Overview of the conceptual and historic development of programs for students in grades six through nine. Comparison of varied curricular, instructional, and organizational aspects of the middle school movement. Major emphasis on exploring the educational implications of the developmental characteristics of early adolescent learners. Varied approaches to teaming, classroom management and mainstreaming will be investigated. Work will include observations in a variety of settings.

**Course Rationale**

Middle Level Education is a unique model of schooling with a unique history, structure, and philosophy. Through didactic classroom instruction, online resources, and field experiences, the course will stress practical issues that confront middle school educators in the teaching and learning situation. The course covers current issues and trends with the aim of preparing preservice teachers to be effective middle school educators.

**Course Objectives**

As a result of readings, class discussions, individual research, related projects, and field experiences each student will:

1. Describe young adolescents and their developmental characteristics (physical, social, emotional, moral and intellectual).
2. Identify essential middle school concepts that have potential for this age group.
3. Identify educational experiences that are developmentally responsive for young adolescents.
4. Articulate and apply a sound philosophy of middle level education.
5. Describe the characteristics of practice and curriculum in an effective middle-level school.
6. Plan instruction that helps young adolescents understand the integrated nature of knowledge, infuses technology, incorporates young adolescent interests and experiences, addresses the needs of diverse learners, involves parents and the community, and includes varied assessment strategies.
7. Create a developmentally appropriate classroom management plan.
8. Work collaboratively with others in meeting the needs of young adolescents.
9. Identify and research contemporary issues affecting young adolescents.
10. Evaluate your professional development on characteristics associated with effective middle level teaching.
Course Texts  [N.B. The instructor may assign other readings.]

Required

Recommended

Suggested Journals
Middle Ground (NMSA Publication)
Middle School Journal (NMSA Publication)
Research in Middle Level Education (NMSA Publication)
Schools in the Middle (NASSP Publication)
The Clearing House (Heldref Publications)

Related Web Sites
• Middle Web http://www.middleweb.com
• National Middle School Association http://www.nmsa.org
• North Carolina Middle School Association http://www.ncmsa.net

Course Requirements
1. As an educator, you accept the responsibility to adhere to the highest ethical standards and commit to serving students, the profession, and pursuing professional development. The North Carolina Educators’ Code of Ethics (http://www.ncpublicschools.org/teacher_education/conductcode.htm) and the professionalism standards listed on the WSE Program Evaluation Scale both serve to guide you in your professional development.
3. All assignments must be typed and submitted in a professional manner in accord with guidelines set forth by MLA or APA manuscript style. Proofread before submitting—errors in grammar, spelling, punctuation, etc. will result in a lower grade.
4. Submit assignments on the due date to receive full credit. Late papers will result in a lower grade. Students can choose to revise and resubmit graded work. Revisions must be received within one week after work is returned. No assignments will be accepted after Tuesday, April, 20, 2004.
5. Students are expected to be active participants in this class—that is, to meet the class regularly and on time, to remain until the class is dismissed, to complete all reading, writing and activity assignments, and to be prepared to discuss them in class. Absence, consistent tardiness, leaving class early, and/or disrupting the class with private conversations will result in a lower grade. [30 possible points]

6. Philosophy of Teaching Middle School.* One-page presentation stating your emerging philosophy of teaching middle school. Include at least 2 reference sources. (MLA or APA guidelines apply.) [15 possible points]

7. Exams. Based upon class notes, class discussions, and text readings.
   a. Mid-Term: Manning & Bucher, Chapters 1-6; NMSA, in entirety [45 possible points]
   b. Final: Manning & Bucher, Chapters 7-12 [45 possible points]

8. Field Experience. You are expected to complete ten (10) hours of field work in a middle school. The following assignments will assist you in documenting your experiences in the middle school.
   a. Middle Level Schools. See Handout A [30 possible points]
   b. Middle Level Students & Teachers. See Handout B [45 possible points]

9. Middle School Team Project: Instructional Unit. You will be assigned to an interdisciplinary team for this project. Team presentation of completed project is expected. See Handout C. [30 possible points]

10. Article Review/Critique.* (2 x 30 pts. @ = 60 points)
    A critique is a discussion of a reading. Experience in reviewing the works of authors is required in order to (a) help the student achieve a more comprehensive understanding of the concepts included in the course; (b) aid one in becoming a more discerning consumer of the literature in the field; (c) assist the student in the comprehension of the implications of the reading content to particular course interest and concerns; and, (d) help the student develop the act of effective written communication.
    
    Review two (2) published articles (each at least 7 pages in length) in professional journals and/or chapters in related edited books (publication date no earlier than 1994). Both articles must represent research relevant to middle level education. In order to avoid duplication, article titles must be approved by instructor. The first article must be taken from The Middle School Journal, RMLE ON-LINE, or from The Handbook in Middle Level Education series.

    A written review includes three essential elements:
    • Identification of the material read (Use MLA or APA guidelines for referencing)
    • An abstract (approximately 1.5-2 typed pages) of the major ideas, points of view, conclusions of the author [What is the gist of the article/study/book?]
    • Your commentary (approximately1.5-2 typed pages) upon the central ideas, contentions, conclusions, points of view [What are your professional reactions to the article?]

