

**Early Childhood, Elementary, and Middle Level Education Department**  
**MLE 4760: Student-Social/Emotional Development in the Middle Grades**  
**8-9:40 on Tuesdays and Thursdays in 1441 Buzzard**

**Professor:** Dr. Bickford, Assistant Professor  
**Office:** Buzzard Hall 2174  
**Office Hours:** 10-11 am M-Th, 12-1 pm on F, or by appointment  
**Phone:** Office: 217-581-7881 (office) or 217-508-6368 (cell)  
**Email:** [jbickford@eiu.edu](mailto:jbickford@eiu.edu)  
**Web Address:** [http://www.eiu.edu/eemedu/faculty\\_listing.php?id=jbickford](http://www.eiu.edu/eemedu/faculty_listing.php?id=jbickford)

**Unit Theme:** Educator as creator of effective educational environments: integrating diverse students, subjects, strategies and technologies.

**Course Description:**

Instruction and planning in exploratory and teacher-based advisor-advisee programs.

**Prerequisites & Concurrent Enrollment:**

MLE 3110 or equivalent or permission of Department Chairperson. Concurrent enrollment with the MLE 3150 and MLE 4280 desired. University teacher education requirements apply and department requirements for enrollment must be met.

**Course Purpose:**

- Provide a psychological basis for working with middle level students.
- Offer individual and small group advisory techniques.
- Plan a unit for an advisory-advisee program.
- Model strategies for student ownership of school and classroom tasks promoting responsible behavior of students.

**Course Textbooks:**

Feldman, R.S. (2008). *Adolescence*. Upper Saddle, NJ: Pearson.  
Galassi, J., Gulledge, S., & Cox, N. (1998). *Advisor, advisory: Definitions, descriptions, decisions, directions*. Westerville, OH: National Middle School Association.

**Teaching Model:**

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

**Dispositions:**

Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

**Live Text Assessment Requirement:** For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned. **There is no LiveText requirement for this course.**

**Plagiarism and Standards of Student Conduct**

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. In short, plagiarism is the process of copying another person's idea or written work and claiming it as your own. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard. *Please ask me questions if you are confused.*

[Owl at Purdue, APA formats](#)

[Owl Ref. List -- periodicals](#)

[Owl Ref. List -- books](#)

**"Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database."**

**Outcomes specific to MLE 4760**

- The student will understand the models for the advisor-advisee programs within the middle school context.
- The student will offer alternative designs for middle school programs.
- The student will provide classroom management strategies in a middle-level setting.

- The student will demonstrate a knowledge of higher-order, critical thinking, and creativity.
- The student will provide ideas for middle school students to participate in community/service related activities.
- The student will demonstrate a knowledge of cultural diversity and provide curriculum for special needs children.
- The student will demonstrate knowledge on how to create an atmosphere where middle level students become adept in using technology for learning
- The student will understand the problems common to the middle level student (puberty, divorce, sexual identity, drugs, gangs, violence, anorexia, bulimia, pregnancy, suicide, etc.).

## Standards

### Course Requirements and Demonstrated Competencies are Aligned with the Standards:

- **Illinois Professional Teaching Standards: (IPTS):** [http://www.isbe.net/profprep/CASCDvr/pdfs/24100\\_ipts.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24100_ipts.pdf)
- **Illinois Core Technology Standards: (ICTS):** [http://www.isbe.net/profprep/CASCDvr/pdfs/24100\\_coretechnology.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf)
- **Illinois Core Language Arts Standards (ICLAS):** [http://www.isbe.net/profprep/CASCDvr/pdfs/24100\\_corelangarts\\_std.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24100_corelangarts_std.pdf)
- **Association for Childhood Education International (ACEI):** <http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc>

