Instructor: Timothy Croy, Assistant Professor  
Office: Buzzard Hall 2201  
Office Hours: Mondays and Wednesdays 10:00 a.m. to noon, Tuesdays 9:00 a.m. to 10:00 a.m.; or by appointment.  
Phone: Office: 217/581-7890; Cell: 217/254-4878  
Email: twcroy@eiu.edu  
Web Address: http://www.ux1.eiu.edu/~cftwc/  

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

Catalog Description:  
Instruction 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)  

Prerequisite:  
MLE 3110 or equivalent or permission of Department Chair. Concurrent enrollment with the MLE 3150 and MLE 4280 desired.  

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.  

Textbooks:  

Learning Model for Course:  
Information-Processing Model and/or social systems model (ecological). (Joyce, Weil & Showers, 1996).  
The information-processing model enhances student attempts to comprehend by acquiring and organizing data, sensing problems/generating solutions, and developing concepts (i.e., including the
language needed to convey them). The 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.

The social systems model [ecological] is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives of the problems and study together to master information, ideas, and skills. The teacher organizes the group process and disciplines it, helps the students find and organize information, and ensures a vigorous level of activity and disclosure (i.e., through cooperative learning, group inquiry/investigation, evaluation practice, interdisciplinary approach, role playing, problem solving, research and peer coaching).

Course Disposition:
Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Outcomes (Goals) Specific to this Course:
- Provide models for the advisor-advisee programs within the middle school context.
- Offer alternative designs for middle school programs.
- 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 the problems common to the middle level student (puberty, divorce, sexual identity, drugs, gangs, violence, anorexia, bulimia, pregnancy, suicide, etc.).

Course Requirements and Demonstrated Competencies are Aligned with the Standards:

Illinois Professional Teaching Standards: (IPTS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_ipts.pdf

Illinois Core Technology Standards: (ICTS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf

Illinois Core Language Arts Standards: (ICLAS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_corelangarts_std.pdf

Association for Childhood Education International (ACEI):
http://ncate.org/ProgramStandards/ACEI/ACEIstandards.doc
<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
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</thead>
<tbody>
<tr>
<td>Article Review</td>
<td>Performance includes analyzing professional articles and their implication to the teaching profession. Students’ writings will be evaluated by a rubric.</td>
<td>IPTS 2, 7</td>
</tr>
<tr>
<td>Current Event</td>
<td>Performance includes analyzing current information as presented by the media and their influence on education.</td>
<td>IPTS 2, 7, 11, ICTS 2E, 4, 7, ICLAS 1, 2, 3, 4, 5, ACEI 3.1, 3.5</td>
</tr>
<tr>
<td>Technology Integration</td>
<td>Search for article, email, navigate the internet, (possible use of WebCT), etc.</td>
<td>IPTS 2, 7, ICTS, ICLAS, ACEI</td>
</tr>
<tr>
<td>Tests (Assessments)</td>
<td>The student will demonstrate their content knowledge of the social and emotional development of the middle school child by completing assessment tools.</td>
<td>IPTS 2, 7, 11, ICTS, ICLAS 4.5, ACEI 3.1, 3.5</td>
</tr>
<tr>
<td>Exemplary Middle School</td>
<td>The student will research information about an exemplary middles school area.</td>
<td>IPTS 1, 2, 3, ICTS 2A, 2B, 2F, ICLAS 1B, 1C, 2A, 2B, ACEI 1, 2.8, 3.2</td>
</tr>
<tr>
<td>Advisory Unit</td>
<td>The student demonstrate knowledge by a group project with group presentation on a unit of study for the advisory class.</td>
<td>IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9, ICTS 3A, 3F, 6A, 6B, 6C, 6D, ICLAS 1B, 1C, 2A, 2B, ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4, 5.4</td>
</tr>
<tr>
<td>Problem Paper</td>
<td>The student will develop a richer awareness and better understanding of middle school children and their own common and unique problems.</td>
<td>IPTS 1, 2, 3, ICTS 2A, 2B, 2F, ICLAS 1B, 1C, 1G, 2B, 2E, ACEI 1, 2.8, 3.2</td>
</tr>
<tr>
<td>Advance Teaming at the middle level</td>
<td>Students will practice teaming strategies with an emphasis on conflict resolution and performance levels of teams according to various reading sources.</td>
<td>IPTS 9A, D, E, H, I, J, Q, 10D, 11, ACEI 2A, 5.1, ICTS 1A, B, F, ICLAS 1C, F, 2A, B, E, F, H</td>
</tr>
</tbody>
</table>
### Assignments/Descriptions/Weight:

