

University of Central Arkansas
MAT 5303- Middle School Psychology, Philosophy, and Organization
CRN 24453, 100% Online (Blackboard)

Instructor Contact Information

TJ Hendrix

Office Location: Mashburn 110B

Phone number: 501-852-2910 (office)

Email: tjhendrix@uca.edu

Virtual Office Hours: Monday 12:00 pm – 3:00 pm, Tuesday/Thursday 9:00 am – 12:00 pm

You may request a meeting via REMIND.COM. See setup instructions

Course Description

This course is designed for candidates to do the following:

- (1) Investigate the concepts dealing with teaching and learning in the middle grades; and
- (2) Gain knowledge of the psychology, philosophy, and organization of today's middle schools, including the following:

- theories of learning;
- student characteristics and their variability;
- preparation and implementation of lesson planning; and
- skills specifically geared for the pre-pubescent and pubescent student.

Through a combination of collaborative discussion, applicable assignments, service-learning, and reflection, these course objectives will be obtained. **This section of the course does include an indirect/direct service-learning assignment which is outlined in the *Service Learning Assignment Guidelines* section of the syllabus. This project does not require you to physically go to a location. Rather, through technology, we will partner with a local Conway organization. If you have questions or concerns about this requirement, please contact me soon so that we may discuss them.**

Course Purpose

This course emphasizes knowledge, dispositions, skills, and commitment appropriate for use with candidates in late childhood and early adolescence and is designed to give candidates opportunities to observe, investigate, and evaluate best practices for middle level learners. As candidates engage in authentic activities, they will reflect on and make decisions about how they can be effective in the classroom while analyzing major concepts related to their professional role.

Candidates will develop an understanding of the unique cognitive, behavioral, and affective needs of middle level learners. Issues of diversity, differentiated instruction, accommodation, and authentic assessment will be covered in relation to the needs of this age group.

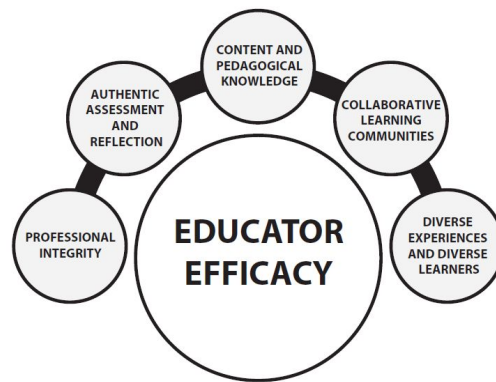
Additionally, the course will provide candidates with major concepts and research related to working collaboratively with students' families and community members.

Candidates will also study the history and foundation of middle level curriculum, including “core” and exploratory classes, and advisement programs. Candidates will examine the philosophy, organizational patterns, curricula, and instructional practice of exemplary middle schools based on the Association of Middle Level Education standards.

Required Textbooks

Manning, M. L., & Bucher, K. T. (2009). *Teaching in the middle school* (4th ed). Boston: Pearson.

CONCEPTUAL FRAMEWORK



The UCA Educator Preparation Programs (EPP) will promote every educator’s sense of professional efficacy. Professional efficacy affects an educator’s sense of responsibility and competence to contribute to the growth and development of all learners and is grounded in:

- content and pedagogical knowledge,
- guided clinical experiences with diverse students in diverse settings,
- collaborative learning communities,
- authentic assessment and reflective decision making,
- professional integrity including leadership, collaboration, and service.

Use of Technology

Candidates will participate in an asynchronous online format which requires you to complete a variety of assignments and participate in an active discussion board found within the Blackboard platform.

Online participation will include the following:

- discussion boards;
- assignment submissions; and
- other assignments, as determined by the Instructor.

Should there be any questions regarding Blackboard, you are to contact IT Helpdesk (501-450-3107) or helpdesk@uca.edu immediately.

If you require assistance with any of the technology required to complete assignments in this course, contact the TLC located within the College of Education. The individuals working in the TLC will be more than happy to assist you. Their phone number is 501-450-5426. Adam Stone's email address is: astone@uca.edu.

REMIND.COM

Though the course will utilize notification services in Blackboard, you have the option of also signing up for Remind.com. Through Remind, you will receive notifications from the instructor about due dates, canceled or rescheduled assignments, etc. You can also communicate with me via text message if you have urgent questions concerning assignments.

Disclaimer: It is to my discretion to answer messages after 5:00 pm during the week or on the weekends through this service.

