



Course Number: EDUC 3010- (CRN 80424)
Course Title: Study of the Young Adolescent Learners
Credit Hours: 3 Hours
Semester and Year: Fall Semester 2017
Class Meeting Time: Wednesday 8:30 – 12:00 (reporting time may vary if we are visiting a school – the time in class will reflect the 2 ½ hour requirement for a 3 hour course)
Location: Arts and Sciences, G229

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, disabilityservices@mail.clayton.edu.

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Office Hours: Monday 1:00 – 4:00
Tuesday By Appointment
Wednesday 1:00 – 4:00
Thursday By Appointment

Textbooks (Required):

- Powell, S. D. (2015). *Introduction to Middle Level Education* (3rd ed.). Boston, MA: Pearson.
- *LiveText Field Experience Edition*
- Academic Planner (choice of method)
- Various readings will be required throughout the semester.

Students are encouraged to use PriceLoch.com to comparison shop for textbooks.

Catalog Course Description:

This site-based course is an exploration into the cognitive, social, affective, and physical aspects of the middle level learner. Varied teaching techniques will be used and discussed, with a particular emphasis on verifying concepts learned in class through experiences with middle level learners in individual and group settings. Taught on-site at middle schools. Required of all middle level teacher education majors.
Prerequisite: Admission to teacher education program. Corequisites: EDUC 3000 and 3100

Course Prerequisites:

Admission to the teacher education program

Course Co-requisites:

EDUC 3000 and EDUC 3100

Computer Requirement:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

Only use your CSU e-mail account to communicate academic information to your instructor.

Software Requirement:

During the semester there may be times you need to access content by downloading the following free software:

- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content): <http://get.adobe.com/flashplayer/>

Computer Skill Prerequisites:

Students should be able to:

- use the Windows™ operating system
- use Microsoft Word™ word processing
- use PowerPoint™ or other presentation software
- send and receive e-mail using Outlook™ or Outlook Express™
- attach and retrieve attached files via email
- use a Web browser

In-class Use of Technology:

The use of technology will be imbedded in class delivery, assignments and course presentations. LiveText (www.livetext.com) may be used for some assignments as well as Desire2Learn (D2L). Posting in LiveText and D2L is a course requirement. You can gain access to D2L by signing on to the SWAN portal and selecting “D2L” on the top right side. If you experience any difficulties in D2L please email or call The Hub at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access as well as your instructor's name.

No electronic devices other than those used for class purposes will be allowed without permission from the instructor. It is inappropriate and unprofessional to text, visit social media sites or do other coursework while in class. Cell phones should be on silent and out of site.



Conceptual Framework:

The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link in the section below. If the components of the Conceptual Framework are not being met, a disposition may be in order to support the growth of the teacher candidate.

Program Learning Outcomes:

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. The following link provides the Clayton State Teacher Education Professional Standards and Program Outcomes <http://www.clayton.edu/teachered/Standards-Outcomes> .

Diversity/Multiculturalism:

The diversity of the young adolescent middle school population is a major theme throughout the CSU Teacher Education curriculum. Diversity and multiculturalism drive the middle school philosophy, govern middle school structure, and are constant challenges to middle school educators as they create varied teaching and learning approaches. Meeting the individual needs of a diverse and multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development are incorporated as a major component of every topic in the course's curriculum.

Knowledge Base:

Students will learn the purpose and goals of the Middle Level Philosophy. Aspects of the adolescent learner will be introduced including the cognitive, social, affective, and physical development of middle school students and how this development affects planning and instruction in the classroom. In addition, classroom management techniques that accommodate a diverse student population will be introduced. The course will include presentations from school leaders in various middle schools, classroom observations of middle level students, and the opportunity to reflect on experiences with individual feedback to students.

Essential Question:

What role does the middle level philosophy play in educating young adolescents?

