all your classes regularly. We do not have a system of permitted "cuts."
 - If you decide to drop a class, please do so using accesSPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.
 - During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
 - If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
 - If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed.

Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.
- **Final Exam:** This is a timed, short-essay exam. You receive the Exam via email. There is no face-to-face location for the Exam. In compliance with university policy, students must take the Exam at the scheduled time. In very rare cases, I can make exceptions (e.g., family emergency).

Personal Grade Tracker

| ASSIGNMENT | POINTS POSSIBLE | POINTS EARNED |
|---|-----------------|---------------|
| In My Locker | 2 | |
| Respond to the Syllabus | 2 | |
| Field Trip Response | 2 | |
| Open Journals | 9 | |
| Topic Guides: Exam Questions | 6 | |
| Topic Guides: Guidebook Essay | 10 | |
| Topic Guides: Lesson | 28 | |
| Topic Guides: PoDS Activity OR Final Exam | 4 | |
| Topic Guides: Add to the USB Drive & Folder | 2 | |
| Topic Guides: Course Reflection - OR Celebration of Learning at PoDS on January 15th at 6pm | 4 | |
| Attendance/Participation (no attendance points given day of topic guides lesson or PoDS activity, as you receive other participation-type points on those days) | 8 | |
| Total Possible Points | 77 | |

| Grading Scale (I round 0.45 and up to the next whole %) | | | |
|---|-------|------------|-------|
| 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+ | | |

Tentative Course Schedule

| DATE | TOPIC(S) | READINGS TO COMPLETE (before class) | ASSIGNMENTS TO TURN IN |
|---|---|---|--|
| January 2, 2020, 8:30am-12:30pm | <ul style="list-style-type: none"> • Topic Guides: The Middle School Idea • In My Locker: Dr. Logan | 1. No Readings | <input type="checkbox"/> Respond to the Syllabus due by 11:59pm <input type="checkbox"/> The Middle School Idea Open Journal due by 11:59pm <input type="checkbox"/> Hold Harmless Form due in class |
| January 3, 2020, 8:30am-12:30pm Meet at PoDS, 1900 W Zinda Dr, Stevens Point, WI 54481 | <ul style="list-style-type: none"> • Topic Guides: Hard Fun • In My Locker: Dr. Logan | <ol style="list-style-type: none"> 1. Expeditionary Learning: Design Principles (Posted on Canvas) 2. Brown & Knowles. "Characteristics of Effective Middle School Teachers." (p. 8-9) 3. Brown & Knowles. "6. The True Middle School: More Than a Sign on a Building." (p. 62-82) | <input type="checkbox"/> Hard Fun Open Journal due by 11:59pm |
| January 4, 2020 | | | <input type="checkbox"/> Exam Questions due by 11:59pm (all groups turn this in today) <input type="checkbox"/> Field Trip Response due by 11:59pm |
| January 5, 2020 | *Advisory & Teaming meets with Dr. Logan via video conference after 2pm. | | <input type="checkbox"/> Check Canvas for my feedback on the Exam Questions (especially Advisory & Teaming) |

| | | | |
|--|---|---|--|
| <p>January 6, 2020, 8:30am-12:30pm</p> | <ul style="list-style-type: none"> ● Topic Guides: Advisory & Teaming ● In My Locker: The Needs of the Adolescent <p>*The Needs of the Adolescent meets with Dr. Logan immediately after class.</p> | <ol style="list-style-type: none"> 1. AMLE. "Leadership & Organization Characteristics." (p. 27-33) (Posted on Canvas) 2. Brown & Knowles. "7. School Structures That Support Young Adolescents." (p. 83-99) | <p><input type="checkbox"/> Advisory & Teaming Open Journal due by 11:59pm</p> |
| <p>January 7, 2020, 8:30am-12:30pm</p> | <ul style="list-style-type: none"> ● Topic Guides: The Needs of the Adolescent ● In My Locker: Honoring Diversity <p>*Honoring Diversity meets with Dr. Logan immediately after class.</p> | <ol style="list-style-type: none"> 1. AMLE. "Characteristics of Young Adolescents." (p. 53-62) (Posted on Canvas) 2. Brown & Knowles. "2. Understanding Young Adolescents' Physical Development." (p. 14-24) | <p><input type="checkbox"/> The Needs of the Adolescent Open Journal due by 11:59pm</p> <p><input type="checkbox"/> Advisory & Teaming scores Open Journal and emails grades to Dr. Logan by 11:59pm</p> |
| <p>January 8, 2020, 8:30am-12:30pm</p> | <ul style="list-style-type: none"> ● Topic Guides: Honoring Diversity ● In My Locker: Learning Environments <p>*Learning Environments meets with Dr. Logan immediately after class.</p> | <ol style="list-style-type: none"> 1. Brown & Knowles. "4. Understanding Young Adolescents' Social Development." (p. 33-42) 2. Brown & Knowles. "5. Understanding Young Adolescents' Emotional Development." (p. 43-59) | <p><input type="checkbox"/> Honoring Diversity Open Journal due by 11:59pm</p> <p><input type="checkbox"/> The Needs of the Adolescent scores Open Journal and emails grades to Dr. Logan by 11:59pm</p> |
| <p>January 9, 2020, 8:30am-12:30pm</p> | <ul style="list-style-type: none"> ● Topic Guides: Learning Environments ● In My Locker: Curriculum & Assessment <p>*Curriculum & Assessment</p> | <ol style="list-style-type: none"> 1. Brown & Knowles. "8. Creating a Safe Haven for Learning." (p. 102-125) 2. (optional) Bowlin, Durwin, & Reese-Weber. "18. Creating a Productive Learning | <p><input type="checkbox"/> Learning Environments Open Journal due by 11:59pm</p> <p><input type="checkbox"/> Honoring Diversity scores Open Journal and emails grades to Dr. Logan by 11:59pm</p> |