How to Join

1) From a cellular device

- Go to your messaging (sms) center
- Dial **81010** (receiver of the message)
- In the body of the message type **@f4hhe** (case and space sensitive)
- You will receive a message with instructions from the site; follow the instructions until you receive the *welcome* notification.

2) From a tablet, PC, or laptop

- Follow this link: **remind.com/join/f4hhe**
- Sign up with your name and email address or phone number

Note: If your email account is not linked to your phone you will not receive the notifications. So that you receive all of the notifications, use your phone number or download the Remind.com app.

Diversity

Candidates will be provided opportunities through direct instruction and field experiences to gain the knowledge, skills, and disposition necessary to provide effective instruction in diverse classrooms and communities. A wide-range of instructional methods and strategies will be modeled during the course to meet the needs of a diverse population. In addition, candidates will design curriculum which integrates literacy strategies which are suitable for a wide range of students.

Course Objectives:

The objectives of the course are to prepare teacher candidates for service to young adolescent student populations in middle school or junior high school settings. The content and exercises in the course are designed to assist teacher candidates with understanding and planning for a career working with young adolescents.

Course Outline

All work is due by 11:59 p.m. on either a Wednesday or Friday, with the exception of assignments due the first week of the course and the final exam. Please review the dates below carefully and mark your calendars.

Week	Course Readings/Topics	Due Date	Assignments Due
1	Start Up Course Overview & Survey Syllabus Overview (Self guided)	Sun. Jan 8	Google Doc Survey and Perspectives Assignment
2	Middle School Experience & Development and Issues Read Chapters 1 & 2, and <i>This We Believe</i> material in Blackboard Collaborate Discussion: Middle School Experience	Wed. Jan 11	Completed Recorded Blackboard Collaborate Discussion Middle School Experience and Developmental Issues
3	Advisory Plans Read Chapter 3 & read and watch supplemental information in Blackboard	Wed. Jan 18	Advisory Lesson Plan and Lesson Plan Peer Response Form
4	Middle School Curriculum: Core and Related Domains and Integrated, Exploratory, and Relevant) Read Chapters 4 & 5, and read and watch supplemental information in Blackboard	Wed. Jan 25	Discussion Board: Middle School Curriculum
5	Reflection through Discussion Reflection and discussion about chapters weeks 1 - 4 content	Wed. Feb 1	Completed Recorded Blackboard Collaborate Discussion
6	Managing Young Adolescents and Environments Read Chapter 9 and Supplemental Information (Blackboard)	Wed. Feb 8	Discussion Board: Managing Young Adolescents and Environments
7	Parents/Community Read Chapter 10 and Supplemental Information (Blackboard)	Wed. Feb 15	Discussion Board: Parents, Families, and Community

8	Beginning of Service Learning Project. Read Explanation of Service Learning Watch the Video about CoHO Watch introduction to project video	Wed. Feb 22	Pre-Flection paper
9	Week One of Service Learning Project Meet online with Young Board of Directors	Wed. March 1	Initial Plan and Rationale
10	Week Two of Service Learning Project Begin Writing Curriculum and continue to communicate with CoHO staff and volunteers	Fri. March 10	First Draft of Units Due
11	Revisions and Reflections Week Interdisciplinary Instruction Read Chapters 6 & read and watch supplemental information in Blackboard	Fri. March 24	Final Drafts of Units are Due Blackboard Discussion: Reflection on the experience
12 SPRING BREAK			
13	Implementing Instruction Read Chapters 7 & read and watch supplemental information in Blackboard	Wed. April 5	Discussion Board: Interdisciplinary Instruction and Implementing Instruction
14	Authentic/Alternate Assessment Read Chapter 8 & Supplemental Information (Blackboard)	Wed. April 12	Discussion Board: Authentic Assessment
15	Final Discussion and Reflection over the course	Wed. April 19 & Fri. April 21	Blackboard Collaborate Discussion
16	Final Exam This will not be available until the first day of final	Week of April 24 - 28	Final Exam

Graded Work	Possible Points
Course Survey	10
Discussion Board Assignments	

Each worth 20 points each; a total of six discussions (The authentic assessment discussion will not be graded due to the final assignment grade)	120
Assignments: Advisory Lesson Plan (Group) 40 Advisory Lesson Plan Peer Response 10 Pre-flection Paper 10 points Initial Plan and Rationale 20 points First Draft of unit and event (20 points) Advisory unit 100 points Post Assignment Reflection Paper 50 points	250
Collaborate Discussions Each worth 20 points each; a total of three discussions	60
Final Exam	50
Total Points Possible:	490

