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1. **Course Number:** CTMD 4190  
**Course Title:** Curriculum and Teaching in the Middle School  
**Credit Hours:** 3 semester hours  
**Prerequisites:** FOUN 3000, Admission to Teacher Education, Junior standing, or Departmental Approval.  
**Co-requisites:** None
2. **August 16, 2011, by Dr. Marilyn E. Strutchens:**
3. **Texts or Major Resources:** Manning L. & Bucher, K. T. (2012). *Teaching in the middle school*, 4/E. Boston, MA: Pearson Education.
4. **Course Description:** The purpose of this course is to introduce and prepare undergraduate education students for the middle school student, middle school teaching, and middle level philosophy while incorporating reflective decision-making. Students will also examine the historical perspective and rationale for the development of the middle school organization and selected programs.
5. **Course Objectives:** As a result of this course, students will be better able to:
  1. Trace the development of the middle school and the middle school movement;
  2. Understand the developmental changes that young adolescents undergo;
  3. Demonstrate knowledge of methods of easing the transitions from early childhood/elementary level to the middle level and from the middle level to the secondary level;
  4. Develop effective teaching strategies for student differences based on gender, economic status, language proficiency, ethnicity/race, and others **(D)**
  5. Demonstrate knowledge of strategies for planning and providing educational experiences to prepare young adolescents for life;
  6. Apply an integrated approach to curriculum development.
  7. Apply their insights about young adolescents and their knowledge of the middle-grades curriculum to designing and implementing effective instruction.
  8. Apply their knowledge of teacher-decision making to the teaching-learning process.
  9. Plan, implement, and evaluate a wide range of enrichment, exploratory, and interest-based activities and courses.
  10. Synthesize current research dealing with middle level education.
  11. Develop and articulate a personal philosophy regarding middle level education; and/or describe future directions for middle level education.
  12. Use technology in the classroom to enhance instruction. **(T)**
  13. Understand the differences between teacher-centered and student-centered instruction, and the role that peers play in the learning process.
  14. Implement questioning techniques that foster higher-level thinking and better understanding of middle level content.
6. **Course Content and Schedule:**

|           |  |
|-----------|--|
| 8/18/2011 | Chapter 1: Middle Schools Today—Concepts and Teaching  |
| 8/25/2011 | Chapter 2: Young Adolescents—Development and Issues  |
| 8/30/2011 | Chapter 3: Guiding Young Adolescents—Teachers and Counselors   |
| 9/08/2011 | <b>No class, counts as hours toward your field based experience.</b>   |
| 9/13/2011 | Chapter 4: Middle School Curriculum—Core and Related Domains, <b>Writing Prompt # 1 is due.</b>  |
| 9/22/2011 | Chapter 5: Middle School Curriculum—Integrated and Exploratory, and Relevant, <b>Interview and Report are due. Lesson plans 1 &amp; 2 are due.</b>                 |
| 9/29/2011 | Chapter 6: Planning Instruction—Appropriate and Interdisciplinary and Chapter 7: Implementing Instruction—Methods and Materials, <b>Writing Prompt # 2 is due.</b> |

|            |   |
|------------|---|
| 10/06/2011 | No class, counts as hours toward your field based experience.   |
| 10/11/2011 | Chapter 8: Assessment of Learning–Methods and Issues  |
| 10/20/2011 | No class, counts as hours toward your field based experience.   |
| 10/27/2011 | No class, counts as hours toward your field based experience.   |
| 11/03/2011 | No class, counts as hours toward your field based experience.   |
| 11/08/2011 | Chapter 9: Managing Young Adolescents and Environments–Strategies and Techniques, <b>Writing Prompt # 3 is due.</b>   |
| 11/17/2011 | Chapter 10: Parents, Families, and Community Members–Partners and Resources, and Epilogue: Middle Schools of the Future, <b>Adolescent Novel Review is due.</b> |
| 11/21-25   | <b>AU Thanksgiving Break</b>  |
| 11/29/2011 | <b>Integrated Unit is due and Final Exam</b>  |

7. **Course Requirements/Evaluation:** This course is designed to help students develop content and pedagogical knowledge. Experiences in this course will include lectures, cooperative group work, lab experiences, and independent study. In addition to weekly reading assignments from the texts and class handouts, students are expected to complete both on-campus and field-based assignments. For each assignment there will be a handout describing the activity in detail. A number of the assignments are candidates for inclusion in a professional portfolio. **All assignments must be typewritten and double-spaced. Use size 12-font.** Points will be deducted from assignments for grammatical mistakes, typos, and spelling errors. The assignments will be graded on a point scale as follows:

| Assignment                                  | Points     |
|---|------------|
| Lesson Plans & Reflections (60 points each) | 120        |
| Interviews and Report                       | 100        |
| Writing Prompts (40 each)                   | 120        |
| Points of Interests (5 each)                | 65         |
| Adolescent Novel Review                     | 50         |
| Integrated Unit                             | 175        |
| Final Exam                                  | 100        |
| <b>TOTAL</b>                                | <b>730</b> |

### EVALUATION

Final course grade will be assigned based on the percentage of possible points earned. The scale used in grading will reflect the following scale and the bunching and distribution of total point scores. In no case will you receive a grade lower than the scale indicates.

- A 90% or above
- B 80 % - 89%
- C 70% - 79%
- D 60% - 69%
- F 59% or less

### SUMMARY OF ASSIGNMENTS

#### Lesson Plans and Reflections Related to Field-based Experiences

Throughout the semester students will obtain part of their credit for the course through field-based opportunities. They are required to teach two lessons to a group of students during the field-based experience. Each group member will plan one of the lessons. All of the lessons should come from the *Connected Mathematics* Textbook Series. Lesson plans must be graded **before** they are implemented in the schools. Students will also reflect on each experience. Guides will be provided with specific questions to answer regarding the experience.

#### Writing Prompts

Throughout the course students will be asked to write 3 - 4 page responses to questions related to reading assignments, middle grades education materials or resources, or class discussions.

#### Interview and Report

Students will write and conduct interviews. The interviews will be designed to provide students with information about middle grades students' beliefs and attitudes about school. Students will also write a report based on their interviews.

#### Adolescent Novel Review

Students will select an adolescent literature novel featuring a middle grades student and trace that character's social, emotional, and physical development in a three to five page paper.

#### Integrated Unit

Students will form groups (interdisciplinary teams) and create a unit incorporating several content areas of study with each member assuming responsibility for his/her portion of the unit. Groups will present their project to the class. Students will receive a detailed handout with specific requirements.

#### Points of Interests

Students will write a paragraph that discusses a point of interest from each chapter or article read in the course. The paragraph has to be thought provoking and highlight some major idea from the chapter or article. This will help to promote class discussions.

#### Final Exam

This exam is designed to find out what students have learned about teaching at the middle grades level. Students will reflect on and apply skills and concepts that they have learned throughout the course.

### **8. Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Each student is expected to attend all classes as scheduled. The second unexcused absence from class and each succeeding unexcused absence will result in a lowering of the final course grade by one letter grade. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor's statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality