

Course: ED333-N Middle School Philosophy & Organization
Credit: 3 credit hours
Semester: Fall 2023 (Cycles 2 & 3)
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I. DESCRIPTION

This course is an introduction to current and emerging trends shaping curriculum development and instructional practices in middle schools. This course also examines the philosophical foundations of the middle school movement with an emphasis on the physical, intellectual, social, and emotional needs and characteristics of middle school students. Topics include: the development of young adolescents, the middle school model, curriculum best suited to middle grades, effective instruction in the middle grades, classroom management and discipline, interdisciplinary team organizations, evaluation and grouping of middle school students. (Prerequisite: ED190 or permission of the Education Department program director; must be officially admitted to Teacher Education program)

II. OBJECTIVES: The student will:

1. Explain the history and philosophy of the middle school movement.
 - a. PLO-1, 2, 5; MTS-2, 4, 5, 6, 7
 - b. Assignments: A.1, B.1, B.5
2. Analyze current issues and trends in middle level education.
 - a. PLO-1, 5; MTS-2
 - b. Assignments: A.1, B.1, B.2, B.3
3. Describe the spiritual, physical, intellectual, emotional, social, and character development of middle school students.
 - a. PLO-2, 3, 4, 5, 6; MTS-2, 4, 5, 6, 7, 9
 - b. Assignments: A.1, B.1, B.2, B.3, B.4
4. Plan and teach an interdisciplinary lesson that reflects current research on middle level education.
 - a. PLO-3, 6; MTS-1, 2, 4, 5, 6, 7, 8
 - b. Assignments: A.1, B.6
5. Articulate an effective philosophy of middle school education.
 - a. PLO-1, 5; MTS-1, 2, 4, 5, 6
 - B. Assignment: B.5

III. MATERIALS

1. The Bible (Please refer to Course Policies.)
2. American Psychological Association (2020). *Concise guide to APA style* (7th ed.) ISBN-13: 978-1433832734 ISBN10: 1433832739 \$26.00
3. Powell, S. (2020). *Introduction to middle level education* (4th ed.) Pearson.
ISBN-10: 0134986806 ISBN-13: 9780134986807 \$69.32

IV. REQUIREMENTS

A. Reading Assignments

1. Reading: You will be expected to complete the weekly reading assignments and associated **Reading Responses**.

B. Assignments:

1. **Class Video Reports:** You will complete a Class Video Report Form for each week of this course. The Class Video Report Form is available in Files.
2. **Discussion Board:** You will complete five (5) discussion boards. You will share your academic journal entries with your classmates by Thursday night of the assigned week. You will then respond to at least one classmate.
3. **Journal:** You will submit five (5) journal entries. Conduct an internet search to identify some of the current issues and trends in middle level education. Identify and address the contents of at least five scholarly journal articles, blogs, critiques, news-items, sites, etc., that relate to current issues and trends in middle level education. Begin with an APA 7th ed. cover page. Write a 250 – 300 word journal entry that includes a summary of your findings followed by your thoughts, ideas, opinions, and beliefs about the material you researched. Include an APA Reference page in which you cite your source(s).
4. **Observations on Early Adolescent Development:** You will spend at least two hours observing in a middle school classroom setting. Use the chart provided in CANVAS to take detailed field notes. Write a 1,250 – 1,500 word paper in which you: a) organize your observations into categories, b) link your observations to your assigned reading on the spiritual, physical, intellectual, emotional, social, and character development of middle level learners, and c) link your observations to your beliefs, thoughts, and ideas about how adults, home, culture, individuals, and groups influence early adolescent development and learning.
5. **Philosophy of Teaching in the Middle School:** You will write a 1,250 – 1,500 word paper which describes and expresses your own personal philosophy of teaching in the middle school. Begin your paper by briefly explaining the historical development of the middle school concept. Use the Association for Middle Level Education Middle Level Teacher Preparation Standards to form the outline/framework of your paper. Provide accurate APA citations and references for any external sources.

6. **Integrated Lesson Plan and Teaching:** You will complete an Integrated Lesson Plan and teach your lesson. You should incorporate appropriate instructional strategies for middle level learners. You should demonstrate your ability to integrate your major field of study with another subject area.