Major Course Assignments

1. Discussion Board Participation (20 points each)

Each student is required to participate in the virtual discussions regarding the assigned reading materials. Throughout the semester, the instructor will post relevant questions arising from the assigned reading(s) and the discussion points. Each student must provide an initial response to the questions on the discussion board. Some discussion boards may require you to write a narrative response in paragraph form (500 words or less) and others may require you to answer specific questions in chart form. Each student is required to engage with other classmates through appropriate responses. Make certain to provide organized, fully-developed responses. It is expected that you write your responses in paragraphs, using academic language and appropriate grammar. Be sure to write your response in Blackboard verses adding it as an attachment. Though the discussion board is designed to be somewhat informal, it is imperative to maintain professionalism and respect for all.

Quality of Post: Clear and articulate response; addresses the questions; elaborates statements with accurate explanations, reasons, or evidence; response goes beyond simply answering the prompt, and attempts to stimulate further thought and discussion; uses correct grammar and punctuation. (5 points)

Reading and Inquiry: Shows original thought that goes far beyond the obvious; integrates readings (textbook and/or supplemental information and videos in Blackboard); has a clear idea of the topic under discussion through appropriate response. (10 points)

Engagement with Others: Shows concerted and honest effort to engage with others; responds to ideas in a way that advances discussion beyond the obvious; fully developed comments;

thoughtful and reflective comments; encourages a variety of points of view; integrates information from readings (textbook and/or supplemental information in Blackboard). (5 points)

Peer Review Assignments: Some Discussion Board posts will be used as opportunities for peer review before turning them in for a final grade. These posts will not be graded: you will receive a grade for the final draft of the assignment (ranging between 40 – 80 points). Be sure to pay attention to due dates and subsequent instructions.

2. Blackboard Collaborate Discussions (20 points each)

You will participate in three Blackboard Collaborate discussions to reflect on concepts learned during the course. If you are in need of services due to hearing or sight difficulty, please inform the professor prior to the first scheduled recording. The instructor will work with you and Disability Services in order to make this task accessible.

3. Service-Learning Assignment (200 points total)

Service-Learning Assignment Guidelines

During this semester we will partner with City of Hope Outreach (CoHO), a faith-based non-profit ministry located in Conway, Arkansas. This partnership will involve the creation of a curriculum guide for advisory programming for young adolescents, and a parent/community involvement program to increase parent engagement at CoHO. This is a required exercise for this course. Though CoHO is a faith-based organization, you will not be required to administer or create faith-based programming. Our purpose is to create curriculum to meet the social and emotional, and academic needs of students, and to create an outreach program for parents and/or community members.

Purpose and Goals:

This project will involve indirect and direct (via technology) service in order to meet the need of instructional programming and parental involvement at CoHO. Through email, video recording equipment, and distance learning technologies, MAT teacher candidates at UCA will partner with CoHO staff and clients to develop a two week advisory unit that would include a culminating program for parents and community members of students ages 12 - 16.

The teacher candidates will work in teams (of 4) and will combine what they learned about CoHO with their knowledge from the course to create a unit that will be implemented by the CoHO staff and volunteers. A template and examples of an advisory unit will be provided, and the teacher candidates will have an opportunity to interview the members of the CoHO **Young Leaders Board** via Google Hangouts (or like technology) to hear from them their desires for programming, content, and projects. The teacher candidates will have opportunities to check in and consult with CoHO staff or volunteers during the planning stage (two weeks) to make sure their ideas are serving the needs of the population they will serve. Arrangements will be made prior to meetings for set up.

As a culminating activity for the unit, teacher candidates will plan for a related parent and/or community event. The event must have a specific draw to engage (or reengage) parents with students at the CoHO site. The event could be the first in a series of events, or a one-time event. This event(s) should **a)** relate back to the content of the advisory curriculum; or **b)** involve a presentation of information by the students as a result of what was learned during the advisory unit.

