

COURSE SYLLABUS – Summer 2002

1. **Course Prefix and Number:** CUI 626
2. **Course Title:** Middle Grades Curriculum and Instruction
3. **Credits:** 3
4. **Course Prerequisites/Corequisites:** N/A
5. **For Whom Planned:** Required for Master's Degree in Middle Grades Education.
6. **Instructor Information:**

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Mondays and Wednesdays 8-9AM
and by appointment

7. **Course Purpose/Catalog Description:** Curricular and instructional principles, processes, and designs applicable to students in the middle grades. Particular emphasis is given to exemplary middle school programs.
8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*
9. **Course Goals and/or Objectives/Student Learning Outcomes:**

Students will

- a. Explore physical, social, personal, intellectual, and moral dimensions of early adolescent development and ways that school practices enhance or inhibit this development
 - b. Describe the organizational characteristics of contemporary middle schools as they compare with traditional junior high schools
 - c. Describe common aspects of life in middle grades classrooms and explain how these common features shape the tasks of teaching
 - d. Describe the major components of middle school in North Carolina and the nation
 - e. Analyze commonly used curriculum material to determine the extent to which concepts, content, and skills are developmentally appropriate
 - f. Reflect upon the interactions among students and teachers and ways to encourage positive interactions
 - g. Demonstrate an awareness of and sensitivity to students from diverse backgrounds, considering ethnicity, gender, socioeconomic class, cultural heritage, and special needs
 - h. Explore implications of recent curriculum, instructional, and learning theory developments for middle school classrooms and generate applications of theory to practice
 - i. Develop a variety of approaches to learning including cooperative learning, problem-solving, group discussions, and integrated instruction
 - j. Design and teach lessons using at least three different models of teaching
 - k. Examine statements of middle school philosophy by school districts in the region, critique them in light of recent middle grades research, and develop their own statements of philosophy
10. **Teaching Strategies:** Class discussion, group work, student presentations

11. Evaluation Methods and Guidelines for Assignments:

1) “Exploring Youth Culture” (10%) Select one of the options described on page 22 or suggest an alternative. Write a one to two page paper that addresses the questions listed under number three on pages 22&23.

Due June 16

2) Curriculum and Instruction Project, Part One (20%)

Students will select one of their teaching areas, review course materials on young adolescent development and analyze curriculum guides for the middle grades. Each student will write a 5-7 page report that addresses these issues:

- a. What are the diverse learning needs of young adolescents?
- b. How well does the curriculum guide address their learning needs?
- c. What aspects of the curriculum should be emphasized?

Due: June 20

3) Curriculum and Instruction Project, Part Two (20%)

Students will work in interdisciplinary teams to generate a weeklong plan for integrated teaching. The format for reporting these plans will be developed in class. Each team will also prepare a “poster session” to share with classmates at the Curriculum Festival on June 30.

Due: June 23

4) Curriculum and Instruction Project, Part Three (20%)

Students will select one concept (or cluster of concepts) from their weeklong plan as a focus for designing a series of diagnostic teaching lessons. For purposes of this assignment, reread the section on “diagnostic teaching” on pages 144-155. Assume that Julia is your student and that she did not understand the concept you have selected when you taught it to the entire class during your unit.

Write a 5-7-page report that addresses the following questions:

1. What is the essential idea you are teaching?
2. How will you encourage Julia to “connect” with this idea?
3. How can you teach this idea to her in a way that fits what you know about her ways of understanding?
4. How will you assess and evaluate her learning?
5. What is your rationale for this approach? (Why are these good ways of teaching?)

Due: June 26

5) Examination (30%). As we discuss issues in class, students will prepare and share review notes for the examination. Students may bring their notes (and other course materials) to use in writing their exams in class on **June 29**.

RUBRIC FOR GRADING ASSIGNMENTS

1) **Clarity of presentation:**

The author presents information very clearly in a way that is useful to other teachers. = A

The author presents information fairly clearly that might be useful to other teachers. = B

The author presents information that is inconsistent and incomplete. = C.

2) **Integration and documentation of readings.**

The author integrates research in a powerful way and offers thorough documentation. = A

The author draws from useful research and offers adequate documentation. = B

The author makes limited use of research and offers minimal documentation. = C

3) **Applications of theory and research to practice.**

The author has thought critically and creatively about ways to use this information. = A

The author offers insightful suggestions for professional applications. = B

The author offers few useful ways to put information from this course into practice. = C

12. Required Text(s)/Readings/References:

Strahan, D. (1997) *Mindful Learning: Teaching Self-Discipline and Academic Achievement*. Carolina Academic Press

13. Topical Outline:

- Mon., June 12 Introduction: Overview of the Middle School Concept
- Tues., June 13 Review of the Developmental Needs of Young Adolescents
Assignment: Chapter 1
- Wed., June 14 Characteristics of Successful Middle Schools
- Thurs., June 15 Learning Theories and Curriculum Development
Assignment: Chapter 2
- Fri., June 16 Review of curriculum guides
***Project due June 16 (“Exploring Youth Culture”)**
- Mon., June 19 Individual Differences and Instructional Implications
& Tues., June 20 **Assignment: Chapter 3**
***Curriculum and Instruction Project, Part One due June 20**
- Wed., June 21 Integrated Approaches to Teaching
- Thurs., June 22 Motivation and Classroom Management
& Fri., June 23 **Assignment: Chapter 4**
***Curriculum and Instruction Project, Part Two due June 23**
- Mon., June 26 Assessment and Evaluation
Assignment: Chapter 5
***Curriculum and Instruction Project, Part Three due June 26**
- Tues., June 27 Team Planning and Support Skills
& Wed., June 28 **Assignment: Chapter 6**
- Thurs., June 29 Examination (written in class, open books, open notes)
- Fri., June 30 Curriculum Festival

14. Other Information:

N/A

15. Recommended Text(s) and/or Readings:

N/A

16. Alignment with State and National Standards: See attached.

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