Eastern Illinois University
Department of Early Childhood, Elementary, & Middle Level Education
MLE 5110 - Principles and Procedures in the Middle-Level School
Mondays 7-9:30 in 2160 Buzzard

Credit Hours: 3 semester hrs.
Prerequisites: ELE 3000 and ELE 3280; SED 3000 or SED 3330 and EDP 3331; completion of the Alternate Certification Program; or permission of department chair.
Professor: Dr. Bickford, Assistant Professor
Office: Buzzard Hall 2174
Office Hours: Mon-Thurs 10-11, Fri 12-1, or by appointment
Phone & email: 581-7881 (office); 217-508-6368 (cell); jbickford@eiu.edu

Unit Theme: Educator as a Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, Societies, and Technologies
Graduate Mission Statement: The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The Department is dedicated to the preparation of knowledgeable citizens of the 1ast century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teaching diverse environments recognizing multiple pathways of learning. The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.
Outcomes for all Graduate Students at Eastern Illinois University:
Graduate students will:
1. possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. engage in critical thinking and problem solving;
3. exhibit effective oral and written communication skills;
4. engage in advanced scholarship through research and/or creative activity;
5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. collaborate and create positive relations within the school, community, and profession in which they work.

Course Description: Definition and rationale for middle level education, historical development, components of the middle school, curriculum and organizational patterns, teacher's role in middle level education, and planning for instruction. This course partially fulfills the ISBE requirements for middle-level endorsement.
Rationale/Purpose: The purpose of this course is for students to develop an understanding of the middle school concept and the historical development of the middle level movement. In addition, students will enhance their understanding of curriculum for middle school children and increase their knowledge and perceptions of the unique problems and concerns of the middle school child.
Outcomes Specific to the Course:
- Student will establish a conceptual understanding of the history, philosophy, and future development of middle level education.
- Student will be able to characterize the developmental stages of the emerging adolescent.
- Student will analyze the unique domains of the middle school.
- Student demonstrates an ability to integrate theory and practice by surveying alternative instructional models as a basis for a middle school curriculum proposal.
- Student will foster an awareness of societal influences on the emerging adolescent.
- Student will develop a concerned citizenry of middle level students by connecting students to the community.
- Student examines curricular modifications for special populations.

Textbooks:
Knowles, T. & Brown, D. (2007). *What every middle school teacher should know*. Portsmouth, NH: Heinemann.
Assigned Extra Readings
- Dobbs, D. (2011). Beautiful Teenage Brains. *National Geographic*.

Supplemental materials: None
Model of Teaching: Social 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. (pp. 28-30)

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

Course Requirements and Demonstrated Competencies are Aligned with the Standards:

http://www.iste.org/Content/NaviagationMenu/NETS/ForStudents/2007Standards/NETSforStudents2007.htm

http://www.iste.org/Content/NavigationMenu?NETS/ForTeachers/2008Standards/NETSforTeachers2008.htm

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*.

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program is to provide a "spiral curriculum". The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon, **but not duplicating, prior coursework, projects, experiences, or materials.** For help with APA 6th Edition, please see:

