

## EDUC 326: Middle School Methods

<b>Location:</b>	Evening
<b>Address:</b>	1001 Rogers Street Columbia, MO 65216
<b>Section:</b>	19FALL1/EDUC/326/EVA
<b>Semester Credit Hours:</b>	3
<b>Class Day(s) and Time(s):</b>	Monday 5:30 PM - 9:30 PM from August 26, 2019 to October 19, 2019

### ☰ Syllabus Contents

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### 📘 Course Information

#### Catalog Description

Overview of the early adolescent, historical development of middle/junior high school education, curriculum and organizational patterns and planning for instruction.

**Prerequisites:** EDUC 300 or EDUC 505; EDUC 200 or EDUC 542; EDUC 230, PSYC 230 or EDUC 560; and admission to the Teacher Certification Program.

### 📖 Textbooks

As part of Truition<sup>SM</sup>, students will receive their course materials automatically as described below.

📖 Manning. (2012). *Teaching in the Middle School* (4th). Pearson. eText

#### Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

#### eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should

use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

#### Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

**Returns:** Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

**Note:** Students who opt-out of having their books provided as part of [Tuition<sup>SM</sup>](#) are responsible for purchasing their own course materials.

## Technology Requirements

### THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

## Course Learning Outcomes

1. Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. (1.1)
2. Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students. (1.2)
3. Demonstrates understanding of how to engage students in the methods of inquiry and research in his or her respective discipline. (1.3)
4. Can create interdisciplinary lessons that are aligned with content standards. (1.4)
5. Knows and identifies child/adolescent developmental stages and uses this knowledge to adapt instruction. (2.1)
6. Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes. (3.1)
7. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
8. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)
9. Demonstrates knowledge of researched-based models of critical thinking and problem- solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. (4.1)
10. Demonstrates knowledge of current instructional resources to support complex thinking and technological skills. (4.2)
11. Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning. (4.3)
12. Knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning. (5.1)
13. Demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment. (5.2)
14. Recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning. (5.3)

## Grading

Grading Scale		
Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

  

Grade Weights		
Assignment Category	Points	Percent
Professional Performance Evaluations	80	8%
Assigned Readings and Discussion Questions	140	14%
Discussion Board Situational Questions	90	9%
Middle School Student Interview and Reflection	50	5%
Interdisciplinary Team Project	120	12%
Advisory Unit Assignment	70	7%
Middle School Principles, Practices, and Beliefs Paper	100	10%
Q and A Round-table Assignment	100	10%
Adolescent Characteristics Google Slides Presentation	50	5%
Midterm	100	10%
Final	100	10%
<b>Total</b>	<b>1000</b>	<b>100%</b>

 Schedule of Due Dates

Week 1		
Assignment	Points	Due
Professional Performance Evaluation	10	Monday, August 26

  

Week 2		
Assignment	Points	Due
Assigned Reading and Discussion Questions	20	Thursday, September 5
Adolescent Characteristics Google Slides Presentation	50	Friday, September 6
Professional Performance Evaluation	10	Friday, September 6

  

Week 3		
Assignment	Points	Due
Assigned Reading and Discussion Questions	20	Sunday, September 8
Discussion Board Situational Question	15	Sunday, September 8
Middle School Student Interview and Reflection	50	Monday, September 9
Professional Performance Evaluation	10	Monday, September 9

  

Week 4		
Assignment	Points	Due
Assigned Reading and Discussion Questions	20	Sunday, September 15

