



CIME 3375 CRN: 21076

The Middle School Child

Spring 2017

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

Day and time the class meets: Thursday, 5:00 – 7:50

Location of class: TWC

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.

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, and trends)
*Learning fundamental principals, generalizations, or theories
*Learning to apply course material
*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.

TK20 Account: There are no TK20 requirements for this class

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.

Course Content: 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.

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 are available at the end of the syllabus.

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

A weekly writing opportunity will be given. These will be completed at the end of each class only.

ASSIGNMENT WEIGHTING AND GRADE SCALE

Assignment #1	200	points
Assignment #2	200	points
Assignment #3	200	points
3 Exams @ 100 points each	300	points
10 of 11 writing assignments	100	points

	1000	total points possible

900-1000 points A

800-899 points B

700-799 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**

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.

Absences: 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.

SHSU Academic Policy Manual Guidelines – 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](#)

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.

[NCATE Standards](#)

[CAEP Standards](#)

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)

SHSU Dispositions and Diversity Proficiency (DDP) Standards:

	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.

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

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

College of Education Information:

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 Objectives:

Topic(s)/Objective(s)	Activities/Assignments (* indicates field-based activities)	Measurement (including performance-based)	Standards Alignment
The candidate:			
Demonstrates factual knowledge relating to teaching in middle grades (terminology, classifications, methods, and trends)	Exam # 1 Exam # 2 Exam # 3	Test - Selected response and constructed response	PPR-1.1k, .2k, .3k, .4k, .5k, .11k AMLE-1, 2, 6, 7 CF-1 NCATE-1
Applies fundamental principles, generalizations, and theories relating to teaching in middle grades Applies course material to improve thinking, problem solving, and decision making in regards to teaching in middle grades	<i>Personal Experience paper</i> The purpose is to reflect on your experiences during your middle grade years and apply them to developmental stages discussed in class. <i>Interview with Middle School Child paper</i> The purpose 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.	Product performance A paper discussing personal experiences relating to course content Product performance A paper applying developmental stages to a middle school age student	PPR-2.1k, .2k, .3k, .4k, .5k, .23k 3.4k, .8k, .16k AMLE-3, 5, 7 CF-3 NCATE-4
Demonstrates specific skills, competencies, and points of view needed by teachers as professionals.	<i>Analysis of This We Believe paper</i> The purpose 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.	Product performance A paper analyzing the NMSA publication and applying it to your educational philosophy.	PPR-4.1k, .3k, .5k, .8s, .10s, .13k, .14k, .18k AMLE-2, 7 CF-1, 3

The following links are for standards related specifically to this course:

Texas Pedagogy and Professional Responsibilities (PPR)

http://texes.ets.org/assets/pdf/testprep_manuals/100_pedprofrespec_4.pdf

Association for Middle Level Education (AMLE)

<http://www.amle.org/ProfessionalPreparation/AMLEStandards/tabid/374/Default.aspx>

National Council for Accreditation of Teacher Education (NCATE) Professional Standards

<http://www.ncate.org/>

Sam Houston State University College of Education Conceptual Framework (CF)

http://www.shsu.edu/~edu_edprep/

Additional Information:

Please visit <http://www.shsu.edu/syllabus/> for Sam Houston State University syllabus information regarding:

- Academic Dishonesty
- Student Absences on Religious Holy Days Policy
- Students with Disabilities Policy
- Visitors in the Classroom

Bibliography:

- Bucher, K. (2008). *Teaching in the Middle School* (3rd ed.). Allyn & Bacon.
- Carmichael, J. (2014). *Middle School Crazy*. Authorhouse.
- 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.

TENTATIVE SCHEDULE

Although I do not anticipate any changes to the schedule below, I reserve the right to make changes as needed. Sufficient notice will be given in each case.

