



## CIME 3375: THE MIDDLE SCHOOL CHILD SPRING, 2018

*CIME 3375 is a required course for EC-6 AND 4-8 CERTIFICATION*

**College of Education, Department of CURRICULUM AND INSTRUCTION**

**Instructor:** TORI HOLLAS, PH.D.  
229 TEACHER EDUCATION CENTER  
P.O. Box 2119 Huntsville, Texas 77341  
936.294.3225  
TORIHOLLAS@SHSU.EDU  
Office hours: MONDAY 9:00 AM – 2:00 PM

**Class Format:** This course will consist of lecture, discussion, small group work, and in-class and out-of-class activities designed to help candidates further their knowledge, skills, and dispositions in regards to teaching middle grades in the public schools.

**Class day and time:** W/F 9:00 – 10:20

**Class location:** Mitchell Intermediate School (Conroe ISD), PLC Room  
SHSU – The Woodlands Center, room 336

**Course Description:** This course focuses on effective programs and practices at middle-level schools. Emphasis is placed on a historical perspective and philosophy, components of highly successful programs, and current trends and issues in middle-level education. Being prepared for class and participating in all activities is expected.

This course focuses on: 1) The development of the early adolescent including cognitive, physical, social and emotional development. Emphasis is placed on how adolescent development influences construction of knowledge at this level. 2) Educational philosophy and pedagogy related to teaching in the middle grades and best practices that result.

**Textbooks:** Brown, D.F. & Knowles, T. (2014). *What Every Middle School Teacher Should Know*. (3<sup>rd</sup> Ed.) Portsmouth, NH: Heinemann.  
National Middle School Association (2010). *This We Believe*. Westerville, OH: NMSA.

**Course Objectives:** The following objectives will be met during this course:

1. The candidate demonstrates factual knowledge relating to teaching in middle grades (terminology, classifications, methods, and trends)
2. The candidate applies fundamental principles, generalizations, and theories relating to teaching in middle grades.
3. The candidate applies course material to improve thinking, problem solving, and decision making in regards to teaching middle grades.
4. The candidate demonstrates specific skills, competencies, and points of view needed by teachers as professionals.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Learning fundamental principles, generalizations, or theories (classroom management)

**Important:** Developing specific skills, competencies, and points of view needed by professionals

**Course/Instructor Requirements:**

Nine (9) activities will be assessed during the course:

- 1) Seven (7) mini Assessments covering the Brown & Knowles book *What Every Middle School Teacher Should Know* and *This We Believe*.
- 2) A written paper on your personal middle school experience using Brown & Knowles as guide and an interview with a middle school-aged child with a comparison of the two experiences.
- 3) Professionalism (based on in class participation, online participation, absences/tardies, field experience)

Rubrics will be given in Blackboard

## Course Outline

### Assignments

#### **Mini Assessments – 70 points**

These assessments will cover the major components contained within the Brown & Knowles book titled *What Every Middle School Teacher Should Know* (3<sup>rd</sup> edition) and *This We Believe*. Each mini assessment will be given online, in Blackboard (7 assessments @ 10 points each).

#### **Personal Experience paper & Interview with a Middle School child paper – 200 points**

The purpose of this written paper is to reflect on your experiences during your middle grade years and apply them to developmental stages discussed in class and book. Then you will interview a middle grade student in regards to the developmental stages discussed in class and apply the stages to the child's experiences you interviewed. Questions and requirements for this paper are posted in Blackboard. This paper will include your experiences, the interview, AND a narrative comparing your experiences with the child you interviewed. Follow the guidelines and rubric posted in Blackboard.

#### **Professionalism – 100 points**

Your professionalism grade will be based on several factors including attendance (tardies/absences), following procedures (both in class and in the field), field experience feedback, and participation in class and online.

