



**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

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Office hours: Wednesday 5:00-5:30pm; I am always available by email and will try to get back to you within 24 hours. Please allow a reasonable amount of time for a response.

Day and time of class: Thursday, 5:00-8:00pm

Class location: TWC room 215

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.

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

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.

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 regarding teaching middle grades in a public-school setting.

Course Content:

- History of Middle Schools
- Differences between Middle School and Junior High
- Characteristics and development of middle schoolers
- Developmental theories
- The adolescent brain
- Technology and middle schoolers
- Appropriate practices in the middle school classroom
- Application of middle school theories

Course Requirements:

Check BLACKBOARD and your E-MAIL account daily. I will often send comments, clarifications, and urgent messages through e-mail. On Blackboard, I will also post assignments and documents. There may be homework reminders for the next class sent to you through e-mail.

Program Requirements: To receive your final grade for this course, **you must complete all program requirements** by the assigned due dates. There will be no extra credit given.

Attendance Policy and Expectations

Regular and punctual attendance is required for class, seminars, and field experiences. The three hours of absence provided by university policy should be used carefully for illness and emergencies.

As per University policy, candidates will not be penalized for three (3) hours of absence during the semester. This class period absence should be used carefully for emergencies and illnesses. 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.

Upon the first absence after the three (3) hours of absence allowed by the University, the Department of Curriculum and Instruction will be notified, and a notation will be made in the candidate's file.

Upon the second absence, the candidate will attend a conference with the course professor as well as the Chairperson of Curriculum and Instruction to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the course. Each absence beyond the three hours allowed by university policy may result in reduction of your final grade in CISE 3384.

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. **Check Blackboard regularly for announcements and materials.**

Tardiness and early exits are cumulative. Recurring instances of tardiness and early exits will be dealt with on an individual basis and may be grounds for contacting the Professional Concerns committee.

If a candidate is fifteen minutes or more 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 of that pattern will result in an absence.

Grading Policy and Expectations

Daily grades are given for in-class assignments. **In-class assignments cannot be made up, so attendance is essential.** Assignments need to be turned in on the due date at the beginning of class. If for some reason you are unable to bring in an assignment, email it or have a friend bring it in when it is due. Late work will result in deductions from your grade and will negatively impact your professionalism grade.

Late Assignment Policy

Because your active participation is so important, it is imperative that all assignments be submitted on dates due at the beginning of class OR as assigned. Electronically submitted assignments will be considered “on time” if submitted by midnight on the due date, unless otherwise noted (*NOTE: All due dates/times are based on Central Standard Time*). Submission of work after midnight will be considered late.

Late assignments will receive a 20% deduction (10% per day) in points for being up to 48 hours after the due date and time. After 48 hours, a grade of zero will be earned; however, every assignment must be submitted to earn credit in the course.

Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed to receive a grade for this course.

Assignment Re-Dos

The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments, which are hastily completed and of very poor quality, will not be given this consideration.

What does “professionalism” mean here?

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.

For professional educators, there are behaviors that, while not unethical, are considered unprofessional. This semester you are becoming ever closer to joining this time-honored profession. Therefore, we consider it our duty to make abundantly clear what is meant by professional behavior.

Professional Behavior Policy and Expectations

- **EMAILS:** Your emails to us are not to be written in the casual style you might use when communicating with a friend. We expect them to be written using standard grammar, spelling, punctuation, etc. and to have a respectful tone. You may disagree with us, however, please do so in a respectful manner. Please address all professors as Dr.
- **YOUR COLLEAGUES:** The other students in our class are your colleagues. They deserve your support and attention. When another colleague is speaking, please give your full attention. When another colleague is struggling with an assignment or concept, share your knowledge. Do not speak ill of your colleagues to other colleagues or to anyone outside our class. This does not mean you cannot relay important information about a colleague to either

professor, but it does mean you need to do this in a private setting and then keep it to yourself.

- **PARTICIPANT PROFESSIONALISM:** As a courtesy to other participants and to your instructor, please refrain from text messaging, checking email, or answering your cell phone during class time. Breaks are provided throughout the class, so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor PRIOR to the beginning of class. (*loss of up to 20 points per day*)
- **CLASS PREPARATION:** Professionals are on time and fully prepared for class! All assignments are to be completed and *reflected upon* prior to the day they are due and are due at the start of class.
- **CONVERSATIONS:** It is very easy to undermine the climate of the class by sharing information that others might find offensive. All conversations including those with your colleagues, your professors, your mentor, and the students at the school should remain professional.

DUE DATES: You are expected to adhere to all due dates unless there has been an exception made for you by the professor. Principals expect their teachers to have their grades, forms, requests, etc. submitted ON TIME, therefore, we expect the same. Please pay attention to all deadlines. Expect computer glitches, crashes, and “gremlins” – back up all of your work and do not wait until the last minute to meet deadlines. All assignments must be submitted at the scheduled time, in the designated posting place, and should be done in a professional manner (typed, Standard English grammar, usage, spelling, and neatness).

