

UNIVERSITY OF MINNESOTA, MORRIS

Division of Education

Spring 2003

EIED 3202 *Middle Level Theory*

M 4:00-7:00

2 credits

Michelle L. Page, Ph.D.

pagem@mrs.umn.edu

(320) 589-6405

web: <http://cda.mrs.umn.edu/~pagem>

If you have need of special services due to a physical disability, learning disability, or English as a second language, I will be happy to assist you. Please notify me of your special need in writing during the first two weeks of the semester.

Required Text: Manning & Butcher (2001). *Teaching in the Middle School*. Upper Saddle River, NJ: Prentice Hall.

Recommended: *Middle School Journal*
Journal of Early Adolescence
Schools in the Middle

Course Goals:

1. Use knowledge of adolescent development and learning theory to plan and successfully teach lessons to middle level students (Standards for Effective Practice 1- 9).
2. Describe the roles of parents, teachers, schools, and others in providing appropriate support for middle level students. (Standards of Effective Practice 2,3,5,9, and 10)
3. Study models of classroom discipline and management to develop, describe, and successfully use a personal discipline model appropriate for middle level students (Standards 2, 3, 5, 6, 9).
4. Describe and analyze key concepts and issues of middle level education. (Standards 2, 4, 6).

Grading:

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|---------------------------------------|---|
| 10% <i>Small Group Presentation</i> | With a small group of peers, present your assigned chapter in the Manning and Butcher text. Include a study guide to distribute to the rest of the class. |
| 10% <i>Classroom Management Model</i> | Revise your personal model of discipline to fit the needs of a middle school classroom. Include an essay that describes and explains the changes made. Include the "old" version with your revision. |
| 20% <i>Inquiry Project</i> | Alone or with partner/s you will investigate an issue relevant to middle level learning. You will formulate a question, plan and implement research, deliver a multimedia presentation (with handout) for class, and prepare an appropriate assessment measure. |
| 10% <i>Examination</i> | A final examination will assess understanding of lecture and textbook readings. |
| 20% <i>9 Essential Questions</i> | In narrative form, answer the 9 essential questions for middle level learners. Support answers with information from readings, lectures, discussions, and practicum experience. |
| 20% <i>Curriculum Analysis</i> | In a short paper, analyze a middle school curriculum found in your practicum school or in the curriculum library. (This includes student |

and teacher texts and any other supporting materials like workbooks, software, etc.) Guiding questions: What are the strengths and weaknesses of this curriculum? How does it specifically take into account the needs of middle school students? Is there any bias in this curriculum? If so, what evidence leads you to believe this? How do supporting materials contribute to or detract from the effectiveness of the curriculum? How helpful is the teacher's edition of the textbook?
(Curriculum Analysis OR Unit required, not both)

20% Instructional Mini-Unit

Alone or with partner/s, create a three lesson mini-unit that meets the needs of the middle school students. Units must either be designed around one area of the profile of learning in your subject area or must be interdisciplinary. Units must include title, overview, goals, rationale, and assessment plan. Lesson plans must follow a UMM format and represent at least two different strategies. At least one lesson must include technology. **(Curriculum Analysis OR Unit required, not both)**

10% Participation

Preparation, active participation in class, and attendance are mandatory and will affect the final grade. Assignments must be completed fully and submitted on time for full credit.

Tentative Schedule

Date	Topics	Readings/Assignments Due	Comments/Reminders
January 13	?? Introduction to Essential Questions for Middle Level Educators (D. Pitton) ?? Adolescent Development and Special Issues	?? Manning and Butcher text, Chapters 1-2	?? In chapter groups, discuss key concepts of chapter and prepare a study guide.
January 20	NO CLASS—MLK HOLIDAY	NO CLASS—MLK HOLIDAY	NO CLASS—MLK HOLIDAY ?? A good week to meet with your presentation group!
January 27	?? Middle Level Curriculum and Organization: Jigsaw	?? Assigned M&B Chapter: 3, 4, 5, and 6 ?? Study guide for all class members. ?? Presentation of chapter ?? Inquiry Topic	?? Presentations should be about 30 minutes in length. ?? Rubric for classroom management revision distributed
February 3	?? Planning and Implementing Instruction	?? M&B Chapters 7 and 8 ?? Classroom Management Revision Due ?? Inquiry Research Plan	?? You'll find much of the information in Chapters 7-10 a comfortable review. ?? Research Plan: In a paragraph, describe where you will find information on your topic. What primary and secondary resources will you use? ?? Rubric for inquiry projects distributed

February 10	?? Research on Instruction ?? Assessment	?? M&B Chapters 9 and 10	?? Rubric for curriculum analysis and unit distributed
February 17	?? Teachers as Counselors ?? Family and Community Partners	?? M&B Chapters 11 and 12 ?? Inquiry Assessment Plan	?? Assessment plan: Describe how you will assess the effectiveness of your presentation, or hand in a rough draft of a sample instrument
February 24	?? Inquiry Presentations	?? Inquiry Presentations	?? 20 minute maximum for presentations ?? Allow a little extra time this week—you will finish class early next week ?? Final exam study guide will be distributed
March 3	?? Final Exam	?? 9 Essential Questions Papers Due by 3/10/03 ?? Mini-Units or Curriculum Analyses Due by 3/10/03	