

Eastern Illinois University
Department of Early Childhood, Elementary, & Middle Level Education
MLE 5110:001 - Principles and Procedures in the Middle-Level School
10:00- to 1:45 p.m.
Buzzard Hall-2440

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. Mildred M. Pearson, Associate Professor
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Credit Hours: 3 semester hrs.
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 1st 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.

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 6^h 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

Textbooks:

Brown, D. & Knowles, T. (2009). What every middle school teacher should know. Portsmouth, NH: Heinemann.

Supplemental materials: None required, but additional resources will be provided on WebCT.

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/NavigationMenu/NETS/ForStudents/2007Standards/NETSforStudents2007.htm>
<http://www.iste.org/Content/NavigationMenu?NETS/ForTeachers/2008Standards/NETSforTeachers2008.htm>

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

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

	relationships 9. are knowledgeable about the skills of research	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 the 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	Pt. Value (Weight)	Due Dates
Class Attendance & Participation (See #1)	By active participation in class, students demonstrate understandings	20 pts. 10%	Ongoing
Group Work & Presentation (components of M.S.) (see #2)	Students will demonstrate knowledge by a group presentation in class about one of the major components of the middle school	100 pts. 25%	6/28 – 7/2
Websites for Teachers & Students (see #3 below)	Students will demonstrate proficiency in searching, locating, and using web resources	10 pts. 5%	6/18
Research Paper (see #4)	Through research, students will develop a richer awareness and better understanding of adolescents' common and unique problems	100 pts. 25	7/3
Oral Presentation on Research Paper (See #5)	Students will use technology to assimilate & present research knowledge in a coherent, clear, well-defined format to peers	50 pts. 5%	7/2-7/5
Bibliography Research Article Database on Research Paper (see #6)	By collecting a variety of articles pertaining to research topic, students will develop a better understanding of issues of adolescence.	50 pts. 20%	6/25
Examination (see #7)	Students demonstrate content knowledge of	20 pts.	7/6

	various components of middle school and the development of adolescents	10%	
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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:** Small groups will meet (on own time & during class) to research one component of MS, present that in class (20-30 minutes), prepare a (electronically) handout for each class member, and have class participate 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. **100 points total:**
 - **20 points** for group Structure and organization
 - **20 points** for collaboration involvement
 - **20 points** for core component presentation content
 - **20 points** for accuracy and usefulness of (electronic) handout
 - **20 points** **A rubric will be provided.**
3. **Websites:** Locate 5 websites that will enhance your teaching and 5 websites that can be used for students. (10 total). This can be on any topic including but not limited to your curricula and/or your research topic. Explain in at least a paragraph (5-6 sentences minimum for each paragraph) the contents of each website and how you and/or your students will use these sites. Type and hand in the web address and explanation.
 - ⇒ Students will be assessed by the paper that is handed in (electronically). **10 points total.**
4. **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. **100 points total:**
 - APA: 6th edition **(10 pts.)**
 - Title page: title of paper, your name, my name, & date **(5 pts.)**
 - Abstract:
 - Introduction: explain why this topic is important **(15 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 **(30 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 knowledge to your own classroom? **(15 points)** (2-3 pages minimum)
 - Bibliography(Articles): A minimum of 10 sources (7 of which were published within the last 10 years) that are published in scholarly journals. An article counts as "1" source; books, depending on

length, count for more than “1” source (for example, a 200 page book can count for, say, 4-6 sources, but get it approved first!). If it is a scholarly journal that is published online, it must have author, journal name, journal issue, year, etc. (If the online journal does not have these, then it cannot be used.) (15 pts.) → Use only scholarly sources such as Educational Leadership, Phi Delta Kappan, Middle School Journal, Adolescent Journal of Reading, etc. DO NOT USE DIGESTS. 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.
A rubric will be provided.

Turn it in: Turn it in will be use throughout this course for all assignment submission.

5. **Presentation of Research:** You may use wiki weebly, blog, prezi, or other technologies to present your ideas. The choice is up to you. Your presentation will be evaluated on clarity, accuracy, and your ability to engage and interest the audience. 15 minutes maximum. Students will be assessed by the professor. Creativity is the key as your presentation must also include the following:
- Identify your problem
 - Discuss what the research says
 - Implications for teachers (What does this mean for teachers)
 - How would you apply this in your class or future class?

Remember, you should always have a great hook or attention getter to your problem to lead your audience into your specific topic for the discussion. 50 points.

6. **Bibliography Research Database of Articles:** Students will develop (in place of a bibliography notebook) based on your research paper’s bibliography or references– that will demonstrate new knowledge of adolescence and issues impacting middle school students. You are to locate at least 5 articles about problems adolescents face in the middle school. The review will be a demonstration of your knowledge impacting today’s youth. You will upload the pdf as an attached file, or scan the articles with your review.

Below you will find additional information.

- Type the complete citation using APA style(6th edition)
- After the appropriate fields are entered into the top of the database, you will write a succinct summary of the content of the article under the general session. It should include the following:

Under the Critique/Summary of the Article Database, type 3 paragraphs:

- Was it significant and why? (Expound and be specific)
- How can this article be applied to your class or future class? (Share)
- What kind of advisory activities or developmental activities would you implement?

