



Course Syllabus

COURSE NUMBER: EDUC 4200.01 SOCS 5760.01	COURSE TITLE: Middle School Curriculum and Instruction	TERM: Fall 2005, F1
SITE: Webster Hall 204	INSTRUCTOR CONTACT INFORMATION: Joan W. Musbach jmusbach@swbell.net	CREDIT HOURS: 3

1. COURSE DESCRIPTION

This course examines curricular and instructional strategies for middle school grades 5-8. Interdisciplinary curriculum, personalization of learning, instructional technologies, and other teaching strategies for the early adolescent are discussed, modeled and practices

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Students will demonstrate accomplishments in the following areas:		Numbers refer to the School of Education Goals attached
1.Designing curriculum and instruction programs for use in the middle school;	2. Based on content, current events, best practices, research and theory, graduate students engage in continuous reflection of learning, content areas and instructional strategies that are responsive to students thinking, experiences, and interaction in our world	1.1, 1.2, 1.4, 2.1, 2.2
2.Development as a teacher of middle school students;	3. Through collaboration with colleagues, parents, counselors and community resources, graduate students reflect on their roles as leaders of change,	3.1, 3.2, 3.4, 4.1

	<p>and on how the social sciences impact these relationships and systems;</p> <p>4. Approach learning and teaching with respect for and understanding of diversity</p>	
3. Knowledge and applications of national, state and local standards;	1. Based on inquiry and scholarship, graduate students demonstrate advanced knowledge of the specialty areas and their development as global citizens	1.1, 2.1
4. Knowledge and applications of middle school assessments;	2. Based on content, current events, best practices, research and theory, graduate students engage in continuous reflection of learning, content areas and instructional strategies that are responsive to students thinking, experiences, and interaction in our world	2.4
5. Knowledge and application of a variety of teaching strategies;	2. Based on content, current events, best practices, research and theory, graduate students engage in continuous reflection of learning, content areas and instructional strategies that are responsive to students thinking, experiences, and interaction in our world	2.1, 2.2, 2.3, 2.4
6. Use of technology in teaching curriculum to middle school students;	2. Based on content, current events, best practices, research and theory, graduate students engage in continuous reflection of learning, content areas and instructional strategies that are responsive to students thinking, experiences, and interaction in our world	2.3
7. Use of resource materials in teaching the middle school student;	2. Based on content, current events, best practices, research and theory, graduate students engage in continuous reflection of learning, content areas and instructional strategies that are	1.1, 1.2

	responsive to students thinking, experiences, and interaction in our world	
8.Making connections to disciplines such as the social sciences, science, language arts, and math;	2.Based on content, current events, best practices, research and theory, graduate students engage in continuous reflection of learning, content areas and instructional strategies that are responsive to students thinking, experiences, and interaction in our world	1.1, 1.2, 3.2
9.An understanding of individual differences in early adolescents;	4. Approach learning and teaching with respect for and understanding of diversity	1.3, 2.1, 2.4, 4.3
10.Relating curriculum and instruction to a student's everyday world;	2.Based on content, current events, best practices, research and theory, graduate students engage in continuous reflection of learning, content areas and instructional strategies that are responsive to students thinking, experiences, and interaction in our world 4. Approach learning and teaching with respect for and understanding of diversity	1.3, 2.4
11.Knowledge and understanding of the needs of the middle school age child;	4. Approach learning and teaching with respect for and understanding of diversity	4.2, 4.3
12.Appropriate classroom organization and management skills;	2. Based on content, current events, best practices, research and theory, graduate students engage in continuous reflection of learning, content areas and instructional strategies that are responsive to students thinking, experiences, and interaction in our world	4.4
13.Problem solving, critical thinking, and application of curriculum and instruction theory;	1. Based on inquiry and scholarship, graduate students demonstrate advanced knowledge of the specialty areas and their development as global citizens	1.4

14. Reading, writing, research and oral communication in the middle school.	2. Based on content, current events, best practices, research and theory, graduate students engage in continuous reflection of learning, content areas and instructional strategies that are responsive to students thinking, experiences, and interaction in our world	1.2, 2.1, 2.2
---	---	---------------

