

Early Childhood, Elementary, and Middle Level Education Department
MLE 4760: Student-Social/Emotional Development in the Middle Grades

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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:

Wiles, J, Bondi, J., & Tillier Wiles, M. (2006). *The essential middle school*. (4th ed.). Upper Saddle, NJ: Pearson.

Galassi, J., Gullede, 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.

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
- *Illinois Core Technology Standards: (ICTS):* 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
- *Association for Childhood Education International (ACEI):* <http://ncaate.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 common and unique problems.	IPTS 1, 2, 3 ICTS 2A, 2B, 2F ICLAS 1B, 1C, 1G, 2B, 2E

		ACEI 1, 2.8, 3.2 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 9, 10, 11 ACEI 2A, 5.1 ICTS 1A,B,F ICLAS 1C, F, 2A, B, E, F, Dispositions: EC, SDE, PEP, IWS, PTSL
Participation	Performance includes presence and contribution during class meetings and support of peer classmates.	IPTS, 2, 7,11 ICTS 11 ICLES 4.5 ACEI 3.1, 3.5 Dispositions: EC, SDE, PEP, IWS

Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Article Review	Select two current (2000 -) articles to research regarding any component of childhood and early adolescent development.	25	5%
Current Event	Select a current event item from a newspapers, magazines, TV or radio, etc. that is relevant to this class	10	2%
Problem Paper	Write a paper on a selected topic and present to the class.	100	22%
Technology Integration	Search for article, email, navigate the internet, (possible use of WebCT), etc.	20	5%
Participation	Participation in class discussions on a regular basis is expected.	50	10%
Tests and/or Quizzes	The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions.	100	22%
Exemplary Middle School	Locate all information you can about the school's program.	30	6%
Advisory Unit	Prepare an Advisory Unit for two weeks.	100	22%
Advanced Teaming at the Middle School	The students will be practicing their teaming strategies emphasizing conflict resolution.	30	6%

Course Requirements and Evaluation:

- * One short paper
- * Current Event
- * Internet assignment
- * Video review
- * Test(s)
- * Paper (on an adolescent problem w/powerpoint)
- * Group Advisory Unit
- * Participation

- * Exemplary Middle School activity
- * Advanced Teaming Activity

Extra credit:

A maximum of **20** bonus points can be earned. (See professor for details.)

Late Work Policy:

Due dates will be set for all assignments, **one point** shall be deducted for each calendar day that a paper or project is late. A **10%** deduction will be assessed on all tests **not** taken on the assigned test day. That means tests taken early **or** late.

Grade Scale:

<u>Grade Scale:</u>	<u>Points</u>
100 – 92 = A	500 – 460 = A
91 – 82 = B	459 – 410 = B
81 – 72 = C	409 – 360 = C
71 – 62 = D	359 – 310 = D
Below 62 = F	Below 310 = F

Tentative Due Dates:

Article Review.....	TBA
Current Event.....	TBA
Problem Paper.....	TBA
Technology Assignment.....	09/30/09
Test.....	TBA
Exemplary Middle School.....	TBA
Advisory Unit.....	TBA

Assignments:

Journal Reviews:

Locate an article about advisory, exploratory, and/or academic enrichment in the middle school. The review will be a minimum of one to two typewritten pages (double-spaced) and presented orally to the class. Please submit a copy of the article with the review.

- Type the complete citation using APA style, at the top of page one.
- Write a succinct summary of the content of the article.
- Write your reaction to the article.
- Quality – grammar, spelling, punctuation, page length, etc.

Be sure to use appropriate journals such as Phi Delta Kappan, Educational Leadership, Middle School Journal. If you use an article from the Internet, you must have the author, where and when the article was published, and a copy of the entire article.

Current Event:

You will select a current event item from a newspaper, magazine, television, radio, etc that is relevant to this class. It must be about the socio-emotional development of the middle school student, advisory, testing, etc. You will report on this news item orally to the class. Also, please write a small summary on a 3x5-notecard to be turned in to the professor.

Partner Advisory Unit:

Prepare an advisory unit for two weeks. (Assume that the advisory is a 30-minute period.)

Inside cover page (title of unit, your name, date, level)

Table of Contents

Theme and rationale (why the unit is important)

Objectives for each day (purpose, materials, explanation, worksheet if appropriate)

Daily activities for two weeks

Materials for each day listed

One activity and outline of unit for each class member (may be back to back)

Evaluation tool for students to fill out

Video Reviews:

Type a one-half to one page *reaction* to each video telling what you saw in the video, how this could be helpful in your classroom, and your general overall critique of the video. (Video reviews are due the next class day after viewing the video.)

Exemplary School:

Group activity: Locate your assigned school on the internet and locate all information you can about the school's program. (teaming, exploratory, advisory, clubs, enrichment, sports program, discipline, interdisciplinary activities) Contact someone at the school to find out more about the school. What makes this particular school exemplary? What grade levels are represented? (5, 6, 7, or 8?) How many students are in the school? How many teachers? Are the teams 2, 3 or 4 person teams? Do they have inclusion? How does inclusion work in their school? What is the ethnic makeup of the school? What is their schedule like? Type your findings and report to the class.

Internet Assignment:

Locate the following organizations on the internet and type a paragraph explaining the mission of each one:

www.flms.org

www.elmle.org

www.aims.uiuc.edu/

www.nmsa

Problem paper:

Use the APA Manual, 5th Edition as a source. Your paper should be a minimum of 8 pages long. You need to have the following in your paper. Put the paper in a notebook.