Course Goals:

Students will:

1. Have an understanding of middle level education history and philosophy.
2. Understand the role that the organizational structure plays as an essential element in the exemplary middle school.
3. Develop a knowledge base concerning the nature and nurture of the middle level student.
4. Recognize the characteristics of young adolescents as they pertain to physical, cognitive-intellectual, moral, psychological and social-emotional development.
5. Develop an understanding of the 4 essential attributes, the three categories and the 16 characteristics of successful schools for young adolescents.
6. Use experiences in middle school classroom observations to recognize varied teaching and learning approaches.
7. Develop the belief that the establishment of high expectations for all students is imperative for the successful middle level educator.
8. Learn how support personnel and programs in the schools, including special education personnel and the student support team, can enhance the ability of the middle school classroom teacher in meeting the demands of diversity in their instructional program.
9. Develop strategies for effective communication with students, parents, and staff, which empower the middle level educator and compliments the teaching skills acquired by all teachers.
10. Connect with the role of “professional educator” and demonstrate a professional demeanor as supported by an individual belief system.

Course Outcomes:

Students will:

1. Use formal observations in classrooms to identify learned characteristics of the middle level student.
2. Participate in collaborative group discussions to determine how to apply cognitive, social, affective, and physical characteristics to effective middle school practices.
3. Name and identify the 4 essential attributes of successful schools for young adolescents.
4. Name and identify the 3 major areas of the 16 characteristics of successful schools for young adolescents.
5. Name and identify the 16 characteristics of successful schools for young adolescents.
6. Internalize the field-based experiences and demonstrate an understanding of the Middle Level Philosophy.
7. Identify ways to enhance learning for diverse populations of students, including gender diversity, multiple intelligences, cultural diversity, and students with exceptionalities.
8. Share ideas to address different learning modalities and learning styles and how they can assist middle level learners.
9. Demonstrate an understanding of the Middle Level Philosophy and the needs of the young adolescent learner.
10. Develop a team plan.
11. Use classroom observations to summarize effective classroom practices observed.
12. Develop personal essential belief statement about middle level education.
13. Demonstrate professionalism through appropriate attire, communication, and collegial and professional interactions.

Course Policies

General Policy:

The Student Handbook is part of the [Academic Catalog and Student Handbook](#). Students must abide by policies in the Clayton State University Handbook, and the [Basic Undergraduate Student Responsibilities](#).

University Attendance Policy:

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy:

Students are expected to attend all class sessions, be punctual, and remain until the end of class.

Attendance will be taken in each class. **All** tardiness, absences and early exits **will** affect your final grade. Points will be deducted each time a student is tardy to, absent from or exits early from EDUC 3010 (two points for tardiness and early exits and five points for absences). Students who miss 20% or more of the class meeting sessions due to **unexcused** absences will receive a WF (Withdraw Failing) grade. This policy will be applied uniformly to all students regardless of course average. Excused absences will be determined based on Clayton State University policies and the judgment of the course instructor. In the event of an emergency and the student is unable to attend class, **the instructor should be notified as soon as possible via text or email; this notification should occur prior to class beginning.** Should an emergency arise and the student misses class, the student is responsible for all content information assigned and/or discussed during that class. If a quiz, exam or presentation to the class is missed due to an absence, the student will be allowed to make up the assessment/presentation only if the absence is excused. **The attendance policy is also in effect for middle school site visits.**

General Class Policies:

1. Be in class, be on time and remain for the duration of the class. This also applies to middle school site visits.
2. No electronic devices other than those being used for class purpose are allowed without permission from the instructor. **It is inappropriate and unprofessional to text, visit social media sites or do other coursework while in class. Cell phones should be on silent and out of site. Cell phones should be OFF and OUT OF SITE while visiting middle school sites.**
3. All readings are expected to be done prior to the class for which they are assigned.
4. Per Clayton State Policy, it is not appropriate to bring children to class.
5. You are expected to actively participate in every class. Active participation includes being prepared, listening attentively, participating in course activities, asking questions, etc.
6. All written assignments are expected to be presented in proper written format and will be evaluated according to the CSU Writing Guidelines (see page 6 of syllabus). Specific rubrics will be used for certain assignments.

