MLE 3110
Curriculum and Instruction in Middle Level
Spring 2008

Instructor: Jeremie R. Smith
Location: Buzzard 2160   Time: 4:00-6:30 M
Office Hours: All by appointment
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Theme: Educator as creator of effective educational environments- integrating diverse students, subjects, strategies, and societies.

Course Description: Topics include instructional models, assessment methods, models for classroom management and discipline, parent-school community involvement, familiarity with Illinois Learning Standards, and school law. Proficiency is required in lesson planning, writing communication, and the use of a variety of technological equipment.

Outcomes for all ELE classes:
- Develop a desire of lifelong learning in students and personally display one’s own desire for learning, including self-evaluation skills.
- Demonstrate good communication skills.
- Demonstrate/exhibit sensitivity to students’ feelings.
- Design instruction to develop and utilize the cognitive processes by which students learn.
- Manage the classroom to optimize academically engaged time.
- Perform successfully within the social and political contexts of school and community.
- Demonstrate knowledge of facts, and an understanding of fundamental principles, ideas, and relationships among various domains.
- Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education.

Outcomes specific to ELE 3110:
- Using a variety of assessment and evaluation procedures, demonstrate alternative instructional methods to teach the designated curriculum in order to achieve similar learning outcomes.
- Using the designated curriculum and Illinois Learning Standards, design instruction to meet the needs of all students and foster a desire to learn.
- Provide for the uniqueness of individuals, recognizing the characteristics of culturally pluralistic and “at risk” populations, and foster appreciation for those differences.
- Model appropriate professional behavior.
- Design instruction to promote a healthy concept in students.
- Demonstrate alternative methods of achieving similar learning outcomes. Decide what will be learned and ways to achieve that.
Course Goal: The goal of this course is to provide proven teaching methods coupled with effective instructional theory to pre-service teachers. We want to develop the premise that the teacher is an educational leader and decision-maker who directly affects students and influences the presentation of subject matter. We will offer a broad spectrum of instructional methodologies, techniques, and approaches that are workable in today's classroom.

Course Texts:
** We will be using Teaching and Learning in Middle Grades for the first part of the semester, and Building Classroom Discipline in the second half of the semester. PLEASE be sure to bring your text to class each session.

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.

Course Dispositions:
Dispositions are the attitudes, perceptions or beliefs that form the basis for behavior.
CEPS has identified the following five dispositions relevant to its courses:

Interaction with Students (IWS) Interaction with students encompasses those behaviors that evidence the candidate’s regard for the learners. These include acts of fairness, respectful tone of voice, positive use of humor, and interest in students as individuals. In addition, candidates should evidence a supportive and encouraging atmosphere for learning through their interactions with students.

Professional Ethics and Practices (PEP) Professional ethics and practices are often the most easily observed of the dispositional behaviors. Respect for the professional environment is evidenced through acceptable dress and grooming, and timeliness, not only in arrival and departure, but in completion of tasks. Appropriate use of language, academic integrity and honesty, and the ability to keep professional confidences are in this dispositional category.

Effective Communication (EC) Easily identified as a skill domain, effective communication within a dispositional framework refers to one’s regard for
honest, fair, and accurate communication. Effective communication encompasses the belief that teachers must model effective communication for their students. Honorable and non-judgmental professional discourse, especially in relation to the candidate’s progress, is essential for growth. Effective communication considers the audience as well as the message.

**Planning and Teaching for Student Learning (PTSL)** Planning and teaching for student learning in the dispositional arena refers to the beliefs about student learning and how these are evidenced in the acts of planning and teaching. Positive dispositions in this area are reflected in rich and varied teaching approaches.

**Sensitivity to Diversity and Equity (SDE)** Sensitivity to diversity and equity goes beyond the acknowledgement or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, and a lack of ethnocentric or gender-specific generalizations.