Owl at Purdue, APA formats

Owl Ref. List -- periodicals

Owl Ref. List -- books

http://citationmachine.net

http://webster.commnet.edu/apa/index.htm

www.easybib.com

Course (Core) Requirements	Demonstrated Competencies (NMSA Master's Standards)	Graduate Standards
Group Presentation (components of the middle school)	I. Young Adolescent Development 1. knowledge of major concepts, principles, & theories 2. knowledge of health & sexuality issue 6. comprehend 8mplications of young adolescent development for school organization & components of successful middle level programs & schools II. Middle Level Philosophy & School Organization 2.have practiced professional knowledge about historical & contemporary models of schooling for young adolescents & advantages VII. Middle Level Professional Roles 1. understand role as a middle level professional 2. understand the importance of their influence on young adolescents 5. understand advisory/advocate theories, skills & curriculum 6. have a comprehensive understanding of teaming/collaboration	1.a. depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 1.c. ability to apply content knowledge to practice 1.d. an understanding & respect for professional ethics 1.e. respect for the professional environment through their honesty, integrity, and professionalism 2.a. critical thinking & problem solving 2.b. ability to effectively evaluate situations & identify an appropriate course of action 3.a. effective oral communication skills 3.b. effective written communication skills 3.c. effective, fair, & honest communication considering not only the message but also the audience 5.d. an ability to provide evidence of differentiation of curricula 5.e. an ability to provide evidence of inquiry based instruction 5.f. an ability to engage in reflective practice 6.a. ability to collaborate with other professionals to promote the success of their clientele
Research Paper	I. Young Adolescent Development 4. understand range of individual differences and evaluate their effects on teaching & learning III. Middle Level Curriculum & Assessment 5. knowledgeable about curriculum standards & models 7. understand roles & responsibilities in the total school curriculum 9. understand the major curriculum theories	2.a. critical thinking & problem solving 2.b.ability to effectively evaluate situations & identify an appropriate course of action 3.a. effective oral communication skills 3.b. effective written communication skills 3.c. effective, fair & honest communication considering not only the message but also the audience 4.a. an understanding of the role of research in the discipline 4.b. ability to conduct research & apply it to practice 5.d. an ability to provide evidence of differentiation of curricula 5.e. an ability to provide evidence of inquiry based instruction 5.f. an ability to engage in reflective practice

Oral presentation on Research Paper	**II. Middle Level Philosophy & School Organization** 1. understand philosophical foundations of developmentally responsive middle level programs and schools **IV. Middle Level Teaching Fields** 3. possess a depth & breadth of knowledge of a range of technologies **VI. Family & Community Involvement** 1. understand the variety of family structures 3. understand the challenges that families have today 4. know how to communicate effectively 6. have extensive knowledge about resources & where to obtain them **VII. Middle Level Professional Roles** 8. understand the need of continual reflection on young adolescent development, the instructional process, & professional relationships 9. are knowledgeable about the skills of research	1.a. depth of content knowledge including effective technology skills & ethical behaviors 1.b. effective use of technology as appropriate 1.c. ability to apply content knowledge to practice 1.d. understanding & respect for professional ethics in the discipline 1.e. respect for the professional environment through honesty, integrity, and professionalism 2.a. critical thinking & problem solving 3.a. effective oral communication skills 3.b. effective written communication skills 3.c. effective, fair, & honest communication considering not only the message but also the audience 5.d. an ability to provide evidence of differentiation of curricula 5.e. an ability to provide evidence of inquiry based instruction 5.f. an ability to engage in reflective practice
Computer Enhancement & Website Development	**IV. Middle Level Teaching Fields** 3. possess a depth & breadth of knowledge or a range of technologies	1.a. depth of content knowledge including effective technology skills & ethical behaviors 1.b. Effective use of technology as appropriate 1.c. ability to apply content knowledge to practice 1.d. understanding & respect for professional ethics 1.e. respect for the professional environment through honesty, integrity, & professionalism 2.a. critical thinking and problem solving 5.d. an ability to provide evidence of differentiation of curricula
Bibliography Notebook of Research Articles	**I. Young Adolescent Development** 3. comprehend that the development of all young adolescents occurs within the context of families, peer groups, communities, & society **II. Middle Level Philosophy & School Organization** 3. comprehend rationale & characteristic components of developmentally responsive middle level schools 4. distinguish best practices & organizational settings 5. understand the team process 6. understand flexible scheduling **VII. Middle Level Professional Roles** 8. understand the need of continual reflection on young adolescent development, the instructional process, and professional relationships 9. are knowledgeable about the skills of research	1.a. depth of content knowledge in the discipline 1.b. effective use of technology as appropriate 1.c. apply content knowledge to practice 1.d. respect professional ethic in the discipline 1.e. respect for the professional environment through their honesty, integrity, & professionalism 2.a. critical thinking and problem solving 3.a. effective oral communication skills 3.b. effective written communication skills 3.c. effective, fair, & honest communication considering not only the message but also the audience 4.a. understanding of the role of research in the discipline 4.b. ability to conduct research & apply it to practice 5.d. an ability to provide evidence of differentiation of curricula 5.e. an ability to provide evidence of inquiry based instruction 5.f. an ability to engage in reflective practice
Examinations	**I. Young Adolescent Development** 3. comprehend that the development of all young adolescents occurs within the context of classes, families, peer groups, communities, and society **III. Middle Level Curriculum & Assessment** 2. know how to select & adapt curriculum 10. understand effective assessment strategies	1.b. effective use of technology as appropriate 1.c. ability to apply content knowledge to practice 1.d. understanding & respect for professional ethics in discipline 1.e. respect for the professional environment through honesty, integrity, & professionalism 2.a. critical thinking and problem solving 3.a. effective written communication skills 5.d. an ability to provide evidence of differentiation of curricula 5.e. an ability to provide evidence of inquiry based instruction 5.f. an ability to engage in reflective practice
Class participation	**V. Middle Level Instruction & Assessment** 1.understand principles of instruction & assessment including theories & research that support them	2.a. critical thinking and problem solving 5.d. an ability to provide evidence of differentiation of curricula 5.e. an ability to provide evidence of inquiry based instruction 5.f. an ability to engage in reflective practice 6.a. ability to collaborate with other professionals to promote the success of their clientele

