



**UNIVERSITY OF NORTH GEORGIA**  
**College of Education**

**MGMS 7200: Conceptualizing Middle Level Learning & Diversity in Content**  
**Fall 2013**

**GENERAL INFORMATION**

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**eLearning (D2L) login Information:** <https://ung.view.usg.edu/>

**View Supplemental Syllabus at** [http://ung.edu/college-of-education/\\_uploads/files/Supplemental-Syllabus-2013-14.pdf](http://ung.edu/college-of-education/_uploads/files/Supplemental-Syllabus-2013-14.pdf)

**Prerequisites:** Admission to Teacher Education, Middle Grades Online M.Ed. Program

**COURSE OVERVIEW**

**TEXT, TECHNOLOGY AND OTHER MATERIALS**

**Text:** Perlstein, L. (2003). *Not Much Just Chillin: The Hidden Lives of Middle Schoolers*. Farrar, Straus, & Giroux: New York

**LiveText, Inc.: FOR MGMS STUDENTS ONLY** - All students in teacher education programs must hold a current LiveText account. A one-time fee is good for the length of the program, plus one year out in the field. To purchase LiveText, visit [www.livetext.com](http://www.livetext.com) and purchase the 'Standard edition' for the University of North Georgia. Once you have purchased and activated your account, please email [support@livetext.com](mailto:support@livetext.com) and request to have the 'Valdosta State University domain added to your account'. You will then be able to use your LiveText account with both your Valdosta and UNG courses. If you've signed up as NGCSU, please request that they also 'add UNG domain to your account'. LiveText provides online help. You may also contact Kathy Moody at [kmoody@ung.edu](mailto:kmoody@ung.edu) for assistance. If you do not purchase and activate/register LiveText by the end of drop/add, you may be 'withdrawn without penalty' (W) from class.

**Desire to Learn (D2L):** For MGMS program, access at <https://go.view.usg.edu/> **University System of Georgia's Desire2Learn Help Center** provides assistance through their ‘knowledge base’ <http://d2lhelp.view.usg.edu/> & 855.772.0423. The USG D2L Help Center is available 24 hours a day, 7 days a week. The Online Support Center site includes a ‘knowledge base’. There are sections for students & instructors. You can also call for technical support . Please encourage students to check the ‘knowledge base’ before calling tech support. Also reference CTLE’s D2L website.

**PROGRAM CALENDAR**

Please note that the MGMS calendar is different from the college’s calendar. View calendar at <http://www.georgiaonline.org/gomlcalendars/student.phtml#y2012>

**Course Description: (see catalogue)**

This course examines the concepts, principles, theories, and research that supports the tenets of the middle school philosophy as well as current trends in middle level education. A primary focus of this course will be the unique nature and development of the middle level learner. Candidates in this course will analyze their own practice, investigate the impact of media on young adolescent developmental issues, and generate research-based professional resources.

**SECTION 2: COURSE STANDARDS AND OBJECTIVES**

**Conceptual Framework (CF)**

<b>Intellectual Engagement</b>	<b>Research Based Teaching and Learning (RBTL)</b>	<b>Advocacy and Service</b>
<ul style="list-style-type: none"> <li>a. Critical thinking and creative problem- solving in theory and practice</li> <li>b. Active engagement in reflective practice</li> <li>c. Professional collaboration and communication</li> <li>d. Commitment to on-going professional development</li> </ul>	<ul style="list-style-type: none"> <li>a. Content literacy</li> <li>b. Data driven decision-making</li> <li>c. Student centered teaching and learning</li> <li>d. Technological literacy</li> <li>e. Immersion in the learning community through field experience and clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>a. Promote social justice and human rights for the individual and in communities</li> <li>b. Leadership</li> <li>c. Ethical practice</li> <li>d. Professional accountability</li> </ul>

**Course Objectives and Standards**

<b>Course Objective</b>	<b>INTASC Standard</b>	<b>NMSA Standard</b>	<b>Conceptual Framework</b>
The middle level masters candidate demonstrates an understanding of the research that underpins adolescent development. Based on scholarly literature, they discriminate among the best practices that promote the positive	<b>1 9</b>	<b>1. K1 1.K3 1.K4 1.K5 2.K4</b>	Intellectual Engagement RBTL Advocacy & Service

