



CIME 3375.03 -The Middle School Child

Spring 2018

CIME 3375 is a required course for EC-6 Certification.

**College of Education
Department of Curriculum and Instruction**

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Office hours: Before and after class, and by appointment

Course 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: Tuesday, 5:00 – 7:50

Location: TEC 340

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.

Textbooks: Brown, D.F. & Knowles, T. (2014). *What every middle school teacher should know*. (3rd Ed.) Portsmouth, NH: Heinemann.
National Middle School Association (2010). *This we believe*. Westerville, OH: NMSA.

Course and IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: *Gaining factual knowledge (terminology, methods, trends)
*Learning fundamental principles, generalizations, or theories

Important: *Learning to apply course material
*Developing specific skills, competencies, and points of view needed by professionals

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on Blackboard.

Course Outline

Course Requirements and Evaluation:

Three (3) activities will be due during the course:

- 1) A written paper on your personal middle school experience using Brown Ch. 2 and 3 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*.

Rubrics will be given later.

Three exams will be given. The three exams will consist of objective and/or essay questions.

Assignment Weighting and Grade Scale

Assignment #1	50	points
Assignment #2	50	points
Assignment #3	50	points
3 Exams @ 100 points each	300	points

	450	total points possible

414-450 points A

369-413.9 points B

324-368.9 points C

A grade lower than a C requires the course be repeated.

All out of class work is graded on content, grammar, punctuation, spelling, etc. Late assignments will be penalized five points per day that they are late. All out of class assignments should be typed.

All due dates will be given the first week of class. **No extra credit will be given**

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.

Tentative Schedule

<i>Date</i>	<i>Topic</i>	<i>Reading Required (Brown)</i>	<i>Assignments Due</i>
Jan 23	What is a middle school? Influences from the past to the present	Chapters 1 and 6	
Jan 30	Developmental changes of early adolescents: Intellectual, Physical, Emotional, Social	Chapter 2 Chapter 3	
Feb 6	Impact of Developmental Changes	Chapters 4 and 5	
Feb 13	Teaming Programs		
Feb 20	EXAM #1 Moral development	Chapter 7	
Feb 27	Advisory programs Block Scheduling	Chapter 7	Assignment #1
Mar 6	The rationale and practice of homework	Chapter 8	
Mar 13	Spring Break		
Mar 20	Facilitating meaningful learning	Chapter 8	
Mar 27	EXAM #2 Guest Speakers		
Apr 3	Questioning Strategies Gender Issues	Chapter 9	Assignment #2
Apr 10	Assessment	Chapter 12	
Apr 17	Integrated Curriculum	Chapter 10	
Apr 24	Student-designed curriculum	Chapter 10	Assignment #3
May 1	Commitment and professionalism EXAM #3	Chapter 11	

Student Guidelines**University Policies**

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #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: Only with permission
 - Technology during exams: Will not be necessary
 - Technology in emergencies: Only with permission
 - 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: As per University policy, candidates will not be penalized for three hours of absence during the semester. It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.

Excessive absences will constitute reason for lowering of semester grade *at least* one letter grade, and possibly, removal from class. The candidate is responsible for obtaining and completing any assignments missed due to absence.

Tardies: If a candidate is fifteen minutes late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation will result in being counted absent and procedures for being absent will follow.

Course Expectations: 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.

Bibliography:

- Bucher, K. (2008). *Teaching in the middle school* (3rd 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* (3rd ed.). Wadsworth Publishing.
- Kinney, J. (2007). *Diary of a wimpy kid* (3rd 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.