Course Requirements and Assignments:

1. *Assigned Readings* – You are expected to read all assigned readings **before** class. We will spend time in class discussing the readings. You should bring questions, comments, or ideas that come up during your readings.
2. *Written Assignments* – You will complete a variety of written assignments. **All written assignments should be typed, double-spaced, one-inch margins, and Times New Roman 12 font or Calibri 11 font.**
3. *School Visits* – We will visit 3 different middle schools, two times each. The time you are required to report to the school may be earlier than the time listed for the class. You will be expected to remain until 12:00 unless we are dismissed earlier.
4. *Reflections* – Students will submit a reflection at the end of the second site-based school visit (3 total). The reflection will be based on a prompt given at the end of the second visit. Your reflection should be done in a Word Document and then attached in LiveText by the assigned deadline. LiveText does indicate if the assignment is posted after the time deadline.

5. *Team Plan* – You will be assigned to a team and the team will develop a plan and present it to the class. Specific guidelines for the assignment will be provided.
6. *Value Promise* – Using “This We Believe – Keys to Educating Young Adolescents” develop a “Value Promise” for your classroom/students/parent/colleagues. This will serve as a framework to guide your daily actions and decisions as a middle level teacher. Guidelines for the assignment will be given.
7. *Professionalism* – Effective teachers are committed to the profession’s Code of Ethics. Professionalism is an area of continued emphasis throughout the course. Students will maintain the highest standards of ethical behavior as stated in the PSC’s *Code of Ethics* and the *Teacher Education Programs Student Handbook*. A record of students’ attendance, punctuality, and general professional behavior will be kept. As in a real school setting, the instructor will counsel with students who need improvement in this area and the “professionalism” grade will reflect the level of adherence to established professional guidelines. **As we visit the schools, remember we are “professional” visitors and you are expected to dress and conduct yourself in a professional manner. We will be seeing “snapshots” of what goes on in the schools and we are not in a position to criticize or second guess situations.**

Professional Expectations:

Teaching is a PROFESSION. In order for teachers to be regarded as such, it is especially important to dress and behave in the most professional manner possible. When visiting schools, or instructed by the professor, students are expected to dress appropriately taking into account the items listed below.

These are considered inappropriate at all times (remember my 3 Bs):

- Bare midriffs, sheer clothing, shorts, tee shirts, low cut tops, spandex pants and pants that are too tight
- Sweat suits, jogging suits, warm-ups
- Blue jeans
- Hats or caps of any kind
- Flip flops, athletic shoes

A good rule of thumb – if you even slightly question what you are wearing, don’t wear it.

The following should also be observed:

- All clothing should be clean and pressed
- Body hygiene should be impeccable
- Body piercing jewelry, except for the ear, should not be visible on any area of the body, including the tongue
- Headphones, Bluetooth devices, etc. are never appropriate. Cellphones should never be seen and should be off.
- Male students should wear ties
- The ultimate decision about what is appropriate or not will be made by your instructor.

Professional behavior does not include criticism of peers, supervisors, etc. whining, untruthfulness, deceit, complaining, criticizing, laziness, procrastination, blaming others, expecting perfection, expectations of favors, spreading of rumors, accusations, or sharing inappropriate personal information with students.

Missed or late work:

A competent and committed professional does their work to the best of their ability and makes every effort to meet deadlines. All assignments are expected to be submitted on time. Without a valid excuse, zero points will be assigned for missed work. **If a valid excuse is provided and the instructor gives permission to complete late work:**

- There will be a 10% deduction for each week an assignment is turned in late. Assignments not submitted within three weeks must still be done but will receive a maximum of half credit.
- Make-up quizzes/alternate assignments will be given only with the permission of the instructor. **It is the responsibility of the student to contact the instructor to make arrangements for any missed work, quiz, or exam. This must be done within a week of the**

missed assignment/quiz/exam. Do not depend on your cohort members to give you assignments. Your assignment may vary if a class is missed.

