Introduction to Middle School - ME 200W

Dr. Peter L. Schneller

Office hours (Chapman 461)
Tuesday 9:00 - 10:30
Thursday 12:00 – 3:00

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Disability Support Services (DSS) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of DSS at the start of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of DSS at ext. 7372 or through e-mail at saracuka@muc.edu.

Caring Teachers Live What They Believe: Competent, Capable, and Caring

PROGRAM MISSION STATEMENT
Mount Union College’s Teacher Education Program prepares candidates for meaningful careers in the field of education. Building upon a solid liberal arts foundation, the Teacher Education Program assists candidates in developing knowledge, skills, and dispositions necessary to become effective and caring teachers in an ever-changing society. Mount Union College’s candidates are prepared to become reflective, lifelong learners.

PRINCIPAL PROGRAM GOALS ARE TO:
1) develop an understanding of subject matter areas and create meaningful learning experiences based on this knowledge.
2) develop an understanding of students’ cognitive, social, physical, and emotional development and to create learning opportunities that support student academic development.
3) recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity.
4) develop instructional plans based on students’ needs, curriculum goals and models, subject matter, and community.
5) develop pedagogical knowledge and skills and to use this expertise to encourage each student to develop critical-thinking and problem-solving skills.
6) create a classroom environment that facilitates learning and a climate that encourages fairness, positive social interactions, active learning, and self-motivation.
7) develop effective verbal, nonverbal, written, technological, and media communication skills to support and enhance student learning.
8) understand the role of assessment and the use of formal and informal assessment strategies to evaluate student learning.
9) develop skills necessary for self-reflection and to use this knowledge to analyze past experiences and to pursue professional development opportunities.
10) collaborate with students, candidates, parents, community members, and professional colleagues in order to support student learning and development.
11) demonstrate a sense of caring.
Assignment #1
Visit the ME200W website. Print out this SYLLABUS and the Teacher Candidate Interest Survey. Teacher Candidate Interest Survey is due September 2, 2005!

URL – ME 200W www.muc.edu/~schnelpl
Also http://raider.muc.edu/%7Eschnelpl/ME200Wwebsite/index.html

Course Description:
Introduction to Middle School, ME 200W, is an introduction to the history, philosophy, social/cultural influences, and organization of the middle school. The course emphasizes the role of the teacher in the middle school and the relationship between the diverse needs of the young adolescent and the curriculum. Thirty clock hours of field experience are required. Prerequisite: Ed. 150. 3 sem. hrs.

Course Objectives:
Upon successful completion of this course, the student will demonstrate:

Knowledge:
- Physical, intellectual, social and emotion development of ten to fourteen yr. olds, including
  - Brain-based learning
  - Developmentally appropriate curriculum design
- Student differences in mental processing and learning styles
- The Writing Process and Writer's Workshop
- The middle school concept
- Collaborative/team teaching
- Interdisciplinary/integrated curriculum design
- The importance of differentiated instruction
- Professional development particular to teaching in the middle school, and much more.
- A thorough understanding of the NMSA beliefs:
  1. Educators committed to young adolescents
  2. A shared vision
  3. High expectations for all
  4. An adult advocate for every student
  5. Family and community partnerships
  6. A positive school climate
  7. Curriculum that is challenging, integrative, and exploratory
  8. Varied teaching and learning approaches
  9. Assessment and evaluation that promote learning
  10. Flexible organizational structures
  11. Programs and policies that foster health, wellness, and safety
  12. Comprehensive guidance and support services.

Skills:
- Organization
- Writing objectives
- Choosing and sequencing learning activities
- Using questioning
- Choosing and preparing learning materials
- Preparation of teacher-made tests
- APA style for formal writing
- Cooperative learning in the classroom
- Professional writing and presentation via - research papers, lesson plan writing, critical review of published professional research or essays on theory, and freewriting/journaling
- Research presentation
- Use of technology to research and produce professional knowledge.