Course Requirement	Demonstrated Competencies	Aligned Standards
Article Review	Performance includes analyzing professional articles and their implication to the teaching profession. Students' writings will be evaluated by a rubric.	IPTS 2, 7 ICTS 1A, 2A, 2E, 5B, 7 ICLAS 1, 2, 3, 5 ACEI 3.1, 3.3, 3.5 Dispositions: EC, SDE, PEP
Current Event	Performance includes analyzing current information as presented by the media and their influence on education.	IPTS 2, 7, 11 ICTS 2E, 4, 7 ICLAS 1, 2, 3, 4, 5 ACEI 3.1, 3.5 Dispositions: EC, SDE, IWS
Technology Integration	Search for article, email, navigate the internet, (possible use of WebCT), etc.	IPTS 2,7 ICTS 1A, 2A, 2E, 4 ICLAS 3, 5 ACEI 3.5 Dispositions: EC, PEP, PTSL
Tests (Assessments)	The student will demonstrate their content knowledge of the social and emotional development of the middle school child by completing assessment tools.	IPTS 2, 7, 11 ICTS 1, 7, 11 ICLAS 4.5 ACEI 3.1, 3.5 Dispositions: EC, PEP
Exemplary Middle School	The students research information about an exemplary middle school	IPTS 1,2,3 ICTS 2A, 2B, 2F ICLAS 1B, 1C, 2A, 2B ACEI 1, 2.8, 3.2  Dispositions: EC, SDE, PEP, IWS
Advisory Unit	The student demonstrate knowledge by a group project with group presentation on a unit of study for the advisory class.	IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9 ICTS 3A, 3F, 6A, 6B, 6C, 6D ICLAS 1B, 1C, 2A, 2B ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4, 5.4  Dispositions: EC, SDE, PEP
Problem Paper	The student will develop a richer awareness and better understanding of middle school children and their own	IPTS 1, 2, 3 ICTS 2A, 2B, 2F

	common and unique problems.	ICLAS <i>1B, 1C, 1G, 2B, 2E</i> ACEI <i>1, 2.8, 3.2</i> Dispositions: EC, SDE, PEP, IWS
Advance Teaming at the middle level	Students will practice teaming strategies with an emphasis on conflict resolution and performance levels of teams according to various reading sources.	IPTS <i>9, 10, 11</i> ACEI <i>2A, 5.1</i> ICTS <i>1A,B,F</i> ICLAS <i>1C, F, 2A, B, E, F,</i> Dispositions: EC, SDE, PEP, IWS, PTSL
Participation	Performance includes presence and contribution during class meetings and support of peer classmates.	IPTS <i>2, 7, 11</i> ICTS <i>11</i> ICLES <i>4.5</i> ACEI <i>3.1, 3.5</i> Dispositions: EC, SDE, PEP, IWS

Core Assignments	Brief Description	Due Date	Points & Approximate Weight
Current Event (#1)	Review <b>ONE</b> current event from a newspaper, magazine, etc. that is relevant to any component of early adolescents' social, emotional, or academic development (this forms the basis to the problem paper). Review this current event in no less than one page. Submit digitally to <a href="mailto:jbickford@eiu.edu">jbickford@eiu.edu</a> (see details below)	9/4	5 points; 5%
Technology Integration (#2)	Search the internet for <b>FIVE</b> resources that address any component of early adolescents' social, emotional, or academic development (this forms the basis to the problem paper). These internet resources can be intended for teachers, parents, or adolescents. Review each website in no less than ½ a page (this will combine to be 2½-3 pages). Submit digitally to <a href="mailto:jbickford@eiu.edu">jbickford@eiu.edu</a> (see details below)	9/11	10 points; 10% (2 points for each)
Article Review (#3)	Review <b>TWO</b> current, substantive, scholarly articles related to any component of early adolescents' social, emotional, or academic development (this forms the basis to the problem paper). Review each article in no less than one page for each article. Submit digitally to <a href="mailto:jbickford@eiu.edu">jbickford@eiu.edu</a> (see details below)	9/18	10 points; 10% (5 for each)
Problem Paper & Presentation (#4)	Write a <b>4-6 PAGE</b> paper – and present content to the class – on any component of early adolescents' social, emotional, or academic development (using content from #1, #2, & #3 above). Submit digitally to <a href="mailto:jbickford@eiu.edu">jbickford@eiu.edu</a> . Students will present (10-15 minutes; 5-8 PPT slides) during last few weeks of class. (see details below)	Rough draft 10/18; Final copy 12/4	<b>Paper:</b> 20 points; 20% <b>Presentation:</b> 5 points; 5% (25 points; 25% total)
Advisory Unit Through Middle School Teaming (based on exemplary Middle Level programs) (#5)	While practicing teaming strategies, student groups will prepare <b>one week</b> (5 days) of material for an Advisory Unit incorporating material from an exemplary middle school programs; see possible choices below; present one aspect during class. Submit digitally to <a href="mailto:jbickford@eiu.edu">jbickford@eiu.edu</a> . (see details below)	10/11	<b>Unit:</b> 15 points; 15% <b>Presentation:</b> 5 points; 5% (20 points; 20% total)
Tests and/or Quizzes (#6)	The exams will consist of multiple measures and will be derived from lecture, assigned readings, videos and discussions. (see details below)	12/10 @ 8 a.m.	20 points; 20%

