



**Tennessee State University**

**College of Education**

**Department of Teaching & Learning**

**EDCI 5280**

**Designing Middle School Curriculum**

**Instructor**: XXXXXXXXXX

**Phone**: XXXXXXXXXX

**E-mail**: XXXXXXXXXX

**Office Location:** XXXXXXXXXX

**Class Days/Times**: XXXXXXXXXX

**Office Hours**: XXXXXXXXXX

## **Pre-requisites**

Admission to the Graduate School

## **Required Text(s)**

National Middle School Association. (2010). *This we believe.* Westerville, OH: National Middle School Association.

[ISBN: 978-156090-232-4] TSU Bookstore: New $15.00/Used $11.25/Rental $7.31

Powell, S. (2011). *Introduction to middle school* (2nd ed.). Boston: Allyn & Bacon.

[ISBN: 978-0-13-13816-0] TSU Bookstore: New $94.50/Used $71.00

**Catalog Description**

This course examines curricular and instructional strategies for middle school grades 5-8. Interdisciplinary curriculum, personalization of learning, instructional technologies, and other teaching strategies for the early adolescent are discussed, modeled, and practiced.

##### Course Proficiencies\*

##### \*Course proficiencies are based on the seven (7) Key Performance Areas which identified by the Professional Education Unit. The complete listing of Key Performance Areas is available at [www.tnstate.edu/coeweb](http://www.tnstate.edu/coeweb%20) -> student resources -> key performance areas.

**Knowledge and Skills**

*Plan*

INDICATOR 1.A: Establishes appropriate instructional goals and objectives

1a1. Selects goals and objectives aligned with the Tennessee academic content standards and state assessments.

1a3. Identifies goals and objectives that include the key concepts of the content area and are developmentally appropriate for all students.

INDICATOR 1.B: Plans instruction and student evaluation based on an in depth understanding of the content, student needs, curriculum standards, and the community.

1b3. Selects research-based strategies, methods, activities, and materials validated

as sound practice within the content area.

1b4. Designs instruction to cause students to integrate content knowledge, skills, and

inquiry across content areas.

1b5. Designs instruction that utilizes materials, human and community resources, and

technology in ways appropriate to the content area.

1b6. Includes instructional experiences relevant to students, real life, and student career pathways

INDICATOR 1.C: Adapts instructional opportunities for diverse learners.

1c3. Plans and designs evaluations and assessments for diverse students.

*Maximize Learning*

INDICATOR 2. B: Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.

2b1. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education.

2b2. Promotes positive intellectual interactions among students and candidate through instructional experiences that result in student investigation of theories, facts, and opinions related to the content area.

2b3. Provides opportunities for students to learn and challenge each other through planned, cooperative peer interaction.

**Disposition**

INDICATOR 7.B: Performs academic and test-taking responsibilities effectively.

7b1. Completes coursework in a timely manner and demonstrates academic success in general studies courses, courses in the content major, and in professional education courses.

**Expectations and General Information**

1. **Academic Integrity** - You are responsible for what you achieve in this class; therefore neither cheating nor plagiarism will be tolerated. Any material taken from other sources must be documented. In no case should one represent another’s work as one’s own. This includes information received from others during examinations or submitting another’s assignments, papers, etc. as one’s own. To avoid questions of plagiarism, students involved in collaborative research should exercise extreme caution. If in doubt, students should check with their major professor. In addition to the other possible disciplinary sanctions that may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course.
2. **Classroom Conduct** –The instructor has the primary responsibility for control over classroom behavior and maintenance of academic integrity. The classroom instructor can order the temporary or permanent removal from the classroom, any student engaged in disruptive conduct or conduct in violation of the general rules and regulations of the institution. The use of cell phones and text messaging are not allowed in the classroom.
3. **Classroom Attendance** - Students are expected to attend classes regularly and punctually. The instructor will keep an accurate record of class attendance. It is the responsibility of the student to inform the instructor of any anticipated absences and contact the instructor to find out what work was missed during a period of absence. Unexcused absences and or tardiness may contribute to your grade in this course being lowered.