Assignment	Points	Due
Discussion Board Situational Question	15	Sunday, September 15
Advisory Unit Assignment	70	Monday, September 16
Professional Performance Evaluation	10	Monday, September 16
Midterm	100	September 16
<b>Week 5</b>		
Assignment	Points	Due
Assigned Reading and Discussion Questions	20	Sunday, September 22
Discussion Board Situational Question	15	Sunday, September 22
Q and A Round-table Assignment	100	Monday, September 23
Professional Performance Evaluation	10	Monday, September 23
<b>Week 6</b>		
Assignment	Points	Due
Assigned Reading and Discussion Questions	20	Sunday, September 29
Discussion Board Situational Question	15	Sunday, September 29
Interdisciplinary Team Project	120	Monday, September 30
Professional Performance Evaluation	10	Monday, September 30
<b>Week 7</b>		
Assignment	Points	Due
Assigned Reading and Discussion Questions	20	Sunday, October 6
Discussion Board Situational Question	15	Sunday, October 6
Middle School Principles, Practices, and Beliefs Paper	100	Monday, October 7
Professional Performance Evaluation	10	Monday, October 7
<b>Week 8</b>		
Assignment	Points	Due
Assigned Readings and Discussion Questions	20	Sunday, October 13
Discussion Board Situational Question	15	Sunday October 13
Final	100	Monday, October 14
Professional Performance Evaluation	10	Monday, October 14
<b>Total Points: 1000</b>		

## Course Outline

Click on each week to view details about the activities scheduled for that week.

### Week 1: August 26

#### Professional Performance Evaluation

Professionalism Performance Evaluation-

Professionalism is an important part of being an educator whose actions are constantly visible to students, colleagues, and the community at large. You will receive a performance evaluation at various points throughout the course that cumulatively assesses your professional work habits in the following areas: attendance, punctuality (to meetings and work deadlines), preparation, and collaboration.

Expectations- We will discuss the expectations of the instructor and students.

It will be required that you:

1. Be present: This is important information that we will cover that will serve you throughout your career and it is most important that you are present to receive it. Being present also includes being a part of class discussions.
2. Be prepared: If you are wanting to get in front of a classroom, you can't do it without having all your materials and knowing what you are going to teach. At least if you want the class period to go well and for students to learn anything. So please make sure that you have all of your materials with you, you have submitted assignments when necessary, and you have read all assigned readings.
3. Talk, don't type: If you are worried about getting in front of a few class members, standing in front of an entire class must petrify you. Through our interactions and class discussions we will break down the barrier of nerves you may have about speaking in front of others. Teaching is an interactive profession and it requires feedback, questioning, and support.
4. Late work: The expectation is that there is none. If for some reason there is an emergency or technical difficulties you will need to contact the instructor immediately so that a solution may be found. If there is no communication, then the assignment will not be accepted. Again, you are preparing yourself to be professionals and therefore are responsible for the work that goes into that.

## Week 2: September 6

### Assigned Reading and Discussion Questions

In this course we will be reading Teaching in the Middle School, which will be located in your e Text Access in D2L. There will be 5 discussion questions per week that need to be answered prior to coming to class each Monday. We will start class going over the reading and the questions. You will be asked to speak knowledgeably on the questions at random, so please come prepared. I would recommend looking over your answers before class starts so you are ready to join in!

### Adolescent Characteristics Google Slides Presentation

Understanding and responding to the unique developmental characteristics of young adolescents is central among the tenets of middle level education. After spending time examining those characteristics you will create a summative Google Slides presentation covering 5 areas: physical development characteristics, intellectual development, moral development, psychological development, and social emotional development. You will then evaluate your own personal traits and professional preparation and the positive/negative impact these qualities may have in the adolescent classroom and adolescent learners. Please see the rubric and questionnaire located in D2L and use those to develop your presentation, also be prepared to share your presentation with your peers.

### Professional Performance Evaluation

Professionalism Performance Evaluation-

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## Week 3: September 9

### Assigned Reading and Discussion Questions

In this course we will be reading *Teaching in the Middle School*, which will be located in your e Text Access in D2L. There will be 5 discussion questions per week that need to be answered prior to coming to class each Monday. We will start class going over the reading and the questions. You will be asked to speak knowledgeably on the questions at random, so please come prepared. I would recommend looking over your answers before class starts so you are ready to join in!

### Discussion Board Situational Question

There will be a Discussion Board topic each week starting Week 3 and going through Week 8. A questions will be posed that will put you into a decision making frame of mind when dealing with a young adolescent. You will used your background knowledge and what we have covered in class and through our readings and answer how you might deal with the particular situation. You will also be expected to respond to need to 2 of your classmates posts in order to receive full credit. Please make sure to look over the rubric in regards to what I am looking for in a response.

