MIDDLE LEVEL and JUNIOR HIGH

PROGRAMS

Grades 5-8
CI 462, Section 201, Fall Semester 2015

Instructor: Dr. Francie K. Shafer
Wham 323 G
Email: fshafer@siu.edu

Class Time: M, W: 4-6:25 pm
Location: Wham 308
August --December

Office: M-W: 1-4 pm
Hours: F: By appointment, 9-11 am

Contact: My Office: (618) 453-
Information: CI office: 536-2441

CI 462 PREREQUISITES: EDUC 313 or graduate enrollment.
Important Dates: Labor Day Holiday, September 7, 2015; Veterans Day Holiday, November 11, 2015
Fall Break: 10/10 — 10/13/ 2015; CI 473, Section 201
Final Exam: December 14-18, 2015

COURSE DESCRIPTION

Middle School/Junior High Programs focuses on the philosophy, curriculum, and instruction (strategies, methods, and pedagogy) of programs designed especially for early adolescents in grades 5-8 with a specific emphasis on improving literacy for diverse learning styles. This course stresses instruction that is based on the physical, social, emotional, intellectual, and character development (PIES+C) needs and characteristics of early adolescents aged 10-15.

Current research and practice will be used as the foundation for the CI 462 students’ understanding of fundamental knowledge in the development of social issues and curricula topics related to the young adolescent learner and his/her transition into the middle level setting such as developmentally appropriate instructional methods, advisory programs, needs and characteristics of the adolescent learner, content literacy strategies, teaming, interdisciplinary instructional units, lesson planning for core and encore curricula, assessment and evaluation, social issues, and family involvement.

COURSE GOALS: Powell Textbook Resources, Association of Middle Level Education Website, Illinois State Board of Education Website (Standards)

CI 462 student will:
1. describe middle school student/learner needs and characteristics which are unique to the young adolescents (physical, intellectual, emotional and social). (IPTS 2; AMLE 1) *Powell textbook, AMLE Website, ISBE Website (Social/Emotional Learning Standards)
2. increase his/her knowledge and understanding of developmentally appropriate practices for teaching early adolescent learners ages 10-14 (15); (AMLE 1-5, INTASC Standard 1, 2, 3) *Powell textbook, AMLE Website, demonstrations, presentations, and supplemental textbook
3. describe key components of middle level schools including teaming, co-teaching and interdisciplinary teaming strategies, grouping strategies, core and encore programs, and family involvement; (Chapters 1, 5, 7, 9, 10, 11; AMLE Standards 1-5) *Powell textbook, AMLE Website, ISBE Website
4. participate as an active team member to design components (lesson plans) of an unit appropriate for adolescents learners; (1-11; AMLE Standards 1-5) *Class handouts, instructor emails, Powell textbook, ISBE Website (Standards), AMLE Website (Standards), and research
5. demonstrate proficiency in following middle level lesson plans with measurable objectives and aligned with procedures, activities, accommodations, and assessment strategies; (Chapters 1-11; AMLE Standards 1-5, ISBE Standards) *Live Text
6. understand formal and informal ways to evaluate and assess the cognitive and affective development of early/young adolescents; (1, 8; AMLE 1, 2, 4) *Powell textbook, AMLE Website, ISBE Website, Live Text, research, course specific lesson plan format and assessment
7. become familiar with national, regional, and state standards in middle-level education; (1) Association of Middle Level Education (AMLE) *AMLE Website and Illinois State Board of Education, Illinois Learning Standards (ISBE website)
8. evaluate research-based articles and apply principles for his/her own classrooms; (1-11, AMLE 1-5) *education journals, AMLE Website/research/publications
9. locate practical teaching, resource, and time management materials and strategies for creating a productive teaching environment in today’s schools (11, AMLE standards 1-5) *Powell textbook, AMLE website, Content Literacy Strategies textbook, and research

REQUIRED TECHNOLOGY SKILL SET

Each student must have Internet access with an email address that will support receiving large (2+ MB) files. A free SIUC account is available and recommended. Students can expect to receive frequent emails. Students are expected to have basic computer skills, including ability to email, search the web, download images from digital or video cameras, Word, Excel, and PowerPoint.

Recommended Materials and REQUIRED TEXTS
1. Regular access to email is required. Sending the instructor an email through D2L is expected the first day of class.
2. Documents/assignments pertaining to the class must be submitted through Live Text: http://www.livetext.com
3. A technology storage device: A USB portable storage device: flash drive, thumb drive, memory stick (1-4 GB)

Course Notes: Tentative Reading assignments: Powell textbook: Chapters 1, 3, 4, 8, 9, 10, Skim Chapters 2, 6 and 5; various instructional handouts distributed in class by the instructor.