Course (Core) Requirements	Brief Description of Assignments	Points & %	Due Dates
Class Attendance & Participation (See #1 below)	Through active, constructive, and positive participation in class, students demonstrate understandings of content	20 pts. 10%	Ongoing
Group Work on Middle School Components (see #2 below)	Students, as a group, will demonstrate and present knowledge about one of the major components of the middle school	50 pts. 25%	10/29, 11/5, 11/12, 11/26, 12/3
Websites for Research Topic (see #3 below)	Students will demonstrate proficiency in searching, locating, and using web resources that supplement content within research paper	10 pts. 5%	9/10
Annotated Bibliography for Research Topic (see #4 below)	By collecting a variety of articles pertaining to research topic, students will develop a better understanding of issues of adolescence.	40 pts. 20%	9/24
Research Paper (see #5 below)	Through synthesis of research, students will develop a better understanding of issues/problems unique to adolescence	50 pts. 25%	Rough draft: 10/8 Final: 12/3
Oral Presentation on Research Paper (See #6 below)	Students will use technology to assimilate & present research knowledge in a coherent, clear, well-defined format to peers	10 pts. 5%	10/29, 11/5, 11/12, 11/26, 12/3
Examination (see #7 below)	Students demonstrate content knowledge of various components of middle school and the development of adolescents	20 pts. 10%	July 5

- **Instructions & expectations for each assignment are on WebCT.**
- **All assignments are to be turned in digitally to 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 (200 points total)

ASSIGNMENTS:

1. **Attendance/Participation**: Attendance and class participation are essential. Students will participate in guided discussions during class, take comprehensive notes, and read the text in its entirety. ***2 points will be taken off for each unexcused absence. To be excused, prior approval or a doctor's note is necessary.***
   ⇨ Participation will be assessed through both students' attendance and professor's opinion about students' positive and constructive contributions. 20 points total
2. **Group Work on Middle Level Schools**: With a focus on significant components of a middle school, students will work cooperatively and in small groups. Students will meet (on own time & during class) to research one component of MS, present that in class (20-30 minutes), prepare a (***digital***) handout for each class member, and facilitate peers' active participation in a meaningful activity to illustrate the component. During the presentation, the group will:
   - Explain the component; offer different examples; strengths/weaknesses/challenges; tell why this component is essential/important to the middle school concept
   - Prepare a handout for each class member explaining the component
   - Create an activity about this component in which the class participates