<b>Participation (#7)</b>	Through active, constructive, and positive participation in class, students demonstrate understandings of content (see details below)	<b>Ongoing</b>	10 points; 10%
<b>Graduate Students:</b> Students receiving graduate credit must meet graduate level requirements for this class. An expanded assignment/additional assignment is required in order to receive graduate credit in this course. One option would be to expand the problem paper to include at least <u>12</u> pages with <u>15</u> sources. The nature of this assignment may vary and will be determined after consultation between the individual student and the instructor. <a href="#">Please inform me if you are a student receiving graduate credit.</a>			To be determined

- **Instructions & expectations for each assignment are on WebCT.**
- **All assignments are to be turned in digitally to [jbickford@eiu.edu](mailto:jbickford@eiu.edu).**
- **All assignments are reduced 5% for every day that they are late.**
- **Grading Scale:** A= 100-93%, B = 92 – 85%, C = 84 – 77%, D = 76-69%, F = 68 and below (100 points total)
- **Extra credit:** A maximum of **10** bonus points can be earned. (See professor for details.)

### **ASSIGNMENTS:**

1. **Current Event (#1 above):** Review **ONE** current event that relates to the “problem paper” (#4).
  - Review will be no less than one page and will address: How does this current event relate to the topic within the articles (#1 above) and the problem paper (#4 below)?
  - Submit digitally to [jbickford@eiu.edu](mailto:jbickford@eiu.edu)
  - 5 points total; Due on 9/4
2. **Technology Integration (#2 above):** Locate and summarize **FIVE** resources – intended for teachers, parents, or adolescents – that address the problem paper (#4) topic.
  - Review of each website will be no less than ½ a page for each (which will combine to be 2½-3 pages) and will address: What is the intended audience (parents, teachers, or adolescents) for the content within each website? How does the content of each website relate to the current event (#2 above), the articles (#1 above), & the problem paper (#4 below)?
  - Submit digitally to [jbickford@eiu.edu](mailto:jbickford@eiu.edu)
  - 10 points total (2 for each); Due on 9/11
3. **Article Reviews (#3 above):** Students will individually read **TWO** research articles that are **current** (published in the last ten years, although exceptions can be made for consequential studies), **substantive** in length (each article must be 5 pages minimum, 10-20 pages is typical), and from **scholarly journals/books** (research-based, peer-reviewed journals; the textbook; or from “extra” readings). A chapter from a research book can also count.
  - Each review will for each article will be full cited (using APA 6<sup>th</sup> edition), will be no less than one full page, and will address: What are the findings? How do these findings connect to the “problem paper” (#4 below)?
  - Submit digitally to [jbickford@eiu.edu](mailto:jbickford@eiu.edu)
  - 10 points total (5 for each); Due on 9/18
4. **Problem Paper & Presentation (#4 above):** Using assignments #1, #2, & #3, students will research a social, emotional, or academic issue that emerges with adolescents (see possibilities below). Construct a narrative that includes the research literature, background information, current trends, web resources, suggestions for intervention or resolution, and then (*at the end*) the writer’s opinions about the particular problem.
  - The **4-6 page** paper will include proper APA, title page, bibliography (inclusive of citations from #1, #2, & #3 above)
  - The paper will have an introduction section (to explain this topic’s significance), a section about literature review and current trends (using content from #1, #2, and #3 above), and a conclusion section (What do you think? How might this emerge in your classroom? What would be your responses? How does what you learned impact your ideas? How can you apply your learnings to your own classroom?)
  - Submit digitally to [jbickford@eiu.edu](mailto:jbickford@eiu.edu)
  - Paper is worth 20 points; **ROUGH DRAFT is due 10/18; FINAL COPY is due 12/4**
  - Presentation will be 5-8 PPT slides and will be during last few weeks of class and is worth 5 points

