

LOYOLA UNIVERSITY CHICAGO

CIEP 351-CURRICULUM AND TEACHING IN THE MIDDLE SCHOOL

SYLLABUS/SPRING 2011

Instructor: Kenneth J. Priban

Phone: 847-679-8861

Cell phone (only on when traveling): 847-951-8035

E-mail: ckpriban@hotmail.com

Office hours: After class or by appointment

Required Texts:

Perlstein, Linda. *Not Much Just Chillin'*. Ballantine (2003).

Powell, Sara. *Introduction to Middle School*. Pearson, (2nd Edition).

Wormeli, Rick. *Day One & Beyond: Practical Matters for New Middle-Level Teachers*. Stenhouse and the National Middle School Association, (2003).

Course Description:

The purpose of this course is to help candidates construct a conceptual framework within which they can effectively respond to the needs of middle school students. Specifically, candidates will learn about the middle level philosophy with its emphasis on developing educational programs that both challenge young people intellectually and respond to the developmental and social/emotional needs of the emerging adolescent student. The structure and curriculum of the typical middle school will be critiqued. Students will demonstrate their understanding of middle level education by completing a shadow study, researching theories of instruction, and collaboratively developing an integrated interdisciplinary unit of instruction.

Conceptual Framework:

The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity and the advancement of social justice. In fact, the conceptual framework of the School of Education is "Professionalism in Service of Social Justice". CIEP 351 emphasizes the importance of ethical teacher behavior, equitable student access to a quality education, and strong

support for the success of all. It is through a unique bond between instructor and learner that enables schools to leave no child behind and realize social justice.

Conceptual Framework Standards:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF3: Candidates demonstrate technological knowledge and skills which enhance education.

Framework Domains Include:

Context, Critical Thought, and Reflection:

Candidates will look at how the structure and content of middle schools either succeed or fail at meeting the developmental needs of the transescent child.

Experience and Action:

Students will have the opportunity to apply the educational concepts they have learned and reflected upon during their formal course work to concrete situations in a clinical setting.

Authentic Assessment:

Students will be provided with feedback from multiple sources (e.g., feedback from peers, course activities). Through collaborative activities and lesson plan development, students will develop permanent products of their learning that can be used to: (a) assess the effectiveness of the course. And (b) provide content for the student's professional portfolio.

All domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

Course Objectives:

Upon completion of this course, candidates will demonstrate the ability to:

1. Differentiate between a junior high and a middle school philosophy.
2. Develop a rationale for developmentally responsive middle schools.

3. Identify structural and philosophical barriers to establishing responsive middle schools.
4. Identify how emerging adolescents learn best.
5. Explain how early adolescence, a period of rapid growth, enormous change, and variability, when individual variability is the norm, influences the way that middle schools are structured.
6. Explain how the physical, social/emotional and intellectual development of boys and girls differ during early adolescence.
7. Describe how the middle school curriculum should look.
8. Develop an interdisciplinary thematic unit.

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. For additional academic policies and procedures refer to:
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:

The candidate will log on to blackboard (blackboard.luc.edu) and monitor e-mail and announcements that are posted to our class site. They also must show that they know how to use technology in classroom instruction by including different aspects of technology in their interdisciplinary thematic unit.

Diversity:

Loyola University Chicago strives to partner with schools and community agencies in the Chicago area. This provides students with the opportunity to embrace the challenges and benefits of diversity that enhance the environment for learning. In CIEP 351, students will study and discuss important social structures that may affect students' prior knowledge and attitudes.

Tentative Schedule:

The instructor may change topics, dates, readings, and assignments as deemed necessary.

Clinical location and dates will be forthcoming. Based on the past, there have been four clinical days. Therefore for this schedule, four dates have been randomly selected and placed in the calendar.

Guest speakers as available.

Some class time will be allotted for group work on your final project, the interdisciplinary thematic unit. Actual dates will be forthcoming.

January 20, 2011

Introduction. What is a middle school? History, rationale, comparison to a junior high school. Powell, Chapter 1.

