

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

Graduate: Undergrad: X
Credit Hours: 2
Field/Clinical Hours: 40/10

Course Number: EDCI 236

Course title for the catalog: Middle Grades Field Experience I

Catalog description:

This course is designed to provide education majors who seek a middle grade license (4-9) with opportunities to observe the setting, organization, and climate of middle schools and to interact appropriately with students in individual, small group, and whole class settings. Emphasis is on the effects of school climate and methodology on individual students within a diverse group of adolescent and preadolescent students. Students will complete 50 hours of field/clinical experience in a multi-cultural setting.

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

EDFN 130 Workshop in Teaching
Enrollment is to be concurrent with Middle Grades Block I (EDCI 234 & EDCI 235).

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. Appropriate classroom management practices.
2. Effective use of technology.
3. The process and documentation required for special education Individualized Educational Plans (IEP).
4. Issues of cultural, socio-economic, and ethnic/racial diversity and gender in the classroom.

SKILLS:

The teacher education student will have skills to:

1. Utilize educational technology, including computers in working with individuals and small groups.
2. Demonstrate understanding of adolescent development.
3. Demonstrate the ability to systematically gather and analyze observational data.
4. Demonstrate the ability to adapt instruction and materials for students with diverse cultural backgrounds or with exceptionalities.
5. Demonstrate the ability to use formal and informal assessment data to evaluate the development of learners.
6. Demonstrate the ability to plan instruction based on knowledge of the community, the curriculum, the needs of students and cultural diversity.
7. Demonstrates the ability to communicate effectively with students orally and in writing.
8. Demonstrates the ability to work cooperatively with all members of the educational community in order to understand and meet student needs.
9. Demonstrates respecting the worth of all individuals and commitment to enabling all children to learn and contribute.
10. Interact effectively in a multi-cultural setting.

DISPOSITIONS:

The teacher education student will:

1. Demonstrate ethical professional behavior.
2. Value cultural and socio-economic diversity & gender in planning, implementing, and reflecting on teaching.

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	

Description of field/clinical experiences:

Candidates will have the opportunity to take theory to practice by participating in the following experiences:

- Observe and document student experiences
- Observe and document many teacher roles
- participate in team meetings

- Prepare and present instructional lessons/unit.

Evaluation of students:

Portfolios	Simulation
Research projects/papers	Individual and group presentations
Discussion techniques	Exams

Faculty who frequently teach the course:

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:

Alexander, W. M., & McEwin, C. K. (1989). Schools in the middle: Status and progress. Columbus, OH: National Middle School Association.

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.

Butler, D. A., & Dickinson, T. S. (1991). Onsite: Preparing middle level teachers through field experience. 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.

Cole, C. G. (1988). Guidance in the middle school: Everyone's responsibility. Columbus, OH: National Middle School Association.

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.

Doda, N. M. (1981). Teacher to teacher. Columbus, OH: National Middle School Association.

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

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.

Epstein, J. L., & MacIver, D. J. (1990). Education in the middle grades: National practice and trends. Columbus, OH: National Middle School Association.

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

Forte, Imogene, & Schurr, Sandra. (1996). Integrated instruction in language arts: Strategies, activities, projects, tools, & techniques. Incentive Publications.

Forte, Imogene, & Schurr, Sandra. (1996). Integrated instruction in math: Strategies, activities, projects, tools, & techniques. Incentive Publications.

Forte, Imogene, & Schurr, Sandra. (1996). Integrated instruction in science: Strategies, activities, projects, tools, & techniques. Incentive Publications.

Forte, Imogene, & Schurr, Sandra. (1996). Integrated instruction in social studies: Strategies, activities, projects, tools, & techniques. Incentive Publications.

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 Council of Teachers of Mathematics. (1994). Mathematics teaching in the middle level. NCTM.

National Middle School Association. (1995). This we believe: Developmentally responsive middle level schools. 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.

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.

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

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/>