Attendance and participation in class are vital to developing the understanding expressed in the course outcomes. There are also legal ramifications regarding attendance for students who are receiving financial aid. Any student who is absent will have a reduction of final grade credit according to the following scale:

2 absences -5 points

3 absences -10 points

4 absences -25 points

5 absences Grade of “F” in the course

One component of the professional dispositions of educators is promptness. We expect our students to be on time for their classes. Students who arrive late for class will be recorded as tardy. The first two occurrences will be counted as an absence *in terms of course meeting points.* Each subsequent occurrence will count as an additional absence, e.g. 3 tardies = 2 absences, 4 = 3, etc...

1. **Official Course Enrollment** - Students who are not on the official class roll may not remain in class. These students must leave class and may not return to class until they have enrolled in the course and their names show up on the official class roster. Please make sure that you are in the correct section.
2. **Disabled Student Services** – Any student who has a condition that might interfere with his/her performance in class may contact the office of Disabled Student Services. This office is located in room #117 Floyd Payne Student Center. The phone number is 963-7400. They will provide you with a document stating what type of classroom accommodations, if any, are to be made by the instructor. The student is to give a copy of this document to the instructor no later than the end of the second week of class. Failure to do so will result in the instructor making no special accommodations of any kind.
3. **Changes to Course Syllabus** – The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus will be clearly communicated to students orally in class and via class email.

**Tentative Course Schedule**

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| Date | Class Discussions, Activities, and ***Assignments Due*** |
| Jan 18 | Introduction to course and syllabus |
| Jan 25 | Chapter 1: What is Middle School?  ***Response Paper 1 Due in eLearn by 11:59pm*** |
| Feb 1 | Chapter 2: Development of Middle Level Learners  TWB pgs 1-9 and pgs 53-62  ***Response Paper 2 Due in eLearn by 11:59pm*** |
| Feb 8 | Chapter 6: Structures of Middle Level Education  TWB pgs 11-26  ***Response Paper 3 Due in eLearn by 11:59pm*** |
| Feb 15 | Chapter 3: Diversity Among Middle Level Learners  ***Advisory Plans Due in eLearn by 11:59pm***  ***Advisory In-Class Teaching Group 1*** |
| Feb 22 | Chapter 11: Maintaining a Positive and Productive Learning Environment  TWB pgs 27-33  ***Advisory In-Class Teaching Group 2*** |
| Feb 29 | Chapter 7: Middle Level Curriculum  TWB pgs 33-42  ***Response Paper 4 Due in eLearn by 11:59pm*** |
| Mar 7 | SPRING BREAK |
| Mar 14 | Chapter 8: Middle Level Instruction  Chapter 9: Assessment for Middle Level Learners  ***Response Paper 5 Due in eLearn by 11:59pm*** |
| Mar 21 | Chapter 10: Planning for Teaching and Learning  TWB 43-52  ***Response Paper 6 Due in eLearn by 11:59pm*** |
| Mar 28 | ***Interdisciplinary Thematic Unit Plan Due in eLearn by 11:59pm***  ***Unit Plan Presentations Group 1*** |
| Apr 4 | ***Unit Plan Presentations Group 2*** |
| Apr 11 | ***Personal Philosophy of Middle Level Education Final Version Due in eLearn by 11:59pm*** |
| Apr 18 | Class will meet asynchronously in eLearn  ***Discussion Board Contribution in eLearn by 11:59pm*** |
| Apr 25 | Class will meet asynchronously in eLearn  ***Final Paper Due in eLearn by 11:59pm***  ***Discussion Board Contribution in eLearn by 11:59pm*** |