Attitudes and Values:
- A fundamental understanding and respect for the ten to fourteen yr. old
- A stance on the teaching of morals and values
- A cognitive and critical awareness of what sound curriculum 'looks like' in the middle school
- The teacher as decision-maker and disciplinarian
- Planning and reflection as important professional activities
- The importance of writing as professional communication
- A strong work ethic
Required texts:


Other sources that will be utilized:

Alvermann, D. E., Haggod, M. C., & Mood, J. S., *Popular Culture in the Classroom: Teaching and Researching Critical Media Literacy*

Coles, R., *Privileged Ones: Volume V of Children in Crisis*

Coles, R., *The Moral Intelligence of Children: How to Raise a Moral Child*

Cook, K., *What girls learn*

Hayes-Jacobs, H., *Interdisciplinary curriculum: Design and implementation*

Pipher, M., *Reviving Ophelia: Saving the selves of adolescent girls*

Paulson, G., *Hatchet*

Pollack, W. S., *Real boys: Rescuing our sons from the myths of boyhood*

Rousseau, J. J., *Emile*

Seligman, M. E., *The Optimistic Child*

Sadker, M. & Sadker, D., *Failing at Fairness*

Tatum, B. D., "Why are all the Black Kids sitting together in the Cafeteria?"

Course Expectations:

Teaching is a profession that’s filled with promise and disappointment; it’s not meant for everyone. The successful public and private school teacher possesses or develops a variety of qualities that allow her/him to work with students in a learning environment that exists within a constantly changing world. This demands that preservice teachers learn to meet the standards of the profession. You are required to come to class promptly, prepared, and with materials at hand. If you have an emergency and cannot attend class, please call the professor or the education department secretary before class. You are responsible for all classwork, so should you be absent, have another preservice teacher collect your handouts and share notes. You are welcome to schedule a conference should a class absence interfere with your work in ME 200. The teaching profession needs teachers who are consistently (day-to-day, week-to-week, month-to-month) with their students; you need to be here so we can be insured that once you start teaching you will be there. You will be held responsible for any assignments turned in late; there will be a full letter grade reduction for each day that passes past the original due date.

You may dress casually when we have regular class; however, when we have guest speakers or if you are teaching and/or presenting, you must dress professionally. This means dress slacks, dress shirts and ties for men and dresses with hose, dress slacks, and appropriate blouses for women.

This is a writing intensive course. Please note that there will be a minimum of 15 pages of formal writing for the completion of the course. You will have the ability to revise your writing, and a significant amount of classroom time will be spent in order to understand writing as a process - class discussions will focus on writing and peer editing. Twenty-five per cent of the final grade will be based on written assignments and you must complete the writing assignments successfully in order to pass.

Review the Academic Honesty policy of Mount Union College. Those guidelines are important for you to know and follow when using, the library, technology, and preparing written assignments. Understand that spelling, grammar, and content will be used by your students, their parents, and other education professionals to judge your professional credibility, so carefully edit your writing before sharing it with your readers. With any written (including first) drafts you need to demonstrate the work ethic of a teacher – this means good faith effort must be made on all written work.

If you wish to request accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or at my office.

*Assignments and Grading:*

**Grading scale:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Teacher Candidate Interest Survey</td>
<td>25 pts.</td>
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<tr>
<td>Attendance and participation</td>
<td>150 pts.</td>
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</tbody>
</table>

For each unexcused absence, there is a 15 pt. reduction in your attendance and participation grade. If your absence is excused, you are still responsible for all missed work and must see Dr. S. about make-up work or else you still lose 15 pts.
Advisory Lesson 100 pts.
Adolescent Autobiography 200 pts.
Field Experience 125 pts.
- Exploratory Curriculum (25 pts.)
- Shadow Study (50 pts.)
- Attendance (50 pts.)
Midterm Exam (All Grown Up and This We Believe) 100 pts.
Collaborative Teaching Project 100 pts.
- 50 pts. Individual (designated by each individual/assigned by group)
- 50 pts. Group grade (holistic)
Portfolio/Updated Educational Philosophy 50 pts.
Final Exam (Praxis II Constructed Response Simulation) 150 pts.

Total 1,000 pts.

Pts.
930 - 1000 A
900 - 929 A-
870 - 899 B+
841 - 869 B
821 - 840 B-
791 - 820 C+
771 - 790 C
751 - 770 C-
711 - 750 D+
671 - 710 D
650 - 670 D-

*Please note that you must successfully complete all written assignments in order to pass this course.

Major assignments:
Please note that any products generated from these assignments may be used as examples for State and NCATE Board of Examiners visits.

