

Revised 2007

Ashland University
Dwight Schar College of Education
Department of Curriculum and Instruction
Course Syllabus

Graduate: Undergrad: X
Credit Hours: 3
Field/Clinical Hours: 0/0

Course Number: EDCI 234

Course title for the catalog: Middle Grades Philosophy, Organization & Climate

Catalog description:

This course is designed specifically for education majors who seek a middle grades license (4-9). Emphasis is placed on the philosophy of middle level school, the psychology of the preadolescent and adolescent student, the role of teacher as counselor, teaming, curriculum and instruction.

The prerequisite (s) for this course is (are):

EDFN 130: Workshop in Teaching
Enrollment is to be concurrent with Middle School Block I (EDCI 235 & EDCI 236).

The enrollment restriction (s) for this course is (are):

25 students in a cohort configuration

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

KNOWLEDGE:

The teacher education student will have knowledge of:

1. The developmental characteristics of young adolescents.
2. Techniques for creating and maintaining a developmentally responsive program and learning environment.
3. Student scheduling plans and procedures as a component of teaching team responsibilities.
4. The philosophy and rationale for curriculum and instructional planning pertinent to teaching team organizational strategies.
5. The philosophy of education of middle grades education, theory and practice.
6. The need to provide leadership for student activities.

7. The diversity inherent in middle level schools.

SKILLS:

The teacher education student will have skills to:

1. Create a flexible and responsive schedule within a team structure.
2. Demonstrate effective behavior control strategies appropriate to the middle grade learner.
3. Develop an understanding about the major trends of curriculum and instructional practices in respective disciplines appropriate to the middle grades.
4. Plan appropriate classroom management strategies based on scientifically researched educational practices for the middle grades.
5. Plan teacher advisory techniques and strategies which will develop positive outcomes and enhanced self-esteem in all middle grade students.
6. Demonstrate effective communication in the classroom by using a variety of communication skills, including verbal and nonverbal techniques, technology, and media.

DISPOSITIONS:

The teacher education student will:

1. Appreciate the need for ethical professional behavior.
2. Value research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of middle level students.
3. Value different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities.
4. Value reflection on teaching and its effects on adolescent growth and learning.
5. Appreciate the philosophy and rationale for curriculum and instructional planning pertinent to teaching team organizational strategies.
7. Value active learning and respect for all children, especially those in the middle grades.
8. Value open professional communication, collaborative planning and strategies for development of team teacher middle grade concepts.
9. View learning as an integrated rather than fragmented process.

Suggested texts and/or references:

See Bibliography.

Suggested instructional strategies:

Lecture/discussion	Simulation
Case studies	Research papers
Team teaching	Group projects/presentations
Cooperative instructional strategies	Computer lab activities

Description of field/clinical experiences:

Evaluation of students:

1. Group project which explains the nature of young adolescent development.
2. Creation of a functional flexible schedule for a middle school team.
3. Identifying the crucial components of a middle level school using a case study.

Simulation, Research projects/papers, Individual and group presentations,
Discussion

Faculty who frequently teach the course:

Dr. Dave Kommer

Licensure programs in which course is required:

Middle Grade Licensure

If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:

Bibliography (Learned Societies, etc.)

Books:

Atwell, Nancie. (1987). In the middle: Writing, reading and learning with adolescents. Boynton Cook/Heineman.

Beane, J. A., & Lipka, R. P. (1987). When kids come first: Enhancing self esteem. Columbus, OH: National Middle School Association.

Beane, J. A. (1993). A middle school curriculum; From rhetoric to reality. Columbus, OH: National Middle School Association.

Carnegie Council on Adolescent Development (1989). Turning points: Preparing American youth for the 21st century. New York: Carnegie Corporation of New York.

Connors, N. A. (1991). Homework: A new direction. Columbus, OH: National Middle School Association.

Dickinson, Tom, ed. (1993). Readings in middle school curriculum: A continuing conversation. Columbus, OH: National Middle School Association.

Dorman, Gayle (1995). Middle grades assessment program. Chapel Hill, NC: Center for Early Adolescence.

