

**Eastern Illinois University**  
**Early Childhood, Elementary and Middle Level Education Department**  
**MLE 4760.01: Social/Emotional Development in the Middle Grades**

**Instructor:** Dr. Mildred M. Pearson, Professor

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**Office Hours:** Tuesdays & Thursdays or 9:45-11:45 or by appointments

**Class Meetings:** Mondays 7:00p.m.-9:30 p.m.

**Location:** Buzzard Hall 1160

**Fall Dates Range:** January 09, 2015-May 5, 2017

**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:**

Feldman, R. (2008). Adolescence: The essential middle school. Upper Saddle, NJ: Pearson.

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

Course Packet as per instructor's request.

**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:**

Course Requirement	Demonstrated Competencies	Aligned Standards
Current Event	Performance includes analyzing current information as presented by the media and their influence on education.  Current event must be related to social and emotional development.	IPTS: 2B, 2F, 2L,  SEL: 1B, 2A, 3A, 3B, 3C ACEI: 1.0, 3.1, 3.5  Dispositions: EC, SDE, IWS
Article Review	Performance includes analyzing professional articles and their implication to the teaching profession. Students' writings will be evaluated by a rubric. Articles must be related to social and emotional development.	IPTS: 2A, 2D, 2E, 2F, 2G, 2J, 2L, 2M, 3B, 3C, 3G  SEL: 1C.1A, 1C, 2A, 2D 3B, 2B, 4A, 3A, 3C ACEI: 1.0 3.1, 3.3, 3.5  Dispositions: EC, SDE, PEP
Technology Integration	Explore the internet for resources that address any component of early adolescents' social, emotional, or academic development. These internet resources can be intended for teachers, parents, or adolescents.	IPTS: 2F, 2I, 2L, 2O, 5N, 5O  SEL: 3C ACEI: 1.0, 3.1, 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: 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  SEL: 2D, 3A, 3B ACEI: 3.1, 3.5, 4.0, 5.1  Dispositions: EC, PEP
Exemplary Middle School	The students research information about an exemplary middle school	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, 7B, 7D, 7F, 7G, 7J, 7K, 7L, 7N, 7O, 7P, 7Q, 8A  SEL: 3A, 3C, 4B ACEI: 1.0, 3.2, 3.4, 3.5, 5.1

		Dispositions: EC, SDE, PEP, IWS
Partner/Group Advisory Unit and SEL in the content area	The student demonstrates knowledge by a group project with group presentation on a unit of study for the advisory(explicit teaching) in class. Lesson plans should accompany this assignment.	IPTS: 1A, 1K, 4D, 4I, 4K,  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  Dispositions: EC, SDE, PEP
Research Paper(Problems adolescents face)	The student will develop a richer awareness and better understanding of middle school children and their own common and unique problems.	IPTS: 1F, 2A SEL 1A3, 1B, 1C, 3A 3B, 3C  ACEI: 1.0, 3.1, 3.3, 3.5, 5.1  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: 1A, 4D, 8A, 8B, 8E, 8F, 8G, 8Q, 8R, 8S, 8T, 9D, 9F, 9K, 9L, 9M, 9N, 9O, 9P, 9R, 9S,  SEL: 2B.2C, 2D, 3A, ACEI: 1.0, 3.2, 3.4, 3.5, 5.1  Dispositions: EC, SDE, PEP, IWS, PTSL
Participation	Performance includes presence and contribution during class meetings and support of peer classmates.	IPTS: 8B, 9H, 9I, 9K  SEL: 3.C3.B ACEI: 3.1, 3.5 3.4, 3.5, 5.1  Dispositions: EC, SDE, PEP, IWS

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/rules/archive/pdfs/24ark.pdf>
- Association for Childhood Education International (ACEI)  
<http://www.ncate.org/LinkClick.aspx?fileticket=2G2qXsJF9cI%3d&tabid=676>
- Illinois Social Emotional Learning Standards (SEL)  
[http://www.isbe.net/ils/social\\_emotional/standards.htm](http://www.isbe.net/ils/social_emotional/standards.htm)
- Eastern Illinois University Professional Dispositions  
<http://www.eiu.edu/clinical/forms/DispositionsforEIUCandidates.pdf>

**Middle School Websites**

<http://education.illinoisstate.edu/aims/>

<http://www.amle.org/>

Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Bio walk (BW)	Write a bio of yourself. This exercise will allow your to introduce yourself and tell what your middle or junior high school experience was like.	1/23/2017 (5 pts)	
Current Event (CE)	Select a current event item from a newspapers, magazines, TV or radio, etc. that is relevant to this class. Be ready to share it in class.	1/23/2017 (5 pts)	2%
Technology Integration	Search for article, email, navigate the internet, (possible use of D2L), etc. Search for internet for 10 resources for teachers, parents, or students, namely	2/6/2017 (20pts)	5%

	(adolescents). Write a paragraph indicating why you chose the website. The website should deal with any <b>social or emotional</b> aspect of the adolescent child. This can also be linked to your research topic.		
Journal Article Reviews	Select <b>two</b> current ( <b>2005 to present</b> ) articles to research regarding any component of early adolescent development. These articles will be a part of the research you gather for your research paper. Please submit <b>a</b> copy electronically of <b>ONE</b> article as a pdf with your article review. Type the information in word(See Sample).	(Library Visit) <b>2/6/2017</b>  <b>Due: 2/13/2017</b> <b>(50 ) pts. each= total (100) pts.</b>	5%
Relax Alert-Weekly Relax Alerts(Weekly Quizzes (#4) <b>in black</b> Tests and/or Exams(#5) In blue	Quizzes will be provided in order to chunk information to assist students in retaining the information. Questions will be derived from lecture, assigned readings, videos and discussions.	<b>Relax Alerts are worth (25 points per chapter)</b> <b>You will be able to take it twice and receive the best score.</b>	6%
Tests	The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions.	<b>(Mid-term)</b> <b>March 6, 2017</b> <b>Problem Paper Due and presentations begin!</b> <b>100pts</b>  <b>(Final Exam)</b> <b>100pts</b>  <b>May 1, 2017</b> <b>7:30-9:30p.m.</b>	15%
Research Paper(Problems adolescents face)	Write a <b>6 to 8</b> page research paper on a selected topic and present to the class.	<b>3/6/2017</b> <b>100pts</b>	22%
Oral (Expert) Presentation of Research Paper	Students are expected present orally their research to the class after becoming “new experts” on the topics they have researched. Your oral presentation may include an animoto, wordle, voki, prezi, power point, or a brief video clip summarizing your topic and/or research paper. Limit presentation to 10 minutes or if placed in a group, your group will	<b>3/6/2017 50 pts.</b>	5%

	be given 30 minutes to present. Be sure to allow 5 minutes for conclusion		
Partner/Group Advisory SEL IN ACTION UNIT  Horizon exemplary model	Prepare <b>Partner/Group Advisory</b> Unit for two weeks. During class you will practice and share a chosen lesson in class.  Locate all information you can about the school's program.	<b>4/10/2017 100pts</b>  <b>4/10/2017 50pts</b>  <b>TOTAL= 150 POINTS</b>	22%   3%
Advanced Teaming at the Middle School	The students will be practicing their teaming strategies emphasizing conflict resolution.	<b>4/10/2017 50pts</b>	5%
Participation	Participation in class discussions on a regular basis is expected.	<b>Daily</b>	10%

#### **Course Requirements and Evaluation:**

1. \* Bio Introduction
2. \* Current Event and reflection
3. \*Journal Article Literature Reviews
4. \* Technology Integration
5. \* Relax Alerts (Weekly Quizzes)
6. \*Mid-Term and Final Exam
- 7.\* Research Paper (on an adolescent problem)
- 8.\* Oral(Expert) Presentation of research paper/ Critique of peers' presentation
- 9.\*Partner Advisory Unit
- 10.\*Horizon (Exemplary) Middle School activity
11. \*Advance Teaming
- 12.\*Participation (Discussion board as per the professor's discretion bi-weekly).

