

**UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**  
Course Syllabus - Fall 2006  
CUI 634 Seminar in Middle Grades Education

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**Course Purpose/Catalog Description:** Exploration of selected issues in middle grades curriculum and instruction. This course will focus on the unique needs of students and teachers in the middle grades with special emphasis on research-based practices for creating inviting climates for learning.

**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.*

**Course Goals and/or Objectives/Student Learning Outcomes:**

Students will

- A. review the professional literature on developmental characteristics of young adolescents and write a case study
- B. generate alternatives for designing instructional programs based on the needs of young adolescents
- C. integrate basic guidance activities related to the unique pattern of development and behaviors for the 11-14 year old into instructional programs
- D. utilize appropriate teaching and learning strategies, approaches and theories, which challenge students to think
- E. develop instructional activities that foster creativity and the development of problem-solving skills
- F. select a topic of interest in middle grades education, conduct extensive research, and report findings to their colleagues

**Guidelines for Assignments:**

1. (40%) **Action Research Project**-Conduct an Action Research Study that features the following four phases:

Planning	Identify a problem, issue, idea, or dilemma Describe the present situation and state goals for action Conduct a focused review of the literature Draft a summary of relevant research reports Develop an Action Research Plan describing action steps and data collection strategies
Action	Implement the Plan
Observing	Gather Information Meet with colleagues to discuss data Evaluate the success of the action steps
Reflecting	Reflect on the plan, actions, and results Modify/revise plans for future actions Repeat this cycle: Planning, Acting, Observing, Reflecting

- (30%) Conduct a case study. Identify a student in one of your classes for developing a case study. Gather information about the student through observation, working one on one, studying the cumulative folder, testing information, family history, etc. Determine the student's needs, tell about his/her learning style, describe how you think this child should be taught and assessed. In general, how can you and the school meet the needs of this child. 3-5 page paper.
- (10%) Develop and teach a lesson using one of the Big Ideas in Chapter 7. Due November 9.
- (10%) Develop and teach a lesson using Multiple Intelligences (page 58) Due September 14
- (10%) Attend an event, read a book article related to multiculturalism. Write a 2 page paper about the event and how you apply what you learned in your classroom
- Internship in school-10hrs/week

#### Seminar Dates/Topics

August 17-Introductions, Advising, Syllabus, Discuss Action Research Project, Taskstream, Internship

August 31-Read Chapters 1-2, What is Middle School? Development of Middle Level Learners  
**Turn in Problem, Issue, Idea, Dilemma for action research project**

September 14-Read Chapters 3 & 4. Diversity Among Middle Level Students and Middle Level Teachers  
 Multiple Intelligence Lesson Due

September 28-Read Chapters 5 & 6. Structures of Middle School, Middle Grades Curriculum  
**Due-Draft a summary of your action research project**

October 12- Read Chapters 7 & 8. The Big Ideas of Instruction, Strategies of Instruction.

October 26-Read Chapters 9 & 10. Assessment in Middle School. Planning for Teaching and Learning  
**Case Study Due**

November 9-Read Chapters 11 and 12. Managing the Learning Environment, They Are All Our Children  
**Big Idea Lesson Due.**

November 30-Action Research Due. Share in class.

**Required Text:** *Introduction to Middle School*, Sara Davis Powell, Pearson, Columbus, Ohio 2005

#### Other Information

Students are expected to follow the academic honor policy as described in the policies for Students Handbook.

**Attendance Policy and Late Work:** Attendance is extremely important due to the interactive nature of the course. All absences should be reported to the instructor as soon as possible. Excessive absences will lead to a deduction in the participation grade and may affect other assignments grades due to the work time spent in class. All work is expected to be on time. Should an emergency situation arise, the instructor must be contacted before the due date in order for credit to be considered.

**Internship:** OSTE needs to sign a time sheet. You need to teach many lessons!!!! Your OSTE will need to register for TaskStream. The OSTE will evaluate you on Dispositions and the Teacher Evaluation Instrument on Taskstream. **Due before or by November 16**

All written work should be typed and reviewed for quality of content and mechanics. Any written work requiring citations should model the most recent APA Style Manual.

### Suggested Readings

- Bergmann, S. (1997). Comprehensive Guidance and Support Services. *Middle School Journal*, 29 (2) 55-58
- Cole, C. (1981). *Guidance in the middle school: Everyone's responsibility*. Fairborn, Ohio: National Middle School Association.
- Daniels, E. (2005). On the Minds of Middle Schoolers. *Educational Leadership*, 62 (7) 52-55.
- Fogarty, R. & Stoehr, J. (1995). *Integrating Curricula with Multiple Intelligences*. IRI/Skylight Pub., Palatine, IL.
- George, P. S., & Alexander, W. M. (2003). *The exemplary middle school*. Belmont, CA: Wadsworth/Thomson Learning.
- Gregory, G. & Chapman, C. (2002). *Differentiated Instructional Strategies*. Corwin Press, Thousand Oaks, CA.
- Jensen, E. (1998). *Teaching With the Brain in Mind*. ASCD, Alexandria, VA.
- Mazzano, R. & Pickering, D. (1997). *Dimensions of Learning*. ASCD, Alexandria, VA.
- McTighe, J. (1997). What happens between assessments? *Educational Leadership*, 54 (4), 6-12.
- Mizelle, N. Moving Out of Middle School. *Educational Leadership*, 62 (7) 56-60.
- National Middle School Association. (2001). *This We Believe and Now We Must Act*. Columbus, OH; author.
- Purkey, W. (1984). *Inviting School Success*. Wadsworth Pub. Co., Belmont, CA
- Sousa, D. (1995). *How the Brain Learns*. NASSP, Reston, VA.
- Sylwester, R. (1995). *A Celebration of Neurons*. ASCD, Alexandria, VA.
- Tomlinson, C. (1999). *The Differentiated Classroom: Responding to the Needs of all Learners*. ASCD, Alexandria, VA.
- Tomlinson, C. and Cunningham, C. (2003). *Differentiation in Practice*. ASCD, Alexandria, VA.