Connections:

- How did you make connections to this article? (Personal connection, global connections, etc.)

Reflections:

- Write your reflection. Your reflection should include the following: Explain(**describe or make clear**) new information; explore preconceptions(**prejudices or biases;**) analyze(**question or examine**) the issue; and synthesize (**combine, or create**) implications for teachers.

See Example attachment or sample provided.

- Quality – grammar, spelling, punctuation, page length, etc.

Be sure to use appropriate journals such as *Phi Delta Kappan*, *Educational Leadership*, *Middle School Journal* or you may use [RMLE Online - Research in Middle Level Education Online ... - AMLE](#) If you use an article from online, you must have the author, where and when the article was published, and a copy of the entire article(See scoring rubric). **50 points.**

7. **Examination:** Final exam. **20 points.** Your final exam will be at the discretion of the professor of record.

Grading Scale (350 total points)

93%-100%	A	69%-76%	D
85%-92%	B	68% or below	F
77%-84%	C		

Late work policy: All assignments are reduced 5% for every day that they are late

Research Paper: Topics which affect early adolescents and Middle School students.

1. Connecting (& relating) to adolescents socially
2. Motivating middle school students in class
3. Self-Efficacy
4. Social Ostracizing
5. Different social contexts: rural, suburb, urban
6. Impact of economy on students
7. Pregnancy
8. Sexualities – curiosities and confusion
9. Sexual experimentation
10. Sexual harassment (teacher, peers)
11. Sexual education
12. The “myth of the slut”
13. Media influence(s) on adolescents
14. Abuse within family
 - a. Physical
 - b. Sexual
 - c. Mental/emotional
15. Anorexia
16. Bulimia
17. Cutting/self-harm
18. Depression
19. Self esteem
20. Early vs. late maturers in girls – how it impacts their social and emotional development.
21. Suicide
22. Types of bullying
 - a. Physical,
 - b. Relational, verbal, passive-aggressive,
 - c. Cyberbullying
23. Bullying prevention
24. Violence in the school
25. Divorce & effects on kids
26. Inhalants
27. Illicit drug experimentation
28. Prescription drug abuse
29. Alcohol experimentation
30. Smoking
31. Fitting in
32. Parental pressure
33. Gangs
34. Obesity
35. Issues with social networking (Facebook)
36. Sex predators on-line
37. Bipolar
38. Aspergers
39. Autism
40. Junior Diabetes
41. Foster Care/Adoptions
42. Homeless Youth
43. Depression Among Teens
44. Sleep Disorder
45. Obsessive Compulsive Disorder

*Modifications may be made to the course syllabus at the discretion of the professor of record.

Group Work: Major Components of the Middle School

- 1. Teaming**
 - 2. Inter-disciplinary/Intra-disciplinary teaching**
 - 3. Advisory units**
 - 4. Exploratory classes (technology, art, music, home economics, etc.)**
 5. Enrichment classes (learning for the 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 schools)
 10. Technology in the classroom
 11. Peer Counseling
 12. Investigative work with career options
 13. RTI
 14. Transitions (from ELE school and to HS school)
- (Other topics may be chosen with permission of the instructor)

**Early Childhood, Elementary and Middle Level Department
MLE 5110-Principles and Procedures for Middle School
Summer, 2013-Course Outline**

Monday June 11

Introduction

- Getting Acquainted/ Student Inquiry Sheet
- Course expectations & syllabus & due dates
- Discuss Submission of Class work

Topic selections for Middle School Component:

- “MTG” Group Selection for Middle School Component (see #2 above)
- Individual research topic sign-up (problems adolescent’s face)

IC: Reading assignment:

Discuss Chapter 1: You Want to Be a What? pg. 1-9

Discuss Chapter 2: Understanding the Young Adolescent’s Physical and Cognitive Growth pg. 10-36

HW Assignments:

Reading Assignments

1. Read Chapter 3: Who Am I? The Social, Emotional, and Identity Trials of Young Adolescence, pg. 37-66
2. Read Chapter 4: Designing an Appropriate Middle School: Influences from the Past to the Present, pg. 67-90

Additional HW Assignments:

3. Request/select a topic for individual research (see #4 syllabus, but also connected to #5 and #6)
4. Begin work on websites (#3 above) which is due on Thurs, 6/18

Tuesday June 12

- Making Connections for the Middle School Learner
- Young adolescents’ development physical and cognitive development

IC: Discuss Chapter 3: Who Am I? The Social, Emotional, and Identity Trials of Young Adolescence, pg. 37-66

Discuss Chapter 4: Designing an Appropriate Middle School: Influences from the Past to the Present, pg. 67-90

HW: Reading Assignment

1. Reflective Practitioner (response)

Additional HW Assignments:

2. Work on websites (see #3 syllabus) which is due on Thurs, 6/18
3. Begin work on bibliography reference database (see #6 syllabus), which is due Thurs, 6/25

Wednesday June 13 How to connect with families & communities/Issues among females

- Connecting what we know and discovering ways to connect with families
- The purpose and importance of community connections