At the conclusion of this service-learning project, the teacher candidates will:

1. Understand young adolescent development;
2. Understand the importance of adult advocacy in the development of young adolescents.
3. Know how to plan an effective advisory program for young adolescents through listening to students and implementing ideas that are student-driven;
4. Know how to plan effective programming to involve parents and community members;
5. Know how to build and sustain relationships with parents and community members;
6. Understand that listening to parents and community members is vital to creating adult advocates and community partners;
7. Understand how to address the actual needs of a community rather than perceived needs; and
8. Make distinct correlation between Middle School pedagogy and philosophy taught in the course and the creation of this unit for a non-school entity.

Grading:

Completion of the advisory unit and parent/community event plan comprise (100 points) 60% of the grade for this assignment.

Other graded assignments include:

Initial Plan and Rationale (20 points) 10%

First Draft of completed unit and culminating (parent/community) event (20 points) 10%

Pre-reflection Paper (10 points) 5%

Post Assignment Reflection Paper (50 points)15%

Calendar of Events:

February 20 - 24	Explanation of Project and Intro to CoHO Pre-reflection Paper Due
February 27 - March 10	Planning stage for Unit Initial Plan Due
March 11	Review and Discussion of 1st Drafts with Committee
March 13 - 17	Revisions

March 20 - 24	Grading, Evaluation, Announcement of Chosen Unit Completed Drafts Due
March 27 - 31	SPRING BREAK
April 1	Teacher candidate lead training about the chosen unit
April 3 - 13	Implementation of Chosen Unit
April 14	Culminating Parent/Community Event
April 17 - 21	Reflection Papers Due

The Advisory Unit

The advisory plan requires teacher candidates to build a two week advisory program that will address the needs or interests of young adolescent students. Teacher candidates will first review the information they learned in chapter three of the textbook, along with supplemental information found on Blackboard, and discuss with their group ideas for meeting the psychosocial needs of young adolescents. Then, teacher candidates will review a recorded roundtable discussion with the CoHO Young Leaders Board and take notes on what the youth say interest and concerns them. The teacher candidate groups will meet via a platform of their choosing to discuss what they heard and saw and begin to work on a plan for their curriculum unit.

A plan for implementation must be completed and graded before the groups move forward with their idea. During the first week of the project planning period, teacher candidates will meet online with the Young Leaders Board to discuss what interests the youth and ideas for the advisory unit. Each group must have a set of questions pre-written to help guide the conversation. After this first online meeting, teacher candidate groups may turn in their plan for implementation for a grade. After receiving their graded plan for implementation, they can begin to work on the first draft of their curriculum unit.

Each unit is subject to a revision process based on the feedback of the committee. Once the first draft of the unit is complete, a committee of representatives (the instructor, the CoHO director, a parent, and a student) will review the units and evaluate them to make certain the units align with their program goals and will meet the needs of their students. The units will be returned with notes and teacher candidates will have one final opportunity to revise the units.

After the revision process is complete and the units have been evaluated, CoHO will chose one advisory unit to implement. A survey will be conducted prior to and after the implementation of the unit and the data from the survey will be discussed during the reflection period of the course. All of the advisory units will be collected as part of an advisory curriculum guide to be used at CoHO.

A template and step-by-step instructions have been provided for you in this packet.

The Parent and Community Event:

The **parent and community assignment** requires teacher candidates to build an event for parent and/or community involvement. This event can be either a one day or night event, or an ongoing event for multiple days. The event completes the unit and should be explicitly outlined for implementation by the CoHO staff and volunteers.

A template and step-by-step instructions have been provided for you in this packet.

Chosen Unit

The team with the unit chosen by CoHO for immediate implementation and survey feedback will choose a member to train the CoHO staff and volunteers on how to implement the curriculum. This training will take about one hour can be done via Google Hangouts (or like technology) or face-to-face. Though all members will not be required to participate in this training, they are welcomed to participate. This training session will take place April 1, 2017.

Curriculum Guide

All of the advisory plans will be collected as part of an advisory curriculum guide to be used at CoHO. CoHO will have the right to use and modify the material in the guide as they see fit; teacher candidates may also use the advisory curriculum created by their groups in future (or current) classrooms. Teacher candidates may use the curriculum created by their peers with permission from the creators.

Late Work Policy

No late submissions will be accepted for discussion (written or recorded) posts, the initial plan or first draft of the service-learning advisory unit, or the final exam. However, other qualified assignments can receive a grace period of two days.

A written request through email is required to receive a two day grace period for assignments or papers; thus no points will be deducted if the assignment or paper is turned in by the second day late. Five percent (5%) will be deducted after the assignment or paper is more than two days late.

