

## Department of Education

**Fall 2010**

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| **Course:**  **Credits:** | EMD 335 Middle School Curriculum and Organization  3- Semester Hours | |
| **Classroom:** | 213 McClurg Center for Teaching and Learning | **Class Hours**: 10:50 T TH |
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| **Professor:** | Renee C. Stubbs, Assistant Professor of Education  Telephone: 321-5273  email: [renee.stubbs@newberry.edu](mailto:renee.stubbs@newberry.edu) | **Office Hours:** hours are posted beside the office door, and by appointment  212 McClurg Center for Teaching and Learning |

**Textbook:** Manning, M. L., & Bucher, K. T. (2009). Teaching in the middle school (3rd ed.). Boston, MA: Pearson Education, Inc.

**LiveText Account**

**Membership in National Middle School Association** [**www.nmsa.org**](http://www.nmsa.org)

**Course Description:**  **EMD 335. Middle School Curriculum and Organization (3)**

*Prerequisite: Admission to the professional education program.*

A study of school organization and curriculum developmentally appropriate for middle level students.

Specific topics include interdisciplinary teaching teams, flexible grouping and scheduling, vertical articulation, activity and advisory programs, and community building. Candidates also are introduced to the NMSA standards.

Required of middle level candidates

Requires 24 hours field experience in public schools ( will be completed as whole class school visits)

CACP: A level three CACP paper may be submitted for EMD335

Goals:

By the end of the course, the candidates will:

Learn what middle schools are like today and what they can become

Describe young adolescents and their developmental period

Identify essential middle school concepts as described in *Turning Points* and *This We Believe*

**Instruction:** The methods used in class will vary, depending on the learning objectives. Students should be prepared to be actively engaged in debates, Socratic Method, text-based discussions, role-play, and other engaging strategies. Lectures will be used for clarifying text material or introducing new material, discussion for practice in identifying and applying principles or theories, and multimedia for illuminating special topics. Please note that you will need to read assigned chapters. Activities will be modeled in this class that you can use in your own classrooms. You will be responsible for class material, as well as material that you read outside of class from the text.

### Department of Education Policies

**Attendance:**  Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five T/TH classes. Six or more absences will result in a failing grade for the course.  Missing three classes will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate’s professional commitment. Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing and turn work in early. Education faculty reserves the right to ask for verification when determining whether to allow candidates to make up tests or exams.  Candidates who are absent due to serious illness or emergency should contact the professor as soon as possible in writing and discuss the situation. The professor reserves the right to use discretion when assigning a failure due to absence.

**Assignments:**

Assignments are due on the assigned date. The majority of assignments will be submitted through Livetext. Once the due date has expired and the student has not submitted an assignment you must submit a written excuse to the professor through email requesting that the assignment be reopened and the reason the work must be turned in late. This professor will not assign a grade for a course unless ALL assignments have been completed. While the grade for a late assignment will not be lowered because of the lateness, a disposition statement will be filed after 2 or more late assignments as this could represent a lack of professionalism. An accumulation of disposition files can result in removal from the education program.

**Academic Integrity:** Cheating and plagiarism will not be tolerated. Perpetrators will receive a “0” on the assignment and a letter will be placed in their Teacher Education file, as it violates Conceptual Framework Ethics. Please remember that plagiarism includes, but is not limited to: turning in someone else’s work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work.

**Personal computers may be used in class for note-taking and other assignments given by the professor. Students using computers for a purpose other than mentioned above will be asked to shut down the computer.**

If you are a student with a documented **learning or physical disability** who requires special accommodations, it is your responsibility make such arrangements by contacting Director of Student Academic Services, Kay Chandler, who also heads our office of Disabilities Support Services.  She is located in Wright Hall and can be reached at 803-321-5187.  Following a confidential interview with you, she will contact your instructors to inform them of your special needs.  Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services.  For further information, please visit [http://www.newberry-college.net/dss](https://mail.newberry.edu/owa/redir.aspx?C=5dc26cc0967c4b13abc85b0d3094a4f7&URL=http%3a%2f%2fwww.newberry-college.net%2fdss).

**COURSE REQUIREMENTS:**

1. **Field Experiences – post responses in Livetext Field experience rubric is posted in Livetext**

The Field Experiences for EMD 335 will consist of field trips to at least three middle schools where we will observe, discuss, and reflect on the experiences. During the school visitations the class will observe single gender classrooms, a Montessori setting, an interdisciplinary team meeting, and other organizational structures and curriculum in the middle school setting.