- Make-up examinations will be given only if they are taken before graded examinations are returned to students (next class session). **It is the responsibility of the student to contact the instructor** to make arrangements for a make-up exam. In the event that a make-up examination cannot be taken before exams are returned to other students, the missed examination will not count in calculating the course grade. This means that other graded work will count a greater weight in determining the course final grade.
- The final examination must be completed. Students missing the final examination should contact their instructor concerning the applicability of an [incomplete grade](#) and making up the exam.

Course Grading:

Each assignment will be given a numerical point value, and where applicable, based on the criteria contained in the rubric. The total number of accumulated points will be compared to the total points possible yielding the grade. Additional assignments/quizzes may be added and the grading chart below will be recalculated.

*Professionalism/Participation	75 points
Reflections (3 @ 20 points each)	60 points
Quiz/Alternate Assignments (20 points each)	80 points
Midterm	50 points
Team Plan	100 points
Value Promise	50 points
Final Exam	100 points

Grading: Based on average of points

461 – 515 points	=	A
410 – 460 points	=	B
358 – 409 points	=	C
307 – 357 points	=	D
Below 307 points	=	F

*Attendance/tardiness/early exit points will be deducted from professionalism/participation points

Mid-term Progress Report:

The mid-term grade in this course will be posted no later than October 4 and it will reflect approximately 28% (145points) of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term.

[Instructions for withdrawing are provided at this link.](#) **The last day to withdraw without academic accountability is Friday, October 6, 2017.**

Academic Dishonesty:

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the [Academic Catalog and Student Handbook](#) .

Plagiarism Detection Software:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

Disruption of the Learning Environment:

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF. More detailed descriptions of examples of disruptive behavior

are provided in the Code of Conduct and Disciplinary Procedures sections of the Clayton State University [Academic Catalog and Student Handbook](#)

Resource Room:

There is a Resource Room for your use in the Arts and Science Building on the second floor. **PLEASE, NO FOOD OR DRINKS** allowed without prior approval. The Resource Room is available unless a meeting has been scheduled by faculty.

CCSU Writing Guidelines:

“Communication is much more than setting forth information; it involves an interchange of ideas or thoughts between a sender and a recipient. Whether the communication takes the form of a written paper, a letter, an oral presentation, or a problem-solving discussion in a small group, the ultimate goal is a clear, meaningful exchange of ideas between the sender(s) and recipient(s). Regardless of its purpose or form, communication is characterized by the following components:

- **Content:** The information conveyed must be appropriately accurate and extensive to meet the purpose of communication. The communication must demonstrate the sender's awareness of the qualities the recipient brings to the exchange. The details selected and the level of development must be appropriate for the recipient's level of familiarity, comprehension level, and attitude toward the information.
- **Organization:** Well-organized communication must be characterized by an orderly sequencing of information, with logical movement from the beginning to the end. It possesses unity and coherence, supports the focus topic, and provides clear transitions from one key point to the next key point.
- **Mechanics, Grammar, and Style:** Effective communicators carefully select and arrange words, phrases, and clauses to create clear relationships among ideas within sentences. To foster clear communication, effective communicators bring together all the presentational tools at hand, including those involving voice or punctuation, sentence structure, gesture, and elements of format. An effective communication also involves style, tone, point of view, attitude, or personality of the sender.

The Writing Guidelines subdivide written communication into these three domains, so that instructors and students can diagnose particular features of writing as well as identify particular strengths and weaknesses in these areas. These writing skills and assessment standards are the focus of instruction both in English 1101 and English 1102.”

