MLGE 5305.502 Syllabus

Middle Level Philosophy
3 Credit Hours
MLGE 5305.502
Fall 2020

Instructor: Dawn “Michelle” Williams
Office: Early Childhood Research Center – 209AA
Office Phone: (936) 468-1597
Office Hours:
   Monday – By appointment
   Tuesday – 12:30-2:00
   Wednesday – 12:00-2:00
   Thursday – 12:30-2:00
   Friday – By appointment

I will reply to email or voice mail within 24 hours. If you would prefer to visit in person, or via Skype or Zoom, please email 24 hours in advance to make arrangements.

Links to virtual email Zoom sessions can be found in the course in D2L.

Email: williamsdm@sfasu.edu

Preferably, use Brightspace to send emails related to the course. If Brightspace is unavailable, send email to williamsdm@sfasu.edu and include “MLGE 5305” somewhere in the subject line.

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

Course Information

Prerequisites

None

I. Course Description

Examination of educational practice in the middle grades (4th-8th) including trends and issues unique to the middle grades. This course is usually offered as a Web-based course as part of the PBIC program and/or the Masters in Education program. The first half of the semester focuses on developing an understanding of the middle level student. The second half of the
semester focuses on relating this understanding to effective practices in the middle school classroom.

Course Rationale

To effectively teach pre and early adolescents in the middle grades teachers must be familiar with the characteristics of this age group and have a good understanding of the physical, social, and emotional changes that take place during this stage of human development. Relating this knowledge to current research, trends, and issues unique to middle grade students enables the teacher to formulate a philosophy of teaching middle school, which will result in effective instructional practices in the classroom.

Course Justification

MLG540 “Middle School Philosophy” (3 credits) This course contains content provided in a series of modules for student to engage independently by reading information and researching additional information for assignments a minimum of three hours per week and includes a final exam at the end of the course. Students are expected to complete weekly assignments over the course content to demonstrate knowledge of the content readings. There are two major projects in the course. Students complete a case study project with a young adolescent and also create an Ideal Middle Level School as a final project. Students are also required to complete a minimum of two hours observation in middle level classes with diverse student groups. For every credit hour the student should expect two hours of class preparation outside of the course modules.

II. Intended Learning Outcomes/Goals/Objectives:

Elementary Education Master's PLOs and SLOs

PLO 1 Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (AMLE PLO 1; AMLE PLO 3; In TASC 1, 8).

Element A: Knowledge of Young Adolescent Development

SLO 1.1 Candidates will develop an understanding of the physical, cognitive, social including cultural/socioeconomic differences, and emotional development of the early adolescents and analyze the influence of peers, family, home, school, community and media on adolescent development. (EC12 Texas PPR ST I, II)

SLO 1.2 Candidates will identify at-risk behaviors, their antecedents, their prevention, and appropriate responses to them (EC12 Texas PPR ST II)

Element B: Middle Level Organization and Best Practices

SLO 3.1 Candidates will understand the structure of the educational system and major concepts, principles, theories, and research underlying the philosophical
foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components (EC12 Texas PPR ST III)

SLO 3.2 Candidates will investigate social and health services available for adolescents and the effects of social and educational diversity on the development and education of adolescents (EC12 Texas PPR ST II).

PLO 5 Candidates know, implement, evaluate, and reflect upon research-based teaching, professional ethics, and professional learning resources to establish and maintain positive, collaborative relationships with families, colleagues, professional organizations, and community agencies to promote the intellectual, social, emotional, physical growth, and well-being of all learners (AMLE 5; In TASC 9, 10).

Element A: Middle Level Philosophical Foundations

SLO 5.1 Candidates will understand the structure of the educational system and major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components (EC12 Texas PPR ST III).

SLO 5.2 Candidates will investigate social and health services available for adolescents and the effects of social and educational diversity on the development and education of adolescents (EC12 Texas PPR ST II).

III. Course Requirements (Assignments, Activities, Instructional Strategies, use of Technology):

1. Discussions (10 pts each – 100 points)

Each class member will be responsible for writing five and responding to at least two other discussion posts on some aspect of learning which has taken place as a result of this course and posting your response on the Discussion Board prior to the due date. Topics for reflections will be assigned by the instructor and may be found on the Discussion Board.

2. Young Adolescent Study (200 points)

Each class member will select a pre or early adolescent student as a case study, observe the characteristics of the age group demonstrated by this student, and draw conclusions about the implications these characteristics have for planning and conducting instruction in the classroom. The case study will include an interview with the student. A template and guidelines are in the Instructions for Assignments module on the course web site.