#### **Extra credit:**

If any credit will be given, it will be announced in class at the discretion of the professor of record.  
A maximum of **20** bonus points can be earned. (See professor for details.)

#### **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](http://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 9<sup>th</sup> Street Hall, Room 130.

**Special needs:** If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made.

**Religious Observations:** Eastern Illinois University policy on religious observations states that students should not be penalized in any way for participation in religious observations. Students shall be allowed, whenever possible, to make up academic assignment that are missed due to such absences. However, the must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

**Course evaluations:** As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through EIU Testing and Evaluation office in order to help faculty and administrators improve teaching and learning at EIU. All information submitted is confidential. Campus will notify you when the course evaluation at EIU is open for you to complete your evaluations for spring semester courses. Please go directly to the website to complete the evaluation.

**Missed single class due to illness:** Once during a semester, a student's self-authored not will be accepted as an excuse for missing a minor schedule grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the not is correct, and a statement that the student understands that providing false information is a violation of the code of student conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

**Major scheduled grading events:** Major Scheduled Grading Events(MGE) are indicated in the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons(see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documents, opportunities to make up missed assignments or tests will not be provided.

**Non-consecutive, medically necessitated absence from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

**Attendance:** Students are expected to attend each class session, except in the case of illness and or extenuating circumstances(i.e. death in the family). In the case of absence, the student is responsible for retrieving class notes and handouts from classmates.

**Late Work Policy:**

Assignments will automatically **be marked down one letter grade for each weekday** they are handed in late. Make-up exams will be given at the discretion of the instructor, based upon written document and the Eastern Illinois policy regarding excusable absences, to be found in the undergraduate catalogue. I do not accept any version, variety, or derivation of computer/printer/flash drive/diskette/hard drive/software or other technology-related problems as acceptable explanation for late submissions of assignments. Please make sure your assignments are copied ahead of time and ready for submission when they are due.

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

**Assignments:**

**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. Reflecting on your personal discovery about the scenario discuss in a 1 page paper the following:

- 1). What did you glean from the article or selected piece?
- 2). How does this impact your decisions as an educator?
- 3). In what ways can you apply this article to your pre-service teaching experience? Submit it **electronically to be submitted online.**

**Journal Reviews(MGE):**

Locate an article about advisory 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 as a pdf file with the review. Don't forget to review the sample provided to ensure all required components are included in your article review.

**A Method of Critiquing Literature Review**

I. What type of research design most accurately describes this study? (**Qualitative or Quantitative?**)

II. The Problem(What ***was the problem researched?***)

1. Was the problem clearly defined?
2. Were research questions or objectives stated?
3. Were other studies cited?
4. What were the major variables of the study?

III. The Design(***Methodology***)

1. Was the population studied clearly specified?
2. Were the sampling methods clearly outlined?
3. What was investigated in this study?

IV. The Procedure(***Step by Step***)

1. Were the data collecting methods described so that you could replicate the study?
2. Did the article list step by step how the research was carried out?
3. Were the findings clearly stated?

V. The Interpretation

1. Were the conclusions clear and descriptive?
2. Were the suggestions and recommendations for continued study?

VI. General Summary:

1. Write a succinct summary of the content of the article and discuss was it significant and why?
2. How can this article be applied to your class, or how do you make connections to this article?
3. What kind of advisory activities would you implement? Write at least 3 activities
4. Write your reflection as instructions below suggest.

**Reflections (Critical Evaluation)**

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

VII.

1. Was this a significant study? Why? (Your opinion)
2. Quality – grammar, spelling, punctuation, page length, etc.
3. Be sure to use appropriate journals such as *Phi Delta Kappan*, *Educational Leadership*, *Middle School Journal*, *Research Middle Level Online* etc. 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.

