Credit Hours: 3 semester hrs.
Prerequisites: None
Instructor: Dr. Gail Lockart
Office: BB 2207
E-mail: gmlockart@eiu.edu
Office Hours:
Phone: 581-7884
Class Meetings: R (5:00-7:30 p.m.)—BB 2439

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.

May 2009
Textbooks:

Supplemental materials: None

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)


Course Requirements and Demonstrated Competencies are Aligned with the Standards:

<table>
<thead>
<tr>
<th>Course (Core) Requirements</th>
<th>Demonstrated Competencies (NMSA Master’s Standards)</th>
<th>Graduate Standards</th>
</tr>
</thead>
</table>
| Group Presentation (components of the middle school) | I. Young Adolescent Development  
1. knowledge of major concepts, principles, & theories  
2. knowledge of health & sexuality issue  
6. comprehend implications of young adolescent development for school organization & components of successful middle level programs & schools  
II. Middle Level Philosophy & School Organization  
2. have practiced professional knowledge about historical & contemporary models of schooling for young adolescents & advantages  
VII. Middle Level Professional Roles  
1. understand role as a middle level professional  
2. understand the importance of their influence on young adolescents  
5. understand advisory/advocate theories, skills & curriculum  
6. have a comprehensive understanding of teaming/collaboration | 1.a. depth of content knowledge in the discipline  
1.b. effective use of technology as appropriate  
1.c. ability to apply content knowledge to practice  
1.d. an understanding & respect for professional ethics  
1.e. respect for the professional environment through their honesty, integrity, and professionalism | 2.a. critical thinking & problem solving  
2.b. ability to effectively evaluate situations & identify an appropriate course of action  
3.a. effective oral communication skills  
3.b. effective written communication skills  
3.c. effective, fair, & honest communication considering not only the message but also the audience |
<table>
<thead>
<tr>
<th>Research Paper</th>
<th>I. Young Adolescent Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. understand range of individual differences and evaluate their effects on teaching &amp; learning</td>
<td>2.a. critical thinking &amp; problem solving</td>
</tr>
<tr>
<td>III. Middle Level Curriculum &amp; Assessment</td>
<td>2.b. ability to effectively evaluate situations &amp; identify an appropriate course of action</td>
</tr>
<tr>
<td>5. knowledgeable about curriculum standards &amp; models</td>
<td>3.a. effective oral communication skills</td>
</tr>
<tr>
<td>7. understand roles &amp; responsibilities in the total school curriculum</td>
<td>3.b. effective written communication skills</td>
</tr>
<tr>
<td>9. understand the major curriculum theories</td>
<td>3.c. effective, fair &amp; honest communication considering not only the message but also the audience</td>
</tr>
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<thead>
<tr>
<th>Oral presentation on Research Paper</th>
<th>II. Middle Level Philosophy &amp; School Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. understand philosophical foundations of developmentally responsive middle level programs and schools</td>
<td>1.a. depth of content knowledge including effective technology skills &amp; ethical behaviors</td>
</tr>
<tr>
<td>IV. Middle Level Teaching Fields</td>
<td>1.b. effective use of technology as appropriate</td>
</tr>
<tr>
<td>3. possess a depth &amp; breadth of knowledge of a range of technologies</td>
<td>1.c. ability to apply content Knowledge to practice</td>
</tr>
<tr>
<td>VI. Family &amp; Community Involvement</td>
<td>1.d. understanding &amp; respect for professional ethics in the discipline</td>
</tr>
<tr>
<td>1. understand the variety of family structures</td>
<td>1.e. respect for the professional environment through honesty, integrity, and professionalism</td>
</tr>
<tr>
<td>3. understand the challenges that families have today</td>
<td>2.a. critical thinking &amp; problem solving</td>
</tr>
<tr>
<td>4. know how to communicate effectively</td>
<td>3.a. effective oral communication skills</td>
</tr>
<tr>
<td>6. have extensive knowledge about resources &amp; where to obtain them</td>
<td>3.b. effective written communication skills</td>
</tr>
<tr>
<td>VII. Middle Level Professional Roles</td>
<td>3.c. effective, fair, &amp; honest communication considering not only the message but also</td>
</tr>
<tr>
<td>8. understand the need of continual reflection on young adolescent development, the instructional process, &amp; professional relationships</td>
<td>6. have extensive knowledge about resources &amp; where to obtain them</td>
</tr>
<tr>
<td>9. are knowledgeable about the skills of research</td>
<td>8. understand the need of continual reflection on young adolescent development, the instructional process, &amp; professional relationships</td>
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<table>
<thead>
<tr>
<th>Computer Enhancement &amp; Website Development</th>
<th>IV. Middle Level Teaching Fields</th>
<th>1. depth of content knowledge including effective technology skills &amp; ethical behaviors</th>
</tr>
</thead>
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<tr>
<td>1. possess a depth &amp; breadth of knowledge or a range of technologies</td>
<td>1.a. depth of content knowledge including effective technology skills &amp; ethical behaviors</td>