January 27, 2011

The emerging adolescent. A complete picture of the middle school child using the extremes of development and diversity. Physical, intellectual, emotional, social and character development. Also, gender, cultural, and socioeconomic/family differences. Multiple intelligence. Powell, chapter 2 & 3. Perlstein, Chapter 4.

February 3, 2011

Organization of the middle school. Structures of people, time, and place. The characteristics of a middle level teacher. Inside and outside the classroom. Wormeli, chapter 1 & 4. Powell, chapter 4 & 5.

February 10, 2011

Curriculum in the middle school. Relevant, challenging, integrative, and exploratory. Standards and connections. Wormeli, chapter 7. Powell, chapter 7. Due: Current events paper/presentation (#1).

February 17, 2011

General (Big) ideas for instruction in the middle school. Backward design, differentiation, inquiry based, reading and writing across curricula, constructivism. Specific strategies of instruction. Drill, role play, demo, lecture, project, "lab". Wormeli, chapter 6. Powell, chapter 8.

February 24, 2011

Assessment in the middle school. Forms of grading (rubrics). Wormeli, chapters 5 & 8. Powell, chapter 9. Due: Current events paper/presentation (#2).

March 3, 2011

Good planning for teaching and learning. Organization, objectives, team/subject/student planning, length (long/short term). Powell, chapter 10. Due: Journal Article paper/presentation.

March 10, 2011

Loyola Spring Break

March 17, 2011

Clinicals-tentative date

March 24, 2011

Clinicals-tentative date

March 31, 2011

Clinicals-tentative date

April 7, 2011

Clinicals-tentative date

April 14, 2011

Classroom management in the middle school. Positive learning environment, safety, discipline (rules/consequences). Wormeli, chapter 3. Powell, chapter 11.
Due: Current events paper/presentation (#3).

April 21, 2011

Family and community. Family/community involvement. Powell, chapter 12.
Time to plan for interdisciplinary thematic units (there will be times before this).
Due: Shadow a Student Paper, Two (2) Lesson Plans-detailed, both from clinicals.

April 28, 2011

First day/week teaching. Professionalism. Wormeli, chapters 2 & 11. Due:
Paper/ presentations of the group interdisciplinary thematic units (Final Exam).

Assignments/Dates/Assessments:

The instructor may change the assignments/due dates/rubric-point value as deemed necessary.

No late work will be accepted unless there are medically extenuating circumstances. Documentation will be required.

Students missing two or more classes in CIEP 351 will be ineligible for an "A" in the course.

All assignment rubrics allow 4/5 total value for content and 1/5 value for convention.

1. Participation/Attendance-10 points per class. Total =110 pts.
2. Current events-monthly/3per semester (once a month). 25 pts each.
Total = 75 pts. Find a news article and explain how it relates to the middle school. Reflect on how a teacher/student are affected by this news. Include the article/rubric and present to the class. Three pages each plus article/rubric-turned in after presentation. Due: February 10, February 24, April 14.
3. Read a Journal article related to middle school. What are the positive and negative aspects related to this article? Give suggestion for constructive improvement. Present to the class. Total= 60 points. Turn in article/rubric and a three page paper after your presentation. Due: March17.

5. Clinicals

- a. Follow a student for a day. Write a three page paper on their day as a middle school student. Give the positive and the negative and reflect on how you, as a teacher, could improve their day. Total = 30 pts. Due: April 21
 - b. During clinicals you will teach two lessons. These detailed/specific lesson plans based on the format given by me and based on the format required by Loyola University for Student Teachers will be collected. Total = 30 points. Due: April 21.
6. Group interdisciplinary thematic unit-110 points + 40 points for presentation = 150 points total. Include how you would do this if the unit were integrated as opposed to interdisciplinary. Use technology in your lesson plans. Details will be given in class and class time will be allowed to work in your groups. Each person must have a unit plan with individual lesson plans and assessments according to the instructor's specific guidelines. Presentation and final hard copy are due April 28.

455 total points.

Lowest A = 423 (93%)

Lowest B =387 (85%)

Lowest C =355 (78%)

Lowest D =287 (70%) 286 and below = F