*It is suggested that this become a part of the student’s Professional Development Plan portfolio.
Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13</td>
<td>Introduction; Course Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/20</td>
<td>Middle Schools Today</td>
<td>Chapter 1; <em>This We Believe</em>, pp.ix-18</td>
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<tr>
<td>1/27</td>
<td>Young Adolescents</td>
<td>Chapter 2; <em>This We Believe</em>, pp.43-51</td>
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<td>2/3</td>
<td>Middle School Curriculum</td>
<td>Chapter 3</td>
<td>1st Article Critique</td>
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<tr>
<td>2/10</td>
<td>Integrated &amp; Exploratory</td>
<td>Chapter 4; <em>This We Believe</em>, pp.19-34</td>
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<tr>
<td>2/17</td>
<td>Middle Level Organization</td>
<td>Chapter 5</td>
<td>Handout A</td>
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<td>2/24</td>
<td>Middle Level Environment</td>
<td>Chapter 6</td>
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<td>3/2</td>
<td>Planning Instruction; Mid-Term Exam</td>
<td>Chapter 7</td>
<td>Mid-Term Exam</td>
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<tr>
<td>3/9</td>
<td>SPRING BREAK</td>
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<td>3/16</td>
<td>Implementing Instruction</td>
<td>Chapter 8</td>
<td>Handout B</td>
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<td>3/23</td>
<td>Effective Instruction Behaviors</td>
<td>Chapter 9</td>
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<td>3/30</td>
<td>Assessment of Learning</td>
<td>Chapter 10</td>
<td>2nd Article Critique</td>
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<td>4/6</td>
<td>Guiding Young Adolescents</td>
<td>Chapter 11</td>
<td>Philosophy of Middle Level Education</td>
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<td>4/13</td>
<td>Middle School Team Project</td>
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<tr>
<td>4/20</td>
<td>Partners and Resources</td>
<td>Chapter 12</td>
<td>Handout C: Team Project presentations</td>
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<tr>
<td>4/27</td>
<td>Final Exam</td>
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<td>Final Exam</td>
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Assessment

Assessment is based upon a point scale. The before-mentioned assignments are each worth a specified number of points. Your point total determines your course grade. The chart below summarizes the course assessments and indicates the corresponding letter grades, and provides you with a framework for monitoring your progress in the course. Please be sure that your work in this course reflects your best thinking and effort.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>%</th>
<th>Points</th>
<th>Grade</th>
<th>%</th>
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<tr>
<td>300-282</td>
<td>A</td>
<td>100-94</td>
<td>239-231</td>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>281-270</td>
<td>A-</td>
<td>93-90</td>
<td>230-222</td>
<td>C</td>
<td>76-74</td>
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<td>269-261</td>
<td>B+</td>
<td>89-87</td>
<td>221-210</td>
<td>C-</td>
<td>73-70</td>
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<tr>
<td>260-252</td>
<td>B</td>
<td>86-84</td>
<td>209-180</td>
<td>D</td>
<td>69-60</td>
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<tr>
<td>251-240</td>
<td>B-</td>
<td>83-80</td>
<td>179 or below</td>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>
**Important UNCW and WSE Procedures**

**Instructor Availability**

Scheduled office hours (and exceptions to them) are posted on my office door. I am also usually available to students whenever I am on campus, so please come by even if you do not have an appointment. If you come by to see me and I am not in my office, please leave a note with your phone number. Or, you can email me. I will get back to you as soon as possible. You may also phone me at my home: ____________________________

**Program Goals and Objectives**

The goal of the Middle Grades Education program at UNCW is to assist in providing an appropriate education for early adolescents in grades 6-9 through the preparation of teachers who are well educated and professionally competent. The conceptual framework for the middle grades education program is one which is common to all teacher education programs at UNCW: the teacher is a decision maker and reflective practitioner.

Upon completion of the undergraduate Middle Grades Education Program (EMG), the student should be able to:

1. Demonstrate breadth of disciplinary and general knowledge.
2. Demonstrate depth of knowledge in at least one area of study.
3. Communicate effectively in conventional formal English, both orally and in writing, in appropriate situations.
4. Adapt instruction to the developmental and learning needs of individuals, including exceptional children and children from non-mainstream cultural backgrounds.
5. Establish a classroom climate conducive to the learning, social, and emotional needs of young adolescents.
6. Choose appropriate objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
7. Provide effective objective-based instruction for a variety of types of learning in two subject areas of the middle grades curriculum.
8. Employ appropriate evaluation procedures and use evaluative information as a basis for revising and generating plans.
9. Implement appropriate technologies to facilitate learning.
10. Establish a pattern of reflective learning and inquiry leading towards confidence, professionalism, and effectiveness in the role of teacher.

**University Disability Policy** (See Student Handbook, Code of Student Life):

http://www.uncwil.edu/stuaff/doso/code/code.pdf

**WSE Performance Review Process**

“Consistent with the commitment to admit quality students into the teacher education programs, the Watson School of Education also focuses upon the retention of students in programs designed to prepare them to become effective educators. The Performance Review Process is an ongoing component of that effort, and I formally activated at least once per semester. The
purpose of the Performance Review Process is to provide honest and candid feedback to prospective educators as part of the Watson School’s obligation to produce quality personnel. Students should be aware that review of performance will occur at least twice during their program of studies in the Watson School of Education: (1) approximately midway through their coursework requirements, and (2) prior to student teaching. Faculty also can express their concerns at any time during a student’s program.” This Process focuses on academic achievement and professional behavior. Further information about this process is available on the sheet entitle “Program Information for Undergraduate and Licensure-only Students” in the Department of Curricular Studies and the Associate Dean’s Office, King Hall.