**2. C**ulminating portfolio. - The contents of the portfolio will demonstrate your knowledge of the components of Middle Level Organization and Curriculum**.** Details will be posted in Livetext under Assignments after the project has been described in class.

**4. Journal Critiques As Assigned**

Select journal articles from a list that will be emailed to you. You must submit four articles. The article will be assessed on three parts: citing the source, summarizing the article, and relating the content to your understanding. You must include the author of the article and it must be typed.

**5. Class Participation and out of class assignments –** Failure to complete the out of class assignments will hinder your ability to participate in the in class assignments.

**6. Comprehension Checks**

Assessment 1 – Chapters and material taught by midterm

Assessment 2 – Comprehensive with emphasis on the material after midterm

**EVALUATION PROCEDURES:** A **4 point rubric** will be used for all assessments and assignments. A few of the rubrics are included in the syllabus and the rubrics for major assignments will be provided when the assignment is given.

Late work will be accepted with no penalty under the following circumstances: 1) you notify me **in writing prior** to the due day and also provide the date that you will turn in the work, 2) no more than one late assignment may be turned in, 3) failure to follow 1 and 2 will result in a Disposition statement placed in your teacher education file as this behavior is contrary to Conceptual Framework Ethics and the Disposition Professionalism.

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| **Grading Scale**: Rubrics will be given for each assignment. The scale for each rubric will be 0 to 4 points. | 3.5 < A ≤ 4  3.0 < B+ ≤ 3.5  2.5 < B ≤ 3.0  2.0 < C+ ≤ 2.5  1.5 < C ≤ 2.0  1.0 < D+ ≤ 1.5  0.5 < D ≤ 1.0  F ≤ 0.5 |

##### Journal Critiques

1. Summarize the journal article that illustrates, exemplifies, or pertains to one of the developmental phenomena, theories, processes, issues, or research findings discussed in class or the text.
2. Briefly explain the developmental phenomenon, theory, process, issue, or research finding described in item 1. Do not retell word for word what was in the article. Summarize the main idea.
3. Describe how the information relates to our study and your reaction to the article. You should have at least two sections: a summary and your reaction.
4. Type your report and cite your sources using correct APA format.
5. On the due date for journal articles, one or more students may be selected at random to share his/her article.

*Specific for Journal Critiques:*

1. You may use first person, “I”
2. Be sure to be complete with your summary of the article
3. Relate your article to the text. Be specific. Opinion is good as long as it is grounded in fact.
4. You need to quote the text and the article at least once each.
5. The following is a great APA site: http://owl.english.purdue.edu/owl/resource/560/01/ (maintained by Purdue University’s On-line Writing Lab) <http://noodletools.com/login.php> This is a website that can guide you through creating citations.
6. Use The Writing Center located in Wright Hall for assistance in writing.

**Journal Critique Rubric**

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| **Performance Element** | **Awesome! 4** | **Right On! 3** | **Oops! 2 or 1** | **Nothing**  **0** |
| Mechanics | No errors | A few distracting errors Some minor difficulties | Many major mechanical errors | No paper submitted |
| Assertions | Major points are supported by strong examples. | Major points are given thin support only. | Major points are given superficial support or are unsupported. |
| Ideas | Ideas are engaging, insightful, and illustrate understanding. | Ideas are good but obscured by unclear writing or lack of information. | Ideas do not go beyond the obvious, or are randomly presented or remain undeveloped. |
| Style | Writing is clear, inspiring, and done with flair. | Writing is O.K. but contains few surprises. | Writing lacks energy, is narrow and unimaginative. |
| Organization | Contains clearly developed paragraphs in a logical sequence. | Contains mostly clearly developed paragraphs, but is unclear in places. | Is disorganized and difficult to follow. |
| Thesis Statement or Purpose | Contains a sharp focus and a clearly identifiable statement of purpose. | Contains an unengaging or poorly focused statement of purpose. | Does not present a thesis or purpose statement that is clearly identifiable or developed. |

**Essential question: *What organizational structures support meaningful relationships and learning for young adolescents?***

***Also: What is a curriculum that is relevant, challenging, integrated, and exploratory?***

*Note: We may need to be flexible with dates. On occasion our discussions will become lively and the lesson may take longer than planned. I will send an updated calendar should this occur.*

