

Loyola University of Chicago  
Curriculum, Instruction, and Educational Psychology Department  
CIEP 351

***Teaching Middle School***

Fall 2011  
Tuesdays 4:15 – 6:45

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**Conceptual Framework:**

The conceptual framework of the School of Education is Professionalism in Service of Social Justice. This framework has been used as a guide for the development of this class, along with the national standards in Middle School education. Comprehending the cultural context in which teaching and learning takes place is crucial.

**Required Materials:**

Books:

MacKenzie, Robert. *Setting Limits in the Classroom, Revised; How to Move Beyond the Dance of Discipline in Today's Classroom*. (2003)

Saphier, Jon, Haley-Speca, Mary Ann, Gower, Robert. *The Skillful Teacher – Building Your Teaching Skills* (2008)

Wormelli, Rick. *Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher* (2001)

**Recommended Book:**

Wormelli, Rick. *Day One & Beyond* (2003)

### **Course Description:**

What's more daunting? A second grade classroom or an eighth grade classroom? While all age levels and grades have their challenges and their rewards, new teachers are often unprepared for the myriad of issues and predicaments that middle school students can present. Not only can middle school children provoke teachers in surprisingly adult ways, the pressure is on for students academically and socially as they transition into young adulthood. In this course, we will focus on the psychology and diverse needs of middle school children, and how to make new teachers feel prepared and confident in their ability to teach all of the elementary grades.

### **Course Objectives:**

1. Become comfortable teaching at the middle school level.
2. Understand the psychological and physiological development of middle school children.
3. Understand the impact a compassionate and inspiring teacher can play in the life of the middle school student.
4. Learn to encourage young people to become advocates for their own self as they confront the ever-increasing conflicts and challenges to the social order of our world.
5. Recognize the difference between equality and equity and how this impacts education, particularly for urban American students.
6. Become a reflective practitioner.

### **Expectations:**

I expect what all good teachers expect: That you will fully participate in class discussions. That you will attend all classes and give your complete and undivided attention to the ideas and discussions during class time. That you will be open-minded and rigorous in your thinking, and even more so **in your writing**. I expect you to be intellectually honest and to be prepared for each class. I expect you to have the time of your life as you prepare for the greatest calling of all the professions!

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule

an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **Technology:**

Technology will be used to access National Standards for Middle School Education, professional research and readings, as well as producing lesson activities for class.

### **Diversity:**

Although respecting diversity in our society is a responsibility for all citizens, it is imperative for pre-service teachers to understand the myriad of concerns and challenges facing today's students. These concerns and challenges include, but are not limited to, socio-economics, gender, sexual orientation, race, ethnicity, religion, and language acquisition. It is also important to note that equality does not assure equity.

## Assessments:

1. **Interview a Middle School Teacher.** The teacher you interview should have taught at the middle school level for at least three years. The interview questions should be submitted with a write up of the interview and a 3 – 4 page reflection.

(10 pts.)

2. **Class Presentation.** Each student will be responsible for presenting one week's assigned reading to the class. You will need to incorporate the material into a creative activity that showcases both the material and the implication for practice.

(10pts.)

3. **Middle School Psychology Article.** Find one recent research article in a *scholarly journal* focusing on the psychological needs of young adolescents. Briefly summarize the article (attach a copy of the article) and write a reflective essay (2 – 3 pages). You will present your research to the class.

(10 pts.)

4. **Advisory Unit.** Nothing says 'Middle School' more than an Advisory program. Research current advisory programs and put together a series of activities that focus on high school/college/trade school prep for students, focusing on the organizational skills that students need to become successful adults. You should also include activities that promote social skills for young adolescents. You will present your activities to your fellow students and provide copies of lessons and activities.

(10 pts.)

5. **Book Talks.** Find 3 fiction, and 3 non-fiction books that are appropriate for middle school students. Write a one-page summary/reflection on each book, and present the books to your classmates.

(10 pts.)

6. **Student Shadow.** Choose two middle school students to shadow for one day. Write a reflective piece discussing what insights you gained through your observations, and the implications for your practice as a middle school teacher. Please include a brief interview with each student.

(20 pts.)

7. **Course Reflection Paper.** This will be the culminating activity for the course. Write an 8 – 10 page reflection paper answering a series of questions that will be given to you at least mid-way through the semester.

(20 pts.)

8. **Class attendance/participation/End of semester binder.**

(10pts.)

### CLASS ASSIGNMENTS

<b>Date</b>	<b>Topic</b>	<b>Assignment for FOLLOWING week</b>
8/30	Class introduction. Ice breakers and beginning discussion of effective discipline.	MacKenzie, Chapters 1 – 5 Saphier, Chapters 1 -2
9/6	Classroom management and discipline.	Wormelli Chapters Introduction – 3 Saphier Chapters 3 – 4 MacKenzie Chapters 6 - 8
9/13	Motivating students. Momentum. Effective discipline.	Wormelli Chapters 3 – 5 Saphier Chapter 6 – 7 MacKenzie 9 - 11
9/20	Active learning, appropriate activities for young adolescents. Pacing and routines. Effective discipline.	Saphier Chapter 8
9/27	Active learning, appropriate activities for young adolescents. Effective discipline.	Saphier Chapter 12 Wormelli Chapter 6 MacKenzie Chapters 12 - 17
10/4	Holding middle school students accountable to high standards. Effective discipline.	Saphier Chapters 9 – 10 Wormelli Chapter 7
10/11	Break – no class	
10/18	Instructional clarity – designing effective learning experiences for young adolescents. Effective discipline.	Saphier Chapters 11, 13 – 14
10/25	Motivating middle school students and classroom climate. Special needs students.	Saphier Chapters 15 - 16
11/1	Curriculum design. Learning objectives.	Saphier Chapters 17 - 18
11/8	Planning.	Saphier Chapter 19 Wormelli Chapter 8
11/15	Assessment.	Ibid
11/22	Assessment.	Wormelli Chapter 10
11/29	Analytical thinking through writing.	Wormelli Chapters 11 - 13
12/6	Effective use of the middle school model. Parent involvement.	TBA
12/13	Final Exam due.	