



**“Developing a World of Learners Through Knowledge,
Leadership and Life-long Learning”**

COURSE NUMBER: EDUC 2240.01	COURSE TITLE: Middle School History and Philosophy	TERM: Spring 2007 1 st draft
SITE: Webster Hall 326	INSTRUCTOR CONTACT INFORMATION: Ted D.R. Green, Ph.D., Associate Professor, Teacher Education Department 314.961.2660 x7971 tgreen@webster.edu or School of Education Office: 314.968.7490 Office Hours, Webster Hall 347: Tues 11-12 noon/Thurs 4-5 p.m. Other times by appointment only.	CREDIT HOURS: 3

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: The purpose of this course is to provide experiences, knowledge, methods, and materials for students in elementary, middle and secondary school social studies. This includes working with students from a variety of multicultural groups as well as learning how to work with teachers in other subject areas in order to integrate curriculum. NCSS, NCHS, NCHE, CCE, GES, NCEE and Missouri SHOW-ME Standards for social studies are also of particular importance.

Course Outcomes	Program Goals MoSTEP/NCSS	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Students will demonstrate accomplishments in the following areas: 1 .Designing programs for use in the middle school based on middle school history and philosophy;	MoSTEP 10	1.1
2. Development as a teacher of middle school students;	MoSTEP 1,2,3	3.1, 3.2, 3.3, 3.4
3. Knowledge and applications of national, state and local Middle School Standards;	MoSTEP 4	1.4
4. Knowledge and applications of middle school assessments;	MoSTEP 8	1.1,1.2, 1.3, 1.4 2.1,2.2, 2.3,2.4
5. Knowledge and application of a variety of philosophies;	MoSTEP 1,2,3,4,5	4.2, 4.3
6. Use of technology in teaching curriculum to middle school students;	MoSTEP 11	2.3
7. Use of resource materials in teaching the middle school student;	MoSTEP 1,2,3	4.4
8. Making connections to other disciplines such as science,	MoSTEP 1	2.2

language arts, and math;		
9. An understanding of individual differences in early adolescents;	MoSTEP 3	2.
10. Relating history and philosophy to a student's everyday world;	MoSTEP 1	4.1
11. Knowledge and understanding of the needs of the middle school age student;	MoSTEP 2,3	1.3
12. Appropriate classroom organization and management skills;	MoSTEP 6	4.1,4.2, 4.3, 4.4
13. Problem solving, critical thinking, and application of middle school philosophy	MoSTEP 4	1.2, 2.2
14. Reading, writing, research and oral communication in middle schools.	MoSTEP 7	2.2, 2.3

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 discussions, projects, etc.
- **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, iMovie. Podcast, webpage or other.
- Students will write a final **philosophy** for Middle School **DUE TBA**
- 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 TBA @ 5:30 p.m.** Outline/Research Proposal **DUE TBA.**

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.

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

Supplemental Readings: see Bibliography

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.

2. EVALUATION:

Assessments	Links to Course Outcomes	% of Grade
Discussion Questions (1 set)	1. Designing programs for use in the middle school based on middle school history and philosophy; 3. Knowledge and applications of national, state and local Middle School Standards; 7. Use of resource materials in teaching the middle school student; 9. An understanding of individual differences in early adolescents;	10 %

	12. Appropriate classroom organization and management skills;	
Quizzes	4. Knowledge and applications of middle school assessments; 5. Knowledge and application of a variety of philosophies; 7. Use of resource materials in teaching the middle school student; 9. An understanding of individual differences in early adolescents; 11. Knowledge and understanding of the needs of the middle school age student;	20 %
Middle School Database Project	5. Knowledge and application of a variety of philosophies; 7. Use of resource materials in teaching the middle school student; 8. Making connections to other disciplines such as 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; 14. Reading, writing, research and oral communication in middle schools.	20 %
Middle School Philosophy Paper	1. Designing programs for use in the middle school based on middle school history and philosophy; 2. An understanding of individual differences in early adolescents; 5. Knowledge and application of a variety of philosophies; 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 student; 13. Problem solving, critical thinking, and application of middle school philosophy 14. Reading, writing, research and oral communication in middle schools.	20 %
Virtual Middle School Tour Research Project via PowerPoint or iMovie	6. Use of technology in teaching curriculum to middle school students; 8. Making connections to other disciplines such as 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; 12. Appropriate classroom organization and management skills;	30 %

6. GRADING SCALE:

Grades:

95-100	A	93-94	A-	
88-92	B+	83-87	B	80-82 B-
78-79	C+	73-77	C	70-72 C-
68-69	D+	66-67	D	Below 65F

Other:

- Attendance...class attendance is expected.
- Late assignments...work is to be completed on time. Consult the syllabus for specific due dates.
- Late work is not accepted.
- Incompletes are given upon the discretion of the professor.
- Absentee work...the student is responsible to get notes, handouts, etc. for the class.
- Absentee work is due the first class after your absence.

