



“Developing a world of learners through knowledge, leadership and life-long learning.”

Course Syllabus

EDUC 2240.01/ SOCS 5700.01: Middle School History and Philosophy (3)

Ted D.R. Green, Ph. D., Assistant Professor

Multidisciplinary Studies, School of Education, Webster University,
Winter 2006, S1, Thursday, 5:30 p.m.-9:30 p.m., Webster Hall 225

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Office Hours: Tuesdays, 1:30-2:30 p.m. and Thursdays 4-5 p.m.

Other times by appointment only.

1. Course Description:

Students examine the history of the middle school movement and its evolving philosophy. Implications for teacher professionalism, school design, organization, and curricula are also studied.

Learning Outcomes:

Students will demonstrate accomplishments in the following areas:

1. Designing programs for use in the middle school based on middle school history and philosophy;
2. Development as a teacher of middle school students;
3. Knowledge and applications of national, state and local standards;
4. Knowledge and applications of middle school assessments;
5. Knowledge and application of a variety of philosophies;
6. Use of technology in teaching curriculum to middle school students;
7. Use of resource materials in teaching the middle school student;
8. Making connections to disciplines such as the social sciences, science, language arts, and math;
9. An understanding of individual differences in early adolescents;
10. Relating history and philosophy to a student's everyday world;
11. Knowledge and understanding of the needs of the middle school age child;
12. Appropriate classroom organization and management skills;
13. Problem solving, critical thinking, and application of middle school philosophy;
14. Reading, writing, research and oral communication in the middle school.

This course also meets the School of Education Goals:

1. Education candidates will demonstrate knowledge of subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship. (1.1, 1.2, 1.3, and 1.4)
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory. (2.3)
3. Education candidates will reflect on roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities. (3.1, 3.2, and 3.4)
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences. (4.1 and 4.2)

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

- Attendance, required readings, and participation in class.
- **Research project** on the history of a middle school setting that incorporates the materials on history and philosophy presented in class. Students will include a written abstract and present this **Virtual Middle School Tour** to the class via Power Point or iMovie.
- Students will write a final **philosophy** for Middle School **DUE February 23, @ 12 noon.**
- Contribute to the Middle School Database Project.
- **Discussion Questions** to be turned in once during the first 4 weeks of the course.
- Periodic **quizzes** over the text, handouts and material presented in class.
- Final Research Project **DUE March 9 @ 5:30 p.m.** Outline/Research Proposal **DUE Jan 26 .**

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

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

Supplemental Readings: see Bibliography

5. Evaluation:

- 10% Discussion Questions (1 set)
- 20% Quizzes
- 20% Middle School Database Project
- 20% Middle School Philosophy Paper
- 30% Virtual Middle School Tour Research Project via PowerPoint or iMovie

6. 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. Consult the syllabus for specific due dates.
- Late work is not accepted.
- Absentee work...the student is responsible to get notes, handouts, etc. for the class.
- Absentee work is due the first class after your absence.
- Incompletes are given at the discretion of the professor.

Instructional Practices

Instructional practices for this course include cooperative learning, one to one teaching, pairing, reflective practices, inquiry based learning and teaching, whole group activities, hands-on, discussion and field based experiences. I will try to offer you a variety of methods for assessment such as, written assignments, oral presentations, role playing, portfolios, reflections, hands-on activities, cooperative learning, problem solving and more.

NOTE: Papers will not be available for pick up from the School of Education Office

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. (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.

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***Course Outline**

First DRAFT, 1.8.06

Jan 19	Middle School Models: History/ Philosophy Historical to post-modern Videos Write Statement of Philosophy Begin research for Final Project Read Ch 1 for next week's discussion	WU
Jan 26	Middle School Student Physical, social, emotional, intellectual development Quiz History Research technology plans due @ 5:30 p.m. Read Ch 2 for next week's discussion	WU
Feb 2	Middle School Movement and Concept Designing a program Discussion Questions due @ 5:30 p.m. Read Ch 5 for next week's discussion	WU
Feb 9	Managing and Mentoring Middle Schoolers Field Study visit @ The College School Mid-Term Quiz Read Ch 8 for next week's discussion	TCS
Feb 16	Organizing Time and Space Instructional Strategies and Methods Read Ch 10 for next week's discussion	WU
Feb 23	Middle School Leadership: Planning and Evaluating the Exemplary MS Guest Speakers Quiz Written Philosophy Paper due March 1 @ 12 noon Read Ch 9 for Mar 9 discussion	WU
Mar 2*	Complete research for Virtual Middle School Tour Research Project and Middle School Database Read handouts Emerson Library and computer labs *(no formal class meeting,)	WU*
Mar 9	Middle Schools: History and Philosophy... How do we implement what we have learned? Philosophical Discussions Virtual MS Tour Power Point/iMovie presentations, Final Projects due @ 5:30 p.m.	WU

** course schedule subject to change at the discretion of the professor.*