

**Early Childhood, Elementary, and Middle Level Education Department**

**MLE 4760**

**Social/Emotional Development in the Middle Level Curriculum**

**Fall 2008**

**Instructor:** James Harden, III  
**Office:** Buzzard Hall 2212  
**Office Hours:** Mondays and Wednesdays 10:00 a.m. to 12:00 p.m., Tuesdays 5:00-7:00 or by appointment.  
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**Unit Theme:**

Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, and Societies

**Course Description:**

Instruction and planning for social, emotional, intellectual, and physical growth in middle level students with related teacher-based advisor-advisee programs, as well as classroom management strategies appropriate for middle-level school students. Practicum block experience is taken along with this class. (MLE 4000)

**Prerequisites & Concurrent Enrollment:**

MLE 3110 or equivalent or permission of Department Chair. Concurrent enrollment with the MLE 3150 and MLE 4280 desired.

**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.) Pearson. Upper Saddle, New Jersey.

Galassi, J., Gulledge, S., & Cox, N. (1998). *Advisor, advisory: Definitions, descriptions, decisions, directions*. National Middle School Association, Westerville, OH.

**Teaching Model:** The Information-Processing Family Models and the Social Family: Building the Learning Community Models.

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](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
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
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
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
Exemplary Middle School	The student 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
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
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
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,

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

**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

**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:** 92%-100% = A, 82%-91% = B, 72%-81% = C, 62%-71% = D

**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.

- a. Type the complete citation using APA style, at the top of page one.
- b. Write a succinct summary of the content of the article.
- c. Write your reaction to the article.
- d. 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](http://www.flms.org)

[www.elmle.org](http://www.elmle.org)

[www.aims.uiuc.edu/](http://www.aims.uiuc.edu/)

[www.nmsa](http://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](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            | 34. severe allergies                                 |

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**

- Syllabus, etc.
- Rationale for a new school in the middle
- Presentations
- Advisory Activity
  
- Today's preadolescent learner
- Presentations
- Advisory Activity
  
- Effective organizational structures
- Presentations
- Advisory Activity
  
- Organizing the middle school curriculum
- Heterogeneous/homogeneous grouping
- Presentations
- Advisory Activity
  
- Classroom Teaching
- Presentations
- Advisory Activity
  
- Instructional materials and new technologies
- Presentations
- Advisory Activity
  
- The full-service middle school
- video on inclusion/mainstreaming
- Presentation
- Advisory Activity
  
- Video on inclusion/mainstreaming
- Presentations
- Advisory Activity
  
- Exploratory/Academic Enrichment
- Presentations
- Advisory Activity
  
- Group work
- Presentations
- Advisory Activity
  
- Video on adolescent transitions
- Presentations
- Advisory Activity
  
- Catch-up
- Presentations
- Advisory Activity
  
- Video on adolescent behavior

- Presentations
- Advisory Activity
  
- Professional development of teachers
- Presentations
- Advisory Activity
  
- Defining and evaluating the modern middle school
- Presentations
- Advisory Activity
  
- Presentations
- Advisory Activity
  
- Review for test
- Presentations
- Advisory Activity
  
- Test
  
- Presentation of Advisory Units
  
- Presentation of Advisory Units
  
- Presentation of Advisory Units
  
- 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.

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#### 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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- Flowers, N., Mertens, S., and Mulhall, P. (2000b). How teaming influences classroom practices. *Middle School Journal*, 32(2), 52-59.
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Tolan, S. (2002). *Surviving the Applewhites*. New York: Harpercollins.

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

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 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.  
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