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams

* **Course Outline** ...*First Draft*...8.15.05

- Aug 23
Week 1 Middle School Teachers
Introductions & Expectations
Myers-Briggs Type Indicator
The Successful Middle School Teacher
Model: Direct Instruction
A: Read handouts and Ch 3 - prepare discussion questions based on reading & prior knowledge; list recommended characteristics of middle school curriculum.
- Aug 30
Week 2 Good Lesson Design
Adolescent brain developments & implications for curriculum and instruction
Model: Think-Pair-Share
Characteristics of a good lesson
Assign Course Project: Due October 11. Interdisciplinary Unit
A: Read handouts and Ch 4 - prepare discussion questions based on reading & prior knowledge; Meet with Interdisciplinary Unit Group to brainstorm unit. See pp. 187-88 in text.
Create a lesson in your content area using a direct instruction model: Due September 6
- Sep 6
Week 3 Teaching Styles, Learning Styles and the Early Adolescent
Learning Styles: How you teach; how they learn
Cooperative Learning: What It Is, What It Isn't
Model: Cooperative Learning
A: Read handouts and Ch 6 - prepare discussion questions based on reading & prior knowledge
Create a cooperative learning lesson in your content area: Due September 13.
- Sep 13
Week 4 Teaming in the Middle School & Creating Lessons in Style
Interdisciplinary Team Organization
McCarthy, Jung, Myers-Briggs, Silver & Strong
Model: Lessons in Four Learning Styles
Mainstreaming: Implications for curriculum & instruction
A: Read assignment from *Early Adolescents: Understanding the 10-15 Year Old* by Gail Caissy
Create a lesson in your content area with elements for each of the four identified learning styles: Due September 20
- Sep 20
Week 5 Characteristics of Early Adolescents
Model: Jigsaw
Technology in Middle Schools
A: Read handouts and Ch 7 - prepare discussion questions based on reading & prior knowledge
Analyze 3 websites related to your content area
Prepare to teach your best lesson on Sept. 27 (half the class)

Sep 27 Lesson Presentations
 Week 6 Model: Compare & Contrast – High school, Middle School, Elementary School
 Discussion: Discipline, Motivation, Management & Grouping
Essay – topics to be announced later – Due October 11 – 2 pages, typed.
A: Prepare to teach you best lesson October 4 (half the class)
Complete Interdisciplinary Unit to be presented, October 11

Oct 4 Lesson Presentations
 Week 7 A: Complete essay; complete Interdisciplinary Unit

Oct 11 **SO... What DOES the Exemplary Middle School really look like?**
 Week 8 Middle School History and Philosophy/Curriculum and Instruction Revisited
 Activity: **Presentation of Interdisciplinary Units**

*Course schedule subject to change at the discretion of the professor

2. RESOURCES:

George, Paul S. and Alexander, William M. (2003). The Exemplary Middle School, Third Edition. Wadsworth Publishing. Belmont, CA.

Supplemental Readings: see Bibliography

3. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Attendance and Participation	2, 9, 10, 11, 12	15%
3 Lessons	1, 3, 4, 5, 6, 7, 10, 13, 14	30%
Teaching Lesson	2, 5, 6	10%
Website Analysis	6, 7, 8, 10	10%
Course Essay	2, 11, 9	10%
Interdisciplinary Unit	1, 3, 4, 5, 6, 7, 8, 10, 13, 14	25%

4. GRADING SCALE:

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
0 - 59% = F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

5. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty: Loss of credit for the assignment

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

5A. Other Policies:

- Attendance – Class attendance is expected for the entire class period. If you miss one class your grade may be lowered.
- Late assignments – Work is to be completed on time. Late work is not accepted. Consult the syllabus for specific due dates.
- Absentee work – The student is responsible to get notes, handouts, etc. for the class
- Absentee work is due the first class after your absence.