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<tr>
<td>1. effective use of technology as appropriate</td>
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<tr>
<td>1.c. ability to apply content knowledge to practice</td>
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<td>1.d. understanding &amp; respect for professional ethics</td>
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<td>1.e. respect for the professional environment through honesty, integrity, &amp; professionalism</td>
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<tr>
<th>I. Young Adolescent Development</th>
<th>1. depth of content knowledge in the discipline</th>
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<tr>
<td>3. comprehend that the development of all young adolescents occurs within the context of families, peer groups, communities, &amp; society</td>
<td>1.a. depth of content knowledge in the discipline</td>
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<tr>
<td>II. Middle Level Philosophy &amp; School Organization</td>
<td>1.b. effective use of technology as appropriate</td>
</tr>
<tr>
<td>3. comprehend rationale &amp; characteristic components of developmentally responsive middle level schools</td>
<td>1.c. apply content knowledge to practice</td>
</tr>
<tr>
<td>4. distinguish best practices &amp; organizational settings</td>
<td>1.d. respect professional ethics in the discipline</td>
</tr>
<tr>
<td>5. understand the team process</td>
<td>1.e. respect for the professional environment through their honesty, integrity, &amp; professionalism</td>
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<tr>
<td>6. understand flexible scheduling</td>
<td>3.a. effective oral communication skills</td>
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<td>VII. Middle Level Professional Roles</td>
<td>3.b. effective written communication skills</td>
</tr>
<tr>
<td>8. understand the need of continual reflection on young adolescent development, the instructional process, and professional relationships</td>
<td>3.c. effective, fair, &amp; honest communication considering not only the message but also the audience</td>
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<tr>
<td>9. are knowledgeable about the skills of research</td>
<td>4.a. understanding of the role of research in the discipline</td>
</tr>
<tr>
<td>4.b. ability to conduct research &amp; apply it to practice</td>
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<thead>
<tr>
<th>Bibliography Notebook of Research Articles</th>
<th>I. Young Adolescent Development</th>
<th>1. depth of content knowledge in the discipline</th>
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<tr>
<th>Examinations</th>
<th>I. Young Adolescent Development</th>
<th>1.b. effective use of technology as appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. comprehend that the development of all young adolescents occurs within the context of classes, families, peer groups, communities, and society</td>
<td>1.c. ability to apply content knowledge to practice</td>
<td></td>
</tr>
<tr>
<td>III. Middle Level Curriculum &amp; Assessment</td>
<td>1.d. understanding &amp; respect for professional ethics in the discipline</td>
<td></td>
</tr>
<tr>
<td>Course (Core) Requirements</td>
<td>Brief Description Of Assignments</td>
<td>Pt. Value (Approximate Weight)</td>
</tr>
<tr>
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</tr>
<tr>
<td>Group presentation (components of the middle school) (See #4 in Assignments)</td>
<td>Students will demonstrate knowledge by a group presentation in class about one of the major components of the middle school</td>
<td>50 pts. 10%</td>
</tr>
<tr>
<td>Research Paper (See #5 in Assignments)</td>
<td>Through research, students will develop a richer awareness and better understanding of middle school children and their common and unique problems</td>
<td>100 pts. 20%</td>
</tr>
<tr>
<td>Oral Presentation on Research Paper (See #5 in Assignments)</td>
<td>Students will be able to assimilate research knowledge to present ideas in a coherent, clear, well-defined format to peers using technology</td>
<td>20 pts. 3%</td>
</tr>
<tr>
<td>Computer Enhancement &amp; Technology Development (website development) (See #6 in Assignments)</td>
<td>Students will demonstrate proficiency in searching, locating, and using technology information</td>
<td>100 pts. 15%</td>
</tr>
<tr>
<td>Bibliography Notebook and Research Articles (See #7 in Assignments)</td>
<td>By collecting a variety of research articles pertaining to the middle school, students will develop a better understanding of the 10-14 year old. Students will analyze professional articles related to the middle school and the implications of these concerns to the teaching profession</td>
<td>50 pts. 13%</td>
</tr>
<tr>
<td>Examinations (two exams—50 points each)</td>
<td>Students demonstrate content knowledge of various components of middle school philosophy and the development of the pre-adolescent child</td>
<td>100 pts. 20%</td>
</tr>
<tr>
<td>Class Participation (See #1 in Assignments)</td>
<td>By active participation in class, students demonstrate understanding of the middle school and support the work of their peers</td>
<td>75 pts. 14%</td>
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<tr>
<td>Optional Assignments</td>
<td>Content area strategy presentation—demonstrate in class/prepare a handout for each class member with explanation of the strategy</td>
<td>10 pts. 5%</td>
</tr>
</tbody>
</table>

