TEACHING IN MIDDLE LEVEL SCHOOLS

CI 473, Section 201 Spring Semester 2016
Class Location: Wham 308

Instructor: Dr. Francie Keller Shafer
Office Location: Wham 323G
CI Office Telephone: 536-2441
Class Schedule: Monday: 7:10 to 9:40 pm
Wednesday: 4:00-6:25 pm

Email: fshafer@siu.edu
Alternate email: flindner16@hotmail.com
Office Hours: M: 1-3:30 pm; W: 1-3:30 pm, F: 9-11 am (by appointment)
Additional Contact: I will be in Wham 308 thirty minutes before the classes begin on M, W

Important Dates:
The final exam schedule is scheduled for Wednesday, May 11, 2016

PREREQUISITES: CI 462
The middle level courses, CI 462 & 473 are sequenced & may not be taken concurrently. Therefore, a student must have successfully completed CI 462 before taking CI 473.

COURSE DESCRIPTION
The needs and characteristics of the early/young adolescents create tremendous societal/personal issues that affect the way young adolescents feel about themselves, interact with others, and perform at school. The Sarah Davis Powell textbook, “Teaching in Middle School,” is designed to help equip prospective and practicing teachers with strategies to address the social, emotional, intellectual, and physical issues that affect adolescents aged 10-15 years. Pre-service and practicing teachers will become better acquainted with the challenges of teaching adolescents and the unique roles middle-level teachers must play as interdisciplinary team members, advisors, and resource personnel for this unique group of learners.

Content information for this course has been gleaned from current research, the Association of Middle Level Education (AMLE), area specialists, and exemplary practitioners in the field. This content has been used to develop appropriate teaching strategies and supplemental background knowledge on special topics.

The conceptual framework for this course, CI 473, emphasizes three components.

1) Developmentally responsive instructional strategies: Identifying physical, intellectual, emotional and social needs and characteristics associated with adolescents in grade levels 5 through 8, in order to formulate developmentally appropriate teaching strategies aligned with these developmental characteristics; Class Resources: Class handouts, Powell text book, Chapters 2, 5, 8, and 12; Promoting Harmony, all chapters, Kagan Smartcards, Fisher Literacy Strategies textbook

2) Societal Issues affecting the young adolescent learner: Increase the knowledge for prospective and practicing teachers about critical social issues concerning 10-15 year old adolescents in their environment which is their community and school setting; Class Resources: Powell textbook, Chapter 5; Promoting Harmony, all chapters, student research projects, current media articles

3) Literacy/Middle Level Teaching Resources: Familiarizing prospective teachers with middle level education resources and applying content knowledge based on middle level education research about developmentally appropriate lessons and activities; Class Resources: Students’ research and presentations, Kagan Smartcards, Cooperative Learning Handouts, resources from CI 462, AMLE Website, adolescent literature selections
CI 473 course objectives and goals:
1. To increase prospective and practicing teachers knowledge base about the physical, intellectual, emotional and social and character development needs and characteristics of the young adolescent in the middle level setting. Assignments/Assessment and Resources aligning with this goal: Course handouts, Powell textbook, and Van Hoosen textbook.
2. To increase prospective and practicing teachers knowledge of and use of the National Standards (Association of Middle Level Education) and Illinois Social and Emotional Learning Standards (http://www.amle.org; http://www.isbe.net).
3. To increase prospective and practicing teachers’ use of various instructional strategies that aligns with the needs and characteristics of the young adolescent. Assignments/Assessments and Resources aligning with this goal: Internet research, Cooperative Learning strategies, Cooperative Learning Lesson Plan, Kagan Smartcards).
4. To increase awareness of the social issues facing the young adolescent and to analyze the role the middle level teacher has in addressing those social issues. Assignments/assessments and Resources aligning with this goal: Media Literacy Project, Adolescent Literacy Project, students’ research, guest speakers, and class presentations.
5. To further develop prospective and practicing middle level teachers’ knowledge of appropriate resources that are available for middle level classroom use, especially technological resources, such as websites (Internet research), and community resources such as social agencies, printed information, as well as community personnel i.e. guest speakers.

REQUIRED TEXTS and MATERIALS
Instructor’s email: fshafer@siu.edu Alternate email: flindner16@hotmail.com

Association of Middle Level Education [AMLE] http://www.amle.org


**Required reading assignment:** Powell text: Review chapters 2, 4, 7, 8; Read chapters 5 and 12; Van Hoose text: all chapters; Adolescent literature selection for adolescent literacy project

Technology Component
- Although choices are unrestricted, each student must possess baseline knowledge of basic computer applications: email, Internet search, visual imaging, image download from digital or video camera, Microsoft word and Microsoft power point. If ‘you’ are more comfortable bringing your laptop to class, then please realize it is your responsibility for its care.
- CI 473 students are required to submit a copy of their Cooperative Learning Lesson Plan through Live Text. Additionally, this lesson plan can be used as an artifact for students’ Gateway and/or Capstone Portfolios.
- APA format requirements: The Department of Curriculum and Instruction requires that all writing submissions follow the guidelines presented in the Publication Manual of the American Psychological Association, Sixth Edition.