6. ACCESSIBILITY/ACCOMODATIONS POLICY:

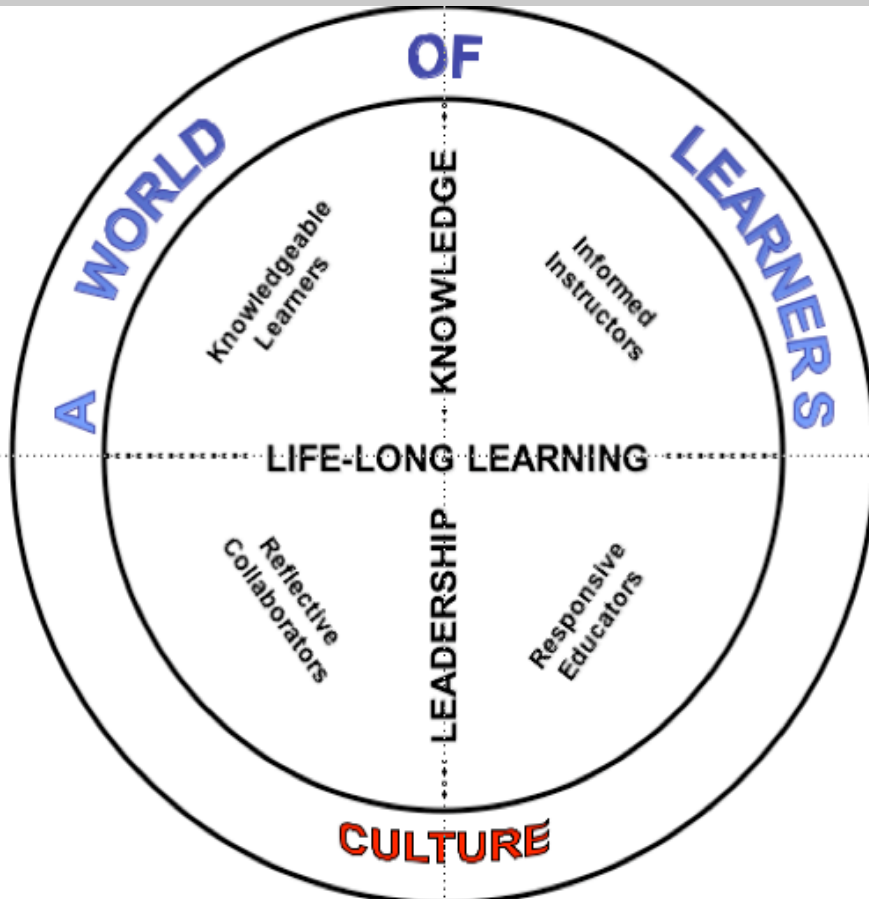
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Bibliography:

Armstrong, Thomas; (1994); Multiple Intelligences in the Classroom; ASCD

Bower, Bert; Lobdell, Jim; Swenson, Lee. (1999). History Alive ! Engaging All Learners in the Diverse Classroom, Second Edition. Teachers' Curriculum Institute.

Campbell, Bruce. (1994). The Multiple Intelligences Handbook. Campbell and Associates.

Campbell, Linda and Bruce; Dickinson, Dee. (1996). Teaching and Learning Through Multiple Intelligences. Allyn and Bacon.

Colonial Williamsburg Foundation. (2003). Participating in Colonial Williamsburg's Electronic Field Trips: Tips for Educators, 2003-2004. School and Group Services.

Colonial Williamsburg Foundation. (1999). Crossroads: A Teacher's Guide with Historical Background and Lesson Plans by Colonial Williamsburg. School and Group Services.

Colonial Williamsburg Foundation. (1999). Enslaved: A Teacher's Guide with Historical Background and Lesson Plans by Colonial Williamsburg. School and Group Services.

Colonial Williamsburg Foundation. (1999). Washington: Man And Myth: A Teacher's Guide with Historical Background and Lesson Plans by Colonial Williamsburg. Vol II, No. 3. School and Group Services.

Faculty of The New City School; (1998). Succeeding With Multiple Intelligences: Teaching Through the Personal Intelligences.

Faculty of The New City School; (1994); Celebrating Multiple Intelligences: Teaching for Success.

Farr, Roger; (1993); Portfolio Assessment; Harcourt Brace.

Farris, Pamela J. and Cooper, S.; (1997); Elementary and Middle School Social Studies: A Whole Language Approach; Brown and Benchmark.

Gardner, Howard; (1999). The Disciplined Mind: What All Students Should Understand. Simon and Schuster.

Gardner, Howard; (1993) Multiple Intelligences, The Theory in Practice; Basic Books

George, Paul S. and Alexander, William M. (2003). The Exemplary Middle School, Third Edition. Wadsworth Publishing. Belmont, CA.

Lickona, Thomas; (1992); Educating For Character; Bantam.

Marzano, Robert J.; (1993); Assessing Student Outcomes; ASCD.

National Council for the Social Studies; (1994). Expectations of Excellence: Curriculum Standards for Social Studies. NCSS.

Perrone, Vito; (1991); Expanding Student Assessment; ASCD.

Sokol, Darlene Schultz; (1993). A World of Difference;

Stevenson, Chris. (1998); Teaching Ten to Fourteen Year Olds, Second Edition. Longman.

Wiles, John and Joseph Biondi; (2001). The New American Middle School: Educating Preadolescents in an Era of Change, Third Edition. Merrill, Prentice Hall.