***What school wide efforts and policies foster health, wellness, and emotional support?***

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|  | | **Topic** | **Assignments**  (these are the minimum *assignments to keep you on*  *track with the textbook readings additional assignments to complement the readings will also be assigned*  *Additional articles are added throughout the course.)* |
|  | ***Understanding Middle Schools and Young Adolescents*** | |  |
| 1 | Aug 24 | Introductions, syllabus, teambuilding | Complete the chart on the Characteristics of a Young Adolescent  Read Chapter 1 |
| 2 | 26 | Ch 1 Activities and review | Complete Idea 2 p26 (2 pages will be fine) under the Assignment in Livetext |
|  | ***Developing the Curriculum and Organizing the School*** | |  |
| 3 | 31 | Review Characteristics of the Young Adolescent  Ch 4 Middle School Curriculum – Core and Related Arts | Begin work on Idea 1,p112 ( unit plan)  See Livetext for details  Finish reading ch. 4 |
| 4 | Sept.2 | Ch 4 con’t.  Begin Ch 5 MS Curriculum – Integrated and Exploratory | Read ch 5. |
| 5 | 7 | Ch 5 Con’t | Work on unit plan |
| 6 | 9 | Ch 5 con’t  preparation for School Visit | Read Ch. 6 |
| 7 | 14 | Middle School Visit | Complete idea 1,p26 for one school Submit in Livetext |
| 8 | 16 | Reflection on School visit  Share unit plan progress  Begin ch. 6 Planning Instruction – Appropriate and Interdisciplinary | Complete Idea 2,p162. Submit in Livetext |
| 9 | 21 | Ch 6 con’t | Work on unit plan |
| 10 | 23 | Ch. 6 con’t | Read ch. 7 |
| 11 | 28 | Review ch. 7-Implementing Instruction-methods, strategies |  |
| 12 | 30 | Ch 7 – Interdiciplinary teams | Idea 2, p193 |
| 13 | Oct.5 | Middle School Visit  Explain and assign portfolio | Study for midterm |
| 14 | 7 | Midterm comprehension check | Read ch. 8 |
| 15 | 12 | Reflect on visit and midterm eval. | Work on Portfolio and unit plans |
| 16 | 19 | Ch. 8 - Assessment of learning, methods and issues |  |
| 17 | 21 | Ch.8 con’t |  |
| 18 | 26 | Work on assessments for the unit plan | Complete Idea 1,p218, submit in Livetext |
| 19 | 28 | Ch. 8 con’t | Read ch. 10 |
|  | ***Working with External Communities*** | |  |
| 20 | Nov.2 | Ch. 10 – Parents, families and Community Members |  |
| 21 | 4 | Middle School Visit |  |
| 22 | 9 | Reflection of the visit  Ch.10 con’t |  |
| 23 | 11 | Peer review of unit plans | Work on unit plan |
| 24 | 16 | Lesson presentation from unit plan |  |
| 25 | 18 | Lesson Presentation from unit plan | Unit plans due on Nov.18 in class |
| 26 | 23 | Peer review of portfolio |  |
| 27 | 30 | Summarize and review | Portfolio due on Nov.30 in class |
| 28 | Dec 2 | Reading Day (no class) |  |
|  | 7-10 | Comprehension Check (exam) |  |

**EMD 335 Middle Level Curriculum and Instruction**

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| **Learner Outcomes** | **Assessment** | **INTASC**  **Standards** | **NCATE**  **Standards** | **NMSA**  **Standards** | **ADEPT Standards** | **Conceptual Framework Principles** |
| **understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools,** | Portfolio | 5 Motivation and Management  2 Student Development  3 Diverse Learners | Content  Pedagogy | Standard 2. Middle Level Philosophy and School Organization | environment | ethics |
| **understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment** | Vertical Alignment Project | 8 Assessment | Content  Pedagogy | Standard 3. Middle Level Curriculum and Assessment | planning | content |
| **understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences** | Interdisciplinary Unit and lesson plans | 1 Content Pedagogy  7 Planning | Content  Pedagogy  Diversity | Standard 4. Middle Level Teaching Fields | instruction | content |
| **understand the major concepts, principles, theories, and research related to working collaboratively with family and community members** | Portfolio | 10 School and Community Involvement |  | Standard 6. Family and Community Involvement | environment | collaboration |