- Advisory Lesson - This We Believe and Now We Must Act… states that “each student has one adult who knows and cares for that individual and who supports that student’s academic and personal development.” Each teacher candidate will create an advisory lesson based on any one of the following themes: Social Development, Physical Development, Moral Development, or Emotional Development of Young Adolescents.
- Field Experience - The fieldwork experience is designed to help you observe, analyze, and appreciate the role of a teacher. To achieve a high level of understanding of the teaching profession, you are obligated to include the following assignments regarding fieldwork:
  - Description of the middle school environment (classroom study and exploratory curriculum).
  - A written reflection of your group visit to a middle school.
- Collaborative Project - Curriculum/Teaching Project - An Integrated Lesson designed in pairs and taught during the last two weeks of school. This must include a judicious use of technology in both the in-class presentation and the lesson that is developed for middle school student.
- Portfolio - This is a continuation of the journal that was started in Ed. 150W. It will serve as a record of your best work in all your education courses during your career at MUC. (There is an electronic portfolio option - ask professor, if interested.)
  - Product(s) marked with this icon will serve as a portfolio artifact(s) that meet MUC TEP goal #2.
  - Product(s) marked with this icon will serve as a portfolio artifact(s) that meet MUC TEP goal #11.
  - Product(s) marked with this icon will serve as a portfolio artifact(s) that meet MUC TEP goal #7.
Week One
Introductions, Identity, Connectedness and Power, Roles of middle school teachers
Contradictory Needs of Adolescence, and This We Believe, pps. 1 - 40 Teacher Candidate Interest Survey due

Week Two
Elkind - “Peer Shock” and “Vanishing Markers” pps. 81 - 134

Week Three
Elkind - "The Postmodern Permeable Family” and "Schools for Scandal” pps. 135 - 186
Elkind - "Stress, Identity, and the Patchwork Self and "Teenagers Reactions to Postmodern Stressors” pps. 187 – 238, APA

Week Four
Elkind - "Helping Teenagers Cope" and "Services for Troubled Teenagers’ pps. 239 – 267, APA Style cont.’
Media/pop culture and Adolescence - article "Engaging Middle School Students in Critical Media Literacy: Donna's Lesson" rough draft of Adolescent Autobiography due, and Peer Editing of Autobiographies

Week Five
Mid-term exam
Components of a lesson and introduction to Advisory lesson

Week Six - October - Month of the Young Adolescent
Advisory lesson cont.’, Adolescent autobiographies due Educating Esme’ Part I pps. 1 - 71, Reflective thinking and listening cont.’, and Advisory lesson cont.’

Week Seven
Educating Esme’, Part II to April 1st pps. 73 – 130, Introduction to teaming and integrated lessons

Week Eight
Trip/Fieldwork – Whitney Young Middle School, Cleveland, Ohio
Trip/Fieldwork – Alliance Middle School, Alliance, Ohio National Middle School Shadow Day

Week Nine
Race, ethnicity, class, culture, etc. article - "Identity Development in Adolescence“ from "Why are all the Black kids sitting together in the cafeteria?” and Shadow Study and Exploratory Curriculum due "Doing To” vs. "Working with” - a look at discipline in middle school

Week Ten
Models of Instruction and Learning Styles
Cooperative Learning, revised Autobiographies due

Week Eleven
Integrated Lessons – What are they?
Interdisciplinary Teaching Units - Heidi Hayes-Jacobs and Lynne Erickson

Week Twelve
Catch up Differences between Interdisciplinary Units and Integration of Disciplines, Beane Curriculum Integration: Designing a Core of Democratic Education Portfolio/Updated Educational Philosophy due

Week Thirteen
Teaching of Integrated Lesson

Week Fourteen
Teaching of Integrated Lesson Integrated Lesson due

Week Fifteen
Teaching of Integrated Lesson
Last day of class – Review for Final and Celebration

*Please note - The Course Schedule is subject to change based upon your needs and the judgement of the instructor of the course. This pertains to both short-term and long-range plans for the course.

MWF 11:00 - 11:50 Friday, December 16th 1:00 - 4:00 PM
MWF 12:00 - 12:50 Monday December 12th 6:00 - 9:00 PM
MWF 2:00 - 2:50 Friday, December 16th 8:00 – 11:00 AM