

<b>EDMS 5020</b> <b>EDUCATING YOUNG ADOLESCENTS</b>
--

FALL 1998

<b>Professors:</b>	<b>Cohort 1</b>	<b>Cohort 2</b>
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<b>Class Meetings:</b>	215 Aderhold Hall	216 Aderhold Hall
<b>Office Hours:</b>	By appointment	Mondays, 10:30-11:30

**Course Description:**

This is the first of three semester-long courses, including student teaching, that offer you a chance to think integratively about teaching, learning, and schooling in the middle grades. In EDMS 5020 you will learn about the social conditions of young adolescents today, as well as their physical, cognitive, and social development. You will also examine the programs and practices of middle schools, and the nature of teaching and classroom life in upper elementary school classrooms. Throughout the semester we will raise questions about middle grades education at a local, state, and national level.

The course will engage you in many different learning experiences. In class you will participate in Inquiry Groups and develop a portfolio to represent what you are learning. You will also work with young adolescents during a School Practicum (with a placement in a fifth grade and a middle school) and a Community Practicum (with a placement in one of five community sites). We will exchange visits with teacher education faculty and prospective teachers from Clark Atlanta University. Throughout these experiences we will consider four major ideas that we will continue to think about together over the next 2 years: *Community*, *Development*, *Diversity*, and *Democracy*.

By gaining useful and provocative information, thinking deeply about challenging ideas, and participating in diverse experiences, we hope that all of us will grow as teachers and learners.

**Course Resources:**

Books, S. (Ed.). (1998). *Invisible children in the society and its schools*. Mahwah, NJ: Lawrence Erlbaum.

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.

Stevenson, C. (1998). *Teaching ten to fourteen year olds* (2nd ed.). New York: Longman.

## SYLLABUS

<i><b>Date</b></i>	<i><b>Topics</b></i>	<i><b>Assignments Due</b></i>
<i>Week 1</i>		
<b>Aug. 24</b> 8:00-10:00	"Names" activity to introduce ourselves  Technological Experience Inventory  The beliefs, major ideas, and experiences of the program  How do we perceive students, families, and schools?  Assignment for Wednesday from <i>Invisible Children</i>  Sign up for conferences	
<b>Aug. 26</b> 8:00-9:30	Social Conditions of Children and Young Adolescents  Announcements/activities from previous class  Decide on Inquiry Groups (IGs) * 2-4 students working together across different subject areas * each of the special education students on a cohort will be in a different IG * IGs will participate in a "literature circle," where students share a book they have chosen about a relevant topic (e.g., teachers' writing about their experiences) * the IGs will develop, over a 2-year span, a vision of what excellent teachers do with regard to planning, classroom interactions, working as members of teams and school communities, making connections with other educators and community members (this will become part of their portfolio)	(1) <u>Invisible Children</u> , Intro/Ch. 10

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*Week 2*

**Aug. 31** Socio-economic Status and the Schooling of Children and Young Adolescents (1) Invisible Children,  
8:00-10:00 Chs. 1 & 9

Discussion of readings in whole group

Community Organizers present

**Sept. 2** Inquiry Groups: Helping Children to be Visible (1) Invisible Children,  
8:00-9:30 -- each IG chooses a chapter to discuss and then finds Chs. 2-8  
info related to children not mentioned in the text  
-- small group and whole group work

Determine Practicum Pairs

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*Week 3*

**Sept. 9** Physical and Cognitive Development (1) Stevenson  
8:00-10:00 How should we respond as educators?

Preparation for School Practicum ("Scho-Prac")  
and Community Practicum ("Co-Prac")

Ways of inquiring

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*Week 4*

**Sept. 14** Social and Emotional Development (1) Stevenson  
8:00-10:00 How should we respond as educators?  
("What is written about them?") (2) Young adolescent  
book

Inquiry Group: Literature Circle on young  
adolescent fiction/non-fiction  
("What is written for them?")

Share Practicum Journals  
Pair Planning Time

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*Week 5*

**Sept. 21**      Socially Constructed Characteristics      (1) Delpit  
8:00-10:00      -- cultural groups and ethnicity  
                    -- language

Share Practicum Journals  
Pair Planning Time

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*Week 6*

**Sept. 28**      Socially Constructed Characteristics      (1) Delpit  
8:00-10:00      -- cultural groups and ethnicity  
                    -- identity

Share Practicum Journals  
Pair Planning Time

**Sept. 30**      Technology Workshop  
8:00-9:30

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*Week 7*

**Oct. 5**      History of Schooling in the Middle Grades      (1) Stevenson  
8:00-10:00      -- USA  
                    -- Georgia  
                    -- local (find out from your school)

Middle School Organization  
-- staffing  
-- leadership  
-- scheduling

Share Practicum Journals  
Pair Planning Time

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*Week 8*

**Oct. 12**      Middle School Programs      (1) Stevenson  
8:00-10:00      -- advisor-advisee  
                    -- inclusion  
                    -- exploratories  
                    -- other special programs?

Share Practicum Journals  
Pair Planning Time

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*Week 9*

**Oct. 19** Middle School Teams and Teaming (1) Stevenson  
8:00-10:00 -- the rationale  
-- the diversity of teams  
-- the difficulties

Prepare for CAU students to come here on 10/23

Share Practicum Journals  
Pair Planning Time

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*Week 10*

**Oct. 26** The Teacher's Roles and Responsibilities: (1) Stevenson  
8:00-10:00 Middle School

Prepare to go to Atlanta

**Oct. 28** The Academic Curriculum: An Overview (1) Delpit  
8:00-9:30 -- who has access to the curriculum?  
-- what is the overall scope and sequence?