development of early adolescence.			
The middle level masters candidate demonstrates an understanding of how health and sexuality issues impact the lives of adolescents as well as the implications of media portrayal of adolescents.	<b>1 9</b>	<b>1.K2 1.K7</b>	Intellectual Engagement Advocacy & Service
The middle level masters candidate demonstrates an understanding of the research that underpins the philosophical/historical foundations of developmentally responsive middle level schools. Based on scholarly literature, they discriminate among the best school organizational practices including teaming and flexible use of instructional time.	<b>3</b>	<b>1.K6 2.K1 2.K2</b>	Intellectual Engagement RBTL Advocacy & Service
The middle level masters candidate works to share their expanding knowledge of early adolescent development and philosophical/historical foundations within a community wider than their own classroom.	<b>10</b>	<b>1.P6</b>	Intellectual Engagement RBTL
The middle level masters candidate participates in activities to restructure programs and policies that create more responsive schools.	<b>10</b>	<b>1.P2 2.P3</b>	Advocacy & Service
The middle level masters candidate analyzes their professional practice in light of current research and trends to determine the match/mismatch between their own school/classroom organization, the philosophical foundations of middle level education, National Middle School Association position, and the nature and needs of young adolescents.	<b>9</b>	<b>1.P6 2.P1 2.P5</b>	Intellectual Engagement RBTL Advocacy & Service
The middle level masters candidate is positive and enthusiastic about all young adolescent students.	<b>1 2</b>	<b>1.D1</b>	Advocacy & Service

Believe that their role includes helping all young adolescents develop to their full potentials.	<b>1 9</b>	<b>1.D7</b>	Advocacy & Service
The middle level masters candidate believes in the philosophical foundations that support developmentally responsive, socially equitable programs for all young adolescents.	<b>9 10</b>	<b>2. D1</b>	Advocacy & Service RBTL
The middle level masters candidate is committed to the application of middle level philosophical foundations in their practice.	<b>5 7</b>	<b>2. D2</b>	Intellectual Engagement RBTL

### INTASC STANDARDS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with

learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### **Assignments & Assessments:**

The final grades will be determined by the following point system:

- Project 1: Professional Presentation = 40
- Project 2: Case Study = 25
- Project 3: Self-Analysis = 25
- Other: Engagement & Professionalism = 10

- Grading Scale:**
- A = 100 – 90
  - B = 89 – 80
  - C = 79 – 70
  - D = 69 – 60
  - F = 59 and below

### **Methods of Instruction:**

The development of the understanding and demonstration of content, methodologies, and skills and dispositions identified in the course objectives will be supported through individual assignments, case study analysis, web-based activities, peer feedback, and self-analysis.

### **General Expectations:**



North Georgia College and State University is committed to the full inclusion of individuals with disabilities and the principal of individual rights and responsibilities. To that end, the policies and procedures of NGCSU reasonably ensure that a person with a disability is not, on the basis of that disability, denied full and equal access to and the enjoyment of academic programs and co-curricular activities or otherwise is subjected to discrimination in such programs and activities.

## **SECTION 3: COURSE INFORMATION**

### **Engagement & Professionalism:**

Each student is expected to function as a positive, active member of the learning environment. All postings and assignments should be presented in a professional manner (tone and style). It is the student's responsibility to keep the instructor informed of any extenuating circumstances, which prevent the student from accessing the course website(s) or completing assignments. Any student who does not post responses and assignments in a timely manner is in danger of being withdrawn from the course and given a grade of "WF".

Students in this class are expected to communicate and exemplify the following dispositions in their coursework as well as their actions:

-  The middle level masters candidate is positive and enthusiastic about all young adolescent students.
-  The middle level masters candidate believes that their role includes helping all young adolescents develop to their full potentials.

- ✚ The middle level masters candidate believes in the philosophical foundations that support developmentally responsive, socially equitable programs for all young adolescents.
- ✚ The middle level masters candidate is committed to the application of middle level philosophical foundations in their practice.

### **Accommodation for Students with Disabilities:**

The policies for access by individuals with disabilities at NGCSU are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990.

To receive disability accommodations, the student should contact the Coordinator of Disability Resources, Office of Academic Support Programs, Room 207 Barnes Hall. Approval of reasonable accommodations will be made on a case- by- case basis.

### **Academic Integrity Policy:**

All students are expected to conduct themselves according to the NGCSU codes governing student conduct and academic integrity. Cheating or plagiarism will result in a grade of WF. Students may not submit work completed for other classes without written permission of the professor. Suspected violations of the academic integrity policy will be referred to the Academic Integrity Council. Research papers must be typed. Students should make copies of all assignments they wish to keep prior to submission for grading. The original document should be submitted for grading. Late assignments carry a penalty of 10% per day late. Should a student choose to withdraw from the course it is that student's responsibility to complete the withdrawal process. Student who cease attending class without formally withdrawing receive a grade of WF for the course. Students with two or more absences may receive a grade of WF.

Grades of I (Incomplete) are awarded only in cases of serious illness and other significant non-academic circumstances. The instructor reserves the right to make the final decision with regard to granting a grade of "I".