IC: Discussion on “Girl Power” and “Gender Equality”

- Some common social issues for girls (body image, eating disorders, depression)
- Academic performance and academic achievement of adolescent girls
- Gender equality

Reading assignment: NONE due to website assignment

Additional HW Assignments:

1. Work on websites (see #3 above) which is due on Monday, 6/18
2. Work on bibliography article database (see #6), which is due Monday, 6/25

Thursday June 14 Library or Technology/Group

- Issues among males
- Work in groups on *Component of a MS* (2nd 1/2 of class)

Reading assignment:

1. Read Chapter 5: Creating a Safe Haven for Learning, pg.91-112
2. Read Chapter 6: Student-Designed Curriculum, pg. 113-151

Additional HW Assignments:

1. Work on research article database (see #6), which is due Monday, 6/25
2. Work on research paper (see #4), which is due Monday, 7/2
3. Work on group work, which is due 6/28-7/2

Monday, June 18

WEBSITES (#3 ABOVE) ARE DUE (submit *electronically* to mmpearson@eiu.edu)

BD, LD, and ED students/MS vs. JH (Tentative Speaker)

- Strategies for adjusting the curriculum for LD & BD students
 - Learning disabilities
 - Behavioral disabilities
 - Emotional disabilities
- Rationale for challenging higher level learners through academic enrichment
- Middle Schools vs. Junior Highs
 - Impacting adolescents' social, moral, emotional, and identity development
- IC: Chapter 5: Creating a Safe Haven for Learning, pg. 91-112
 - Bullying
 - Shared Decision MakingChapter 6: Student-Designed Curriculum, pg. 113-151

Reading assignments:

HW Assignment:

Chapter 7: Facilitating Meaningful Learning, p. 152-179

Additional HW Assignments:

1. Work on bibliography article database (see #6), which is due Monday, 6/25
2. Work on research paper (see #4), which is due Monday, 7/2
3. Work on group work, which is due 6/28-7/2

Tuesday, June 19 Facilitating Meaningful Learning

- Passive vs. Active Learning
- Brain Based Learning
- Cooperative Learning
- Constructivism
- Recognizing Diverse Learners

- Culturally Responsive Learning

IC: Chapter 7: Facilitating Meaningful Learning, p. 152-179

Reading Activity: Cultural Responsive Teaching Article

Additional HW Assignments:

1. Reflective Practitioner (on article)
2. Work on bibliography research database see(#6), which is due Monday, 6/25
3. Work on research paper (see#4), which is due Monday, 7/2
4. Work on group work, which is due 6/28-7/2

Wednesday, June 20 Media education/Helpful and unique tech tricks

Reading Assignment: NONE (because assignment is due tomorrow)

Additional HW Assignments:

1. Work on bibliography research database (see#6), which is due Monday, 6/25
2. Work on research paper (see#4), which is due Monday, 7/2
3. Work on group work, which is due 6/28-7/2

Thursday, June 21 Curricula integration & assessment/Group Work

- Constructivist methodology
- Intra-disciplinary teaching
- Authentic assessments
- Work in groups on Component of a MS (2nd 1/2 of class)

Reading assignment

HW: Chapter 8: Assessment p. 180-202

HW Assignment:

1. Work on research paper (see #4), which is due Tuesday, 7/3
2. Work on group work, which is due 6/29-7/1

Monday, June 25 Effective Communication with Students/Service learning

Research Article Database (#6 ABOVE) IS DUE (submit *electronically* to

<http://cats.eiu.edu/mpearson/home.php>.)

IC: Chapter 8: Assessment that Promotes Active Learning, 180-202

- Alternative Assessment
- Authentic Assessment
- Performance Assessment

Reading assignment:

HW: Read Chapter 9: Real Teachers Using Genuine Curriculum Integration p.203

Read Chapter 10: Altering School Structures (Teaming, Advisory Programs, Alternative Scheduling, Exploratory Curriculum, Looping) p.225

Additional Assignment:

1. Work on research paper (see #4), which is due Monday, 7/2
2. Work on group work, which is due 6/28-7/2

Tuesday, June 26

IC: Chapters 9 & 10

Additional HW Assignment:

1. Work on research paper (see #4), which is due Monday, 7/2
2. Work on group work, which is due 6/28-7/2
3. Chapter 11: Being an Advocate for Young Adolescents p.253

Wednesday, June 27

IC: Chapter 11: Being an Advocate for Young Adolescents p.253

HW Assignment:

1. Work on research paper (see#4), which is due Monday, 7/2
2. Work on group work, which is due 7/2

Thursday, June 28 Group Presentations(3)

Core Component Group Presentation (#4 ABOVE) IS DUE (submit *electronically* to turnitiin and verify receipt from mmpearson@eiu.edu)

- Teaming Group(2)
- Advisory Group(2)
- Exploratory Group(2)
- Interdisciplinary Learning (3)

HW Assignment: Electronically submit questions for final exam

Monday, July 2 Individual Research Papers Due & Presentations Begin

Tuesday, July 3 Individual Research Presentations

Wednesday, July 4 Celebrating Independence NO CLASS!!!!

Thursday, July 5 Community of Learners/Final Exam