If a written request is not submitted prior to the assignment or paper being late, a five percent (5%) deduction will be made to the assignment or paper for each day the assignment or paper is late, up to seven days. After the assignment or paper is seven days past due, with or without a written request, it will no longer be eligible for grading.

Alternative accommodations can be made, case-by-case, through collaboration with appropriate UCA services and agencies. Please schedule an office visit with your instructor if these services are needed.

Things to Know...QUICK LIST

1. Check your UCA e-mail EACH DAY.
2. New submissions are due on the assigned day by 11:59 p.m.
3. **IMPORTANT:** Assignments are due at 11:59 p.m. on due dates. If you are having trouble with Blackboard, you need to contact IT at 501-450-3107 and then email me to inform me of the issue. You will still receive credit for the assignment as long as you e-mail it to me when you inform me of the Blackboard issue before 11:59 p.m. on the due date.
4. Assignments must be submitted through Blackboard unless otherwise noted; **no email submissions will be accepted, unless previously discussed. This policy is in place to safeguard your work against being misplaced or not graded.**
5. You will need remote access to the library's database to complete assignments requiring references. Make certain you are using articles from peer-reviewed journals. If you need assistance searching for articles, contact the library.
6. Plagiarism, whether intentional or unintentional, will result in a score of zero on the entire assignment. You are responsible for the academic honesty of your work.
7. **Read each assignment sheet BEFORE you complete the assignment. It will give specifics regarding each task.**
8. All papers are to be written in APA format. It is your responsibility to purchase, checkout, or borrow a 6th Edition APA (American Psychological Association) Publication Manual. You may also refer to the APA Website (apastyle.org) or the Online Writing Lab of Purdue University (owl.english.purdue.edu/owl/resource/560/01/).
9. Check your UCA e-mail EACH DAY.
10. Check your syllabus before contacting me with questions. However, do not hesitate to ask questions.
11. See top of syllabus for office hours. If you need to meet with me in person but are unable to come during those hours, contact me for an appointment.
12. I have set office hours, however, it is best to email or call for an appointment, even during office hours. **If scheduled in advance, I can accommodate any reasonable time.**

POLICIES:

Student Handbook Policy

Students are encouraged to familiarize themselves with all policies listed in the UCA Student Handbook to include the UCA Sexual Harassment Policy and the relevant academic policies. The handbook can be viewed through the UCA web site. The handbook can be viewed through the UCA web site - <http://uca.edu/student/student-handbook/>. Language from the handbook is excerpted below.

Academic Integrity

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Americans with Disabilities Act

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Disability Resource Center, 450-3613.

Student Academic Appeals: Grade Appeals

The College of Education's Student Academic Grade Appeal Policy offers additional guidelines from that outlined in the University of Central Arkansas Student Handbook. It specifically defines a timeline for the appeal process. A student who wishes to appeal the final grade in a course should follow the guidelines found in the College of Education Student Academic [Grade Appeal Policy](#). This policy is located on "policies" link of the College of Education website.

Professional and Ethical Conduct Policy

Because the standards of the education profession exceed those addressed in other university or college polices, the COE Professional Education Unit has adopted a [Professional and Ethical Conduct Policy](#) to address those professional and ethical behaviors. In essence, this policy states that students must adhere to the prescribed professional and ethical standards of the profession for which they are preparing. The policy document provides a definition of professional and ethical misconduct, guidelines for reporting misconduct, and an appeal process. It is located on the "policies" link of the College of Education website.

Title IX Disclosure

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an

investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>.

Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

Student Evaluations

All course syllabi should include a statement about student evaluation of the course. Use the language following according the term of the course offered:

Evaluations (Fall and Spring)

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. **Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button in the top right.**

Evaluations (IEP: Fall and Spring)

IEP LEVEL 1 and 2: It is important to evaluate your class and your teacher. UCA greatly values this process so we know students are learning and everyone is doing their job as best they can. Starting on Monday of the 5th week , log on to myUCA. Look in the top right corner and click on the Evals button. Make sure you are evaluating the correct class and correct teacher. This button will be there until the Sunday after classes are over.

MASHBURN EMERGENCY PLAN: An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://uca.edu/mysafety/bep/>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

All UCA students taking classes in Mashburn Hall should be familiar with the Mashburn Emergency Plan located at the following link:

<http://uca.edu/mysafety/files/2013/06/bep-mashburn-eps-20122013r2.pdf>