   ⇨ Students will be assessed by professor and (anonymously) by peers. 50 points total:
     - 20 points for presentation (of which 10 for accuracy of content; 10 for delivery & activity)
     - 10 points for accuracy and usefulness of (***digital***) handout
     - 20 points for (anonymous) peer review (of which 10 for group members' assessment of other members; 10 for class members' assessment of group's presentation; the professor reserves the right to raise or lower a student's grade ***beyond these 20 points*** according to work put forth)

- These take place 10/29, 11/5, 11/12, 11/26, 12/3

3. **Websites for Research Topic**: With a focus on the research paper's content, students will individually locate 10 websites that enhance your understanding about your research topic. Explain/summarize in ***at least a paragraph (5-6 sentences minimum) the content and importance for each website***. Digitally submit the web address and summary.
   ⇨ Students will be assessed by ***digital*** submission (due on 9/10). 10 points total.
4. **Annotated Bibliography for Research Topic**: To demonstrate new understandings about issues of adolescence, students will individually develop an annotated bibliography of five 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-based book counts the same as a research article. Online journals can be used, but they must have an assigned DOI and/or Volume/Issue #. Use only scholarly sources such as *Educational Leadership, Phi Delta Kappan, Middle School Journal, Adolescent Journal of Reading, etc.* Sources such as *Instructor, Teacher, Time, Oprah, U.S. News and World Reports, Newsweek, Consumer Reports* are not scholarly, peer-reviewed journals and are not appropriate.
   ⇨ Students will be assessed by ***digital*** submission. 40 points total:
   - Review ***five*** sources tied to research paper. What are the findings? How do these findings connect to other research? (Each of the aforementioned questions should be addressed in no less than ½-1 page for each article, so this assignment will be 7-10 pages total) 30 points (6 points for each article)
   - Fully cited articles using APA 5th or 6th edition. 5 points.
   - Submission of ***digital*** (electronic or scanned) copies of actual articles. 5 points.
   - This is due on 9/24
5. **Research Paper**: Prepare a 6-8 page paper that identifies a topic/problem common to middle level students. Construct a narrative that demonstrably details the research literature, background information, current trends, suggestions for intervention or resolution, and then (***at the end***) the writer's opinions about the particular problem.
   ⇨ Students will be assessed by ***digital*** submission. 50 points total:
   - APA: 6th edition (7 pts.)
   - Title page: title of paper, your name, my name, & date (3 pts.)
   - Introduction: explain why this topic is important (10 pts.) (1 page minimum)
   - Literature Review: what does the research suggest about background information, current trends, suggestions for intervention or resolution, or *other things that may be specific to your topic. Cite your research frequently* (20 pts.) (3-4 pages minimum) (**Keep personal comments or opinions out of this section**)
   - Opinions (and conclusion): 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? (5 points) (2-3 pages minimum)
   - Bibliography: A minimum of 10 sources: 5 from annotated bibliography (see #4 above) and *at least* 5 from website list (see #3 above). (5 pts.)
   - ROUGH DRAFT is due 10/8 & FINAL is due 12/3
6. **Presentation of Research Paper**: Using PowerPoint, PhotoStory3, Prezi, or other technologies, your presentation will be evaluated on clarity, accuracy, and brevity. **15 minutes maximum**.
   ⇨ Students will be assessed by the professor and (anonymously) by the audience. 10 points. (7 points for professor's assessment; 3 points for peers' evaluation)
   ⇨ These will take place on 10/29, 11/5, 11/12, 11/26, 12/3
7. **Examination**: Final exam. 20 points.
   ➔ This will take place on 12/10

Group Work on Middle School Components (#2 above)

1. Teacher teaming
2. Inter-disciplinary/Intra-disciplinary teaching
3. Advisory units
4. Exploratory classes (technology, art, music, etc.)
5. Enrichment classes (learning for sake of learning)
6. Differentiation & inquiry-based learning
7. Grouping during project work (mixed ability, similar ability, random, student-selected, etc.)
8. Extracurricular activities (competitive sports and participation levels)
9. Scheduling (blocks; 8 period days; year round)
10. Technology in the classroom
11. Peer Counseling
12. Investigative work with career options
13. Transitions (from ele school and to hs school)