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*Week 11*

**Nov. 2** Technology Workshop  
8:00-10:00

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*Week 12*

**Nov. 9** The Teacher's Roles and Responsibilities:  
8:00-10:00 Elementary School  
-- compare with middle school  
-- teacher panel  
Report on NMSA annual conference

Share Practicum Journals  
Pair Planning Time

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*Week 13*

**Nov. 16** Inquiry Group: Teachers' Tales of Practice (1) Examples of  
8:00-10:00 Share Practicum Journals and analyze experience teachers' writing  
Pair Planning Time

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*Week 15*

**Nov. 30** Being a Professional  
8:00-10:00 -- organizations  
-- legal and ethical concerns  
Report on NCTE annual conference

**Dec. 4** Presentations  
8:00-10:30 -- by Inquiry Groups  
-- 3 groups today  
-- no more than 45 minutes each

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*Week 16*

**Dec. 7** Presentations  
8:00-10:30 -- 3 groups today  
-- no more than 45 minutes each

**Dec. 9** Presentations not yet made (1) Reports due  
8:00-10:00 Final comments and evaluations

## **COURSE POLICIES**

### **1. Participation and Class Attendance**

Class participation will involve doing quick-writes or paired discussions in response to instructors' questions, working with other students in Inquiry Group discussions, and generating questions about the readings, speakers, and films. Discussions of the readings are central to the success of the class. Please read all assigned work prior to class sessions. I do not grade on participation in class; this is college work and I assume you will be responsible for learning on your own, and for the socially-constructed learning in class.

In the best of all worlds there would be no requirement of attendance, because all students would want to learn from the course. However, since students in Athens have many distractions and I want to ensure that you are engaged in the class, attendance will be taken. Here is the policy on attendance:

(a) If you miss 2 classes, a conference with the professor will be required.

(b) If you miss 3 classes before the midterm of the semester (October 16), you will be automatically assigned a grade of "withdraw passing" (W). If you miss 4 or more class sessions before the end of the entire semester, you will be assigned a "withdraw failing" (WF). The class should be worthwhile so that you will want to come and participate.

Sudden occurrences such as a death in the family or an injury may be excused. Let the professor know about your problem so an accommodation can be reached. Please note that there may also be a course policy on lateness to class. If so, the professor will explain the policy.

### **2. Late Work**

Response Essays, Practicum Journals, and other written work turned in more than one day late will be penalized. Work will not be accepted if it is more than one week late. There is no extra credit in the course.

### **3. Academic Honesty**

The University of Georgia's policies on academic honesty are strictly adhered to in this course. Please familiarize yourself with this policy.

### **4. Adaptations**

If you have a documented disability that may affect your performance in this course, please tell the professor about your situation.

And please note that the syllabus is subject to alterations. One size may not fit all. Any changes in due dates will be made well ahead of time. Thanks for your flexibility.



## EVALUATION

### 1. Response Essays

The Response Essays are an opportunity for you to synthesize information from the assigned readings and class discussions. In the essays you will:

- (1) briefly summarize what seems important from the latest readings and class sessions;
- (2) express your attitudes toward various topics (agreements and disagreements); and
- (3) determine what you are learning.

You are expected to respond to at least one reading and one aspect of a class session from each week. There is no set number of pages for the Response Essays. Some responses will be shorter than others, but all should show that you have read the pieces, listened in class, and thought carefully about it all. I will read and comment on what you are writing - not as criticism, but in the form of a written conversation where I ask you questions and make comments. This is an A/B/Revision assignment, meaning that if I am satisfied that you have met the criteria you will earn an "A" or a "B." If I believe the essays were incomplete or unfocused, the grade will be "R" (Revision needed). You will have until the next due date for essays to augment what you have written. When an essay has been revised, a grade (A-F) will be given. If my written comments seem insufficient you may talk with me about what is needed.

*Criteria:*

- (a) Use of supporting data (when commenting, refer to specifics from the readings and class sessions);
- (b) Clarity (clearly state your opinions about what seems important or interesting);
- (c) Personal relevance (when possible, relate what you're learning to your prior beliefs and experiences).

### 2. Practicum Journals

The Practicum Journals are an opportunity for you to synthesize information from the field experiences. In the journals you will describe what you are seeing and hearing in the school and in your Community Practicum site. You will also respond to certain key questions from the professor, and from your own thinking.

You are expected to write in the journal at least once a week for both the School Practicum and the Community Practicum. There is no set number of pages for the journals. I will read and comment on what you are writing -- not as criticism, but in the form of a written conversation where I ask you questions and make comments.

This is a "graded check-off" assignment, meaning that if I am satisfied that you have met the criteria you will earn an "A." If I believe the journal entries were incomplete or unfocused, the grade will be "R" (Revision needed). You will have until the next due date for journals to augment what you have written.

### 3. **Other Practicum Activities**

There may be other practicum activities assigned. We will decide how to assess those as they arise.

### 4. **Final Presentations**

Together, we will determine how to assess the final presentations. Here are some questions we will need to address:

What form should the final presentations take?

How should they be evaluated?

How should they be written up?

What part should you play in answering these questions?