### Middle School Student Interview and Reflection

Using what you have learned in regards to adolescent development you will write a synthesis paper after interviewing middle school student using a guided script provided by the instructor. You will use the rubric found in D2L in writing the paper. You will need to be prepared several of your "a-ha" moments in class as well.

### Professional Performance Evaluation

Professionalism Performance Evaluation- Professionalism is an important part of being an educator whose actions are constantly visible to students, colleagues, and the community at large. You will receive a performance evaluation at various points throughout the course that cumulatively assesses your professional work habits in the following areas: attendance, punctuality (to meetings and work deadlines), preparation, and collaboration.

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## Week 4: September 16

### Assigned Reading and Discussion Questions

In this course we will be reading *Teaching in the Middle School*, which will be located in your e Text Access in D2L. There will be 5 discussion questions per week that need to be answered prior to coming to class each Monday. We will start class going over the reading and the questions. You will be asked to speak knowledgeably on the questions at random, so please come prepared. I would recommend looking over your answers before class starts so you are ready to join in!

### Discussion Board Situational Question

There will be a Discussion Board topic each week starting Week 3 and going through Week 8. A questions will be posed that will put you into a decision making frame of mind when dealing with a young adolescent. You will used your background knowledge and what we have covered in class and through our readings and answer how you might deal with the particular situation. You will also be expected to respond to need to 2 of your classmates posts in order to receive full credit. Please make sure to look over the rubric in regards to what I am looking for in a response.

### Advisory Unit Assignment

There is a growing awareness and body of research that supports the importance of Advisory programs in Middle schools. Advisory programs promote students feeling "connected" to responsible and caring adults. They can become a platform for personalized and meaningful social, emotional and civic learning. An effective Advisory program ensures that every student is "connected" to at least one caring and responsible adult. Students will learn key academic and social, emotional and civic skills and dispositions that will support school – and life – success. Through this assignment we well read a variety of

articles regarding Advisory and develop a weeks worth of Advisory lessons. You will be able to choose an area of interest that might be, but is not limited to building relationships, school issues that might develop during a school year, social emotional issues, or career awareness to name a few. You will use the rubric found in D2L and do a reflection for each lesson outlining why you think it is important to address with middle school students.

### **Professional Performance Evaluation**

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### **Midterm**

You will take a 25 question exam covering information from weeks 1-3.

## **Week 5: September 23**

### **Assigned Reading and Discussion Questions**

In this course we will be reading *Teaching in the Middle School*, which will be located in your e Text Access in D2L. There will be 5 discussion questions per week that need to be answered prior to coming to class each Monday. We will start class going over the reading and the questions. You will be asked to speak knowledgeably on the questions at random, so please come prepared. I would recommend looking over your answers before class starts so you are ready to join in!

### **Discussion Board Situational Question**

There will be a Discussion Board topic each week starting Week 3 and going through Week 8. A question will be posed that will put you into a decision making frame of mind when dealing with a young adolescent. You will use your background knowledge and what we have covered in class and through our readings and answer how you might deal with the particular situation. You will also be expected to respond to 2 of your classmates' posts in order to receive full credit. Please make sure to look over the rubric in regards to what I am looking for in a response.

### **Q and A Round-table Assignment**

During Week 4 we will be having a Middle School Educator Round-table. This round-table will include professionals in a variety of subject areas. You will prepare questions for the teachers prior to the round-table and then based on what you hear during the discussion you will create a list of possible positive traits of a middle school educator, analyze strengths and weaknesses of your own when compared to that list, what you need to possibly do to make yourself more prepared for the role of a middle school educator, and unique skills that are needed to teach at the middle school level that may not be required for elementary or high school. You will use a rubric found in D2L.

### **Professional Performance Evaluation**

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## Week 6: September 30

### Assigned Reading and Discussion Questions

In this course we will be reading *Teaching in the Middle School*, which will be located in your e Text Access in D2L. There will be 5 discussion questions per week that need to be answered prior to coming to class each Monday. We will start class going over the reading and the questions. You will be asked to speak knowledgeably on the questions at random, so please come prepared. I would recommend looking over your answers before class starts so you are ready to join in!