Research Topics that affect Adolescents (#5 above, but related to #3, #4, & #6)

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

COURSE SCHEDULE:

Week 1 – 8/20

- Get to know each other/personal history sheet; Course expectations & syllabus & due dates; Discussions of topic selections for: Group work (#2 above) and Individual research (#5, but connected to #3, #4, & #6);

Required Reading: Dobbs, D. (2011). Beautiful Teenage Brains. *National Geographic*. & Chapter 1 (Intro)
HW Assignment: Request/select a topic for Group Work on Middle Level Schools (#2); Request/select a topic for individual Research Paper (#5, but also connected to #3, #4, and #6)

Week 2 – 8/27

- Case studies on types of adolescent students; Strategies/rational for connecting with adolescent learners & building social bonds (with students & between students) to create a classroom community

Required Reading: Chapter 2 (Physical and Cognitive development)
HW Assignment: Work on Websites (#3); Begin work on Annotated Bibliography (#4)

Week 3 – 9/3 – No Class (Labor Day)

Week 4 – 9/10

- WEBSITES (#3 ABOVE) ARE DUE (submit ***digitally*** to jbickford@eiu.edu)
- Understanding adolescents' physical, emotional, social, and cognitive changes; Strategies/rationale for establishing positive connections with families & community; **Group Work on Middle Level Schools (#2) for 45-60 min**

Required Reading: Chapter 3 (social, emotional, and identity)
HW Assignment: Work on Annotated Bibliography (#4)

Week 5 – 9/17

- Common social/emotional issues for boys (Homophobic/heteronormative expressions in the classroom); Common social/emotional issues for girls (body image, eating disorders, & cutting); **Group Work on Middle Level Schools (#2) for 45-60 min**

Required Reading: Love and Logic (posted to WebCT & distributed by professor)
HW Assignment: Work on Annotated Bibliography (#4); Work on Research Paper (#5) and Individual Research Presentations; Work on Group Work on Middle Level Schools (#2)

Week 6 – 9/24

- ANNOTATED BIBLIOGRAPHY (#4) IS DUE (submit ***digitally*** to jbickford@eiu.edu)
- Social hierarchies and student-conflicts in school (social positioning, "gender wars", various forms of bullying, relational aggression in girls) & Intervention techniques; Using Love/Logic to address students' social mistakes, academic apathy, the F-bomb, etc.

Required Reading: Chapter 4 & Chapter 5
HW Assignment: Work on Research Paper (#5) and Individual Research Presentations; Work on Group Work on Middle Level Schools (#2)

Week 7 – 10/1

- Middle Schools vs. Junior Highs (and how they approach adolescents' social, moral, emotional, and identity development & how to cultivate a safe haven for learning)

Required Reading: Chapter 6
HW Assignment: Work on Research Paper (#5) and Individual Research Presentations; Work on Group Work on Middle Level Schools (#2 above)

Week 8 – 10/8

- **ROUGH DRAFT** OF RESEARCH PAPER (#4 ABOVE) IS DUE (submit ***digitally*** to jbickford@eiu.edu)
- Curricula: interdisciplinary/intradisciplinary units, curriculum development of multidisciplinary units (126)

Required Reading: Chapter 7

HW Assignment: Work on Annotated Bibliography (#4); Work on Research Paper (#5) and Individual Research Presentations; Work on Group Work on Middle Level Schools (#2)

Week 9 – 10/15

- Facilitating meaningful learning; Types of learners; Strategies/rationale for adjusting the curriculum for struggling students (learning, behavioral, and emotional disabilities) and for challenging higher level learners through academic enrichment; **Group Work on Middle Level Schools (#2) for 2nd ½ of class**

Required Reading: Chapter 8
HW Assignment: Work on Research Paper (#5) and Individual Research Presentations; Work on Group Work on Middle Level Schools (#2)