5. **Advisory Unit Through Middle School Teaming (based on exemplary Middle Level programs) (#5 above):**  
Working as a cooperative learning group practicing various teaming strategies, students will prepare a one week unit plan for an Advisory unit (see possibilities below) that incorporates exemplary middle school programs.
- The unit will have a theme (see possibilities below), a title page, objectives/methods/assessments for each day, & will include material from exemplary middle school programs
  - Submit digitally to [jbickford@eiu.edu](mailto:jbickford@eiu.edu)
  - Unit is worth 15 points and is due on 10/11
  - Presentation (**of one day of unit**) will be during last two weeks of class and is worth 5 points
6. **Tests/Quizzes (#6 above):**
- 20 points total
  - Due on 12/10 @ 8 am
7. **Participation (#7 above):** Participation will be assessed through both students' attendance and professor's opinion about students' positive and constructive contributions. *2 points will be taken off for each unexcused absence. To be excused, prior approval or a doctor's note is necessary.*
- 10 points total

**Research Topics for the Problem Paper (#4 above):**

- Different social/school contexts:**
  - Rural/farm,
  - Suburbia,
  - Urban/city
  - Teaching in a transient context
  - Teaching near a prison
  - Teaching near a military base
  - Teaching in another unique context
- Adolescents' socialization:**
  - Types of bullying:
    - Physical,
    - Relational,
    - Cyberbullying/social networking
  - Violence in schools
  - Bullying prevention
  - Fitting in
  - Gangs
- Familial issues:**
  - Physical abuse,
  - Sexual abuse,
  - Emotional abuse,
  - Chemical abuse
  - Divorce,
  - Poverty,
  - Transiency,
  - Parental pressure
- Sexuality/Sexualities:**
  - Pregnancy
  - GLBT/confusion
  - Sexual experimentation
  - Sexual harassment
    - By teacher,
    - By peers
  - Sexual education
  - The "myth of the slut"
- Media & adolescents:**
  - Skewed images of female body
- Violence in media/video games
- The "pornification" of America
- Sex predators on-line
- Social-Psychological issues**
  - Obsessive/Compulsive Disorder
  - A/A Spectrum
  - Meds for ADD/ADHD/BD/ODD
  - Depression & self esteem
  - Self-harm:
    - Suicide
      - Boys
      - Girls
    - Cutting
      - Boys
      - Girls
  - Disordered eating
    - Anorexia
    - Bulimia
    - Compulsive overeating
    - Obsessive over-exercise
    - Obesity
- Maturation rates & impact on development:**
  - Girls
  - Boys
- Interactions with chemicals:**
  - Inhalants
  - Meth
  - Illicit drug abuse
  - Prescription drug abuse
  - Alcohol abuse
  - Tobacco (smoking & chewing)
- Other topics may be chosen with Dr. Bickford's permission**