<table>
<thead>
<tr>
<th>Core Assignments</th>
<th>Brief Description</th>
<th>Approximate Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Review</td>
<td>Select two current (2000 -) articles to research regarding any component of childhood and early adolescent development.</td>
<td>5%</td>
</tr>
<tr>
<td>Current Event</td>
<td>Select a current event item from a newspapers, magazines, TV or radio, etc. that is relevant to this class</td>
<td>2%</td>
</tr>
<tr>
<td>Problem Paper</td>
<td>Write a paper on a selected topic and present to the class.</td>
<td>22%</td>
</tr>
<tr>
<td>Technology Integration</td>
<td>Search for article, email, navigate the internet, (possible use of WebCT), etc.</td>
<td>5%</td>
</tr>
<tr>
<td>Participation</td>
<td>Participation in class discussions on a regular basis is expected.</td>
<td>10%</td>
</tr>
<tr>
<td>Tests and/or Quizzes</td>
<td>The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions.</td>
<td>22%</td>
</tr>
<tr>
<td>Exemplary Middle School</td>
<td>Locate all information you can about the school’s program.</td>
<td>6%</td>
</tr>
<tr>
<td>Advisory Unit</td>
<td>Prepare an Advisory Unit for two weeks.</td>
<td>22%</td>
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</table>

### Course Requirements and Evaluation:

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<tr>
<th>Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>* One short paper (1-2 pages): analyze a journal article</td>
<td>25</td>
</tr>
<tr>
<td>* Current Event (1 current news item about the middle school, environment, students, etc.)</td>
<td>10</td>
</tr>
<tr>
<td>* Internet assignment</td>
<td>20</td>
</tr>
<tr>
<td>* Video review(s) (3)</td>
<td>30</td>
</tr>
<tr>
<td>* Test(s)</td>
<td>100</td>
</tr>
<tr>
<td>* Paper (on an adolescent problem w/powerpoint)</td>
<td>100</td>
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<tr>
<td>* Group Advisory Unit (2 week)</td>
<td>100</td>
</tr>
<tr>
<td>* Participation</td>
<td>50</td>
</tr>
<tr>
<td>* Advance Teaming Activities</td>
<td>35</td>
</tr>
<tr>
<td>* Exemplary Middle School activity</td>
<td>30</td>
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<tr>
<td>Total</td>
<td>500</td>
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</table>
Extra credit:
A maximum of 20 bonus points can be earned. (See professor for details.)

Late Work Policy:
Due dates will be set for all assignments, one point shall be deducted for each calendar day that a paper or project is late. A 10% deduction will be assessed on all tests not taken on the assigned test day. That means tests taken early or late. No work will be accepted after Thursday, April 24, 2008.

Grade Scale:
<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>500 – 460</td>
<td>A</td>
</tr>
<tr>
<td>459 – 410</td>
<td>B</td>
</tr>
<tr>
<td>409 – 360</td>
<td>C</td>
</tr>
<tr>
<td>359 – 310</td>
<td>D</td>
</tr>
<tr>
<td>Below 310</td>
<td>F</td>
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</tbody>
</table>

Assignments:
Journal Reviews:
Locate an article about advisory, exploratory, and/or academic enrichment 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 with the review. (25 points)

a. Type the complete citation using APA style, at the top of page one. (5 pts.)
b. Write a succinct summary of the content of the article. (10 pts.)
c. Write your reaction to the article. (5 pts.)
d. Quality – grammar, spelling, punctuation, page length, etc. (5 pts.)

Be sure to use appropriate journals such as Phi Delta Kappan, Educational Leadership, Middle 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.

Current Event:
You will select a current event item form a newspaper, magazine, television, radio, etc that is relevant to this class. It must be about the socio-emotional development of the middles school student, advisory, testing, etc. You will report on this news item orally to the class. Also, please write a small summary on a 3x5-notecard to be turned in to the professor.

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

- Inside cover page (title of unit, your name, date, level)
- Table of Contents
- Theme and rationale (why the unit is important)
- Objectives for each day (purpose, materials, explanation, worksheet if appropriate)
- Daily activities for two weeks
- Materials for each day listed
- One activity and outline of unit for each class member (may be back to back)
- Evaluation tool for students to fill out
Video Reviews:
Type a one-half to one page reaction to each video telling what you saw in the video, how this could be helpful in your classroom, and your general overall critique of the video. (Video reviews are due the next class day after viewing the video.)

Exemplary School:
Group activity: 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 report to the class.

