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*Preparing people to lead extraordinary lives*

**CIEP 351: Curriculum & Teaching in the Middle School**  
Loyola University Chicago-School of Education  
Spring 2017

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**Instructor Information**

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**Course Information:**

Dates: January 17- May 6 2016  
Day: Monday  
Times: 7:00-9:30  
On-campus location: Mundelein 617

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**Course Description:**

This course examines middle school education (grades 6-8) emphasizing the need to respond in appropriate educational ways to the developmental characteristics of diverse young adolescents (ages 10-14). Students will explore the purpose behind the development of today's middle school structure, the characteristics of this unique age group and how it influences curriculum and instruction, the necessary qualities of a successful teacher at the middle school level, and the traits of a productive respectful classroom that fosters learning at the middle school level.

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**Required Texts:**

Wiggins, Grant, and Jay McTighe. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. Alexandria, Virginia: ASCD.  
Wormeli, R. (2001). *Meet Me in the Middle*. Portland, Maine: Stenhouse Publishers.

**Supplemental Texts:** (Scanned excerpts will be made available on Sakai)

Daniels, Harvey, and Stephanie Harvey. (2009) *Inquiry Circles in Action*. Portsmouth, New Hampshire: Heinemann.  
Stone, Randi. (2010). *More Best Practices for Middle School Classrooms*. Thousand Oaks, California: Sage.

**Supplemental Required Readings:** Posted on Sakai (May be subject to change, check Sakai Weekly)

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### **IDEA Objectives**

IDEA Campus Labs website: <http://luc.edu/idea/>.

The following are essential objectives for this course.

# 2: Learning fundamental principles, theories, and generalizations.

#4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

#5: Acquiring skills in working with others as a member of a team

### **School of Education Conceptual Framework Standards**

**Vision:** The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

**Mission:** The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

**Standards:** These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/).

This course specifically addresses the following conceptual framework standards:

- *CFS1: Candidates critically evaluate current bodies of knowledge in their field.*
- *CFS3: Candidates demonstrate knowledge of ethics and social justice.*

### **Dispositions**

Each course in the School of Education focuses on one or more dispositions in the areas of Professionalism, Inquiry, and Social Justice. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

### **Course Objectives**

1. Describe the psychological and physiological development of middle school aged boys and girls.

2. Explore middle level philosophy and structure and examine how it affects teaching and learning.
3. Conduct observation studies with early adolescents and reflect on those observations.
4. Explore the requirements in preparing curriculum and assessment for middle school students.
5. Produce and reflect on an interdisciplinary inquiry project.
6. Recognize effective ways to facilitate learning for all students.
7. Reflect upon the process of learning, collaborating, and assessing of their professional roles and responsibilities.
8. Analyze various theories of classroom management and discipline.

### **Expectations and Requirements**

Candidates are enrolled in this course because they are professionals who want to learn. Accordingly, candidates are expected to attend all class sessions and be ready to participate in learning. Participation is more than presence. It means that candidates read all materials and come to class ready to share comments and questions based on previous class discussions, readings, and personal experiences and observations. Your grade will drop one level (A to A-, C+ to C) after one absence. Participation will be assessed using a rubric half way through and at the end of the spring semester.

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## **School of Education Policies and Information**

### **IDEA Course Evaluation Link for Students**

The following is a link to the IDEA Campus Labs website: <http://luc.edu/idea/>. Please go to *Student IDEA Log In* to complete the course evaluation at the end of each module.

### **LiveText**

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can find additional information about [LiveText](#).

### **Syllabus Addendum Link**

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs you to the following required statements: academic honesty, accessibility, School of Education conceptual framework, EthicsLine reporting hotline, and the electronic communication policies and guidelines. You are responsible for reading and understanding the content of these statements.

### **Diversity**

Diversity encompasses the understanding, acceptance and respect of each individual regardless of one's race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities,

religious beliefs, political beliefs, or other ideologies. In CIEP 351, the importance of diversity is consistently modeled via instructional materials, class discussions, personal experiences, and sharing of students' experiences in clinicals.

