



## 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:** Kathleen Wisenbaker, EdD  
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Office hours: by appointment

**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:** MWF

**Class location:** Teacher Education Center (TEC), Room 375

**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.



**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:**

Five (5) activities will be assessed during the course:

- 1) A written paper on your personal middle school experience using Brown & Knowles as guide.
- 2) An interview with a middle school-aged child and write up of the interview.
- 3) A written paper analyzing *This We Believe*.
- 4) Weekly online assignments.
- 5) Professionalism (based on in class participation, online participation, absences/tardies)

## Course Outline

### Assignments

#### **Personal Experience paper – 100 points**

The purpose is to reflect on your experiences during your middle grade years and apply them to developmental stages discussed in class and book. Your paper should be 2 to 3 pages in length and follow the guidelines posted in Blackboard.

#### **Interview with a Middle School Child paper – 100 points**

The purpose of this assignment is to interview a middle grade student in regards to the Developmental stages discussed in class and apply the stages to the child's experiences. Questions and requirements for this paper are posted in Blackboard. This paper will include the interview AND a narrative discussing the interview.

#### **Analysis of This We Believe paper – 100 points**

The purpose of this paper is to have you analyze this publication of the NMSA and apply it to your developing philosophy of education; particularly your philosophy of working with middle level students.

#### **Weekly Online Assignments [OAs] 600 Points**

You will be given a portion of your class time to analyze what you have learned in class and show your understanding of the materials covered in class.

#### **Professionalism – 100 points**

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

### Grades

Learning Opportunities/Assignments	Points
Personal Experience paper	100
Interview with a Middle School Child paper	100
Online Assignments [OAs] [43 points each]	600
Analysis of "This We Believe"	100
Professionalism	100
<b>TOTAL OF POINTS</b>	<b>1000</b>

### Schedule

A schedule will be available on Black Board.

## 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 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.