#### **Technology Integration:**

Search the Internet and navigate for middle school resources. Locate 10 websites. Select 5 websites that will enhance your teaching and 5 websites that can be used for students or parents. This can be on any topic including but not limited to 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 each of these sites. This assignment should be submitted as an attachment in a word document.

#### **Quizzes(Relax Alerts- MGE)**

1. Brain research supports that when information is chunked students are able to retain the information and deep learning has occurred rather than surface learning; something only learned for the moment. Thus, students are able to make connections to what was learned and apply new information discovered. Not only does learning occur but transformative learning that allow you to use the information for life or in any situation.
2. Some of your relax alerts will be taken with partners to learn the importance of collaborating with others in a teaming.

#### **Advisory Unit(MGE):**

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

- Inside title page (title of unit, your name, date, level, course number)
- Table of Contents
- Theme and rationale (why the unit is important)
- Social and Emotional Learning Standard(SEL)
- Objectives for each day (purpose, materials, explanation, worksheet if appropriate)
- Daily activities. (Using someone's work as your own will result in a failing grade.)
- Divide the lesson plans among your group members (Put your name on *your* lesson plans.)
- Materials for each day listed
- Assessments(Formative) and Summative
- Incorporate exemplary middle school programs
- A complete, detailed bibliography/reference page of **all** sources

#### **Possible Advisory Unit Themes:**

- Bullying and Anti-bullying Programs
- Suicide Prevention
- Character education
- Depression: Finding support for students
- Becoming an empathetic teacher
- Leadership Development: Becoming the leader in you
- Goal setting
- Test taking skills
- Organizing myself
- Self esteem
- Self-Regulation

- 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
- Conflict Resolution

### Let's Do Teaching!

**NOTE: For Partner/Group Advisory Unit: This is a service-learning project where some of our in-class time will be devoted. Have fun and enjoy this unit because you will be presenting a portion of it to middle school students at the "Social and Emotional Excellence (S.E.E) Day Experience.**

#### Exemplary(Horizon) School)

1. 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 include this information in your advisory unit.

2. Let me encourage you to sign-up to volunteer to observe an advisory class at Mattoon Middle School. If you would like to do so, please see me.

3. Social Emotional Excellence(S.E.E.) in Action is a day where students are transported to EIU and you are given the opportunity to teach your advisory lessons. This is a way for you to work with middle school children and see how they respond to the lessons you create.

1. During the S.E.E. Day experience, your group will develop lessons that you have developed integrating SEL and the common core.
2. You will share a 15 minute lesson with middle school students around a social and emotional learning (SEL) competencies.
3. You will meet together in and out of class to develop a two- week unit.
4. You may consult with a middle school advisory teacher at any of the surrounding schools for assistance.
5. See your course outline for additional information. A rubric will be also be provided.

Advisory is described to be a time where students and teachers examine "real life" issues~ it is the linchpin in the middle school and said to be a critical element of their schooling. Teachers serve as partners and exemplary models in helping develop the lives of pre-service teachers who will teach today's adolescents learners. EIU students will have the opportunity to exchange roles, share their research, and make connection from content to context, and teach.

**NOTE: For Partner/Group Advisory Unit: This is a service-learning project where some of our in-class time will be devoted. Have fun and enjoy this unit because you will be presenting a portion of it to middle school students at the "Social and Emotional Excellence(S.E.E) Day Experience.**

### **Research (Problem paper- MGE) Guidelines:**

Each student will choose a topic from the list below. If the topic is already taken, the professor of record will assign you a topic. You will then be required to write 6-8 page paper that identifies a topic/problem common to middle level students. Text pages with tables or illustrations may be counted as part of the 6-8 page requirements. Furthermore, 12 pt Times New Roman font should be utilized. Students will utilize the format style in the [\*APA's Publication Manual of the American Psychological Association, Sixth Edition\*](#).

Construct a narrative that reflects the details of the research literature, background information, current trends, suggestions for intervention or resolution, and (**at the end**) the writer's opinions about the particular problem.