### **Multicultural/Global Component:**

Multicultural/global education develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition. Multicultural/global approaches to education recognize that teachers must understand the complexity of globalization and develop skills in cross-cultural interaction if they are to support the development of effective citizens in a pluralistic and interdependent world. Cross-cultural understanding, respectful behavior and communication, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural differences and perspectives, knowledge, and appreciation of other peoples' points of view--are essential in the development of a global perspective. Teachers in particular bear significant responsibility as a source of powerful influence in the lives of children and youth to challenge bias in thinking, behavior, curriculum and assessment. NGCSU preservice and inservice teachers communicate positively and respectfully with individuals without regard to disability status, socioeconomic, cultural or language background.

### **Technology Component:**

A wide variety of technology will be used in this course. Students will be expected to use Vista and LiveText for basic class communication and assessment. In addition, each student will be expected to actively use a variety technology to facilitate individual learning.

**Class evaluations:**

Class evaluations at NGCSU are now conducted on-line through Banner. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week. Specific instructions will be made available when the surveys are activated.

**Electronic Monitoring:**

Electronic monitoring may be used during this class to check assignments for authenticity.

**SECTION 4: COURSE OUTLINE AND ASSESSMENTS**

**Course Projects, Outcomes, Methods of Instruction, and Evaluation**

Course Objective	Projects	Instructional Strategies Used	Integration of Technology	Assessment Approach
1 3 4	Candidates will develop a webpage, I-Movie, or professional presentation about an assigned topic related to middle school philosophy/historical foundations. This project should include, but is not limited to: <ul style="list-style-type: none"> <li>✚ Clear connections to scholarly literature               <ul style="list-style-type: none"> <li>○ Organizational practices</li> <li>○ Adolescent development</li> <li>○ Use of instructional time</li> </ul> </li> <li>✚ Identification of related best practices that promote the positive development of early adolescence</li> <li>✚ Photos or video examples from their own classroom practice</li> <li>✚ Ability to share information with a</li> </ul>	Research	PowerPoint, I-Movie, or web editor with digital photos of students & schools to augment theoretical information presented	Project assessed via LiveText checklist/rubric  Prospect for presentation or dissemination of information.

	wider community of educators			
2 5	Candidate will complete a case study analyzing how health and sexuality issues impact the lives of adolescents as well as the media portrayal of adolescent behaviors. Students will then work collaboratively to investigate related district programs/policies and suggest changes that would create more responsive schools.	Case study	Electronic Discussion on D2L  Word Processing	LiveText Rubric
6	Candidate will complete an analysis of their professional practice in light of current research and trends to determine the match/mismatch between their own school/classroom organization, the philosophical foundations of middle level education, National Middle School Association position, and the nature and needs of young adolescents.	Scavenger Hunt utilizing library and online resources  Video analysis	Use of online databases	Self-Assessment Against Standards  Peer feedback using the GAPSS observation form

Other	All students will be judged throughout the course on expectations that include (but are not limited to); active engagement, professionalism, and the course specific dispositions.	Assessed through analysis of course expectations/assignments
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**Course Topics/Schedule (tentative)**

Session 1 Course Overview & Introduction

Session 2 Adolescent Development

Session 3 Family Structures & Culture



Session 4	Adolescent Health & Safety	
Session 5	Teens and the Media	- Case Study
Session 6	Middle Level Philosophy/Historical Considerations	
Session 7	The Middle Level Environment	
Session 8	Adolescent Development/Active Learning	– begin Scavenger Hunt (Session 11)
Session 9	What Works in Middle School	
Session 10	The Ideal Middle School Meets Reality	-Presentation Topics due
Session 11	Best Practices	-Scavenger Hunt due
Session 12	Addressing Diverse Student Needs	- Draft of presentation due
Session 13	Developmentally Responsive Instruction	
Session 14	The Ideal Teacher and ME	
Session 15	Reflection on Learning	

**Assignment Due Dates:**

Case Study – Sept. 22

Presentation topics – Oct. 27

Presentation draft – Nov. 17

Professional Presentation – Nov. 24

Self-Analysis- Dec. 6

**All Sessions begin at 12AM (Sunday Mornings)**

Session 1 – Aug. 19

Session 2 – Aug. 26

Session 3 – Sept. 2

Session 4 – Sept. 9

Session 5 – Sept. 16

Session 6 – reading only

Session 7 – Sept. 30

Session 8 – Oct. 7

Session 9 – Oct. 14

Session 10 – Oct. 21

Session 11 – Oct. 28

Session 12 – Nov. 4  
Session 13 – Nov. 11  
Session 14 – Nov. 18  
Session 15 – Nov. 25

**Last Class Day – Nov. 29**  
**Finals – Dec. 2-4**

