Unit Theme: Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, and Societies.

Course Description: Instructional and planning for social, emotional, intellectual, and physical growth in middle level students with related teacher based advisor-advisee programs, as well as classroom management strategies appropriate for middle-level school students. Practicum block experience is taken along with this class (MLE 4000).

Prerequisites: MLE 3110 or equivalent or permission of Department Chair. Concurrent enrollment with ELE 3150 and MLE 4280 is desired.

Purpose of the Course: This course is design to provide psychological basis for working with middle level students.

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.
• 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 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 classroom. Upon the completion of this course students will be able to:

• Understand the importance of using technology to activate learning in any setting which will enhance advisory.
• Demonstrated the implementation of technology through creative activities during advisory.
• Encourage creative thinking by implementing technology and the use of mind tools in the classroom.

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/exhibit compassion and sensitivity to students of all cultures.
• Design instruction to develop and utilize the cognitive process by which students learn.
  o Demonstrate knowledge of children’s language acquisition.
  o Describe the factors which influence the development of language.
• Demonstrate knowledge of facts and an understanding of fundamental principles, ideas and relationship among various knowledge domains.
• Demonstrate knowledge of past and present developments, issues, research, and social influences in the field of education. Demonstrate knowledge of children’s language acquisition.
  o Describe cultural influences which are reflected in the history of the English language.
  o Demonstrate knowledge of current issues in the language arts domain.
COURSE OUTCOMES SPECIFIC TO ELE 4760:

- Provide models for the advisor-advisee programs within the middle school context.
- Provide classroom management strategies in a middle-level setting.
- Emphasize higher-order, critical thinking, and creativity.
- Provide ideas for middle school students to participate in community/service related activities.
- Provide for cultural diversity and provide curriculum for special needs children.
- Create an atmosphere where middle level students become adept in using technology for learning.
- Study problems common to the middle level student (puberty, divorce, sexual identity, drugs, gangs, violence, anorexia, bulimia, pregnancy, suicide, bullying, etc.).

GOALS

- 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 in students.


Supplemental reading will be available throughout the semester.
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 one missed classes or failure to participate in any in-class activities may result in reduction in total points regardless of the reason. 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. **Partner Advisory Unit**: A two week unit should be developed assuming that the advisory period is a thirty minute period. See rubric for guidelines. (100 points)

3. **Video Reviews**: Type a one page reaction/reflection to each video telling what you observed in the video, how the video could be helpful in your classroom, and general overall critique of the video. (Video reviews are due the next class day after viewing the video. (25 points)

4. **Technology Component**: Locate (5) middle level organizations emphasizing the adolescent or the child in the middle on the internet. Type a paragraph explaining the mission of each organization (20 points).

5. **Article Reviews**: Read (2) articles problems students face in middle school. Write a review of each article and submit it electronically using the Article File Star on Dr. Pearson’s website. Be sure to hand in a hardcopy of the article with your review. Use appropriate journals such as: Phi Delta Kappan, Educational Leadership, Journal of Adolescents, and Middle School Journal. Be prepared to present one article review in class. Turn in a complete bibliography using APA 5th edition manuscript style format. Your paper should include (4 paragraphs): What was in the article—**summary**, discuss what you already knew—**prior knowledge**, how this article could apply to your class—**making connections** and your general overall **critique/revolution** of the article). (50 POINTS)

6. **Problem Paper**: Write a paper including the following: Title page, introduction of the problem, research findings, bibliography with a minimum of 10 sources. The sources should be within the last ten years and no more than 3 internet sources. Internet sources must have an author, periodical/book name, publisher, date published etc. See attachment for possible topics(100 points)

7. **Examinations**: Two major tests consisting primarily of objective items and short answer questions will be administered to assess students understanding of course content. One test will be scheduled during the semester as a mid-term and the other a final exam. Both will be given according to the university’s calendar and schedule (200 points).
ACADEMIC MISCONDUCT

The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances 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 possession 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.

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.

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 560 points is possible for the course. The following grading scale will be employed.

GRADES

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<tr>
<td>A</td>
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