Literacy: Fisher text: Depending upon content topic and content area, at least 15 instructional strategy descriptions must be analyzed and included in the Instructional Strategy Booklet Project.

Presentations: Content Literacy Instructional Strategies will be presented in a team setting during the course. (Rubric assessment tool)
Culminating: Final exam will be a written exam due during final exam week after the completion of CI 473, Section 201.

Instructor’s Expectations:

ATTENDANCE POLICY: Middle-level education is predicated upon all members valuing the contributions of others with each person actively participating in a team effort. YOUR attendance and active participation are critical to all of us. Attendance is expected at all class sessions. An attendance sheet is completed during each class. Points are earned for each day of attendance and punctuality. Points are not earned when a student is tardy and/or absent. Regardless of assignment point totals, amassing two absences may result in a failing grade for the class. Being tardy is unacceptable. Attendance points count for 15% of final course grade. A 5 point deduction is assessed for each unexcused absence.

Since absence from class affects participation in daily class and team activities, no student will receive a passing grade if two sessions of the class are missed for any reason. If and when an emergency situation arises, including health issues, then enrollment in a different class section during a different semester may be arranged. Additionally, it is a professional courtesy to inform the instructor by telephone or email prior to class for a planned absence and immediately after when unexpected or emergency absences occur. Notifying team members of planned absences is a professional expectation. Due to the teaming structure of CI 462, absences adversely affect all students in the class. Therefore, as stated above, no student will receive a passing grade if he/she misses 20% of the class sessions for any reason.

As in teaching, your “contract” for attendance goes through the full semester. Missing the last class or any class just prior to any break may result in your grade being lowered one letter grade for each absence.

Cooperative Work and Collaborative Teaming: Team projects and presentations must provide evidence of equal participation among all group members. Since, equal participation is required in all team projects; the instructor retains the option to adjust individual/group grades to reflect the evaluation/assessment of team member’s participation and completion of individual responsibilities. Example: Four team members, each member must show evidence of 25% of the work.

Diversity and Respect: During a professional and academic career, one meets many different people who represent all strata of society. As future teachers, it is imperative that we model an attitude of acceptance and respect for all opinions and learn from those experiences.

Classroom Management--Use of Technology: The computer lab is a valuable learning tool for the content of CI 462: Junior High and Middle School Programs. The use of technology as a research tool advantages the content of this course as well as the students who attend the class. However, a student’s cell phone, text messaging, instant messaging, Face book account or MySpace account are not part of the technology component of this class/course.

Classroom Management: Professional behavior and professional conduct is expected. Thus, do not exhibit behaviors that “you” as a middle level teacher would not allow in your classroom. If a middle school student could not display the behavior (text messaging, cell phone use), then do not demonstrate
that behavior in my classroom. Besides the use of such not only illustrates rude behavior toward the instructor and the rest of the students, but doing so does not ‘fit’ into the professional behaviors that are required from practicing teachers and pre-service teachers in the public school setting. So however tempting it might be to send a text, avoid it.

**Accommodations**--Special accommodations will be made for any student who has a documented need. Students requesting special accommodations must inform the instructor during the first week of class. Resources for additional academic help (Writing Center, Learning Support Services, Tutoring, Disability Support Services); The Office of DSS is located in Woody Hall B-150, Phone: 453-5738, Website: [http://disabilityservices.siu.edu](http://disabilityservices.siu.edu)


Plagiarism is unprofessional and inexcusable. Learning how to cite resources is part of academic writing. Therefore, university policies will be followed if plagiarism is suspected. All work is expected to be the student's own with appropriate citation. It is expected that students will access and utilize resources found on the Internet and other teacher resources. However, it is imperative that all work adapted from another source be appropriately modified to meet the requirements of this class and referenced in 6th edition APA format.

**Format Citation for assignments/resources**: The Department of Curriculum and Instruction requires that all writing submissions follow the guidelines presented in the *Publication Manual of the American Psychological Association, APA, 6th Edition*.

**Assignments**: Assignments are due at the beginning of the class period. All work handed in for class activities or credit must be typed or word-processed. A 10% penalty will be assessed and strictly enforced for late assignments, however, ones that are completed by the next class session. Additional penalties may be applied for extremely late assignments, but it is the policy of this instructor that any assignment is acceptable.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
</tr>
<tr>
<td>B</td>
<td>89-80%</td>
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<tr>
<td>C</td>
<td>79-70%</td>
</tr>
<tr>
<td>D</td>
<td>69-65%</td>
</tr>
<tr>
<td>F</td>
<td>64 and below</td>
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</tbody>
</table>

*Remediation may be considered if a student’s grade points fall within this range.

**Note**: The instructor retains the right to adjust points due to addition or deletion of assignments. Percentage values on the grading scale will remain constant.

