



This course will integrate technology as an instructional Method Specific technology utilized includes: computer productivity tools such as spreadsheets and presentations software.

### **Course Rational and Overview**

This course is designed to provide students with knowledge and experience that will enable her/him to design effective curricula and choose appropriate instructional methods for the middle school learner. It will meld components of contemporary learning theories with characteristics of early adolescent learners and middle school issues in education. To this end, the course will explore, from a multidimensional perspective, middle school organization, philosophy, curriculum, instruction and evaluation.

### **Course Objectives**

Specific course objectives are that student will:

- Understand the historical, sociological, and philosophical factors related to the development of the middle and junior high school.
- Connect the choice of curricular approach and instructional method to the tenets of cognitive science, expert-novice transition theory, motivation theory, multiple intelligence theory, change theory, and metacognition.
- Understand the cultural, social and biological influences on early adolescence that affect learning.  
Identify the organizational structure found in exemplary middle schools.
- Realize that a community of learners is responsible for the education of the early adolescent. This group of people includes the teacher, parent, student, support staff, other teachers, students' peer group, and the community.
- Gain the skill to help students build self-esteem and tap their potential so they will learn to enjoy learning and learn how to learn.

### **Assignments:**

1. This is a flex credit section where candidates need either 1 or 2 credit hours. The assignments will vary depending on the number of credit hours needed. They may include:
  - a. There will be weekly reading and analytic writing assignments as outlined in the calendar of this syllabus
  - b. Candidates will be required to keep a reflective journal where they record their deliberation of readings, discussions, and activities. They will also be required to demonstrate the ability to synthesize theory, method and practice.
  - c. Candidates will develop interdisciplinary unit that will conceptualize a thematic unit and develop an effective curricular archetype, instructional method and multiple and diverse assessment.
  - d. Candidates will summarize and reflect upon journal articles relevant to the young adolescent.

## **Course Policy**

### **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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

[http://www.luc.edu/education/pdfs/academics\\_policies\\_grad.pdf](http://www.luc.edu/education/pdfs/academics_policies_grad.pdf)

### **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/>

### **Tentative Schedule of Discussion Topics**

(Content and assignments are subject to change at the discretion of the professor)

<b>Class date</b>	<b>Topics or Issues</b>
May 25	<ul style="list-style-type: none"> <li>• Introduction and organization</li> </ul>
May 30	<ul style="list-style-type: none"> <li>• Discussion of cognitive science, motivation theory etc.</li> <li>• NCTM resources</li> <li>• Use of the Internet as a teacher resource</li> </ul>
June 6	<ul style="list-style-type: none"> <li>• Middle School Structure</li> <li>• Developmental characteristics of early adolescent</li> <li>• Social and emotional development</li> </ul>
June 13	<ul style="list-style-type: none"> <li>• Algebra activities from a developmentally conceptual framework</li> </ul>
June 20	<ul style="list-style-type: none"> <li>• Algebra activities from a developmentally conceptual framework</li> <li>•</li> </ul>
June 21	<ul style="list-style-type: none"> <li>• Geometry activities from a developmentally conceptual framework</li> </ul>
June 22	<ul style="list-style-type: none"> <li>• Geometry activities from a developmentally conceptual framework</li> </ul>
June 23	<ul style="list-style-type: none"> <li>• Data Analysis and probability activities from a developmentally conceptual framework</li> </ul>
June 28	<ul style="list-style-type: none"> <li>• Problem solving activities from a developmentally conceptual framework</li> </ul>

June 29	<ul style="list-style-type: none"><li>• Summarizing</li></ul>
---------	---



## Course Requirements

**1. Attendance:** Important<sup>3</sup>! Time is short and there is much to be done. Absences should be for extreme circumstances only. Students should inform the instructor of such circumstance.

**2. Participation and Responsibility:** Participation is more than talking in class. Participation means allowing one self to become engaged in the learning process. The following are examples of good class participation

- Contribute interesting insightful comments
- Presenting good examples of the comments on hand
- Raising good questions
- Listening and responding appropriately to others comments
- Being sensitive to your level of participation, making attempts to increase or decrease it if necessary
- Arriving on time for class

(Source: RE550 syllabus, Iowa State University)

**3. Evaluation:** Evaluation components include homework, papers, quizzes, and a final project. A point system is used, so the percentages are approximate. All written work should be handed in on the due date. ***Late assignments are penalized 50%.*** An assignment is considered late if it is not submitted by the end of the class session on the due date. Exceptions to this policy are rare and are for extreme cases supported by documentation such as a doctor's note, funeral, et cetera.

**Grade Assignment** (“+” and “-“ grades are at the high and low ends of the stated grade ranges)

A 93-100%

B 92-85%

C 84-78%

D 77-70%

F 69-0%