**Possible Topics for Advisory Unit (#5 above):**

- Character education

- Goal setting
- Test taking skills
- Organizing myself
- Anti-drug/tobacco/alcohol
- Positively coping with mistakes & failures
- Positive physical health
- Positive mental health & building self-esteem
- Positive **dating** relationships: identifying good qualities in other people, adjusting to lost relationships
- Positive **friendship** relationships: maintaining friends, adjusting to friendships lost, gaining new friends
- Positive relationships with **parents/siblings**
- Conflict resolution
- Adjusting to changes: proactively preparing for future changes, reacting positively to changes
- **Other topics may be selected with Dr. Bickford's permission**

## **COURSE OUTLINE**

### **Week 1 – Week of 8/20**

Tues – Introduction (of professor & students); Course expectations (syllabus & webct)

**HW: Read Dobbs (2011), re-read the syllabus, review WebCT**

Thurs – Discuss Dobbs (2011); Students identify 5 possible Advisory topics (#5 above) & 5 possible Problem Paper topics (#4 above); Classroom oddities

**HW: Read Chapter 1; Read “Anecdotes re: Thinking patterns” (professor will distribute)**

### **Week 2 – Week of 8/27**

Tues – Finalize Advisory Groups & Problem Paper topics; Content of Chapter 1; **Modeling Advisory Activities**; Thinking Patterns;

**HW: Read “Anecdotes re: learning disabilities” (professor will distribute), Read “classroom oddities” (professor will distribute) & Work on Current Event (#1)**

Thurs – **Modeling Advisory Activities**; Learning Disabilities

**HW: Skim “Advisor, Advisory” book & Work on Current Event (#1)**

### **Week 3 – Week of 9/3**

Tues – **Current Event (#1 above) is due**. Advisory Expectations & Activities; **Advisory Group Work (45-60 minutes)**

**HW: Work on Tech Integration (#2); Work on Advisory Unit (#5)**

Thurs – Advisory Expectations & Activities; **Advisory Group Work (45-60 minutes)**

**HW: Read Chapter 2; Work on Tech Integration (#2);**

### **Week 4 – Week of 9/10**

Tues – **Tech Integration (#2 above) is due**. Content of Chapter 2 (Physical Development); Girls

**HW: Read chapter 3; Work on Article Reviews (#3)**

Thurs – Content of Chapter 3 (Cognitive Development); Boys; **Advisory Group (#5) Work (20-30 minutes)**

**HW: Read chapter 4; Work on Article Reviews (#3)**

### **Week 5 – Week of 9/17**

Tues – **Article Reviews (#3 above) are due**. Content of Chapter 4 (Social Development);

**HW: Read chapter 5 & chapter 6; Work on Problem Paper (#4)**

Thurs – Content of Chapter 5 (Self & Identity) & 6 (Adolescents & Families); Understanding Families/Community

**HW: Read chapter 7; Read “Anecdotes re: social groups” (professor will distribute); Work on Problem Paper (#4)**

### **Week 6 – Week of 9/24**

Tues – Content of Chapter 7 (Peers); Social Groups; **Advisory Group (#5) Presentation (1-2 groups)**

**HW: Read chapter 8 & 9; Work on Problem Paper (#4)**

Thurs – Content of Chapters 8 (Intimacy) & 9 (Sexuality); **Advisory Group (#5) Presentation (1-2 groups)**

**HW: Read chapters 10 & 11; Work on Problem Paper (#4)**

### **Week 7 – Week of 10/1**

Tues – Content of Chapter 10 (Schooling & Education) & 11 (Work & Leisure); **Advisory Group (#5) Presentation (1-2 groups)**

**HW: Read chapter 12; Work on Problem Paper (#4)**

Thurs – Content of Chapter 12 (Culture and Diversity); **Advisory Group (#5) Presentation (1-2 groups)**

**HW: Read chapter 13 & 14; Work on Problem Paper (#4)**

### **Week 8 – Week of 10/8**

Tues – Content of Chapter 13 (Adolescent Problems) & 14 (Stress, Coping, Well-Being)

**HW: Work on Problem Paper (#4)**

Thurs – **Advisory Units (#5 above) are due**. Topic is T.B.A.