Management and Expectations
Use of Technology
The computer lab is a valuable learning tool for the content of Teaching in Middle Schools. 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, Facebook account or MySpace account...
are not part of the technology component of this class/course. Professional behavior 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.

ATTENDANCE POLICY: Attendance counts as 15% of the final grade for this course. Missing the class scheduled before any break or missing the final class may result in a loss of one letter grade per absence.

Middle-level education is predicated upon all members valuing the contributions of others. 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. Regardless of assignment point totals, amassing two absences may result in a failing grade for the class. Being tardy is not acceptable. Points are assessed for attendance and punctuality.

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 an unexpected or emergency absence occurs. Notifying team members of planned absences is a professional expectation. Due to the structure of CI 473, absences adversely affect all students in the class. Therefore no student will pass CI 473 if he/she misses more than two of the class sessions for any reason.

Course Activity Alignment with Standards

<table>
<thead>
<tr>
<th>Major Course Activity</th>
<th>Illinois Core Teacher Standards</th>
<th>AMLE Standards</th>
<th>NETS</th>
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</thead>
<tbody>
<tr>
<td>Team Presentations</td>
<td>1, 2, 4, 5, 6, 7, 8</td>
<td>1, 2, 4, 5, 6, 7, 8</td>
<td>1, 6, 8, 9, 19</td>
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<tr>
<td>Lesson Plan</td>
<td>1, 2, 3, 4, 5, 6, 7, 8; IL S/E 1-3</td>
<td>1, 2, 4, 5, 6, 7, 8</td>
<td>1, 6, 8, 9, 19</td>
</tr>
<tr>
<td>Research article assignment</td>
<td>1, 7, 10, IL S/E 1-3</td>
<td>1-5</td>
<td>1, 19</td>
</tr>
<tr>
<td>Instructional Activities, especially literacy strategies</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1-5</td>
<td>1, 6, 19</td>
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<tr>
<td>Video critique/technology integration</td>
<td>1, 2, 5, 6, 7</td>
<td>1, 2, 4</td>
<td>1, 6, 9, 19</td>
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<tr>
<td>Content/social issue project</td>
<td>1, 2, 3, 4, 6, 8, 19</td>
<td>1, 2, 4, 5</td>
<td>1, 4, 6, 7, 8, 9, 14, 16, 19</td>
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<tr>
<td>Curricula content and literacy strategies for presentations</td>
<td>1, 2, 6, 7</td>
<td>1-5</td>
<td>1, 6, 19</td>
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GENERAL LEARNER GOALS AND RELATED STANDARDS
During the course, the learners will demonstrate that he/she:

- Understands the major concepts, principles, theories, and research related to young adolescent development and can provide/construct opportunities that support student development and learning (AMLE 1).
- Understands and uses the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter (AMLE 2).
- Can APPLY an understanding of middle level education concepts, interdisciplinary team teaching, advisory programs, and effective middle-level teaching strategies (INTASC Standards 1- 7, 10, and 11)
• Can identify the social, emotional, and physical needs and characteristics that affect young adolescent development and academic achievement (IL S/E Standard 1-3).
• Can IDENTIFY the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and that he/she can demonstrate how to work successfully within these organizational components (AMLE 3).
• Can APPLY lesson topics/activities that specifically link issues related to the nature and needs of young adolescents to the curriculum (Standard 1-11, IL S/E 1-3).
• Understands, USES and REFLECTS upon the major concepts, principles, theories, and research related to data informed instruction and assessment, and he/she can employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (AMLE 4).
• Can IDENTIFY school protocol, legal processes, and ethical considerations for guidance and referral of early adolescents to health and social service agencies (Standard 7, 9, 10, IL S/E 1-3).
• Can WORK effectively with class members (teams/partners/triads) (Standard 7, 11, IL S/E 1-3).
• Can DESIGN AND FORMULATE a viable middle level literacy project (Standard 1-11, AMLE 1, 2, and 4).
• Understands the complexity of teaching young adolescents, and he/she can engage in practices and behaviors that develop his/her competence as professionals (IL S/E 1-3, AMLE 5).
• Can DEMONSTRATE skill in using technology as a teaching tool (NETS 4, 6).