V. METHODS

A. Teaching and Learning

1. Reading and research
2. Writing
3. Lectures
4. Observation
5. Discussions
6. Presentation

B. Grading

1. Weight given to assignments:

Assignments:	Points:
Class Video Report Forms	500
Reading and Reading Responses	200 (20 points x 10 chapters)
Discussion Board	100 (20 points x 5 questions)
Journal Entries	200 (40 points X 5 entries)
Integrated Lesson Plan and Teaching	100
Observation Paper	200
Philosophy Paper	200
Total:	1500 points

2. Late Assignments

Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. Letter / Numerical Grade Scale

The grading scale in the current University Catalog will be used for this course.

VI. COURSE POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

C. Academic Activity & Participation

Students learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

F. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

VII. COURSE OUTLINE AND CLASS SCHEDULE

The course outline indicates the informational material and the general direction for the content of this class:

Week	Dates	Class Topics:	Assignments for the Week:
1	Aug. 21 st to Aug. 27 th	Middle Level Education History & Philosophy	<i>Due by Midnight on Aug. 27th</i> 1. Complete Class Video Report. 2. Complete Journal Entry #1. 3. Read Chapter 1.
2	Aug. 28 th to Sept. 3 rd	Spiritual Development of Middle Level Learners	<i>Due by Midnight on Sept. 3rd</i> 1. Complete Class Video Report. 2. Complete DB#1. 3. Read Chapter 2.
3	Sept. 4 th to Sept. 10 th	Development of Middle Level Learners	<i>Due by Midnight on Sept. 10th</i> 1. Complete Class Video Report. 2. Complete Journal Entry #2. 3. Read Chapter 3
4	Sept. 11 th to Sept. 17 th	Diversity among Middle Level Learners	<i>Due by Midnight on Sept. 17th</i> 1. Complete Class Video Report. 2. Complete DB#2. 3. Read Chapter 4
5	Sept. 18 th to Sept. 24 th	Societal Context of Middle Level Education	<i>Due by Midnight on Sept. 24th</i> 1. Complete Class Video Report. 2. Complete your classroom observation & submit your field notes. 3. Read Chapter 5.
6	Sept. 25 th	Structures of Middle Level Education	<i>Due by Midnight on Oct. 1st</i> 1. Complete Class Video Report.

			2. Complete Journal Entry #3.
7	Oct. 2 nd to Oct. 8 th	Middle Level Curriculum	<i>Due by Midnight on Oct. 8th</i> 1. Complete Class Video Report. 2. Complete DB#3. 2. Read Chapters 6 & 7.
8	Oct. 9 th to Oct. 15 th	Middle Level Instruction	<i>Due by Midnight on Oct. 15th</i> 1. Complete Class Video Report. 2. Complete Journal Entry #4. 3. Read Chapter 8.
<i>FALL BREAK (October 16th – 20th)</i>			
9	Oct. 23 rd to Oct. 29 th	Assessment of Middle Level Learners	<i>Due by Midnight on Oct. 29th</i> 1. Complete Class Video Report. 2. Complete DB#4. 3. Read Chapter 9.
10	Oct. 30 th to Nov. 5 th	Planning for Teaching and Learning	<i>Due by Midnight on Nov. 5th</i> 1. Complete Class Video Report. 2. Complete Integrated Lesson Plan.
11	Nov. 6 th to Nov. 12 th	Students Teach Integrated Lesson Students Reflect on Teaching	<i>Due by Midnight on Nov. 12th</i> 1. Complete Class Video Report. 2. Complete Journal Entry #5. 2. Read Chapter 10.
12	Nov. 13 th to Nov. 19 th	Maintaining a Positive, Productive Learning Environment	<i>Due by Midnight on Nov. 19th</i> 1. Complete Class Video Report. 2. Complete DB#5.
13	Nov. 20 th	Gratitude & Purpose Curriculum for Middle School	<i>Due by Midnight on Nov. 27th</i> 1. Complete Class Video Report.
14	Nov. 27 th to	Association for Middle Level Education Middle Level Teacher Preparation Standards	<i>Due by Midnight on Dec. 3rd</i> 1. Complete Class Video Report.

	Dec. 3 rd	Elements of a Philosophy of Middle School Education	2. Read Chapter 11. 3. Work on Philosophy Paper.
15	Dec. 4 th to Dec. 10 th	Citizenship and Civility in Middle Grades	<i>Due by Midnight on Dec. 10th</i> 1. Complete Class Video Report. 2. Complete Philosophy Paper.
16	Dec. 11 th to Dec. 15 th	Relationships and Realities of Middle Level Education	<i>Due by Midnight on Dec. 15th</i> 1. Read Chapter 12. 2. Complete Class Video Report.

About Changes to this Syllabus: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.