- a. Design a Title page (title of paper, course number, your name, date, instructor's name) the title page should be inside the notebook. (5)
- b. Introduction of the problem (10)
- c. Research findings---keep personal comments out of your writing (25)
- d. Discussion of findings and conclusions (15)
- e. Bibliography with a minimum of 10 sources. The sources should be within the last ten years. Only five may be Internet sources. Internet sources must have an author, periodical/book name, publisher, date published. (10)
- f. Use of APA (10)
- g. Use of grammar/spelling throughout the paper (10)
- h. Present in class using Power Point. (This is the time for personal comments.) Limit presentation to 15 minutes. (15)
- i. For assistance with APA style, check out this web site: http://landmark-project.com/citation_machine

TOPICS RELATING TO THE MIDDLE SCHOOL CHILD OR THE MIDDLE SCHOOL

Possible Problem Paper Topics as it relates to the Middle School Child:

- | | |
|--|--|
| 1. alcoholism | 18. teen cults |
| 2. pregnancy | 19. abuse |
| 3. anorexia | 20. latch key kids |
| 4. divorce/one parent families | 21. sexual harassment (teacher, peers) |
| 5. violence in the school | 22. inhalants |
| 6. suicide in adolescents | 23. bulimia |
| 7. self esteem | 24. fitting in |
| 8. drugs | 25. parental pressure |
| 9. gangs/teen cults | 26. technology concerns |
| 10. obesity | 27. motivating middle school students |
| 11. smoking | 28. obesity |
| 12. achievement | 29. peer counseling |
| 13. transition to high school/career choices | 30. relating to the middle school student's |
| 14. nutrition needs as a parent | 31. school uniforms |
| 15. exercise | 32. year-round schools |
| 16. sexually transmitted diseases (STD's) | 33. competitive sports in middle school-good or bad? |
| 17. charter school/Edison schools | |

Partner – Possible Advisory Unit Themes:

- character education goal setting test taking skills
- organizing myself self esteem anti-drug/tobacco/alcohol
- personal health relationships conflict resolution
- my parents and me planning for the future what is a friend?
- knowing myself wellness
- entering the dating game--boy/girl relationships
- the big move--adjusting to a new town, school, and new people

COURSE OUTLINE

Tentative Schedule

- | | |
|-----------------|--|
| Aug. 24, (Mon.) | Syllabus, etc.
* Rationale for a new school in the middle
Presentations
Advisory Activity |
| Aug. 26, (Wed.) | * Today's preadolescent learner
Presentations
Advisory Activity |
| Aug. 31, (Mon.) | * Effective organizational structures
Presentations
Advisory Activity |

- Sept. 02, (Wed.) * Teachers in the new middles school
* Heterogeneous/homogeneous grouping
Presentations
Advisory Activity

- Sept. 07, (Mon.) * Organizing the middle school curriculum
Presentations
Advisory Activity

- Sept. 09, (Wed.) * Developing instructional materials
Presentations
Advisory Activity

- Sept. 14, (Mon.) * The new full-service middle school
video on inclusion/mainsteaming
Presentation
Advisory Activity

- Sept. 16, (Wed.) * Video on inclusion/mainstreaming
Presentations
Advisory Activity

- Sept. 21, (Mon.) * Exploratory/Academic Enrichment
Presentations
Advisory Activity

- Sept. 23, (Wed.) * Group work
Presentations
Advisory Activity

- Sept. 28, (Mon.) * Video on adolescent transitions
Presentations
Advisory Activity

- Sept. 30, (Wed.) * Catch-up
Presentations
Advisory Activity

 Oct. 05 – Oct. 30 Practicum – No Class

- Nov. 02, (Mon.) * Video on adolescent behavior
Presentations
Advisory Activity

- Nov. 04, (Wed.) * Designing the new American middle school
Presentations
Advisory Activity

- Nov. 09, (Mon.) * Instruction in the new middle school
Presentations
Advisory Activity

- Nov. 11, (Wed.) * Evaluation of middle school programs
Presentations
Advisory Activity

- Nov. 16, (Mon.) * Review for test
Presentations
Advisory Activity

- Nov. 18, (Wed.) Test ?

 Nov. 23 – Nov. 27 Thanksgiving Break – No Class

Nov. 30, (Mon.)	Presentation of Advisory Units
Dec. 02, (Wed.)	Presentation of Advisory Units
Dec. 07, (Mon.)	Presentation of Advisory Units
Dec. 09, (Wed.)	Recap of class/hand back papers, etc.

The professor reserves the right to change the syllabus during the semester with notification to all class members.

Middle Level Educators' Club (MLEC)

MLEC Meeting Dates:

It is important to have documentation for all meetings/professional conferences/participation

\$6 per semester (MLEC) or \$10 per year (MLEC)

\$25 AIMS

MLE 4760 References:

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- Brophey, J. E. & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittock (Ed.), *Handbook of research on teaching (3rd ed.)*. N.Y.:McMillian.
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- 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.
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- Fogarty, R. & Stoehr, J. (2007.). *Integrating curricula with multiple intelligences: Teams, themes, and threads* (2nd ed). 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.
- Glasser, W. (1992). The quality school environment. *Phi Delta Kappan*, 73 (9), 690-694.
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- Nam, V. (2001). *Yell-oh girls! Emerging voices explore culture, identity and growing-up Asian American*. New York: Harper-Collins.
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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.
