

I. Educ 211: Middle Level Seminar I

II. 2 Credit Hours

III. Course description:

An orientation to the field of middle level education (primarily grades 5-8) with an emphasis on the philosophy of the middle school and the role of the teacher. This will be accomplished by the student learning about the current practice of the middle school movement in public and private education. The student will be introduced to the concept that the teacher must be aware of the unique developmental needs of the young adolescent in order to be the most effective minister of the Gospel. A minimum of 10 hours of field experience in the middle grades are required.

IV. Place of the Course in the Curriculum:

A seminar course for education students interested in aspects of the middle school. Required for all middle level endorsement students.

V. Goals and Objectives of the Course:

Goals: The purpose of this course is to give the prospective middle level teacher an introduction to effective middle grades practice. To facilitate such knowledge, this course will:

1. Explain the basic philosophy of the middle level classroom. (LD3, LR7)
2. Provide a framework for a basic understanding of the young adolescent needs and characteristics. (T6)
3. Discuss prominent middle level publications & writers. (LR7, T5)
4. Involve the student in related interview and observational field-based situations. (T9)
5. Provide an overview of the middle school endorsement at Concordia. (LD3)

Objectives: In order to meet the above stated goals, the following objectives will be pursued throughout the course of the semester. The student will:

1. Participate in a panel discussion with three middle level teachers (T9)
2. Participate in a panel discussion with a middle school principal (T9)
3. Interview middle level parents (LD8)
4. Observe & respond to interactions in a middle level lunchroom (T6, LD8)
5. Attend & respond to a middle level social function (youth retreat, dance, field trip, sporting event, etc.) (LR4)
6. Review one's own middle level experience (LR2)
7. Participate in experiences with middle level students for a minimum of 10 hours this semester (T3)
8. Attend a middle school advisee activity, then write a script of your own. (T1, T2, T6)
9. Visit an established school in the area. (LD7, LD9)
10. Attend a middle level team meeting (LD5)

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### VI. Course Content:

1. Components of middle school philosophy (T5,3, LD3, LR7)
2. Interaction with young adolescents (T6, LD8)

### VII. Methodology: (T1,2,5,6,7,8,9, LD1,2,3,8 LR2,6,7)

Minimal lecture – primarily workshop/seminar format, whole class discussion, field-based investigation of topics discussed in class.

### VIII. Student Roles: (T1,2,5,6,7,8,9, LD1,2,3,8 LR2,6,7)

1. Attend all class sessions
2. Complete readings
3. Participate in class activities & discussions
4. Participate in small group activities
5. Participate in field investigations of middle level components.

### IX. Evaluation: (T1,2,5,6,7,8,9, LD1,2,3,8 LR2,6,7)

Evaluation will be based on: class participation, field experience involvement, completed and successful completion of projects/activities. The grades in each of these areas have been averaged and weighted, which will yield the course grade. Weights have been assigned as follows.

*Class participation	20%
*Field experience	30%
*Projects/activities	50%

### X. Bibliography:

- American Girl Library: More HELP! Middleton, WI: Pleasant Company Publications, 1996.
- Association of Middle Level Education, This We Believe in Action, Westerville, Ohio: Association for Middle Level Education., 2012
- Giannetti, Charlene C. and Margaaret Sagarese. The Roller Coaster years: Raising Your Child Through the Maddening Yet Magical Middle School Years. New York: Broadway Books, 1997.
- Hersch, Patricia. A Tribe Apart: A Journey Into the Heart of American Adolescence. New York: Ballantine Books, 1998.
- Jackson, Anthony W. and Gayle A. Davis. Turning Points 2000: Educating Adolescents in the 21<sup>st</sup> Century. New York: Carnegie Corporation, 2000.
- Knowles, Trudy. What every Middle School Teacher Should Know. Heinemann, 2000.
- National Middle School Association. This We Believe... and now we must act. Columbus, OH: National Middle School Association, 2002.
- Manning, M. Lee. Developmentally Appropriate Middle Level Schools. Association of Childhood Development, Int'l. 2002.
- Rutherford, Barry Ed. Creating Family/School Partnerships. Columbus, OH: National Middle School Association, 1995.
- Scales, Peter C. and Kenneth McEwin. Growing Pains: The Making of America's Middle School Teachers. Columbus, OH: National Middle School Association, 1994.
- Totten, Samuel and Jon E. Pedersen Eds. Social Issues and Service at the Middle Level. Boston, MA: Allyn and Bacon, 1997.

**2012**

Publications:

Association for Middle Level Education, Middle Ground

Association for Middle Level Education, Middle School Journal

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