3. Exams (100 points each – 200 points):

Mid-term and final examinations will be worth 100 points each. Exams will be a combination of multiple choice and essay
4. Ideal Middle School Design Project (100 points)

Using your knowledge of young adolescent development and middle level philosophy, you will design an ideal middle school. The school should reflect accurate research, theory, and best practice regarding middle school concept as well as other best practices discussed in the course. This project will require additional reading and research. This project will be presented to the class. This assignment must be submitted via D2L and LiveText.

5. Observation and Reflection – Diversity in the Classroom (100 points)

Students in the class will observe (2 hours total) diverse classroom settings that include English Language Learners, racial diversity, special education students, and students from low socio-economic backgrounds and write a reflective paper

IV. Evaluation and Assessments (Grading Scale):

A – 90-100%
B – 80-89%
C – 70-79%
F – Less than 70%

V. Tentative Course Outline/Calendar:

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time Items listed for each module are due on Monday or Thursday at 11:59 p.m. unless otherwise noted.

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<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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<tr>
<td>August 24-27</td>
<td>Getting Started</td>
<td>• Before Class Begins,</td>
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<td>• Syllabus &amp; Timeline</td>
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<td>• Getting Started Quiz</td>
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<td>August 24-31</td>
<td>Module 1: Introduction to Middle Level Philosophy</td>
<td>• Read module content and assigned readings.</td>
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<td>• Complete Discussion 1</td>
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<td>• Identify a young adolescent for Young Adolescent Study.</td>
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<td>• Write parent letter</td>
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<td>August 31-Sept. 3</td>
<td>Module 2: Physical Development</td>
<td>• Read module content and assigned readings.</td>
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<td>• Complete Discussion 2.</td>
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<td>• Observation and Interview 1.</td>
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<td>Sept. 3-7</td>
<td>Module 3: Intellectual Development</td>
<td>• Read module content and assigned readings.</td>
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<td>• Discussion 3</td>
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<td>• Observation and Interview 2</td>
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<td>Sept. 7-10</td>
<td>Module 4: Psychological Development</td>
<td>• Read module content and assigned readings.</td>
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<td>• Discussion 4</td>
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• Observation and Interview 3

Sept. 10-14  Module 5: Social Development
• Read module content and assigned readings.
• Discussion 6
• Observation and Interview 4

Sept. 14-17  Module 6: Diversity and Culture
• Read module content and assigned readings.
• Discussion 5
• Observation and Interview 5

Sept. 17-21  Midterm
• Complete mid-term exam (closes Sept. 21)
• Work on final Young Adolescent Study paper (Due September 21).

Sept. 21-24  Diversity Reflection
• Complete final diversity observations
• Submit Final Case Study paper.

Sept. 24-28  Module 7: Middle Level Attributes
• Read module content and assigned readings.
• Discussion 7
• Begin Ideal Middle Level Project

Sept. 28-Oct. 1  Module 8: Curriculum, Instruction, and Assessment
• Read module content and assigned readings.
• Discussion 8
• Diversity Reflection due September 28th.

Oct. 1-5  Module 9: Leadership and Organization
• Read module content and assigned readings.
• Discussion 9.

Oct. 5-8  Module 10: Culture and Community
• Read module content and assigned readings.
• Discussion 10

Oct. 8-12  Work on Ideal Middle Level Project
• Work on Ideal Middle Level Project – due October 12th.

Oct. 12-15  Final Exam
• Final Exam Due by midnight Oct. 14th

IV. Course Materials – Required Textbooks


• AMLE (2012) *This we believe in action*. Westerville, OH: Association of Middle Level Education. ISBN: 978-1-56090-244-7

All students are required to register for a LiveText account, either through the University Bookstore or at <www.livetext.com>. This is a one-time purchase and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

Required Technology: This course will be delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

- Course and program improvement, planning, and accreditation.
- Instruction evaluation purposes;
- Making decisions on faculty tenure, promotion, pay, and retention.

Near the conclusion of each semester, students in the COE electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the COE, the course evaluation process has been simplified and is completed electronically through MYSFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Attendance

This course meets in cyberspace. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily.
A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L. **Professionalism points will be deducted if there are modules or portions of modules that you have not completed.**

**Late Work**

Assignments are due as assigned. **Late work will not be accepted except with prior arrangements from the instructor.** All work must be completed to receive an A in the course.

**Students with Disabilities (policy 6.1 and 6.6)**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Academic Integrity (policy 4.1)**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

**Academic dishonesty** includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

**Plagiarism** is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.
Penalties for Academic Dishonesty
- Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
- A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades (Policy 6.5)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior (Policy 10.4)
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

Technical Support

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately.

You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.