New Course Proposal

1. Catalog Description
   a) Course number       MLE 57001, 57002, 57003
   b) Title               Seminar in Middle/Junior High School Education
   c) Meeting times and credit Arr.- Arr.- 1, Arr.- Arr.- 2, Arr.- Arr.- 4,
   d) Terms to be offered  F, S, Su as needed
   e) Short title         Sem MLE/JH Ed
   f) Course description: Intensive study of important contemporary issues, problems, developments, and trends in Middle/Junior High School Education. A maximum of six semester hours may be earned in MLE 5700, ELE 5950, or in ELE 5990, but no more than nine semester hours may be earned in any combination of these.
   g) Prerequisites       MLE 5110 and MLE 5150 or equivalent course work, prior to teaching experience.
   h) Online delivery     
   i) Initial term of offering Fall 2005

2. Student learning objectives and Evaluation
   a) List student learning objectives:
      • Examine issues, developments, and trends in Middle/Junior High School Education.
      • Demonstrate the ability to think critically.
      • Demonstrate the ability to summarize, synthesize, and evaluate information obtained from research.
      • Demonstrate an ability to integrate theory and practice by surveying alternative instructional models as a basis for middle school curricular changes.
      • Foster awareness of societal influences on the emerging adolescent.
      • Examine curricular modifications due to technological changes in society.
      • Examine the effect of high-stakes testing on the middle school child and the curriculum.
   b) Students will be assessed by presentations, group discussion and, traditional tests and research papers.
   c) Technology-delivered and other nontraditional courses/sections: NA
   d) Additional requirements for students enrolling in graduate courses: NA
   e) Is the course writing-active, writing-intensive, or writing-centered? NA

3. Outline of the course
   Meetings: 2.5 hrs. each week for 15 weeks—each topic will be the focus during one class session.
   • Topics
      o Reading in the middle school
      o Scheduling issues
      o Parental/community involvement in the middle school
      o Empowerment of teachers
      o Special students— inclusion
      o School uniforms
Year-round schooling
Early teen problems (anorexia/bulimia, sex, drugs, pregnancy, alcohol, smoking, gangs, obesity)
Integrated learning/interdisciplinary teaching/ the team concept
Physical, social/emotional, intellectual, development of the pre-adolescent
Urban schools/ suburban schools/ rural schools
Changing to a k-8 school
Sports in the middle school
Testing/ evaluation. Assessment in the middle school
Impact of technology in the middle school

3. b) For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above. N/A

4. Rationale
   a) Purpose and need: The purpose of this course is to enhance the student’s present understanding of issues, developments, and trends in middle level education.
   b) Justification of course level and of course prerequisites: The development of middle schools has created the evolution of many topics which relates to this age child’s learning.
      • Teachers need to have an in-depth understanding of these issues in order to teach effectively and meet the needs of this age group.
   c) This course in not a new course but the course proposal has been rewritten to meet the present format for courses requested by CAA.
   d) Impact on Program: This course will be offered as an elective in the graduate master’s program.

5. Implementation
   a) Faculty members to whom course may be assigned: Graduate faculty members from the EC/ELE/MLE department will be assigned to teach this course.
   b) Specifications of any additional costs to students: none at the masters level for middle level
   c) Text and supplementary materials: Articles in the reference list readings and the text

6. Community College Transfer: NA

7. Date approved by the department or school 4-29-2005

8. Date approved by the college curriculum committee 9-26-2005

9. Date approved by CAA Not Applicable CGS 12-6-2005

* A technology-aware course section uses the Internet and other technologies to augment a regularly scheduled, face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated. A technology-enhanced course section augments a regularly scheduled course section and adds opportunities for interaction between a faculty member and the students or among
students; course related information, including handouts and assignments, may be published dynamically during the course, and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face. A technology-delivered course section is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

** In writing-active courses, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).