(Optional assignments may be added by the individual professor teaching the course.)

Assignments:
1. Attendance/Participation: Attendance and class participation are essential. (5 points will be taken off for each absence.) Students will participate in guided discussions during class, take comprehensive notes, and read the text in its entirety.

2. Group Work: Small groups will meet throughout the class periods to engage students in thoughtful discussion on a variety of group topics.

3. Web Sites: Locate 5 WWW sites that will enhance your teaching and 5 WWW sites that can be used for students. (10 total). Explain how you or your students will use these sites. Type and hand in the web address and explanation. Include in notebook.

4. Middle School Components: (group presentation): Research, within your group, one component of the middle school, present in class that component, and prepare a handout for each class member. Also, have class participate in an activity during your presentation. In your group presentation—30 minutes in length
   1. Explain the components—offer different examples
   2. Tell why this component is essential/important to the middle school concept
   3. Strengths/weaknesses/challenges
   4. Prepare a handout for each class member explaining the component
   5. Create an activity about this component in which the class participates
   6. BE CREATIVE!!!

5. Paper: Prepare an 8 page paper that identifies a topic/problem common to middle level students. Present research, faculty information, trends, and concluding remarks about the particular problem. Use Power point to present your ideas. Power Point will be evaluated on clarity, creativity, and absence of errors.
   - Use APA 5th edition for your format (10 pts.)
   - Create an inside title page with name of paper, your name, date (5 pts.)
   - Prepare a rationale of why this paper is an important topic (10 pts.)
   - Body of paper—keep personal comments out of this section….put only what you found in your research (40 pts.)
   - Conclusion (15 pts.)
   - Bibliography (you need a minimum of 10 sources within the last 10 years, only 3 may be internet sources (10 pts.) Internet sources MUST HAVE AN AUTHOR! Otherwise don’t use the source.
   - Power Point presentation (during the presentation is the time for personal reflection and relating experiences from the classroom….not more than 12 slides…)(20 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 considered appropriate or scholarly. If you use ERIC, make sure you have the entire article and not just the abstract.

6. Computer Session: Become familiar with Inspiration. Create and hand in 3 different visual diagrams. View Accelerated Reader, Reading Counts, and Bookadventure.org. Compare and contrast these three programs. Include in notebook. Write a critique of AR telling its strengths, weaknesses, and appropriate ways to integrate AR into the curriculum. Include the STAR diagnostic tool in your critique as well as the testing component of AR.
7. Bibliography Notebook: Develop a bibliography notebook that will demonstrate your professional development of new knowledge in middle level education. (A minimum of 5 different articles that is applicable to middle school)
Use APA 5th edition for your bibliography. Write a brief critique of each article and discuss two of these articles in class. (see sample presented in class). Organize into a notebook in alphabetical order by author with a cover page. Have a table of contents and include the articles with the critique. Also include websites, inspiration/graphic organizers and reading sheet (AR, Scholastic, Bookadventure.org),strategies presented in class.