Week 10 – 10/22

- Assessment: differentiated, authentic, &/or tech-based assessment (newspapers, visual slide shows, original political cartooning); Evaluating "apples & oranges";

Required Reading: Chapter 9
HW Assignment: Work on Research Paper (#5) and Individual Research Presentations; Work on Group Work on Middle Level Schools (#2)

Week 11 – 10/29

- Service learning;
- Group Presentations on Middle Level Schools (#2) (1 group);
- Individual Research Presentations (#6) (1-2);

Required Reading: Chapter 10 & 11
HW Assignment: Work on Research Paper (#5), work on Individual Research Presentations; Work on Group Work on Middle Level Schools (#2)

Week 12 – 11/5

- Middle school concept: understandings and misunderstandings
- Group Presentations on Middle Level Schools (#2) (1 group);
- Individual Research Presentations (#6) (1-2);

Required Reading: TBA
HW Assignment: Work on Research Paper (#5), work on Individual Research Presentations; Work on Group Work on Middle Level Schools (#2)

Week 13 – 11/12

- Interactions between adolescents & media part 1
- Group Presentations on Middle Level Schools (#2) (1 group);
- Individual Research Presentations (#6) (1-2);

Required Reading: TBA
HW Assignment: Work on Individual Research Presentations

Thanksgiving Week 14 11/19

Week 15 – Week of 11/26

- Interactions between adolescents & media part 2
- Group Presentations on Middle Level Schools (#2) (1 group);
- Individual Research Presentations (#6) (1-2);

Required Reading: TBA
HW Assignment: Study for final & work on Individual Research Presentations

Week 16 – Week of 12/3

- RESEARCH PAPER (#4 ABOVE) IS DUE (submit ***digitally*** to jbickford@eiu.edu**)**
- Group Presentations on Middle Level Schools (#2) (1 group);
- Individual Research Presentations (#6) (1-2);

HW Assignment: Study for final

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

References for MLE 5110

Adler, P., Kless, S., & Adler, P. (1992). Socialization to gender roles: Popularity among elementary school boys and girls. *Sociology of Education, 65, (July),* 169-187.

Andrews, P. & Anfara, V., Jr. ((Eds.). (2003). *Leaders for a movement: Professional preparation and development of middle level teachers and administrators.* Greenwich, CT: Information Age Publishing.

Anfara, V., Jr., & Stacki, S. (Eds.). (2002) *Middle school curriculum, instruction, and assessment.* Greenwich, CT: Information Age Publishing.

Boldt. G. (1996). Sexist and Heterosexist Responses to Gender Bending in an Elementary Classroom. *Curriculum Inquiry, 26:2,* 113-131.

Browne, R. (1995a). Power and Classroom Relations. In R. Browne & R. Fletcher (Eds.), *Boys in schools: Addressing the real issues of behaviors, values, and relationships* (pp. 178-189). Lane Cove, Australia: Finch Publishing.

Browne, R. (1995b). Schools and the construction of masculinity. In R. Browne & R. Fletcher (Eds.), *Boys in schools: Addressing the real issues of behaviors, values, and relationships* (224-234). Lane Cove, Australia: Finch Publishing.

Brown, L. M. & Gilligan, C. (1992). *Meeting at the crossroads: Women's psychology and girls' development.* New York: Ballantine Books.

Brumberg, J. J. (1998). *The body project: An intimate history of American girls*. New York: Knopf Publishing Group.

Buckingham, D. (1993b). Boys' talk: television and the policing of masculinity. In D. Buckingham (Ed.), *Reading audiences: Young people and the media* (pp. 89-115). New York: Manchester University Press.

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.

Cameron, D. (1998). Performing gender identity: Young men's talk and the construction of heterosexual masculinity. In J. Coates (Ed.), *Language and gender: A reader* (pp. 270-284). Oxford: Blackwell.

Carnegie Council on Adolescent Development. (1995). *Great transitions: Preparing adolescents for a new century, concluding report.* New York: Carnegie Corporation.

