

EDMS 7090
Instructional Strategies for the Middle School
Summer 1999

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REQUIRED TEXTBOOKS AND READINGS:

Pressley, M., & Woloshyn, V. (1995). *Cognitive strategy instruction that really improves children's academic performance*. Cambridge, MA: Brookline Books.

COURSE OBJECTIVES:

The specific objectives of the course are as follows:

1. To expose the individual to current theory and research on teaching strategies and on learning strategies for the middle school.
2. To work for the translation of strategy research into practical knowledge directly applicable to the classroom or clinic.

COURSE REQUIREMENTS:

All students will be expected to complete the following requirements:

Participation/Attendance/Activities	100 points
Midterm Exam	300 points
Strategy Presentation/Paper	400 points
Chapter Facilitation	<u>200 points</u>
TOTAL	1000 points

Class Participation/Attendance/Activities:

For each class meeting, students are expected to have read and mentally summarized the readings. These critiques will form the basis for class discussion. Activities related to strategy instruction will be completed in class periodically.

Midterm: The midterm will cover readings and class discussions

Strategy Presentation/Paper and Chapter Facilitation: Requirements will be discussed during class.

Tentative Outline

Tues., 7/13	Introduction, Selection of Chapters (names in italics), Cognition	
Wed., 7/14	Chapter 1 Introduction to Cognitive Strategy Instruction Selection of Strategy	
Thurs., 7/15	Chapter 3 <u>Reading Comprehension Strategies</u> <i>JR</i> <i>Julie P.</i> <i>Lynne</i>	<i>Christie</i>
Fri., 7/16	Chapter 4 <u>Vocabulary</u> <i>Carol</i> <i>Amy</i> <i>Debra</i>	<i>Patsy</i>
Mon., 7/19	Chapter 5 <u>Spelling</u> <i>Gina</i> <i>Jennifer</i> <i>Lisa</i>	<u>Social Studies</u> <i>Patty C.</i> <i>Vicki</i> Vic
Tues., 7/20	Chapter 6 <u>Writing</u> <i>Valery</i> <i>Rachel</i>	<i>Shaby</i>
Wed., 7/21	Chapter 7 <u>Mathematical Problem Solving</u> <i>Cathleen</i> <i>Warren</i> <i>Stacie</i>	<i>Natalie</i> <i>Melissa</i> Joe
Thurs., 7/22	Chapter 8 <u>Science</u> <i>Sharon C.</i> <i>Beth E.</i> <i>Edith F.</i>	<i>Emily</i> <i>Cathey M.</i>
Fri., 7/23	Review, Teams Games Tournaments	
Mon., 7/26	MIDTERM Examination	
Tues., 7/27	Strategies Across Domains	
Wed., 7/28	Workday	
Thurs., 7/29	Strategies Across Domains	

Mon. 7/2	<u>Strategy Presentations</u> <i>Anticipation Guides</i> <i>Grouping</i> <i>Word Problems</i>	<i>Math Manipulatives</i> <i>Problem Solving</i>
Tue., 7/3	<u>Strategy Presentations</u> <i>Assessment</i> <i>SQ3R</i> <i>Think-Along</i>	<i>Mnemonics</i> <i>Research</i>
Wed., 7/4	<u>Strategy Presentations</u> <i>Games</i> <i>Case Studies</i> <i>Multiple Intelligences</i>	<i>Inquiry</i> <i>Cartoons</i>
Thurs., 7/5	<u>Strategy Presentations</u> <i>Graphic Organizers.</i> <i>Concept Mapping</i>	<i>Flow Charts</i> <i>Outlining</i>
Thurs., 7/5	Chapter 10, Getting Started Teaching Strategies	
Fri., 7/6	Discussion and evaluation	

Strategies

- Concept Map
- Reciprocal teaching
- Constructivism
- inquiry
- role play
- simulation
- KWL
- TGT
- Cooperative learning
- 2 column note taking
- advance organizers
- mental imagery
- science lab
- rhythmic - songs and chants
- brain based
- field trips
- conferencing
- experiment
- limitation
- divide and conquer
- listening
- SQ3R
- manipulative
- case studies
- rereading
- jigsaw
- summarizing
- service learning
- self-questions
- explicit
- Venn diagram
- activating prior knowledge
- osmosis
- debates
- discussion
- student constructed strategies
- rubrics
- computer
- thinking
- modeling
- discrepant events
- previewing
- demonstrations
- multiple intelligence
- predicting
- mnemonics
- technology
- lecture
- mind mapping
- hands-on
- science lab
- reflection
- anticipation guide
- guessing
- mock trials
- response
- literature study
- evaluations
- democratic classroom
- traditional teaching
- grouping
- compare/contrast