- **Other Professional Teacher Candidate Expectations:**
 1. Participate in all class activities
 2. Arrive to class on time and stay for the full class
 3. Submit work on time
 4. **Turn your cell phone OFF or on SILENT as well as placing out of sight.** This includes refraining from stepping out of class to make or receive calls (or texts) during class time. I keep a log of who is on their phones. You will have professionalism points deducted. Continued use could result in a referral to the Professional Concerns Committee.
 5. Refrain from working on assignments for this or other classes during class time

The instructor reserves the right to refer any unprofessional behavior to the Professional Concerns Committee. This COULD impact your completion of the Educator Preparation Program.

Time Requirement: If you enroll in this course, it is assumed you are able to meet the time requirements. No considerations for other courses, employment, and additional commitments will be made. For each hour in class, the candidate will be expected to commit at least three hours outside of class.

Sam HoustonTM

STATE UNIVERSITY

Student Syllabus Guidelines

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.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5) CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

SHSU Dispositions and Diversity Proficiency (DDP) Standards

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs.

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here.

A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Course standards matrix:

Topic(s)/Objective(s)	Activities/Assignments	Measurement (including performance-based)	Standards alignment
The candidate:			
Demonstrates factual knowledge relating to teaching in middle grades (terminology, classifications, methods, and trends)	Discussion, reading responses	Mid-term and final exams: Selected response and constructed response.	PPR-1.1k, .2k, .3k, .4k, .5k, .11k NMSA-1, 2, 6, 7 CF-1 NCATE-1
Applies fundamental principles, generalizations, and	Personal experience paper: The purpose is to reflect on your	Product performance, a paper discussing personal experiences	PPR-2.1k, .2k, .3k, .4k, .5k, .23k, 3.4k, .8k, .16k

theories relating to teaching in middle grades.	experiences during middle grade years and apply them to developmental stages discussed in class.	relating to course content	NMSA-2 CF-3 NCATE-4
Applies course material to improve thinking, problem solving, and decision making while teaching in middle grades.	Interview with Middle School Child Presentation: The purpose is to “interview” a fictional middle grade student to apply developmental stages to the child’s experiences in life and your “real life” classroom.	Product performance: the presentation of an analysis that applies developmental stages to a middle school age student in a real-life classroom setting.	PPR-2.1k, .2k, .3k, .4k, .5k, .23k, 3.4k, .8k, .16k NMSA-2 CF-3 NCATE-4
Demonstrates the application of specific skills, competencies, and points of view needed by teachers as professionals.	Reading and analysis of Brown & Knowles and This We Believe: The purpose is to analyze these publications and apply them to a developing philosophy of education; particularly in middle school students	Mid-term and final exams: Selected response and constructed response.	PPR-4.1k, .3k, .5k, .8s, .10s, .13k, .14k, .18k NMSA-2, 7 CF-1, 3

For more information on Texas State Board of Educator Certification (SBEC), see *Educator Standards*; for NCATE Standards, see <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4> ; for SHSU Conceptual Framework, see http://www.shsu.edu/~edu_edprep/, State Standards, see <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

Course Evaluation: Your learning is assessed based on class-based assessments and experiences

Grades

Learning Opportunities/Assignments	Points
Personal Experience paper	100
Midterm Exam	100
In-class participation	100
Interview with a Middle School Character presentation	200
Final exam	100
Professionalism	200
TOTAL OF POINTS	800

Letter Grades:

A =	720-800	Academic Excellence
B =	640-719	Acceptable Performance
C =	560-639	Passing – yet insufficient performance
D =	480-559	Insufficient Performance *
F =	Below 480	Failure*

*A grade of “D” or lower in this course will result in the candidate repeating the course before methods block eligibility.



The professor reserves the right to alter course requirements to better meet the learning needs of the teacher candidates.

Technology Requirements

It is expected that candidates who register for this course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, taking digital pictures and video, and scanning documents. This is NOT a course to begin learning basic technology skills. Microsoft Word is the word processing program that is necessary to complete the assignments. It is also necessary that candidates have access to a computer outside of class since many course activities will be completed outside of class.

Assignments Across Coursework

The use of the same or similar work (even though it is your own), across courses within the teacher preparation program, is NOT acceptable. In each course, original work is expected -- not work used precisely as used in another class, OR work similar to work used in another class, but with a few changes made to appear to make it different. Original work in each course is expected. Use of assignments across courses in the program will result in a conference with the Professional Concerns Committee and the Chair of Curriculum and Instruction and possible removal from the program.

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.

The content of this syllabus, including assignments and policies, is subject to change without notice.