Coloroso, B. (2003). *The bully, the bullied, and the bystander: From preschool to high school, how parents and teachers can break the cycle of violence*. New York: Harper Collins.

Connell, R. W. (1995). *Masculinities.* Berkeley: University of California Press.

Connell, R. W. (1996). Teaching the boys: New research on masculinity, and gender strategies for schools. *Teachers College Record, 98, 2,* 206-235.

Connell, R. W. (2000). *The men and the boys.* Berkeley: University of California Press.

Connell, R. W. (2001). *Gender*. Cambridge: The Polity Press.

Connell, R. W. (2006). Understanding men: Gender sociology and the new international research on masculinities. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The Sage handbook of gender and education* (pp. 18-30). Thousand Oaks, California: Sage.

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.

Durham, M. G. (1999). Girls, media and the negotiation of sexuality: A study of race, class and gender in adolescent peer groups. *Journalism and Mass Communication Quarterly, 76, 2, Summer,* 193-216.

Eder, D. (1985). The cycle of popularity: Interpersonal relations among female adolescents**. *Sociology of Education, 58, 3, July,* 154-165.**

Eder, D. & Enke, J.L. (1991). The structure of gossip: Opportunities and constraints on collective expression among adolescents. ***American Sociological Review, 56, 4, August,* 494-508.**

Eder, D., Evans, C., & Parker, S. (2001). *School talk: Gender and adolescent culture.* New Brunswick, New Jersey: Rutgers University Press.

*Erikson, E. H. (1950). *Childhood and society.* New York: W. W. Norton.

Erb, T. (2001). Transforming organizational structures for young adolescents and adult learning. In T. S. Dickinson (Ed.), *Reinventing the middle school*. 176-200. New York. Routledge Falmer.

Ferguson, A. (2000). *Bad boys: Public schools in making of Black masculinity*. Ann Arbor: University of Michigan Press.

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. (20001). What makes interdisciplinary teams effective? *Middle School Journal, 31*(4), 53-56.

Flowers, N., Mertens, S., and Mulhall, P. (2000b). 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, 2nd Ed.). *Integrating curricula with multiple intelligences: Teams, themes, and threads.* Corwin Press: Sage Publications.

George, P. & Alexander, W. (2003). *The exemplary middle school* (3rd 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.

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

Hansen, A. (2005). *Research brief: Class size and school size*. Retrieved on May 24, 2006, from http://www.principalspartnership.com/library.html. Omaha, NE. The Principal's Partnership.

Hull, G., Kenney, N., Marple, S., & Forsman-Schneider, A. (2006). Many versions of masculine: An exploration of boys' identity formation through digital storytelling in an afterschool program. *Afterschool Matters Occasional Papers Series, 6, Spring*. The Robert Bowne Foundation.

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 21st century.* New York & Westerville, OH: Teachers College Press and National Middle School Association.

Keddie, A. (2000). Emerging masculinities: ways of exploring dominant discourses within early primary peer groups. *Critical pedagogy networker: A publication on critical social issues in education, 13, 3,* 1-10.

Keddie, A. (2003). On leadership and fitting in: Dominant understandings of masculinities within an early primary peer group. *Australian Educational Researcher, 30, 1,* 83-100.

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

Kinney, D. (1993). From Nerds to Normals: The recovery of identity among adolescents from middle school to high school. ***Sociology of Education, 66, 1, Jan,* 21-40.**

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

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

Leaper, C. & Brown, C. (2008). Perceived experiences with sexism among adolescent girls. *Child Development, 79, 3, May/June,* 685–704.

