Eastern Illinois University  
College of Education and Professional Studies  
Department of Early Childhood, Elementary, and Middle Level Education  
Curriculum and Instruction in the Middle Level School  
MLE 3110 Course Syllabus  
Spring 2008

Credit Hours: [3]  
Instructor: James Harden, III  
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Unit Theme: Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, and Societies.

Course Description: An overview of the early adolescent, historical development of middle/junior high education, curriculum and organizational patterns, planning for instruction and the teacher’s role in middle/junior high school.

Prerequisites: ELE/JHE 2000 and ELE2320. Prior concurrent enrollment in Psychology 3521 is recommended

Purpose of the Course: This course is design to provide learning experiences and assist future middle/junior high teachers understand early adolescents and the unique school environment that should exist to respond to their needs. The course is designed to develop within ear pre-service teacher an awareness of physical, emotional, social, and intellectual growth taking place during these years.

Learning Model: Information-processing Model (Joyce, Weil & Showers, 1992) This model enhances student attempts to comprehend acquiring and organizing data, sensing problems/generating solutions, and developing concepts (i.e., including the language needed to convey them). This model focuses on input, processing and output. As the content is taught, the teacher directs attention to the methods and materials used to present the data, (e.g., advance organizers) and has students focus on what is occurring as it is assimilated (e.g., inductive thinking and questioning). This model provides the student with information while emphasizing concept attainment and hypothesis testing.

TEXTBOOKS  


**ISTE STANDARDS ADDRESSED**

- Aspiring teachers to use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning (I, III, V).
- Prepare teachers to use content specific tools (e.g. software, simulation to support learning (I, III).
- Aspiring teachers use technology to facilitate higher order thinking skills; include problem solving, informed decision making, constructing knowledge, exploration, and discovery (I, III, V).
- Teachers exhibit positive attitudes towards technology uses that support lifelong learning, collaboration, personal pursuits, and productivity (V).

**Technology Objectives:** To include proven research and hands-on activities utilizing appropriate software to teach in the content area and writing across the curriculum. Upon the completion of this course students will be able to:

- Understand the importance of using technology to teach multiple intelligences while teaching reading and writing.
- Encourage creative thinking by implementing technology and the use of mind tools in the classroom.

To use technology to enhance lesson plans (i.e. Inspiration, Kidspiration).

**COURSE OUTCOMES FOR ALL MLE CLASSES:**

- Develop a desire of lifelong learning in students and personally display one's own desire for lifelong learning, including self-evaluation skills.
- Demonstrate good communication skills
- Demonstrate and exhibit compassion to students of all cultures and backgrounds.
- Design instruction to develop and utilize the cognitive process by which students learn.
- Demonstrate knowledge of children’s language acquisition.
- Describe the factors which influence the development of language.
- Demonstrate knowledge of facts and an understanding of fundamental principles, ideas and relationships among various knowledge domains.
- Demonstrate knowledge of past and present developments, research, and social influences in the field of education.
• Describe cultural influences which are reflected in the history of the English language.
• Demonstrate knowledge of current issues in the language arts domain.

Proficiency is required in planning and teaching directed reading lessons using a variety of instructional strategies.

COURSE OUTCOMES SPECIFIC TO MLE 3110:

• Provide for the uniqueness of individuals, and foster an appreciation for those differences.
• Strive to model and develop in students’ intellectual, social, ethical, moral, and behavior skills.
• Perform successfully within the social and political contexts of schools and community.
• Design instruction and evaluation to promote a healthy self-concept in students
• Demonstrate alternative methods of achieving similar learning outcomes.
• Emphasize higher-order, critical thinking, and creativity

COURSE GOALS

• Introduce students to the middle/junior high school learner and the unique school that should exist to respond to their needs.
• Develop within each pre-service teacher an awareness of the physical, social, emotional, and intellectual growth taking place during the middle/junior high school years.
• Be aware of the tremendous problems facing this age group. Topics should include but not limited to: Drugs, alcohol, sex, violence, bullying, single parenting, teen pregnancy, peer pressure, peer identity, and low self-esteem.
• Be able to develop topics for academic growth that will help lessen these problems and make provisions for each student.
COURSE REQUIREMENTS/EVALUATION:

1. **Attendance and Active Participation**: Students are expected to attend and fully participate in all scheduled classes. If it is necessary to miss a class, please inform the instructor about your absence before the scheduled class meets. More than two missed classes or failure to participate in any in-class activities may result in reduction in total points. Due dates will be set for all work, and grades on all assignments will be lowered five points per day after the due date. (25 points)

2. **Lesson Plan**: Prepare a lesson plan demonstrating the essential components necessary to be an effective middle school teacher. (50 points)