<b>Course Assignments Assignment Title</b>	<b>Assignment Description</b> <i>All assignments have detailed descriptions and rubrics that will be posted on Sakai.</i>	<b>% of Grade</b>
<b>Course Participation &amp; Attendance</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher candidates are expected to read all required texts and articles thoroughly and deeply prior to class.</li> <li><input type="checkbox"/> Reading, assignments, and other preparation are needed to engage in class dialogue, which is an essential component of this course.</li> <li><input type="checkbox"/> After one absence, the final grade will be reduced by one grade. (A becomes A-)</li> <li><input type="checkbox"/> Participation Rubric is on Sakai site.</li> </ul>	15%
<b>Journal Article Analysis &amp; Presentation (Varied)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Select a peer-reviewed journal article that is 5+ pages that pertains to an area of middle school teaching that is of particular interest.</li> <li><input type="checkbox"/> Students may select their own article, but the article must be approved by 2nd class (1/30).</li> <li><input type="checkbox"/> Compose a 2-3-page written analysis and present a 30-minute interactive presentation (with an accompanying handout for the class).</li> <li><input type="checkbox"/> Presentations will take place on varied dates (sign up will also occur on 1/30).</li> <li><input type="checkbox"/> Submit final 2-3 page papers will be due the Friday of that week by 11:55pm.</li> <li><input type="checkbox"/> Rubric for analysis and presentation will be provided on 1/30.</li> </ul>	20%
<b>Interview a Middle School Teacher 2/20</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Arrange a period of time (~30 min) to interview your cooperating teacher.</li> <li><input type="checkbox"/> Questions for teacher will be discussed/prepared in class prior to the interview.</li> <li><input type="checkbox"/> Present 5-6 in-depth open ended questions to your cooperating teacher.</li> <li><input type="checkbox"/> Compose and type a 3-4-page analysis/reflection of the teacher's responses.</li> <li><input type="checkbox"/> <i>You may want to record his/her responses to cite later on.</i></li> </ul>	15%

<b>Shadow a Middle School Student</b> (3/27)	<input type="checkbox"/> After becoming familiar in your clinical placement choose one student to “shadow” for at least a half a day (2-3 hours). Recess/Lunch/Extra Curricula are also encouraged. <input type="checkbox"/> Let the student know you want to see middle school through their eyes. <input type="checkbox"/> Synthesize your notes and observations to write a 1st person narrative from that student’s point of view regarding their experience at school that day.	15%
<b>Interdisciplinary Inquiry Project</b> (4/24)	<input type="checkbox"/> Choose a topic of interest and importance that spans more than one discipline. <input type="checkbox"/> Candidates may work in teams with cross disciplinary expertise. <input type="checkbox"/> Using inquiry-based approaches, students design a project surrounding a particular issue. <input type="checkbox"/> Students will write up their reflections after conducting the inquiry project. <input type="checkbox"/> Students will present their investigations on the last day of class, April 25th.	35%
<b>FINAL GRADE</b>		<b>100%</b>

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**Attendance and Participation**

Attendance is required. Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances.

If you are unable to attend class, it is your responsibility to:

- Notify the instructor in advance. Please note that informing the instructor does **not** excuse your absence. If there is an emergency, contact your professor as soon as reasonably possible. After missing one day of the module, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Send assignments that are due.
- Obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class.
- Be prepared for the next class.

**Professional Attitude and Demeanor Part I**

- 2-Always prompt and regularly attend sessions.

- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

#### Professional Attitude and Demeanor Part II

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

#### Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

#### Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

#### Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
- 1-Listen when others talk, both in groups and in sessions
- 0-Rarely listen when others talk, both in groups and in sessions.

Check your email regularly. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to failure to check your email regularly.

Hand held electronic/communication devices and laptop computers must be used discriminately and professionally per our discussion in class.

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### Tentative Class Schedule

*The course instructor reserves the right to change due dates, readings, and topics; proper notice will be given to students.*

Class Date	Course Topic <i>Sub-topics &amp; Activities</i>	Textbook Reading & Supplemental Material <b>(Sakai)</b> <i>Readings should be read and annotated for class discussions.</i>	Class Assignments <i>Assignments Due</i>
<b>Class 1</b> 1/23	<b>Course Intro/ The Middle Schooler</b> Personal Introductions A Walk Down MS Memory Lane Course Overview & Syllabus Course Objectives Activity	<b>Wormelli Ch. 2 &amp; 3 (pg. 19-30)</b> “APA’s Tips for Talking with Adolescents” “On the Minds of Middle Schoolers”	
<b>Class 2</b> 1/30	<b>The Middle Schooler (Cont.)</b> Psychological Models (Maslow, Kohlberg) Physiological/Psychological Development Select Articles/Dates for Presentations	Same readings continued from 1/23	<i>List of 10 most important aspects of teaching middle school (informally in your notes)</i>
<b>Class 3</b> 2/6	<b>Middle School Structure and Philosophy</b> How is MS different from Elem/HS? What does MS in CPS look like? Models and Scheduling	<input type="checkbox"/> Wormelli Ch. 9 <input type="checkbox"/> “The Middle School Mess” Meyer <a href="http://educationnext.org/the-middle-school-mess/">http://educationnext.org/the-middle-school-mess/</a>	
<b>Class 4</b> 2/13	<b>The Middle School Teacher</b> Day in the Life Brainstorm Questions for MS teachers Role of Mentors	<input type="checkbox"/> Wormelli Ch. 11 & 14 <input type="checkbox"/> “What’s Missing from Teacher Prep?”	*Math Presentation
<b>Class 5</b> 2/20	<b>Interdisciplinary Teaching</b> Big Ideas/ Conceptual Understanding Evaluating Exemplar Units Thematic vs. Interdisciplinary Instruction	<input type="checkbox"/> <b>Wiggins Module F (UbD)</b> <input type="checkbox"/> CCSS & Interdisciplinary Teaching (EdWeek)	<i>Middle School Teacher Interview Due</i> *Interdisciplinary Presentation