MacNaughton, G. (2006). Constructing gender in early-years education. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The Sage handbook of gender and education* (pp. 127-138). Thousand Oaks, California: Sage.
Martino, W. (1997). A bunch of arseholes: exploring the politics of masculinity for adolescent boys in schools. *Social Alternatives 16, 3,* 39-43.
Martino, W. (1999). 'Cool boys', 'Party Animals', 'Squids' and 'Poofters': Interrogating the dynamics and politics of adolescent masculinities in schools. *British Journal of the Sociology of Education, 20, 2,* 239-264.
Martino, W. (2000). Policing masculinities: Investigating the role of homophobia and heteronormativity in the lives of adolescent school boys. *Journal of Men's Studies, 8, 213-236*.
Mathur, R. & Berndt, T. (2006). Relations of friends' activities to friendship quality. *The Journal of Early Adolescence, 8, 26,* 365 - 388.
McEwin, C., Dickinson, T., & Smith, T. (2003). Why specialized preparation is critical. *Kappa Delta Pi Record, 39*(2), 58-61.
Mercogliano, C. (2003). *Teaching the restless: One school's remarkable no-Ritalin approach to helping children learn and succeed*. Boston: Beacon Press.
Milkie, M. (1994). Social world approach to cultural studies: Mass media and gender in the adolescent peer group. *Journal of Contemporary Ethnography, 23, 3, October,* 354-380.
Milkie, M. (1999). Social comparisons, reflected appraisals and mass media: The impact of pervasive beauty images on black and white girls' self-concepts. *Social Psychology Quarterly, 62, 2,* 190-210.
National Middle School Association. (2004). *Research summary: Interdisciplinary teaming.* Retrieved May 24, 2006. From http://www.nmsa.org/Research/ResearchSummaries/Summary21/tabid/250/Default.aspx
National Middle School Association. (2003). *This we believe: Successful schools for young adolescents.* Westerville, OH; Author.
Nichter, M. & Vuckovic, N. (1994). Fat talk: Body image among adolescent girls. In N. Sault (Ed.), *Many Mirrors: Body Image and Social Relations* (pp. 109-131). New Brunswick: Rutgers University Press.
Orenstein, P. (1995). *Schoolgirls: Young women, self-esteem, and the confidence gap.* New York: Anchor Books, Random House.
Pascoe, C. J. (2003). Multiple masculinities? Teenage boys talk about jocks and gender. *American Behavioral Scientist, 46, 10,* 1423-1438.
Pascoe, C. J. (2005). "Dude, You're a Fag": Adolescent masculinity and the fag discourse. *Sexualities, 8, 3,* 329-346.
Patchin, J. & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at cyberbullying. *Youth Violence and Juvenile Justice, 4, 2,* 148 169.
*Piaget, J. (1977). *The development of thought: Elaboration of cognitive structures.* New York: Viking.
Pipher, M.(2002). Reviving Ophelia: Saving the selves of adolescent girls. New York: Ballantine Books.
Renold, E. (2004). "Other" boys: Negotiating non-hegemonic masculinities in the primary school. *Gender and Education, June,* 247-265.
Renold, E. (2005). *Girls, boys, and junior sexualities*. London: Routledge-Falmer.
Renold, E. (2007). Primary school "studs": (De)constructing young boys' heterosexual masculinities. *Men and Masculinities, 1, 9,* 275 - 297.
Rottier, J. (2001). *Implementing and improving teaming: A handbook for middle level leaders* (2nd ed.). Westerville, OH: National Middle School Association.
Soep, E. (2005). Making hard-core masculinity: Teenage boys playing house. In S. Maira & E. Soep (Eds.), *Youthscapes: The popular, the national, the global* (pp. 173-191). Philadelphia: University of Pennsylvania Press.
Swain, J. (2002). The resources and strategies boys use to establish status in a junior school without competitive sport. *Discourse, 23,* 91-107.
Swain, J. (2006). Reflections on patterns of masculinity in school settings. *Men and Masculinities, 1, 8,* 331 - 349.
Thorne, B. (1993). *Gender play: Girls and boys in school*. New Brunswick, New Jersey: Rutgers University Press.
Wiseman, R. (2002). *Queen bees and wannabes: Helping your daughter survive cliques, gossip, boyfriends, and other realities of adolescence.* New York: Three Rivers Press.

****

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.

****