**HW: Work on Problem Paper (#4)**



### Week 9 – Week of 10/15

Tues – Topic is T.B.A.

HW: **Work on Problem Paper (#4)**

Thurs – **Problem Paper ROUGH DRAFTS (#4 above) are due.** Topic is T.B.A. **Individual Research (#4) Presentations (4-5)**

HW: None

**Practicum Weeks 10-13 10-22-11/16**

**Thanksgiving Week 14 11/19-11/23**

### Week 15 – Week of 11/26

Tues – Final Exam Review (chapters 1-4); **Individual Research (#4) Presentations (4-5)**

HW: **Study for Final Exam; Finish Problem Papers (#4 above)**

Thurs – Final Exam Review (chapters 5-8); **Individual Research (#4) Presentations (3-4)**

HW: **Study for Final Exam; Finish Problem Papers (#4 above)**

### Week 16 – Week of 12/3

Tues – **Problem Paper FINAL DRAFTS (#4 above) are due.** Final Exam Review (chapters 9-12); **Individual Research (#4) Presentations (2-3)**

HW: **Study for Final Exam**

Thurs – Final Exam Review (chapters 13-14); **Individual Research (#4) Presentations (1-2)**

HW: **Study for Final Exam**

**Final Exam Week 17 Mon, 12/10 @ 8 am**

#### MLE 4760 References:

- Abraham, G. & Ahlbrand, S. (2002). *Boy v. girl? How gender shapes who we are, what we want, and how we get along*. Minneapolis, MN: Free Spirit Publishing.
- Anderson, A., Cohn, L., & Holbrook, T. (2000). *Making weight: Healing men's conflicts with food, weight, and shape*. Carlsbad, CA: Gurze Designs & Books.
- Andrews, P. & Anfara, V. (Eds.). (2003). *Leaders for a movement: Professional preparation and development of middle level teachers and administrators*. Greenwich, CT: Information Age Publishing.
- Anfara, V., & Stacki, S. (Eds.). (2002). *Middle school curriculum, instruction, and assessment*. Greenwich, CT: Information Age Publishing.
- Beane, J. (1999). Middle school under siege: Points of attach. *Middle School Journal*, 30(4), 3-9.
- Beane, J. (1999). *Middle school curriculum. From rhetoric to reality*. Columbus, OH: National Middle School Association.
- Beane, J. (1990). *Middle school curriculum. From rhetoric to reality*. Columbus, OH: National Middle School Association.
- Brophey, J. E. & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittock (Ed.), *Handbook of research on teaching (3<sup>rd</sup> ed.)*. N.Y.:McMillian.
- Call, K., Riedel, A., Hein, K., McLoyd, V., Peterson, A., & Kipke, M. (2002). Adolescent health and well-being in the twenty-first century: A global perspective. *Journal of Research on Adolescence*, 12(1), 69-98.
- Carnegie Council on Adolescent Development. (1995). *Great transitions: Preparing adolescents for a new century. Concluding report*. New York: Carnegie Corporation.
- Cooney, S. (2000). *A middle grades message: A well-qualified teacher in every classroom matters*. Atlanta, GA: Southern Regional Education Board.
- Cooney, S., & Bottoms, G. (2003). *What works to improve student achievement in the middle grades*. Atlanta: Southern Regional Education Board.
- Dunn, R. S. & Dunn, K. J. (1979). Learning styles/teaching styles: Should they ...can they...be matched? *Educational Leadership*, 36, 238-244.
- Elkind, D. (2001). *The hurried Child. Growing up too fast too soon (3<sup>rd</sup> ed)*. Cambridge, MA: Perseus Publishing.
- Erb, T. (2001). Transforming organizational structures for young adolescents and adult learning. In T. S. Dickinson (Ed.), *Reinventing the middle school* (pp. 176-200). New York: Routledge Falmer.
- Flowers, N., Mertens, S., Mulhall, P., & Krawczyk, T. (2007). *Applying current middle grades research to improve classrooms and schools*. Westerville, OH: National Middle School Association.
- Flowers, N., Mertens, S., & Mulhall, P. (1999). The impact of teaming: Five research-based outcomes of teaming. *Middle School Journal*, 31(2), 57-60.
- Flowers, N., Mertens, S., & Mulhall, P. (2001). What makes interdisciplinary teams effective? *Middle School Journal*, 31(4), 53-56.
- Flowers, N., Mertens, S., & Mulhall, P. (2000). How teaming influences classroom practices. *Middle School Journal*, 32(2), 52-59.
- Fogarty, R. (2002). *How to integrate the curriculum*. Corwin Press: Sage Publications.
- Fogarty, R. & Stoehr, J. (2007.). *Integrating curricula with multiple intelligences: Teams, themes, and threads (2<sup>nd</sup> ed)*. Corwin Press: Sage Publications.
- George, P. & Alexander, W. (2003). *The exemplary middle school (3<sup>rd</sup> ed.)*. Belmont, CA: Thomson/Wadsworth Learning.