3. **Middle School Components (Group Presentation)**: Research within your group, one component of the middle school (Interdisciplinary units, teaming, exploratory, advisory, scheduling, grouping, academic enrichment). Using visual aids, overhead transparencies, or PowerPoint, present a 30-40 minute lesson on that component. Be sure to have a lesson plan, include group interaction, and provide handouts for each class member. Be Creative!!!(40 points)

4. **Discipline Plan**: Prepare and describe the discipline plan you will use in your classroom. Provide components from at least (2) models you will include in your discipline plan. Be sure to include: Your goals, class rules, implementation procedures, reward system (if any), and consequences if students fail to meet stated goals. Prepare a poster of your classroom rules and expectations. (30 points)

5. **Classroom Management Strategy (Group Presentation)**: Prepare a group presentation about one discipline methodology discussed from the text entitled: Building classroom discipline by C.M. Charles. Discuss strengths and weakness of the discipline model chosen. This presentation should be approximately 30-40 minutes. Incorporate a lesson plan utilizing classroom management/ discipline techniques and present to the class using PowerPoint. You should also prepare a handout for your peers. (40 points)

6. **Websites**: Locate at least 5 websites that will enhance your teaching and (5) websites that can be used for middle school students. This will include a total of (10) websites. Explain how you will use each site to benefit your teaching and how you will involve your students in using technology in the classroom. (35 points)

7. **Two-Week Core Unit**: A submission of a two week unit will be required. Course Objectives and daily lesson plans must accompany the unit. A minimum of 5 citations/ references should be used but only 2 internet sources will be accepted. A rubric and a narrative will be provided for this major project. (150 points)

8. **Teacher Interview**: Choose a middle school teacher to interview who has a Master’s Degree in Education or who has been teaching at the Middle School level for over 5 years. Discuss the most valuable lessons learned,
classroom management strategies employed, and the advice he/or she would give to a pre-service teacher. Write a three page reflection on your experience. (35 points)

9. **Reflections:** Write a 1 page in class reflection on your reaction to the videos shown. Summarize the video and answer the following questions: How will you apply it to your classroom, and what if anything would you do differently. (25 points)

10. **Examinations:** This test will consist primarily of objective items with a few short essay questions will be administered to assess students understanding of course content and chapters readings. (100 points)

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**ACADEMIC MISCONDUCT**

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instance of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for the respect of others’ academic endeavors.

Standard I. Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship. Violations of this standard:

1. Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation of falsification of data.
2. Theft or the unauthorized possess of examinations; alteration, theft, or destruction of the academic work of others, or academic records, library materials, laboratory materials, or other University equipment or property related to instructional matters or research.
3. Submitting work previously presented in another course unless specifically permitted by instructor.
4. Conduct which disrupts the academic environment; disruption in classes, faculty offices, academic buildings, or computers facilities.
5. Complicity with others in violations of this standard.

**SEXUAL HARRASSMENT**

Sexual harassment is reprehensible and will not be tolerated by the University. It threatens the careers, educational experience, and well being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment.
INCOMPLETES

A notation of an “incomplete” may be given in lieu of a final grade to a student who has carried out a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above.

INSTRUCTIONAL ACTIVITIES

Classes will be held in a seminar format with the text providing background information and the instructor asking leading questions. Students are to come to class with discussion questions and be prepared to share insights into the texts. Participation is an important part of this course. Students will be expected to take part in all class discussions; reflect understandings from readings; receive alternative perspectives in a constructive, professional, and respectful manner; listen well to the comments of others; share and negotiate meaning; ask questions for understanding; and contribute to the growth of others.

GRADING

All students are expected to complete reading and assignments in a timely fashion so that they can participate in class discussions and experiences. Assignments are judged on the quantity of content, presentation (clearly written with no mechanical errors), organization, and use of references using APA manuscript style to support ideas. Students are expected to turn in only original work. Any work that is derived from published sources must include appropriate credit citations. A total of 575 points is possible for the course. The following grading scale will be employed.

All work is due on the due dates specified in the course outline. Points will be deducted for all late work.

- Attendance and class participation is essential. (5 points will be deducted for every absence).
- Comprehensive notes should be taken during each class.
- Two-Week Core Unit in your area of concentration.

GRADES

A (93%-100%)
B (85%-92%)
C (77%-84%)
D (69%-76%)
F (68% and below)
GRADE APPEAL PROCEDURES

A student may appeal a grade on the ground that it based a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective chairperson or the Academic Dean of the College/School.

UNIVERSITY PROCEDURES

- Activities will be appropriate, sequential, and of a reasonable mix to give the student directed observations and classroom participation.
- The students will be closely and competently supervised and evaluated. Received an internship experience of 8 weeks-4 hrs. a day, 5 days a week, in the classroom.
- Received planning and teaching experiences from others
- Keep a log of experiences.
- Be evaluated on their performance and be given a positive-critique.
- Be evaluated by cooperating teachers and receive input from them.