

Course: ED333-N Middle School Philosophy & Organization  
Credit: 3 credit hours  
Semester: Fall 2025 (Session 1 & 2) (16 weeks)  
Day and Time: Mondays and Wednesdays, 9:30 – 10:50 a.m.  
Location: East Education Building, Room 129  
Instructor: Dr. Mary F. Briggs Email: [mary.briggs@calvary.edu](mailto:mary.briggs@calvary.edu)

## 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* (7<sup>th</sup> ed.) ISBN-13: 978-1433832734 ISBN10: 1433832739 \$26.00
3. Powell, S. (2020). *Introduction to middle level education* (4<sup>th</sup> ed.) Pearson.  
ISBN-10: 0134986806 ISBN-13: 9780134986807 \$79.99  
OR 6-month eTextbook access on Pearson \$50.94

### IV. REQUIREMENTS

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

**B. Assignments:**

1. **Class Video Reports:** Online students will complete a Class Video Report Form for each class session. In-class students are expected to complete a Class Video Report Form for any class session missed due to absence from class. The Class Video Report Template is available in Files in CANVAS.
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. For each journal entry, you will begin by reading a recent scholarly journal article related to middle school education. Next, prepare an APA 7<sup>th</sup> ed. cover page, and then write a 250 – 300 word journal entry that includes a summary of key points in the journal article 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:
Participation (In-Class Students)	500
Report on Videos (Online Students)	
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
<b>Total:</b>	<b>1500 points</b>

#### 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

*Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.*

### A. Grade Requirements

Education majors must maintain a high GPA standard to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education coursework and a 2.5 GPA in Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

## **B. 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.

## **C. 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. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content 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.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

***Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.***

## **D. 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.

## **E. 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.*

**F. Accommodations Statement**

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

**G. Style Guide**

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

**H. The Clark Academic Center**

The Clark Academic Center ([learning@calvary.edu](mailto: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. 18 <sup>th</sup> and Aug. 20 <sup>th</sup>	Middle Level Education History & Philosophy	<i>Due by Midnight on Aug. 24<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete Journal Entry #1. 3. Read Chapter 1.
2	Aug. 25 <sup>th</sup> and Aug 27 <sup>th</sup>	Spiritual Development of Middle Level Learners	<i>Due by Midnight on Aug. 31<sup>st</sup></i> 1. Complete Class Video Report. 2. Complete DB#1. 3. Read Chapter 2.
3	Sept. 1 <sup>st</sup> and Sept. 3 <sup>rd</sup>	Labor Day Holiday  Development of Middle Level Learners	<i>Due by Midnight on Sept. 7<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete Journal Entry #2. 3. Read Chapter 3.

4	Sept. 8 <sup>th</sup> to Sept. 10 <sup>th</sup>	Diversity among Middle Level Learners	<i>Due by Midnight on Sept. 14<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete DB#2. 3. Read Chapter 4.
5	Sept. 15 <sup>th</sup> to Sept. 17 <sup>th</sup>	Societal Context of Middle Level Education	<i>Due by Midnight on Sept. 21<sup>st</sup></i> 1. Complete Class Video Report. 2. Complete your classroom observation & submit your field notes. 3. Read Chapter 5.
6	Sept. 22 <sup>nd</sup> and Sept. 24 <sup>th</sup>	Structures of Middle Level Education	<i>Due by Midnight on Sept. 28<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete Journal Entry #3.
7	Sept. 29 <sup>th</sup> and Oct. 1 <sup>st</sup>	Middle Level Curriculum	<i>Due by Midnight on Oct. 5<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete DB#3. 3. Read Chapters 6 & 7.
8	Oct. 6 <sup>th</sup> and Oct. 8 <sup>h</sup>	Middle Level Instruction	<i>Due by Midnight on Oct. 19<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete Journal Entry #4. 3. Read Chapter 8.
<b><i>FALL BREAK (October 13<sup>th</sup> – 17<sup>th</sup>)</i></b>			
9	Oct. 20 <sup>th</sup> and Oct. 22 <sup>nd</sup>	Assessment of Middle Level Learners	<i>Due by Midnight on Oct. 26<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete DB#4. 3. Read Chapter 9.
10	Oct. 27 <sup>th</sup> and Oct. 29 <sup>th</sup>	Planning for Teaching and Learning	<i>Due by Midnight on Nov. 2<sup>nd</sup></i> 1. Complete Class Video Report. 2. Complete Integrated Lesson Plan.

11	Nov. 3 <sup>rd</sup> and Nov. 5 <sup>th</sup>	Students Teach Integrated Lesson Students Reflect on Teaching	<i>Due by Midnight on Nov. 9<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete Journal Entry #5. 2. Read Chapter 10.
12	Nov. 10 <sup>th</sup> and Nov. 12 <sup>th</sup>	Maintaining a Positive, Productive Learning Environment	<i>Due by Midnight on Nov. 16<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete DB#5.
13	Nov. 17 <sup>th</sup> and Nov. 19 <sup>th</sup>	Association for Middle Level Education Middle Level Teacher Preparation Standards Elements of a Philosophy of Middle School Education	<i>Due by Midnight on Nov. 23<sup>rd</sup></i> 1. Complete Class Video Report. 2. Work on Philosophy Paper.
14	Nov. 24 <sup>th</sup> and Nov. 26 <sup>th</sup>	Gratitude & Purpose Curriculum for Middle School  Thanksgiving Holiday	<i>Due by Midnight on Nov. 30<sup>th</sup></i> 1. Complete Class Video Report. 2. Read Chapter 11.
15	Dec. 1 <sup>st</sup> and Dec. 3 <sup>rd</sup>	Citizenship and Civility in Middle Grades	<i>Due by Midnight on Dec. 7<sup>th</sup></i> 1. Complete Class Video Report. 2. Complete Philosophy Paper.
16	Dec. 8 <sup>th</sup> and Dec. 10 <sup>th</sup>	Relationships and Realities of Middle Level Education	<i>Due by Midnight on Dec. 12<sup>th</sup></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.