Your paper must be submitted online as an electronic attachment in a word document, or pdf. Please do not submit any assignments in Word Perfect or MS Works format. Appropriate grammar and spelling is expected. (100) points total:

- **Title page:** title of paper, your name, my name, & date (15 pts.)
- **Abstract:** Briefly prepare the reader for what will be presented in your paper.(5 points)
- **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!)
- **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 you learned to your own classroom? (20 points) (2-3 pages minimum)
- **Reference:** 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.) (15pts.) → 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.
- Use APA 6<sup>th</sup> edition and be aware of mechanics which is critical in writing so please proof for grammar/spelling throughout the paper (10)

### **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 undergraduate and 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 both undergraduate and graduate students must provide evidence of growth and advancement by building upon, but not duplicating, prior coursework, projects, experiences, or materials.

For assistance with APA style, check out the following websites below:

[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](http://www.easybib.com)

## Problems Adolescents Face (Suggested Research Topics)

- |   |   |
|---|---|
| 1. alcoholism use                                     | 36. abuse(physical)                               |
| 2. inhalants/drugs                                    | 37. abuse(emotional)                              |
| 3. smoking  | 38. abuse(verbal)                                 |
| 4. <b>violence in the school</b>                      | 39. abuse(sexual)                                 |
|   | 40. bulimia                                       |
| 5. prescription drug abuse                            | 41. anorexia                                      |
| 6. divorce and its effect on kids                     | 42. <b>depression among teens</b>                 |
| 7. single parenting                                   | 43. social networking and the impact of the media |
| 8. <b>fitting in/peer pressure</b>                    | 44. student's social needs                        |
| 9. gangs/teen cults                                   | 45. <b>bipolar</b>                                |
| 10. <b>suicide among adolescents</b>                  | 46. social contexts: rural,                       |
| suburban,   |   |
| 11. <b>cliques</b>                                    | 47. junior Diabetes                               |
| 12. self esteem                                       | 48. foster care/adoptions                         |
| 13. self-efficacy/resilient                           | 49. sleep disorder                                |
| 14. achievement                                       | 50. obsessive compulsive disorder                 |
| 15. transition to high school/career choices          | 51. early vs. late maturers in girls              |
| and boys.   |   |
| 16. motivating middle school students                 | 52. sexual experimentation                        |
| 17. issues relating to the middle school social needs | 53. <b>LGBTQA among teens</b>                     |
| 18. pregnancy   | 54. sex predators online                          |
|   |   |
| 19. promiscuity                                       | 55. homeless youth                                |
| 20. parental pressure                                 | 56. <b>self-mutilization/cutting/self-harm</b>    |
| 21. latch key kids/home school kids                   | 57. sex education among teens                     |
| 22. nutrition needs as a parent                       | 58. aspersers                                     |
| 23. sexual harassment (teacher, peers)                | 59. autism  |
| 24. <b>obesity</b> /exercise /wellness                | 60. self regulation                               |
| 25. sexually transmitted diseases (STD's)             |   |
| or bad?   |   |
| 26. charter school/Edison schools                     |   |
| 27. school uniforms                                   |   |
| 28. year-round schools                                |   |
| 29. peer mediation                                    |   |
| 30. <b>bullying prevention</b>                        |   |
| 31. <b>verbal bullying</b>                            |   |

- 32. cyberbullying**
- 33. relational bullying**
- 34. social ostracizing**
- 35. physical bullying**

**Oral Expert Presentation of Wiki, Wordle, Problem Paper**

Electronic format of oral presentation should be made available before class. Some examples could include an animoto, wordle, voki, prezzi, wiki, or a brief video clip summarizing your topic and/or research paper. Please review instructions for presentation in folder. During your presentation, you may add personal comments. Limit presentations to 10 minutes or if placed in a group; your group will be given 30 minutes to present. Be sure to allow 5 minutes for conclusion

**Advance Teaming at the middle level:**

Students will exhibit working in teams/groups and demonstrate middle school teams throughout the semester while working collaborative in multiple settings.