### Discussion Board Situational Question

There will be a Discussion Board topic each week starting Week 3 and going through Week 8. A questions will be posed that will put you into a decision making frame of mind when dealing with a young adolescent. You will use your background knowledge and what we have covered in class and through our readings and answer how you might deal with the particular situation. You will also be expected to respond to need to 2 of your classmates posts in order to receive full credit. Please make sure to look over the rubric in regards to what I am looking for in a response.

### Interdisciplinary Team Project

You will be assigned to an interdisciplinary CORE team. As a group, you will simulate an effective middle school team. Each team will create school and team identity, and the structure for an interdisciplinary unit of instruction. Each member of the team will be responsible for individual and team assignments within the Interdisciplinary Team Project. You will use the rubric found in D2L.

### Professional Performance Evaluation

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## Week 7: October 7

### Assigned Reading and Discussion Questions

In this course we will be reading *Teaching in the Middle School*, which will be located in your e Text Access in D2L. There will be 5 discussion questions per week that need to be answered prior to coming to class each Monday. We will start class



going over the reading and the questions. You will be asked to speak knowledgeably on the questions at random, so please come prepared. I would recommend looking over your answers before class starts so you are ready to join in!

### **Discussion Board Situational Question**

There will be a Discussion Board topic each week starting Week 3 and going through Week 8. A questions will be posed that will put you into a decision making frame of mind when dealing with a young adolescent. You will used your background knowledge and what we have covered in class and through our readings and answer how you might deal with the particular situation. You will also be expected to respond to need to 2 of your classmates posts in order to receive full credit. Please make sure to look over the rubric in regards to what I am looking for in a response.

### **Middle School Principles, Practices, and Beliefs Paper**

You will examine the origins and development of the middle school philosophy and determine the roles and responsibilities of adolescent educators in this type of educational program design and complete a paper summarizing those ideas. You will use the rubric that is found in D2L.

### **Professional Performance Evaluation**

Professionalism Performance Evaluation-Professionalism is an important part of being an educator whose actions are constantly visible to students, colleagues, and the community at large. You will receive a performance evaluation at various points throughout the course that cumulatively assesses your professional work habits in the following areas: attendance, punctuality (to meetings and work deadlines), preparation, and collaboration.

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## **Week 8: October 14**

### **Assigned Readings and Discussion Questions**

In this course we will be reading Teaching in the Middle School, which will be located in your e Text Access in D2L. There will be 5 discussion questions per week that need to be answered prior to coming to class each Monday. We will start class going over the reading and the questions. You will be asked to speak knowledgeably on the questions at random, so please come prepared. I would recommend looking over your answers before class starts so you are ready to join in!

### **Discussion Board Situational Question**

There will be a Discussion Board topic each week starting Week 3 and going through Week 8. A questions will be posed that will put you into a decision making frame of mind when dealing with a young adolescent. You will used your background knowledge and what we have covered in class and through our readings and answer how you might deal with the particular situation. You will also be expected to respond to need to 2 of your classmates posts in order to receive full credit. Please make sure to look over the rubric in regards to what I am looking for in a response.

### **Final**

You will take an 25 question exam covering the information from Weeks 4-7.

### **Professional Performance Evaluation**

Professionalism Performance Evaluation-Professionalism is an important part of being an educator whose actions are constantly visible to students, colleagues, and the community at large. You will receive a performance evaluation at various points throughout the course that cumulatively assesses your professional work habits in the following areas: attendance, punctuality (to meetings and work deadlines), preparation, and collaboration.

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## Additional Resources

Online databases are available at [library.ccis.edu](http://library.ccis.edu). You may access them using your CougarTrack login and password when prompted.

### Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: [CCHelpDesk@ccis.edu](mailto:CCHelpDesk@ccis.edu), 800-231-2391 ex. 4357
- D2L Helpdesk: [helpdesk@d2l.com](mailto:helpdesk@d2l.com), 877-325-7778
- VitalSource: [support@vitalsource.com](mailto:support@vitalsource.com), 1-855-200-4146

### Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

## Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

### Additional Policies:

#### Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for

knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

## Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

## Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

## Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

## Course Policies and Procedures:

### Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

### CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

### Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

### Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at [ccis.edu/policies](http://ccis.edu/policies). The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.