**Course Assignments**

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| **Attendance – 15 pts**  (15 meetings at 1 pt each) | Students are required to attend each class session, to be punctual, and to demonstrate professionalism as “Competent caring facilitators of learning committed to diversity and the success of all.” |
| **Response Papers – 90 pts**  (6 papers at 15 pts each) | Students will write six Response Papers of 1 to 2 pages each. The instructor will announce the topic of the writing at least one week prior to the due date. In the event that an article response is assigned, the articles for review must be selected from either *Middle Ground* or *Middle School Journal*. These publications are available from the TSU library and on the Association for Middle Level Education’s website (www.amle.org). |
| **Philosophy of Middle Level Education – 20 pts** | Students will write a Personal Philosophy of Middle Level Education. The personal philosophy statement should address ideas such as the aims of education, what is teaching and learning, how learning is best assessed, the role of the teacher, the role of technology, and the unique characteristics of teaching at the middle level. |
| **Advisory Plans and In-Class Teaching Event – 40 pts**  (10 pts per plan and 10 pts for teaching event) | Students are required to design and write three consecutive advisory plans related to a specific theme. Students are expected to implement strategies and methods that are developmentally responsive to the needs of middle level students. Students will select one of the advisory plans to implement in class. |
| **Interdisciplinary Thematic Unit Plan – 75 pts**  (20 pts for rationale, 15 pts for service learning plan, 25 pts for visual representation of unit, 15 pts for presentation | Students will design one interdisciplinary thematic unit plan for grade 6, 7, or 8. After choosing a theme, students will write a rationale for the interdisciplinary unit (at least one page). Also, students will create a visual representation of the unit that includes each of the core subjects (math, science, language arts, and social studies) and one additional subject (PE, art, music, foreign language, etc…). The culminating event for the unit must be a service-learning project. The service-learning plan must be explained in detail (at least one page). Students will present the interdisciplinary thematic unit to the class. |
| **Online Discussions – 20 pts**  (2 online discussions at 10 pts each) | Class will meet asynchronously online at least twice during the semester. Thoughtful responses to the discussion thread posted by the instructor are required. |
| **Take-Home Final Exam – 40 pts** | Students will write a final paper on a topic to be assigned by the instructor. The paper topic will be announced at least two weeks before the due date. |

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| **Additional Grading Information** |

All written material must follow the guidelines as presented in the *Publication Manual of the American Psychological Association, Sixth Edition.*  Deviation from APA style is declared unacceptable and may be returned to the student. In addition to other grade criteria, style, grammar, mechanics, and spelling will be considered.

\*Key assignments must be passed in order to pass the course.

**Assignments submitted after the due date/time are graded with a 10-point grade reduction per each day (24 hours) late. All assignments are submitted as electronic files in eLearn unless otherwise noted.**

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| **Grade Record Keeping** |

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| **Assignment** | **Deadline** | | | | | | | | | | | | | | | **Grade** |
| Attendance | 1/18 | 1/25 | 2/1 | 2/8 | 2/15 | 2/22 | 2/29 | 3/7 | 3/14 | 3/21 | 3/28 | 4/4 | 4/11 | 4/18 | 4/25 | \_\_\_\_\_\_\_ / 15 |
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| Response Paper 1 | Jan 25 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 15 |
| Response Paper 2 | Feb 1 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 15 |
| Response Paper 3 | Feb 8 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 15 |
| Advisory Plans (3) | Feb 15 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 30 |
| Advisory In-Class Teaching Event | Feb 15, Feb 22 | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 10 |
| Response Paper 4 | Feb 29 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 15 |
| Response Paper 5 | Mar 14 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 15 |
| Response Paper 6 | Mar 21 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 15 |
| Interdisciplinary Thematic Unit | Mar 28 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 60 |
| Unit Plan Presentation | Mar 28, Apr 4 | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 15 |
| Personal Philosophy of Middle level Education | Apr 11 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 20 |
| Online Discussion 1 | Apr 18 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 10 |
| Online Discussion 2 | Apr 25 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 10 |
| Take-Home Final Exam | Apr 25 in eLearn by 11:59pm | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 40 |
| TOTAL |  | | | | | | | | | | | | | | | \_\_\_\_\_\_\_ / 300 |

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| A = 270-300 points | B = 240-269 points | C = 210-239 points | D = 180-209 points | F = 179 and below |