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| | meets with Dr. Logan immediately after class. | Environment." (Posted on Canvas) | |
| January 10, 2020, 8:30am-12:30pm | <ul style="list-style-type: none"> • Topic Guides: Curriculum & Assessment • In My Locker: Teacher Behavior & Instruction <p>*Teacher Behavior & Instruction meets with Dr. Logan immediately after class.</p> | <ol style="list-style-type: none"> 1. Brown & Knowles. "9. The Power of Student-Designed Curriculum: Exceeding Standards." (p. 126-161) 2. Brown & Knowles. "12. Assessment That Promotes Active Learning." (p. 208-228) 3. (optional) Brown & Knowles. "10. Curriculum Integration: What It Looks Like in Real Life." (p. 162-180) | <ul style="list-style-type: none"> <input type="checkbox"/> Curriculum & Assessment Open Journal due by 11:59pm <input type="checkbox"/> Learning Environments scores Open Journal and emails grades to Dr. Logan by 11:59pm |
| January 11, 2020 | | | |
| January 12, 2020 | | | |
| January 13, 2020, 8:30am-12:30pm | <ul style="list-style-type: none"> • Topic Guides: Teacher Behavior & Instruction • In My Locker: Exploratory & Service Learning <p>*Exploratory & Service Learning meets with Dr. Logan immediately after class.</p> | <ol style="list-style-type: none"> 1. Brown & Knowles. "3. Understanding Young Adolescents' Unique Brain Growth and Cognitive Development." (p. 25-32) 2. Brown & Knowles. "11. This Is Learning: Making Instruction Meaningful." (p. 181-207) | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Behavior & Instruction Open Journal due by 11:59pm <input type="checkbox"/> Curriculum & Assessment scores Open Journal and emails grades to Dr. Logan by 11:59pm |
| January 14, 2020, 8:30am-12:30pm | <p>PoDS Activity</p> <p>Meet at PoDS, 1900 W Zinda Dr, Stevens Point, WI 54481</p> | | |
| January 15, 2020, 8:30am-12:30pm | <ul style="list-style-type: none"> • Topic Guides: Exploratory & | <ol style="list-style-type: none"> 1. Brown & Knowles. "Exploratory | <ul style="list-style-type: none"> <input type="checkbox"/> Exploratory & Service Learning |

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| <p>Optional: CELEBRATION OF LEARNING AT PoDS - 6PM (Take a picture of yourself there and submit it to the DropBox instead of completing the Course Reflection Assignment.)</p> | <p>Service Learning</p> <ul style="list-style-type: none"> In My Locker: Advisory & Teaming | <p>Curriculum" (p. 95-96)</p> <ol style="list-style-type: none"> ASCD. "Learning Through Service." (Posted on Canvas) | <p>Open Journal due by 11:59pm</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher Behavior & Instruction scores Open Journal and emails grades to Dr. Logan by 11:59pm <input type="checkbox"/> USB Drive & Folder (with information added) due in class |
| <p>January 16, 2020, 8:30am-12:30pm</p> | <ul style="list-style-type: none"> Snow Day Make-Up Day (if needed) | <ol style="list-style-type: none"> No readings | <ul style="list-style-type: none"> <input type="checkbox"/> Exploratory & Service Learning scores Open Journal and emails grades to Dr. Logan by 11:59pm <input type="checkbox"/> Course Reflection due by 11:59pm <input type="checkbox"/> Guidebook Essay due by 11:59pm |
| <p>January 17, 2020, 12:30pm</p> | <p>Final Exam to be turned in by 12:30pm</p> | | |
| <p>January 18, 2020</p> | <p>Check final grades and email me with questions/concerns by midnight</p> | | |
| <p>January 19, 2020</p> | <p>Grades Posted to AccessPoint</p> | | |

*This course was developed in part using resources, activities, assignments, and guidance from Dr. Kym Buchanan, UWSP Online Course Design Resources, and the School of Education.