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

For assistance with citing APA, 5th edition check out these web sites
http://citationmachine.net
http://webster.commnet.edu/apa/index.htm
www.easybib.com

Research Paper: topics which affect Adolescents and the Middle School
1. depression
2. anorexia
3. bulimia
4. drugs
5. inhalants
6. divorce/one-parent families
7. alcohol
8. smoking
9. violence in the middle school
10. gangs
11. cults
12. adolescent pregnancy
13. obesity
14. abuse
15. parental pressure
16. inclusion in the middle school
17. peer counseling
18. technology in the middle school
19. latch-key kids
20. transition to middle school and high school/career education
21. fitting in/puberty/self-esteem
22. suicide in adolescents
23. competitive sports in the middle school—good or bad?
24. sexual harassment (other students and/or teachers)
25. STD’s
26. problems between the middle school child and his/her parents
27. school uniforms
28. year-round school
29. charter schools
30. Edison schools

(Other topics may be chosen with permission of the instructor)

============================================================================================
COURSE SCHEDULE:
Week 1 Middle School Today—Concepts and Teaching
(Aug 27) History of the middle school
Syllabus/course expectations/due dates

May 2009
Personal history sheet
Group work to discuss what you know about middle schools and/or junior high schools
Explanation of APA style

Week 2
Young Adolescents—Development and Issue
(Sep. 3)
Group work—physical, emotional, social, moral
Video on middle schools today (on line)

Week 3
Curriculum for the Middle School—Teaming Presentation
(Sep. 10)
Components of the Middle School—Teaming Presentation

Week 4
Curriculum for the Middle School—Exploratory and Academic Enrichment
(Sep. 17)
Components of the Middle School—Advisory Presentation

Week 5
Technology Session:
(Sep. 24)
Inspiration/Accelerated Reader/Bookadventure.org, Reading Counts
Web Sites and Research Articles
Begin work on research paper

Week 6
Planning, Implementing, and Assessing Instruction
(Oct. 1)
Components of the Middle School—Scheduling Presentation

Week 7
Implementing Instruction—Methods and Materials
(Oct. 8)
Components of the Middle School—Interdisciplinary Instruction Presentation

Week 8
Assessment of Learning—Methods/Issues
(Oct. 15)
Components of the Middle School—Exploratory & Academic Enrichment Presentation

Week 9
Managing Young Adolescents and Environments
(Oct. 22)
Present NMSA Articles in class

Week 10
Professional bibliography notebook due—websites, journal articles, technology (Inspiration, etc.),
Oct. 22
content strategies presented in class
Exam I: You may use your notes (over chapters 1-8 & presentations & notes)

Week 11
Guiding Students and Working with External Communities
(Nov. 5)
Meet with individual students about papers—have an outline prepared

Week 12
Video: Transitions—fill out form as watching—discussion following video
(Nov. 12)
Computer lab time--

Week 13
Parents, Families, and Community
(Nov. 19)
Paper presentations

Week 14
Research on Adolescent Topics
(Dec. 3)
Paper presentations

Week 15
Altering Middle School Structures
(Dec. 10)
Exam II

Week 16
Final night

(Assignments may be changed by the instructor as needed during the semester.)
Web Sites to Check Out:
www.apastyle.org/elecgeneral.html

www.nmsa.org
www.middleweb.com/
www.middleweb.com/mw/resources/NCLBresources/html
www.cprd.uiuc.edu/aims/
http://school.discover.com/schrockguide/
http://www.ncss.org/
www.middleweb.com/rubricsHG.html
www.renlearn.com/
http://src.scholastic.com/ecatalog/readingcounts/tour

References for MLE 5110
* Denotes Unit Conceptual Framework References


National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH; Author.


May 2009