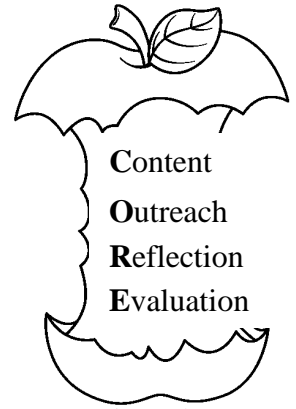


Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
MLE 4760: Student-Social/Emotional Development in the Middle Grades



Instructor: Dr. Carrie Dale
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Office Hours: M/W 12:30-1:30 pm; M 6:30-7:00 pm; T/TH 11:45-12:45 pm
Phone: 217-581-5728 (Messages Only)
Class Meetings: M 7:00-9:30 pm
Semester: fall, 2016

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. (3-0-3)

Prerequisites & Concurrent Enrollment:

ELE 2050 and 3050, concurrent enrollment in MLE 4001 or with permission of department chair. Prior or concurrent enrollment in MLE 3110. University Teacher Education requirements for enrollment must be met.

Course Purpose:

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

Course Textbooks:

Feldman, R. (2008). *Adolescence*. Upper Saddle, NJ: Pearson.

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

Teaching Model:

- **The Information-Processing Models** Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them (pp 10-13).
- **Social Models:** When we work together, we generate a collective energy called *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. 13-15)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th 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 and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/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 are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTs): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions <http://www.eiu.edu/clinical/forms/DispositionsforEIUCandidates.pdf>
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): <http://www.isbe.net/rules/archive/pdfs/20ark.pdf>
- Association for Middle Level Education: <http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

Course Requirement	Demonstrated Competencies	Aligned Standards
Article Review	Performance includes analyzing professional articles and their implication to the teaching profession. Articles must be related to social and emotional development.	<p>IPTS: 2A, 2D, 2E, 2F, 2G, 2J, 2L, 2M, 3B, 3C, 3G</p> <p>SEL: 1C.1A, 1C, 2A, 2D, 3B, 2B, 4A, 3A, 3C</p> <p>ACEI: 1.0 3.1, 3.3, 3.5</p> <p>AMLE A1a, A1b, A1d,</p> <p>Dispositions: EC, SDE, PEP</p>
Current Event	<p>Performance includes analyzing current information as presented by the media and their influence on education.</p> <p>Current event must be related to social and emotional development.</p>	<p>IPTS: 2B, 2F, 2L,</p> <p>SEL: 1B, 2A, 3A, 3B, 3C</p> <p>ACEI: 1.0, 3.1, 3.5</p> <p>Dispositions: EC, SDE, IWS</p>
Tests (Assessments)	The student will demonstrate their content knowledge of the social and emotional development of the middle school child by completing assessment tools.	<p>IPTS: 2A, 2B, 2C, 2F, 2J, 2K, 2L, 2M, 2N, 2P, 2Q, 3A, 3C, 3F, 3G, 3H, 3K, 3L, 3M, 3N, 3P, 7B, 7D, 7F, 7J, 7K, 7R</p> <p>SEL: 2D, 3A, 3B</p> <p>ACEI: 3.1, 3.5, 4.0, 5.1</p> <p>Dispositions: EC, PEP</p>
Exemplary Middle School	The students research information about an exemplary middle school	<p>IPTS: 1A, 1B, 1C, 1D, 1E, 1F, 1G, 1H, 1I, 1L, 1K, 3H, 3K, 3N, 3O, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4K, 4M, 5M, 5P, 5R, 5S, 7A,</p>

		<p>7B, 7D, 7F, 7G, 7J, 7K, 7L, 7N, 7O, 7P, 7Q, 8A</p> <p>SEL: 3A, 3C. 4B ACEI: 1.0, 3.2, 3.4, 3.5, 5.1 AMLE B2a, B2b, B3a, B3b,</p> <p>Dispositions: EC, SDE, PEP, IWS</p>
Advisory Unit	The student demonstrates knowledge by a group project with presentation (optional depending on class size – to be determined by instructor) on a unit of study for the advisory class. Lesson plans should accompany this assignment.	<p>IPTS: 1A, 1K, 4D, 4I, 4K,</p> <p>SEL: 2A, 3A, 2B, 2C, 3A, 2C, 3B, 2D ACEI: 1.0, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.0, 5.1 AMLE C4d, D5a, D5b, D5c, D5d</p> <p>Dispositions: EC, SDE, PEP</p>
Research/Problem Paper	The student will develop a richer awareness and better understanding of middle school children and their own common and unique problems.	<p>IPTS: 1F, 2A SEL 1A3, 1B, 1C, 3A 3B, 3C</p> <p>ACEI: 1.0, 3.1, 3.3, 3.5, 5.1 AMLE C4d, D5a, D5b, D5c, D5d</p> <p>Dispositions: EC, SDE, PEP, IWS</p>
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.	<p>IPTS: 1A, 4D, 8A, 8B, 8E, 8F, 8G, 8Q, 8R, 8S, 8T, 9D, 9F, 9K, 9L, 9M, 9N, 9O, 9P, 9R, 9S,</p> <p>SEL: 2B.2C, 2D, 3A, ACEI: 1.0, 3.2, 3.4, 3.5, 5.1 AMLE B2a, B2b, B2c, B3a, B3b</p> <p>Dispositions: EC, SDE, PEP, IWS, PTSL</p>
Participation	Performance includes presence and contribution during class meetings and support of peer classmates.	<p>IPTS: 8B, 9H, 9I, 9K</p> <p>SEL: 3.C3.B ACEI: 3.1, 3.5 3.4, 3.5, 5.1</p> <p>Dispositions: EC, SDE, PEP, IWS</p>