Internet Assignment:
Locate the following organizations on the internet and type a paragraph explaining the mission of each one:

- www.flms.org
- www.elmle.org
- www.cprd.uiuc.edu/aims/
- www.nmsa.org

Problem paper:
Use the APA Manual, 5th Edition as a source. Your paper should be a minimum of 8 pages long. You need to have the following in your paper. Put the paper in a notebook.
   a. Design a Title page (title of paper, course number, your name, date, instructor’s name) the title page should be inside the notebook. (5)
   b. Introduction of the problem (10)
   c. Research findings—keep personal comments out of your writing (25)
   d. Discussion of findings and conclusions (15)
   e. Bibliography with a minimum of 10 sources. The sources should be within the last ten years. Only five may be Internet sources. Internet sources must have an author, periodical/book name, publisher, date published. (10)
   f. Use of APA (10)
   g. Use of grammar/spelling throughout the paper (10)
   h. Present in class using Power Point. (This is the time for personal comments.) Limit presentation to 15 minutes. (15)

For assistance with APA style, check out this web site: http://landmark-project.com/citation_machine

TOPICS RELATING TO THE MIDDLE SCHOOL CHILD OR THE MIDDLE SCHOOL
Possible Problem Paper Topics as it relates to the Middle School Child:

1. alcoholism
2. pregnancy
3. anorexia
4. divorce/one parent families
5. violence in the school
6. suicide in adolescents
7. depression
8. alcoholism
9. teen violence
10. teen drinking
11. teen labor
12. teen driving
13. teen drug awareness
14. teen economic status
15. teen obesity
16. teen self-esteem
17. teen involvement
18. teen cults
19. abuse
20. latch key kids
21. sexual harassment (teacher, peers)
22. inhalants
23. bulimia
7. self esteem
8. drugs
9. gangs/teen cults
10. obesity
11. smoking
12. achievement
13. transition to high school/career choices
14. nutrition
15. exercise
16. sexually transmitted diseases (STD’s)
17. charter school/Edison schools
18. achievement
19. transition to high school/career choices
20. nutrition

Partner – Possible Advisory Unit Themes:
character education, goal setting, test taking skills
organizing myself, self esteem, 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

Tentative Schedule

Jan. 08, (Tues.) Syllabus, etc.
* Rationale for a new school in the middle
Presentations
Advisory Activity

Jan. 10, (Thurs.) * Today’s preadolescent leaner
Presentations
Advisory Activity

Jan. 15, (Tues.) * Effective organizational structures
Presentations
Advisory Activity

Jan. 17, (Thurs.) * Teachers in the new middle school
* Heterogeneous/homogeneous grouping
Presentations
Advisory Activity

Jan. 22, (Tues.) * Organizing the middle school curriculum
Presentations
Advisory Activity
Jan. 24, (Thurs.)  * Developing instructional materials
Presentations
Advisory Activity

Jan. 29, (Tues.)  * The new full-service middle school
* video on inclusion/mainstreaming
Presentation
Advisory Activity

Jan. 31, (Thurs.)  * Video on inclusion/mainstreaming
Presentations
Advisory Activity

Feb. 04 – Feb. 29  Practicum – No Class

Mar. 04, (Tues.)  * Exploratory/Academic Enrichment
Presentations
Advisory Activity

Mar. 06, (Thurs.)  * Group work
Presentations
Advisory Activity

Mar. 11 – Mar. 14  Spring Break – No Class

Mar. 18, (Tues.)  * Video on adolescent transitions
Presentations
Advisory Activity

Mar. 20, (Thurs.)  * Catch-up
Presentations
Advisory Activity

Mar. 25, (Tues.)  * Video on adolescent behavior
Presentations
Advisory Activity

Mar. 27, (Thurs.)  * Designing the new American middle school
Presentations
Advisory Activity
Apr. 01, (Tues.)  * Instruction in the new middle school
     Presentations
     Advisory Activity

Apr. 03, (Thurs.)  * Evaluation of middle school programs
     Presentations
     Advisory Activity

Apr. 08, (Tues.)  * Review for test
     Presentations
     Advisory Activity

Apr. 10, (Thurs.)  Test

Apr. 15, (Tues.)  Presentation of Advisory Units

Apr. 17, (Thurs.)  Presentation of Advisory Units

Apr. 22, (Tues.)  Presentation of Advisory Units

Apr. 24, (Thurs.)  Recap of class/hand back papers, etc.

The professor reserves the right to change the syllabus during the semester with notification to all class members.

Middle Level Educators’ Club (MLEC)

MLEC Meeting Dates:
It is important to have documentation for all meetings/professional conferences/participation
$6 per semester  (MLEC) or $10 per year (MLEC)
$25 AIMS

NOTE:  No work will be accepted after April 24, 2008.  NO Exception!!!
References:


National Middle School Association. (2003). This we believe: Successful schools for