NETS TECHNOLOGY STANDARDS AND PERFORMANCE INDICATORS:
At the conclusion of the course, learners will have:
• applied technology to increase productivity
• applied technology to develop students’ higher-order skills and creativity
• applied technology in assessing student learning of subject matter using a variety of assessment techniques
• designed developmentally-appropriate learning products that apply technology-enhanced instructional strategies to support the diverse needs of learners
• demonstrated continual growth in technology knowledge and skills to stay abreast of current and emerging technologies
• used technology to support learner-centered strategies that address the diverse needs of students
• used technology resources to engage in ongoing professional development and life-long learning
• used technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning

ILLINOIS MIDDLE LEVEL STANDARDS:
At the conclusion of this course, learners will have:
• demonstrated knowledge of the unique developmental characteristics of young adolescents in the physical, intellectual, social, and emotional domains and will be able to apply this knowledge in working with young adolescent students (Standard 1, Knowledge Indicators B-F; Performance Indicators G-L)
• designed and used a variety of assessments to evaluate and support the intellectual development of students (Standard 6, Knowledge Indicators B, C; Performance Indicators D-G)
• formulated an enhanced curriculum unit that emphasizes a subject’s central concepts, structure, tools, and terminology and includes integrated learning experiences that develop all students’ competence in the subject matter and skills at the appropriate developmental levels (Standard 4, Knowledge Indicators A-F; Performance Indicators G, I)
• related advisory/opening lessons and activities to the nature and needs (PIES + C) of young adolescents and demonstrate an ability to link issues related to the needs of young adolescents to the curriculum (Standard 3, Knowledge Indicators A-B; Performance Indicators D-G)
• used a variety of instructional strategies to support student learning (Standard 5, Knowledge Indicators A, C; Performance Indicators D-F)
ASSIGNMENTS

1. **All work is to be word processed unless otherwise directed by the instructor.**
2. All work submitted beyond the due date will be assessed a 10% penalty.
   a. Additionally, the late penalty may increase due to the length of time that has elapsed from
      when the assignment was due and when it was completed and given to the instructor.
   b. It is the policy of this instructor that work will be accepted and some points earned, no
      matter how late it is completed. My personal educational philosophy does not believe in
      ‘zero’ points unless the student does not ever complete the assignment.
3. **Due dates for assignments will be stated in class, posted on D2L, posted on the class calendar, and written on the class whiteboard.**
4. **It is the student’s responsibility to write down the due dates for the assignments.**

Assessment and Evaluation: Tentative Requirements/Assignments

Attendance and punctuality counts as 15% of final grade.

COURSE CONTENT

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<th>Points</th>
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<td>Part 1: Needs and Characteristics of the Young Adolescent</td>
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<tr>
<td>Article Review: Educational Journal Research Article</td>
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<tr>
<td>Media Critique/Teaching Resource (Videos or DVDs)</td>
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<tr>
<td>Part 2: Instructional Methods</td>
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<tr>
<td>Brochure on teaching/Self</td>
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<tr>
<td>Tip Sheet for Parents/Homework/Literacy</td>
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<tr>
<td>Part 3: Social Issues and the Young Adolescent</td>
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<td>Adolescent Literature Project</td>
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<td>Media Literacy Project</td>
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<tr>
<td>Internet research activity/ Teaching Resource</td>
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<tr>
<td>Interview on social issue (investigation/experiential activity)</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Part 4: Content Comprehension Check</td>
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<td>In-class activities/tasks</td>
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This class will meet during Finals Week. The university provides a scheduled time for this final evaluation during the last week of the semester. This schedule is posted on D2L under the course Instruction Module. CI 473’s exam is scheduled for final exam week in May, 2016.

Assessment Descriptors: Formal and informal

Social Emotional Learning Standards: Affective Domain: Opening Event activities, presentations, reflections, investigation of social issues
Cognitive: Instructional methods products, social issue products, projects related to the needs and characteristics of the young adolescent
Performance: Presentations, content based projects, technology integration component, assignments, attendance, leadership, and participation.

GRADING SYSTEM: **Note: Point total for the course may change due to addition or deletion of assignments. However, percentage values on the grading scale will remain constant.**
A: 100-90 %  
B: 89-80 %  
C: 79-70 %  
D: 69–65%  
F: 64 % and below

**SIU’s Policy on Incomplete as a Course Grade:** An INC is assigned when for some reason beyond his/her control, a student engaged in passing work is unable to complete all class assignments. An INC must be changed to a completed grade within a semester following the INC grade.

**BIBLIOGRAPHY (APA Format)**