**Tentative List of Assignments**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
<th>Student’s Earned Points from assigned tasks</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and punctuality</td>
<td>Approximately 40-60 pts.</td>
<td>15% of final average</td>
<td>All class sessions</td>
</tr>
<tr>
<td>Email Instructor through D2L</td>
<td>5 pts.</td>
<td></td>
<td>August 24th</td>
</tr>
<tr>
<td><strong>Content Knowledge Application</strong></td>
<td>Assignments derived from assigned readings in text and class discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>Points</td>
<td>Time Frame</td>
<td></td>
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<tr>
<td>--------------------------------------------------------------------------</td>
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<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>20-60 pts.</td>
<td>Weeks 1-7</td>
<td></td>
</tr>
<tr>
<td>AMLE Website Evaluation</td>
<td>10 pts</td>
<td>Week 1 and 2 (Ch. 1)</td>
<td></td>
</tr>
<tr>
<td>Text Chapter Content Application and Comprehension Checks/Reflections/Worksheet</td>
<td>50 pts.</td>
<td>Weeks 1-8</td>
<td></td>
</tr>
<tr>
<td>AMLE Middle Level Research Reform Reflections (Articles)</td>
<td>20 pts. (4 x’s 5 pts.)</td>
<td>Weeks 1-7</td>
<td></td>
</tr>
<tr>
<td>Video Critique (Middle Level Schools)</td>
<td>15 pts.</td>
<td>Week 2</td>
<td></td>
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<tr>
<td><strong>Professional Development Tasks</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Presentation of Literacy Strategy with handout for class members</td>
<td>30 pts. (Team)</td>
<td>Varies (Week 4, 5, 6)</td>
<td></td>
</tr>
<tr>
<td>Commentary Journal on presentations</td>
<td>30 pts (depends upon number of teams)</td>
<td>Due at the end of team presentations</td>
<td></td>
</tr>
<tr>
<td>Completion of activities in class</td>
<td>30 pts.</td>
<td>Weeks 1-8</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan-1 following Ed TPA template (Part 1 and Part 2)</td>
<td>34 pts. (14 and 20 pts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matrix</td>
<td>15 pts. (team)</td>
<td>Completed in class</td>
<td></td>
</tr>
<tr>
<td>Matrix</td>
<td>15 pts. (individual)</td>
<td>Due the last week of class</td>
<td></td>
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</tbody>
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**Helpful Internet Resources for the Class Content**

- http://www.amle.org    Association of Middle Level Education/National Middle School Association
- http://aimsnetwork.org Association of Illinois Middle Schools
- http://www.isbe.state.il.us Illinois State Board of Education homepage
- http://www.statemaster.com/index.php Literacy Rates
- http://www.media-awareness.ca Media Literacy
- http://www.middleweb.com Middle Web
- http://www.choosemyplate.gov Nutrition/Health and Wellness

**BIBLIOGRAPHY**

Palentine, IL: Skylight Publishing, Inc.


<table>
<thead>
<tr>
<th>Structure/Content Class Structure—Topic Outline and Percentage of Time</th>
<th>% Time</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Middle-Level Philosophy Current Research of Middle Level Practices</td>
<td>15%</td>
</tr>
<tr>
<td>Middle Level Learner/Needs and Characteristics/Developing literacy and instructional strategies to meet learning styles/needs of young adolescent</td>
<td>25%</td>
</tr>
<tr>
<td>Middle Level Curriculum, Assessment and Evaluation Middle Level Organizational Concepts Middle Level Teaming Instruction/Literacy Strategies</td>
<td>35%</td>
</tr>
<tr>
<td>Middle Level Content Literacy Infrastructure/Standards</td>
<td>10%</td>
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STANDARDS: This course, its activities and assessments are aligned to the Illinois Core Curriculum Standards, Illinois Professional Teacher Standards, the Illinois Social Emotional Learning Standards, the Association of Middle Level Education Standards, and the National Educational Technology Standards.

<table>
<thead>
<tr>
<th>Major Course Activity</th>
<th>Illinois Standards</th>
<th>AMLE Middle Level Standards</th>
<th>NETS Technology Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>2, 3, 6, 8</td>
<td>1, 2, 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>Chapter/Web Assignments</td>
<td>1, 2</td>
<td>1-5; IL S/E 1-3</td>
<td></td>
</tr>
<tr>
<td>Lesson plans, Unit planning</td>
<td>1, 2, 3, 4, 6, 7, 8, 9</td>
<td>1, 2, 3, 4, 5, IL S/E 1-3</td>
<td>1, 4, 5, 6, 7, 14</td>
</tr>
<tr>
<td>Presentation Activities</td>
<td>1, 2, 3, 4, 5, 7</td>
<td>1, 2, 3, 5, IL S/E 1-3</td>
<td>1, 4, 5, 6, 7, 14, 19</td>
</tr>
</tbody>
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