3. 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:

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

4. ACCESSIBILITY/ACCOMODATIONS POLICY:

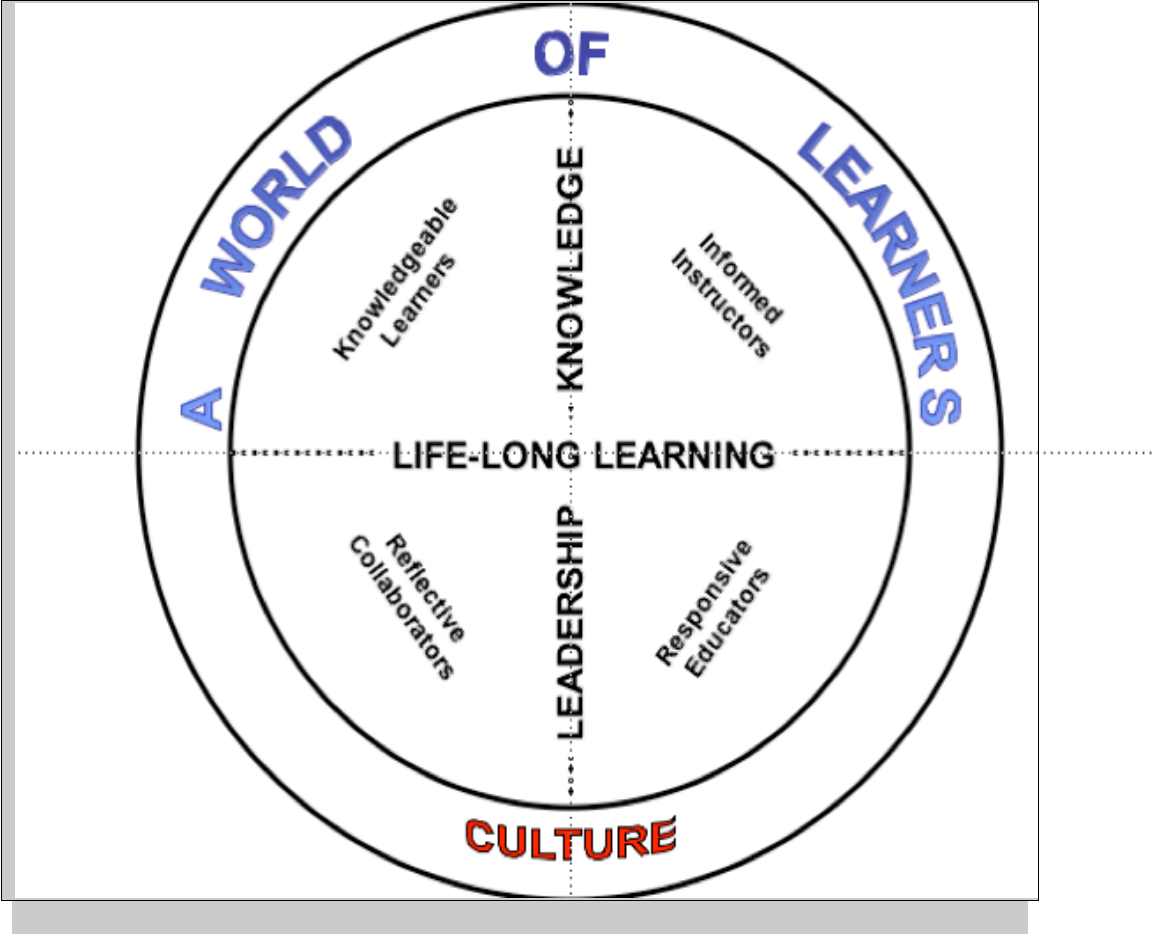
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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