Core Assignments	Brief Description	Approximate Weight
Article Review	Select one current (2010 - present) article to research regarding any component of 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 with possible class presentation (to be determined by Instructor)	22%
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, and in-class materials.	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%
Advanced Teaming at the Middle School	The students will be practicing their teaming strategies emphasizing conflict resolution.	6%
Graduate Students: Students receiving graduate credit must meet graduate level requirements for this class. An expanded assignment/additional assignment is required in order to receive graduate credit in this course. One option would be to expand the problem paper to include at least 12 pages with 15 sources. The nature of this assignment may vary and will be determined after consultation between the individual student and the professor.		

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.):

Due dates will be set for all assignments. **No late work will be accepted unless previously arranged with the professor.**

Exams/quizzes must be taken on the day/time indicated in the syllabus...no early or late exam/quiz completion will be considered.

Assessment Summary:

1. Article Review – 15 possible points
2. Current Event – 5 possible points
3. Research/Problem Paper – 65 possible points
4. Participation – 15 possible points
5. Tests and/or Quizzes – 60 possible points
6. Exemplary Middle School – 30 possible points
7. Advisory Unit – 100 possible points
8. *Optional extra credit – up to 9 possible points for Warm ups

Total Possible Points (without extra credit) : 290

Grade Scale: A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below

COURSE OUTLINE

Class Session	Topics to be Discussed	Be Prepared to Discuss	Due
1: M Aug 22	Introduction In-class activities Chapter 1 – main text – Intro to Adolescence Discuss current event Assign current event times	Chapter 1 – main text	
2: M Aug 29	In-class activities Chapter 2 – physical development Discuss Exemplary School Assign Exemplary School	Chapter 2 – main text	
M Sep 5	No class – holiday		
3: Sep 12	In-class activities Chapter 3 – cognitive development Work time for Exemplary School	Chapter 3 – main text	Warm-up A Current Event 1
4: Sep 19	In-class activities Chapter 11 – work and leisure Discuss article review Work time for Exemplary School	Chapter 11 – main text	Warm-up B Current Event 2 Quiz 1 (ch 1, 2, 3 & 11) opens on D2L at 9:30 pm and closes on M Sept 19 at 7:00 pm
5: Sep 26	In-class activities APA 1 (cover page) Chapter 8 – intimacy Work time for article review	Chapter 8 – main text	Warm-up C Current Event 3
6: Oct 3	In-class activities APA 2 (reference page) Chapter 9 sexuality Work time for article review	Chapter 9 – main text	Warm-up D Current Event 4
7: Oct 10 MIDTERM	In-class activities APA 3 (in-text citations) Chapter 4 – social development Discuss research/problem paper Work time for research/problem paper	Chapter 4 – main text	Midterm exam due – Exemplary School assignment
8: Oct 17	In-class activities APA 4 (in-text citations) Chapter 5 – self and identity Work time for research/problem paper	Chapter 5 – main text	Warm-up E Current Event 5 Quiz 2 (ch 8, 9, 4 & 5) opens on D2L at 9:30 pm and closes on M Oct 24 at 7:00 pm
9: Oct 24	In-class activities Chapter 12 – Culture and Diversity Discuss Advisory Unit Work time for Advisory Unit	Chapter 12 – main text	Article review due

Class Session	Topics to be Discussed	Be Prepared to Discuss	Due
10: Oct 31	In-class activities Chapter 13 – Adolescent Problems Work time for Advisory Unit	Chapter 13 – main text Advisory Text, read intro (pages 1-3) and page 17	Current Event 6
11: Nov 7	In-class activities Chapter 14 – Stress, Coping and Well-Being Work time for Advisory Unit	Chapter 14 – main text Advisory text, pages 18-26	Current Event 7 Quiz 3 (ch 12, 13 & 14) opens on D2L at (:30 pm and closes on Nov 14 at 7:00 pm
12: Nov 14	In-class activities Chapter 6 – Adolescents and Families Work time for Advisory Unit	Chapter 6 – main text Advisory Text, pages 50-58	Research/Problem Paper due
Nov 21	No class – Thanksgiving		
13: Nov 28	In-class activities Chapter 7 – Peers Work time for Advisory Unit	Chapter 7 – main text	Current Event 8
14: Dec 5	In-class activities Chapter 10 – Middle Schools Work time for Advisory Unit	Chapter 10 – main text	Current Event 9
15: Dec 12 Final Exam 7:30-9:30 pm			Quiz 4 (ch 6, 7 & 10) IN CLASS – be sure to bring notes and main text book Final Exam: Advisory Unit due

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

Academic Integrity

"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. "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."

Student Success Center

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

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

MLE 4760 References:
***Denotes Unit Conceptual Framework References**

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