<b>Class 6</b> 2/27	<b>Inquiry Based-Learning</b> Purpose of Inquiry Based Learning UbD- Aligning Assessment with Big Ideas Models and Exemplars How to plan your Inquiry Project	<input type="checkbox"/> <b>Wiggins Module F (UbD)</b> <input type="checkbox"/> “Invested in Inquiry” Clarke	*Inquiry Presentation
<b>No Class</b> 3/7	<b>SPRING BREAK</b>		
<b>Class 8</b> 3/13	<b>Diverse Learners/ELLs</b> Differentiation Learning Modalities Addressing Needs in Inquiry Project	<input type="checkbox"/> Wormelli Ch. 7 <input type="checkbox"/> “Teach Up for Excellence” Tomlinson	*ELL Presentation
<b>Class 9</b> 3/21	<b>Standards Based Assessment</b> Formative v. Summative Rigorous and Authentic Assessment Use of Standards/ Rubrics for Inquiry Project	<input type="checkbox"/> Wormelli Ch. 6 & 8 <input type="checkbox"/> “Assesment” Harvey, Chapter 12	*Literacy Presentation
<b>Class 10</b> 3/28	<b>Incorporating Critical Literacy</b> CCSS Conceptual Shifts Integrating Literacy into Inquiry Project <b>Technology Integration</b> Teaching to be a citizen of the internet Google Classrooms	<input type="checkbox"/> Wormelli Ch. 10 <input type="checkbox"/> “The Challenge of Challenging Text” Shanahan et al.	<i>Student Interview Due</i> *Parent/Community Presentation
<b>Class 11</b> 4/4	<b>Community/Parental Involvement</b> Reflect on Student Interview Process Funds of Knowledge Accessing Community for Learning <b>Service Learning</b> Example Lessons Integration into Inquiry Project	<input type="checkbox"/> Wormelli Ch. 15 <input type="checkbox"/> Spotlight on parent and community (EdWeek) <input type="checkbox"/> “Service Learning Research Project” (Stone) <input type="checkbox"/> “Service Learning Rubric/Planning Template”	*Service Learning Presentation
<b>Class 12</b> 4/11	<b>Social and Emotional Learning (SEL)</b> Bullying	<input type="checkbox"/> IL SEL Performance Descriptors	*SEL Presentation



	Integration in Learning Experiences/Units <b>Classroom Management Challenges &amp; Strategies</b>	<input type="checkbox"/> “5 Approaches to Avoid When Managing the Middle School Classroom”	
<b>Class 13</b> 4/18	<b>Advisory &amp; College &amp; Career Readiness</b> Role/Purpose of Advisory (CCR) <b>Working On Inquiry Projects</b> Peer Review/Feedback Conferencing with Emily	<input type="checkbox"/> “Creating a Culture of Connectedness through Middle School Advisory Programs” <input type="checkbox"/> “College and Career Readiness, Same or Different?”	*CCR Presentation
<b>Class 14</b> 4/25	<b>Sharing Inquiry Projects</b> Re-visit Pre-Assessment Reflect on Course Objectives	Participation Rubric Final Evaluations	<b>Final Interdisciplinary Units uploaded to LiveText (by Friday 4/28)</b>
<b>Class 15</b> 5/2 No Class	<b>Finals Week</b> There will not be a final for CIEP 351		

### General Criteria for Assignments

Assignments must be:

- submitted on time
- typed and double-spaced in Times New Roman 12-point font
- include appropriate identifying information
- cite sources for all quotes, paraphrases, and adapted ideas
- use APA style (6th ed.) for citing references
- Culminating Interdisciplinary Inquiry Unit will be individually submitted to LiveText.

### Grading Scale

<b>A</b>	<b>93 - 100</b>
<b>A-</b>	<b>90 - 92</b>
<b>B+</b>	<b>87 - 89</b>
<b>B</b>	<b>83 - 86</b>
<b>B-</b>	<b>80 - 82</b>
<b>C+</b>	<b>77 - 79</b>
<b>C</b>	<b>73 - 76</b>
<b>C-</b>	<b>70 - 72</b>
<b>D</b>	<b>61 - 69</b>
<b>F</b>	<b>60 or below</b>

