

Teaching Young Adolescents
EDMS 7050

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Course Description

The purpose of this course is to critically explore relational dimensions of teaching young adolescents -- students 10-14 years of age -- and to critically reflect upon how these relational dimensions might inform and be informed by teachers' practice.

Our Project – Knowledge for Teaching

Our work in this course will be imagined much like Cochran-Smith and Lytle (1993) imagine a knowledge base for teaching - “one that is not designed so that teachers function simply as objects of study and recipients of knowledge but also function as architects of study and generators of knowledge” (p. 2).

My Pedagogy

My pedagogy is democratic to the degree democracy is in keeping with Hartoonian and Lensmire. For Hartoonian, democracy is essentially an argument (even a paradox) between value tensions such as diversity and unity. Democracy, then, is not a fixed target; it is never finished. For Lensmire, democracy is what John Dewey called “a way of life — a way of life that embodies a generous belief in the possibilities of human nature and that entails the obligation to work to create the conditions that would allow human capacities to develop and flourish (retrieved August 6, 2007 at <http://www.education.umn.edu/CI/Faculty/Lensmire.html>)

To these ends, I try to teach democratically. For me, this means that I will try to create conditions and opportunities for you to identify and in turn pursue something you find desirable. This, of course, must fall within the frame of the course. However, this frame is a value tension of sorts in that it provides parameters, but hopefully does not stifle or limit (too much) what you want to take up. The best image I have for this frame is a rubber band. It can be stretched, moved, adjusted – as long as the rubber band does not break.

From a methodological perspective, I will attempt to exercise a pedagogy that focuses on dialogue and deliberation- allowing for divergent viewpoints and shared learning. In a practical sense, this pedagogy

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will include a significant amount of small and large group talk, some lecture and a few workshop-oriented segments.

Required Readings

Chamberlain, K. (2003). *Middle schools for a diverse society*. New York: Peter Lang.

Van Manen, M. (2002). *The tone of teaching*. London, Ontario, Canada: The Althouse Press.

Note: There will also be required readings posted on WEBCT throughout the semester.

Tentative Schedule

(Note: This syllabus is a guide for the course. It is subject to change as we progress through the semester. Students will be notified in advance of any changes.)

More Foundational Aspect of the Course

Date	Guiding Questions	Class Preparation/ Assignments Due
August 22	*Introduction to the Course Who are we? Where have we been? How did we come to be here? What do we care (a lot) about? * Syllabus	
August 29	What are relational dimensions of teaching and how do they relate to technical dimensions of teaching?	Read: van Manen and Li <i>The Pathic Principle of Pedagogical Language</i> (WebCT, print and bring to class) Write: Short Write #1 Due [evaluated] , Your Notes
September 5	Pathic Dimension: What might it mean to have tact for knowing what to do and say in contingent situations?	Read: Tact of Teaching – Part I (WebCT) Write: Your Notes [turned in, not evaluated]

September 12	Pathic Dimension: What might it mean to have tact for knowing what to do and say in contingent situations? [continued]	Read: Tact of Teaching – Parts II and III (WebCT) Write: Short Write #2 Due [evaluated] , Your Notes
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Date	Guiding Questions	Assignments Due
September 19	How might adolescence be constructed in fiction?	Read: The Ideal Middle School (WebCT) Write: Your Notes
September 26	How is young adolescence constructed (developmentally)?	Read: MSFDS: Chapters 1 and 2 Write: Your Notes
October 3	How might we construct young adolescence (diversely)?	Read: MSFDS: Chapters 3 and 4 Write: Your Notes

More Practical Application Aspect of the Course

October 10	What might we learn from one another's work?	Read: Your Paper Write: Paper #1 Due [evaluated]
October 17	What might it mean to have a pedagogical personal presence when working with young adolescents?	Read: van Manen <i>The Tone of Teaching</i> Write: Your Notes [turned in, not evaluated]