**MLE 3110 will specifically address IWS, SDE & PTSL.**

**Course requirements and demonstrated competencies are aligned with the following standards:**


- Illinois Core Language Arts Standards (ICLAS) [http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf)


- International Society for Technology in Education Standards (ISTE)
  
  - Aspiring teachers to use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning (I, III, V).
  - Inspiring 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).
• Inspiring teachers to 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 for 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 REQUIREMENTS

Attendance: Consistent attendance is a basic expectation and is extremely important to educational progress. Please notify the instructor prior to any absence. Students will lose 5 points per absence.

Lesson Plan: Prepare a lesson plan demonstrating the essential components necessary to be an effective middle school teacher.

Reaction Papers: Respondent to two videos. Each should be a minimum of one page and handed in the class period following the showing of the video. Discuss what you saw, how it could apply to your classroom, an overall critique and any global implications the content may have on education.

Brief Assignment Descriptions:

Departmental two week core unit: Design and present in class a two week unit. The unit should include the following:
1. Illinois State Goals (10)
2. Rationale (5)
3. Objectives for each day, I Implementation procedures, Materials list (20)
4. Assessment tools: Minimum 3 that have answer keys (10)
5. Rubric for entire unit (10)
6. Bibliography of resources: 5 should be from the Internet and may be teacher friendly or student centered as part of the lesson, 3 from other sources (10)
7. PowerPoint presentation: 10-12 slides (theme, rationale, sources, main topics, grading) (20)
8. A cover page: Include your name and the name of the unit (5)
9. T.O.C. (10)

**These will be due on the date of your presentation!**

**Leadership of Discussion/Personal Discipline Plan:**
Lead the class in discussion concerning the style of discipline that you will use in your classroom. Include the model(s) you can use. Try to incorporate two models into your plan. Be sure to include:

1. Your goals/rules of the class
2. Implementation procedures
3. Reward system (if used)
4. Consequence system when expectations are not met

This will be a total of 3-4 typed pages. Your presentation will include a poster with your rules and expectations as stated above.

**Journal Reviews:**
Read two professional journals or articles that deal with any aspect of education. Write a 1-2 page reflection about your findings referencing the article as part of the process. In short, summarize the article, then give a “global” impact on the educational system, and finally, a personal impact on how the issue may affect your classroom positively or negatively.

**Component of the Middle School:**
A group presentation of one component of the middle school will be demonstrated: interdisciplinary units, teaming, exploratory, advisory, scheduling, grouping practices, academic enrichment. You need a lesson plan for the instructor, group participation for the class, and a handout for each class member. This is a 30-45 minute presentation, and must include a lesson plan of the presentation, group participation, and a handout for each member.

**Discipline Methodology from Text**
Prepare a group presentation about one discipline methodology from the text *Building Classroom Discipline*. This will be a 30-minute presentation that should include the components of the disciplinary philosophy, its strengths, weaknesses, and any other unique characteristic. A lesson plan for the presentation will need to be provided for the instructor and handouts for the class.

**Teacher Interview:**
Choose a middle school teacher to interview who has a Master’s Degree or has at least 5 years of middle school teaching experience. Discuss the most valuable lessons learned, classroom management strategies, and any advice to be had by pre-service teachers. Feel free to add additional questions to assist in getting a better feel for the middle school experience. A 2-3 page reflection will result from this interview.

**Mid Term:** TBD
**Final Exam:**  
Will cover the many components we address over the course of the semester and will include a reflective piece to show the insights gained about what makes an exemplary teacher.

**Participation/Goal Achievement:**  
All notes, in-class work, and assignments should be kept neatly organized. These will be reviewed during the final exam and will be used as a factor in the students’ participation grade. At the onset of this course, you will be asked to establish one personal goal for this course, and will need to include at semesters end your attempts and efforts to attain that goal. Should not exceed one page.