### Grades

Learning Opportunities/Assignments	Points
Mini Assessments (7 @ 10 points each)	70
Personal Experience & Interview with a Middle School Child paper	200
Professionalism	100
<b>TOTAL OF POINTS</b>	<b>370</b>

### Schedule

Date	Topics to be Discussed	Assignments Due
<b>January 17<sup>th</sup></b> <i>Day 1</i>	Orientation	
<b>January 19<sup>th</sup></b> <i>Day 2</i>	Who Are Middle Level Teachers?	<b>Mini Assessment 1</b>  Sign up for field experience via Google Docs link
<b>January 24<sup>th</sup></b> <i>Day 3</i>	Introductions Syllabus/Assignments Portrait of a Middle School Student History of Middle School	
<b>January 26<sup>th</sup></b> <i>Day 4</i>	Understanding Young Adolescents' Physical Development	<b>Mini Assessment 2</b>
<b>January 31<sup>st</sup></b> <i>Day 5</i>	Understanding Young Adolescents' Physical Development Differences between MS and JH Characteristics and Developmentally Appropriate Practices for MS	
<b>February 2<sup>nd</sup></b> <i>Day 6</i>	Understanding Young Adolescents' Unique Brain Growth and Cognitive Development	<b>Mini Assessment 3</b>
<b>February 7<sup>th</sup></b> <i>Day 7</i>	The Adolescent Brain Intellectual Development	
<b>February 9<sup>th</sup></b> <i>Day 8</i>	Understanding Young Adolescents' Social Development	<b>Mini Assessment 4</b>
<b>February 14<sup>th</sup></b> <i>Day 9</i>	Social Development IRL: Being 13 Teaming/Advisory Block Scheduling	
<b>February 16<sup>th</sup></b> <i>Day 10</i>	Understanding Young Adolescents' Emotional Development	<b>Mini Assessment 5</b>
<b>February 21<sup>st</sup></b> <i>Day 11</i>	Emotional Development The Search for Identity Gender Issues	
<b>February 23<sup>rd</sup></b> <i>Day 12</i>	What Research Tells Us About Effective Middle Schools	<b>Mini Assessment 6</b>
<b>February 28<sup>th</sup></b> <i>Day 13</i>	IRL: Diary of a Wimpy Kid	
<b>March 2<sup>nd</sup></b> <i>Day 14</i>	Characteristics of Successful Schools for Young Adolescents	<b>Mini Assessment 7</b>
<b>STUDENTS IN FIELD</b> <b>MARCH 7<sup>TH</sup> – APRIL 27<sup>TH</sup></b>		
<b>May 2<sup>nd</sup></b> <i>Day 15</i>	Recap of Field Experience and Exit Presentation (Location: The Woodlands Center)	<b>Personal Middle School Experience and Interview with a Middle School Child paper due Sunday, March 4<sup>th</sup> at 11:59 pm</b>
<b>May 4<sup>th</sup></b> <i>Day 16</i>	Exit Presentation Due	

## Student Guidelines

### University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
  - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
  - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### Attendance

Attendance in this class is mandatory and will be recorded each class session. Excessive absences and/or tardies in class or during field experience, regardless of excuse, will result in an overall reduction in the course professionalism grade.

### Course Expectations

All out of class work is graded on content, grammar, punctuation, spelling, etc. Late assignments will be penalized twenty points per day that they are late. All out of class assignments should be typed (Times New Roman, 12 point font). All due dates will be given the first week of class. **No extra credit will be given.**

For each hour in class you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism is expected in effort and attitude. This includes communication through technology during class time. It is expected that no contact with the “outside world” will be attempted or received during class. If unauthorized cell phone use occurs, your grade may be lowered one letter grade for each occurrence.

If individual assignments possess a striking similarity to another student’s work, a grade of F will be given for the course and a referral made to appropriate authorities.

**Bibliography**

- Bucher, K. (2008). *Teaching in the Middle School* (3<sup>rd</sup> ed.). Allyn & Bacon.
- Cushman, K., & Rogers, L. (2008). *Fires in the Middle School Bathroom: Advice to Teachers From Middle Schoolers*. New Press.
- George, P. & Alexander, W. (2002). *The Exemplary Middle School* (3<sup>rd</sup> ed.). Wadsworth Publishing.
- Kinney, J. (2007). *Diary of a Wimpy Kid* (3<sup>rd</sup> edition). Amulet Books.
- Parks, J. (2004). *Teacher Under Construction: Things I Wish I'd Known- a Survival Handbook for New Middle School Teachers*. Weekly Reader Teacher's Press.
- Powell, S. (2004). *Introduction to Middle School*. Prentice Hall.
- Wormeli, R. (2001). *Meet Me in the Middle: Becoming an Accomplished Middle-Level Teacher*. Stenhouse Publishers.



## College of Education Information

### Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.