Writing Assistance:

Writing Assistance

The goal of the Writers’ Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers’ Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here’s The Writers’ Studio’s contact information:

Location: Arts & Sciences Building, Room G-224
Phone: 678.466.4728
Email: ws224@clayton.edu
Website: <http://clayton.edu/writersstudio>

Visit The Writers’ Studio at <http://clayton.edu/writersstudio> or schedule your appointment online at <http://clayton.mywconline.com> (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

Weapons on Campus:

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at <http://www.clayton.edu/public-safety/Safety-Security/Weapons> .

Conceptual Framework Descriptors	 Teacher Education Unit Outcomes 
Competent Reflective Collaborative	<p><i>Outcome 1. Diagnoses Learning Needs</i></p> <p>Candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed.</p>
Competent Caring Reflective	<p><i>Outcome 2 Plans for Student Learning</i></p> <p>Candidate integrates knowledge of discipline content, of the nature of diverse learners, of learning theories, of instructional strategies and of state/local curriculum guides to plan instruction.</p>
Competent Caring Reflective	<p><i>Outcome 3. Facilitates Student Learning</i></p> <p>Candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies.</p>
Competent	<p><i>Outcome 4. Demonstrates Appropriate Knowledge</i></p> <p>Candidate has general knowledge across a broad spectrum of liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.</p>
Collaborative Caring Committed	<p><i>Outcome 5. Fosters Student Well being to Support Learning</i></p> <p>Candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning.</p>
Competent Collaborative Caring Committed	<p><i>Outcome 6. Assumes the Role of Professional Teacher</i></p> <p>Candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.</p>

Clayton State Fall Academic Calendar

- Labor Day Holidays** – September 2 – 4
Midpoint (last day to withdraw and receive a W) – October 6
Fall Break – October 7 – 10
Thanksgiving Holidays – November 22 – 25
Final Exams – December 5 – 11
Final grades due – December 13

Class Schedule on Next Page

Fall 2017 Class Schedule for EDUC 3010
(subject to change at the discretion of the instructor)

[AMLE Standards](#) will be addressed throughout the course

Program Outcomes

4. Demonstrates Appropriate Knowledge a. Communicates effectively, incorporating the use of technology when appropriate; d. Accesses knowledge to stay current in one's field; e. Reflects on one's strength and weaknesses as a learner

5. Fosters Student Well-being to Support Learning- a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors; b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning; c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well being of all learners

6. Assumes the Role of Professional Teacher a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices; b. Works collaboratively with colleagues as a professional; c. Uses technology as a professional resource and a management tool; d. Reflects on professional development as an on-going process; e. Exhibits the professional dispositions of a teacher

Date	Topic (Subject to change)	Assignments	Notes
August 16	Course Introduction Middle Level Education History and Philosophy	Chapter 1 - Pages 3 – 21	
August 23	Middle Level Learners	Chapters 2 – pages 26-50 Chapter 3 – pages 55-78 Chapter 4 – pages 83-105	
August 30	Bear Creek Middle		
September 6	Bear Creek Middle		
September 13	Culture and Community	Chapter 10 – pages 270-298 Chapter 11 – pages 304 – 329	
September 20	Leadership and Organization Chapter	Chapter 5 – Pages 111-139	
September 27	Kendrick Middle		Mid Term Exam (take home)
October 4	Kendrick		
October 11	Sequoyah Middle	Chapter 6 – pages 145 – 171 Chapter 7 – pages 176 p 202 Chapter 8 – pages 207 – 227 Chapter 9 – pages 233 - 265	
October 18	Curriculum, Instruction and Assessment		
October 25	Curriculum, Instruction and Assessment		
November 1	Sequoyah Middle		
November 8	Curriculum, Instruction and Assessment		
November 15	TBD – Value Promise		
November 22	Thanksgiving Holidays – No Classes		
November 29	Team Plan Presentations		
December 6	Final Exam		

Manage your time! Your lack of planning does not constitute an emergency or problem for your instructor or fellow classmates.