**Grades & Points Break Down:**  
Students are expected to meet ALL of the requirements of this class.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance Participation/Goal</td>
<td>60 points</td>
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<tr>
<td>Mini-lesson Presentation</td>
<td>20 points</td>
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<tr>
<td>Two week unit</td>
<td>100 points</td>
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<tr>
<td>Article Reviews</td>
<td>30 points</td>
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<tr>
<td>Video Reflections (10 pts. Per)</td>
<td>20-30 points</td>
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<tr>
<td>Discipline Plan &amp; Presentation</td>
<td>50 points</td>
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<tr>
<td>Middle School Presentation (to Instructor)</td>
<td>50 points</td>
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<tr>
<td>Teacher Interview</td>
<td>40 points</td>
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<tr>
<td>Mid Term/Final</td>
<td>100 points</td>
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<tr>
<td>Approximate Total:</td>
<td>480 points</td>
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</tbody>
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**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-92</td>
</tr>
<tr>
<td>B</td>
<td>91-82</td>
</tr>
<tr>
<td>C</td>
<td>81-72</td>
</tr>
<tr>
<td>D</td>
<td>71-62</td>
</tr>
</tbody>
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**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.

**Note:** All information contained in this syllabus is subject to change at the instructor's discretion.
**Course Schedule**

**Monday, January 7**
Bell Ringer, Syllabus, Schedule Due Dates, EIU Lesson Plan, Get Acquainted Activity, Your Middle School Years, Text: Teaching and Learning in the Middle Grades Chapter 1&2. Intro and Young Adolescent Development

**Monday, January 14**
Bell Ringer, Model a teaching lesson for the class
Text: Teaching and Learning in the Middle Grades
Ch. 7: Instructional Planning: Lesson Planning
Ch. 4: Middle Grades Content

**Monday, January 21**
NO CLASS- Martin Luther King, Jr. Birthday

**Monday, January 28**
Bell Ringer
Chapter 5: Teachers as Decision Makers
What is Teaming?

**Monday, February 4**
Bell Ringer
Mini-Lesson Presentations (6)
Ch. 6: Instructional Planning, Yearly, Unit, Weekly, Daily
What is Interdisciplinary Instruction?

**Monday, February 11**
Bell Ringer
Mini-Lesson Presentations (6)
Ch. 8: Assessment
** Turn in complete Lesson Plan
What is Scheduling-Block and Flexible?

**Monday, February 18**
Bell Ringer
Mini-Lesson Presentations (6)
Ch. 3 Providing for Individual Differences
What is Advisory/Exploratory/Academic Enrichment?

**Monday, February 25**
Bell Ringer
Mini-Lesson Presentations (what’s left)
Ch. 9: Using Technology to Improve Instruction

**Monday, March 3**
Mid-Term Test; Bring plenty of paper on which to write

**Monday, March 10**
SPRING BREAK

**Monday, March 17**
Bell Ringer
Ch. 10 Teacher-Centered and Teacher-Assisted Strategies
Turn in at least one (1) journal review
Monday, March 24  
Bell Ringer  
Ch. 14 Classroom Management  
Work in groups on Individual Discipline Presentations  
Video on Discipline  
Unit Presentations (1-6)

Monday, March 31  
Bell Ringer  
Ch. 12 Classroom Questions  
Discuss Discipline Presentations  
Work in Groups for Presentation  
Unit Presentations (7-12)

Monday, April 7  
Bell Ringer  
Ch. 13 Student-Centered Learning Environment  
Group Work on Discipline Presentations  
Unit Presentations (13-18)  
Second journal review due.

Monday, April 14  
Bell Ringer  
Ch. 11 Peer-Assisted and Student-Centered Strategies  
Unit Presentations (19-24)

Monday, April 21  
Bell Ringer  
Discipline Presentations (Groups 1-4)  
Assessment Video

Monday, April 28  
Bell Ringer  
Discipline Presentations (Groups 5-8)  
Video: Cross Subject Teaching  
Individual Discipline Presentations  
Discipline Plan is Due  
Hand out Take Home Final

Monday, May 5  
Hand in Take Home Final Exam by 5:15 PM

**References for MLE Classes**


Westerville, OH: National Middle School Association.


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