<i>Date</i>	<i>Topic</i>	<i>Reading Required (Brown)</i>	<i>Assignments Due</i>
1/19/17	What is a middle school? Influences from the past to the present	Chapters 1 and 6	
1/26/17	Developmental changes of early adolescents: Intellectual, Physical, Emotional, Social	Chapter 2 Chapter 3	
2/2/17	Strategies for Middle School	Special Guests	
2/9/17	Impact of Developmental Changes	Chapters 4 and 5	
2/16/17	EXAM #1		
2/23/17	Moral development	Chapter 7	Assignment #1
3/2/17	Advisory programs Block Scheduling	Chapter 7	
3/9/17	The rationale and practice of homework Facilitating meaningful learning	Chapter 8	
3/16/17	Spring Recess		
3/23/17	EXAM #2		
3/30/17	Questioning Strategies Gender Issues	Chapter 9	Assignment #2
4/6/17	Assessment	Chapter 12	
4/13/17	Integrated Curriculum	Chapter 10	
4/20/17	Student-designed curriculum	Chapter 10	
4/27/17	Commitment and professionalism	Chapter 11	Assignment #3
5/4/17	EXAM #3		

Assignment Directions and Expectations
Assignment #1
Your Experience as a Middle School Age Student Due Date: 2/23/17
Write a paper (3+ pages, double space, 12 pt. font) concerning your experiences during your middle grades years. Using Brown Chapters 2, 3, 4, & 5 as your guide, address the following areas:
Physical Development – including the components of Growth rate

	Skeletal and muscular changes	
	Hormones	
	Appetite	
	Impact of physical changes	
___	/40 points	
Intellectual Development – including the component of	Egocentrism	
___	/40 points	
Social Development – including the components of	The role of your family	
	The role of your peers	
	The role of the community	
	The role of the media	
___	/40 points	
Emotional Development – including the components of	The search for identity	
	Mood swings	
	Behavior Issues	
	Self-esteem	
___	/40 points	
PPR Competency related appropriately		
___	/32 points	
Format		
___	/8 points	
Total _____	/200 points	

For each developmental consideration:

- Full credit - Each component is addressed in a thoughtful, reflective manner
- Half credit - All components are not addressed; or addressed but in a less than thoughtful, reflective manner
- No credit - No components addressed; or addressed in a limited/sketchy manner.

Assignment #2

Interview with a Middle School Age Student

Due Date: 3/30/17

Conduct an interview with a middle school-aged student, addressing the developmental changes we have discussed (physical, intellectual, emotional, and social). Write it as a narrative including their answers and your reactions based on your own experiences and readings. This should cover 3+ pages, double space, 12 pt. font.

Narration concerning

Physical Development
___ /40 points

Intellectual Development
___ /40 points

Social Development
___ /40 points

_____ Emotional Development
_____ /40 points

PPR Competency related appropriately
_____ /32 points

Format
_____ /8 points

Total _____ /200 points

For each component:

Full credit - The component is addressed in a thoughtful, reflective manner

Half credit - The component is not addressed; or addressed but in a less than thoughtful, reflective manner

No credit - The component is not addressed; or addressed in a limited/sketchy manner.

Assignment #3

Reflections on *This We Believe* Due date: 4/27/17

The position paper of the Association of Middle Level Education, *This We Believe: Keys to Educating Young Adolescents*, lists 16 Characteristics of Successful Schools for Adolescents.

Your mission, should you decide to accept it (and you will), is to identify **FOUR** characteristics and reflect upon them. That is, discuss what the four mean to you.

Don't simply regurgitate what is said by the AMLE, but discuss **what they truly mean to you.** The paper should be 3+ pages, double spaced and 12 pt. font.

Full credit - Four characteristics are addressed in a thoughtful, reflective manner

Full Credit to

Half credit - Four characteristics are not addressed; or addressed but in a less than thoughtful, reflective manner

Half credit to

No credit - Four characteristics are not addressed; or addressed in a limited/sketchy manner.

Total _____ /200 points