Dyke, B. (2004). Rebooting of a teacher's mind. Columbus, OH: National Middle School Association.

Erb, T. O., & Doda, N. M. (1989). Team organization: Promise, practice and possibilities. Washington, DC: National Education Association.

Eichhorn, D. H. (1966). The middle school. New York: The center for Applied Research in Education, Inc.

Fine, Michelle, ed. (1996). Talking across boundaries: Participatory evaluation research in an urban middle school. New York: Bruner Foundation.

George, Paul. (1992). The middle school and beyond. ASCD.

George, P., & Alexander, W. (1993). The exemplary middle school. Orlando, FL: Harcourt Brace Jovanovich.

George, P. S., & Shewey, K. (1994). New evidence for the middle school. Columbus, OH: National Middle School Association.

Hoversten, C., Doda, N.M., & Lounsbury, J. H. (1991). Treasure chest: A teacher advisory source book. Columbus, OH: National Middle School Association.

Irvin, J. L. (1992). Transforming middle level education: Perspectives and possibilities. Needham, MA: Allyn & Bacon.

James, M. (1986). Advisor-advisee programs: Why, what and how. Columbus, OH: National Middle School Association.

Lounsbury, J. H. (1992). Connecting the curriculum through interdisciplinary instruction. Columbus, OH: National Middle School Association.

Lustig, K. (1996). Portfolio assessment: A handbook for middle level teachers. Columbus, OH: National Middle School Association.

Manning, M.L. (1995). Celebrating diversity: Multicultural education in middle level schools. Columbus, OH: National Middle School Association.

Manning, M.L. (1993). Developmentally appropriate middle level schools. Wheaton, MD: Association for Childhood Education International.

Merenbloom, E.Y. (1991). The team process in the middle school: A handbook for teachers. Columbus, OH: National Middle School Association.

National Middle School Association. (2003). This we believe: Successful Schools for Young Adolescents. Columbus, OH: Author.

Ohio Department of Education. (1992). Model competency-based language arts program. Columbus, OH: ODE.

Ohio Department of Education. (1990). Model competency-based mathematics program. Columbus, OH: ODE.

Ohio Department of Education. (1994). Science: Ohio's model competency-based program. Columbus, OH: ODE.

Ohio Department of Education. (1997). Social Studies: Ohio's model competency-based program. Columbus, OH: ODE.

Pipher, M. (1994). Reviving Ophelia: Saving the selves of adolescent girls. New York: Ballantine Books.

Powerll, S.D. (2005). Introduction to middle school. Upper Saddle River, NJ: Pearson: Merrill Prentice Hall.

Purkey, William, & Strahan, David. (1986). Positive discipline: A pocketful of ideas.

Rutherford, Barry, ed. (1995). Creating family/school partnerships. Columbus, OH: National Middle School Association.

Silver, D. (2003). Drumming to the beat of a different marcher. Nashville, TN: Incentive Publications.

Stevenson, C. (1992). Teaching ten to fourteen year olds. New York: Longman Publishing Group.

Thompson, R & VanderJagt, D. (2001). WOW want a team! Essential components for successful teaming. Nashville, TN: Incentive Publications.

Van Hoose, J., Strahan, D. & L'Esperance, M. (2001). Promoting Harmony: Young adolescent development and school practices. Columbus, OH: National Middle School Association.

Walsh, D. (2004). Why do they act that way? A survival guide to the adolescent brain for you and your teen. New York: Free Press.

Wormeli, R. (2006). Fair is always equal: Assessing & grading in the differentiated classroom. Portland, ME: Stenhouse Publishers.

Wormeli, R. (2001). Meet me in the middle: Becoming an accomplished middle-level teacher. Portland, ME: Stenhouse Publishers.

Journals:

Middle school journal. Columbus, OH: National Middle School Association.
Schools in the middle. Washington, DC: National Association of Secondary School
Principals.

Internet:

<http://www.middleweb.com/>
<http://www.nmsa.org/>
<http://www.MiddleLink.org/>