October 24	<p>What might it mean to have relational perceptiveness when working with young adolescents?</p> <p>Co-construction</p>	<p>Read: MSFDS: Chapters 5 and 6</p> <p>Write: Short Write #3 Due [evaluated]</p>
October 31	<p>Pathic Dimension: What makes a routine or practice thoughtful?</p> <p>Co-construction Theme #1</p> <p>Thoughtful Routine/Practice #1</p>	<p>Read: Anecdote #1 (WebCT)</p> <p>Write: Prepare thoughtful routine/practice</p>
November 7	<p>Co-construction Theme #2</p> <p>Thoughtful Routine/Practice #2</p>	<p>Read: Anecdote #2 (WebCT)</p> <p>Write: Prepare thoughtful routine/practice</p>
November 14	<p>Co-construction Theme #3</p> <p>Thoughtful Routine/Practice #3</p>	<p>Read: Anecdote #3 (WebCT)</p> <p>Write: Prepare thoughtful routine/practice</p>
November 21	No Class – Thanksgiving Break	
November 28	Designated Work Session for Final Papers	Write: Paper #2 Due by midnight, November 30 [evaluated]
December 5	Thoughtful Routine/Practice #4	Write: Prepare thoughtful routine/practice

Summary of Assignments

(Note: The summaries below are general descriptions of the course assignments. I will distribute more specific descriptions throughout the semester as appropriate.)

Short Writes (3 total)

The purpose of the short writes is to cultivate the questions/ideas/concerns/wonderings/reactions you have and to provide you with a space to explore your thinking in preparation for the two papers. Each short write should be 1-1.5 single-spaced word processed pages.

Short Write #1 – What do you care to learn relative to teaching the young adolescent?

Short Write #2 – Your choice related to van Manen's Tact of Teaching

Short Write #3 – Experiential anecdote and fictional account

Paper #1 – Exploring Tact in your Teaching

The purpose of paper #1 is for you to explore tact in your own teaching. You will identify a moment that you feel you either used (or did not use, but could have) van Manen's notion of tact in your teaching (e.g., you held something back, or you improvised). The paper will be 6-8 double spaced pages. You will clearly describe your experience in detail at the beginning of the paper (approx. 2 double-spaced pages) and then spend the rest of the paper (approx. 4-6 double-spaced pages) thinking about what this moment means to you and what you think it might mean or have meant for your student(s). In addition you will be asked to relate your analysis of the experience to course readings. More specific information regarding this paper will be discussed and shared in class. **Due 10/10**

Paper #2 – Exploring Relational Perceptiveness in your Teaching

The purpose of paper #2 is for you to explore relational perceptiveness in your teaching. You will follow the same general guidelines as you did for paper #1. However, paper #2 can take multiple forms (e.g., PowerPoint, other multi-media presentation, fictional writing, formal paper). **Due 11/30**

Thoughtful Routine/Practice

You and no more than two of your colleagues will choose a classroom routine/practice with which you are interested and relates in some way to the co-construction themes (identified **10/24**). You will teach the rest of the class the routine/practice, describe how the given routine/practice is *contextually thoughtful*, and provide us with resources related to the routine/practice. **Due 10/31, 11/7, 11/14, or 12/5**

Participation

We have to read (seriously, thoughtfully, and carefully) and be prepared to talk with one another each class session in order for this class to work. The 10 participation points are based on your willingness to participate in this manner and on notes you are asked to submit. (see **9/5 & 10/10**)

Evaluation of Student Performance

My goal will be to provide you with useful and meaningful feedback on assignments. The criteria for each assignment will be made explicit during class sessions. Generally speaking however here is what I will be looking for in all written assignments.

1. Argument or critique is clearly identified at the beginning of the text
2. Argument or critique is present and supported throughout the text
3. Markings (e.g., headings) and transitions guide the reader through the text
4. Excerpts and paraphrasing from other texts and your own thoughts/ideas/assertions are in balance
5. Language conventions are properly used
6. Formatting is consistent with APA (5th edition) guidelines

Your final grade will be calculated as follows. A total of 100 points is available in this class. EDMS 7050 is graded with an A-F designation.