George, P., & Lounsbury, J. (2000). *Making big schools feel small: Multiage grouping, looping, and schools-within-a-school*. Westerville, OH: National Middle School Association.

Glasser, W. (1992). The quality school environment. *Phi Delta Kappan*, 73 (9), 690-694.

Gurian, M. (2003). *The wonder of girls: Understanding the hidden nature of our daughters*. Forest City, NC: Firesidebooks.

Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.

Jackson, A., & Andrews, P. (2004). *Making the most of middle school: A field guide for parents and others*. New York: Teachers College Press.

Jackson, A., & Davis, G. (2002). *Turning Points 2000: Educating adolescents in the 21<sup>st</sup> century*. Westerville, OH: National Middle School Association.

Kindlon, D. & Thompson M. (2000). *Raising Cain: Protecting the emotional life of boys*. New York: Ballantine Books.

Kellough, R. & Kellough, N. (2003). *Teaching young adolescents: A guide to methods and resources* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools*. Portsmouth, NH: Heineman.

Langer, G. & Colton, A (2005). Looking at student work. *Educational Leadership*, 62(5), 22-26.

McEwin, C., Dickinson, T., & Smith, T. (2003). Why specialized preparation is critical. *Kappa Delta Pi Record*, 39(2), 58-61.

Mead, M. (2001). *Coming of age in Samoa*. New York: Perennial Books.

Nam, V. (2001). *Yell-oh girls! Emerging voices explore culture, identity and growing-up Asian American*. New York: Harper-Collins.

Pipher, M.(2002). *Reviving Ophelia: Saving the selves of adolescent girls*. New York: Ballantine Books.

Ponton, L.(2001). *The sex lives of teenagers: Revealing the secret world of adolescent boys and girls*. New York: Plume.

Pope, H., Phillips, K.& Olivardia, R.(2002). *The Adonis Complex: How to identify, treat and prevent body obsession in men and boys*. Old Tappan, NJ: Touchstone Books.

Rottier, J. (2001). *Implementing and improving teaming: A handbook for middle level leaders* (2<sup>nd</sup> ed.). Westerville, OH: National Middle School Association.

Slavin, R. E. (1996). Cooperative learning in middle and secondary schools. *The Clearing House*, 69 (4), 200-204.

Spinelli, J.(2000). *Stargirl*. New York: Knopf.

Simmons, R. (2002). *Odd girl out: The hidden culture of aggregation in girls*. New York: Harcourt Publishing.

Tolan, S. (2002). *Surviving the Applewhites*. New York: Harper-Collins.

Wiseman, R. (2002). *Queen bees and wannabees: Helping your daughters survive cliques, gossip, boyfriends, and other realities of adolescence*. New York: Crown Publishing.

\*\*\*\*\*

**Students with Disabilities:** If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

\*\*\*\*\*

**Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9<sup>th</sup> Street Hall, Room 1302.

\*\*\*\*\*