Reflections (3 total, each worth 5 points)	15 points
Paper #1	25 points
Paper #2	30 points
Thoughtful Routine/Practice	20 points
Participation	10 points

TOTAL POINTS

100 points

93-100 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

0-72 = F

Extra work submitted to enhance a course grade will not be accepted.

Late Assignments – Points may be deducted for assignments not submitted by the due date.

Attendance Policy

Your attendance is imperative.

1. According to UGA policies, any student who incurs an excessive number of absences will be *administratively withdrawn* from the course. For EDMS 7050, an excessive number of absences is defined as *missing more than 3 of the 15 class meetings*. Notify me prior to any absence.
2. Being late to class or leaving early three times is equivalent to missing one class meeting.
3. Students are excused for religious holidays.
4. You are responsible for all class meetings (e.g. assignments, content) whether present or not.

Academic Honesty

The University of Georgia's policies on academic honesty are strictly enforced in this class (see the UGA Graduate Bulletin). Please familiarize yourself with these policies.



College of Education Conceptual Framework

The College of Education prepares exemplary, reflective professionals to serve a diverse global community; it achieves that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels.



NATIONAL MIDDLE SCHOOL ASSOCIATION
...devoted to improving the educational experiences of young adolescents

National Middle School Association Masters Level Teacher Preparation Standards for EDMS 7050

Standard 1. Young Adolescent Development

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

4. Understand the range of individual differences of young adolescents and evaluate their effects on teaching and learning.
5. Have an in-depth knowledge of a wide variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.

Standard 2. Middle Level Philosophy and School Organization

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

1. Have a comprehensive understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
3. Comprehend the rationale and characteristic components of developmentally responsive middle level schools.

Standard 3. Middle Level Curriculum and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

Knowledge:

Middle level masters candidates:

1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative, and exploratory.
2. Know how to select and adapt curriculum, instruction, resources, and assessments that maximize student learning.
3. Understand the interdisciplinary nature of knowledge and how to explore and make connections among subject areas and life situations.
4. Possess depth and breadth of content knowledge.
6. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.
8. Know how to assess and select curriculum materials that are academically challenging, culturally sensitive, and personally motivating for all young adolescents.

Standard 4. Middle Level Teaching Fields

Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

2. Know how to use content knowledge to make interdisciplinary connections.
4. Are knowledgeable about teaching and assessment strategies that are effective in their teaching fields.

Standard 5. Middle Level Instruction and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

Knowledge

Middle level masters candidates:

1. Understand the principles of instruction and assessment, including the theories and research that support them.
2. Know a wide variety of teaching, learning, and assessment strategies that are developmentally responsive, culturally sensitive, and technologically sound, and when to implement them.
3. Understand that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Understand ways to teach core concepts, skills of inquiry, problem solving, collaboration, and communication to all young adolescents.
6. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
7. Know how to establish and maintain a fair, effective, and developmentally responsive classroom environment.

Standard 6. Family and Community Involvement

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.

Knowledge

Middle level masters candidates:

2. Have a comprehensive understanding of ways prior learning, differing experiences, and family and cultural backgrounds influence the learning of all young adolescents.
5. Understand the importance of following school district policies and protocol regarding interagency partnerships and collaboratives.

Standard 7. Middle Level Professional Roles

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

1. Understand their role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
4. Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).
7. Understand their service responsibilities to school reform and the greater community.
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
9. Are knowledgeable about the skills of research/data based decision making

Belief Statements About Diversity for the EDMS Undergraduate and Graduate Programs

Beliefs About Students

- All students can learn.
- All children deserve respect and caring.
- The similarities and differences among students should be honored.

Beliefs About Appropriate Curriculum, Instruction, and Assessment

- Children's experiences in and out of school should be a foundation for curriculum, instruction, and assessment.
- Teachers should adapt their practices based on the diverse needs and characteristics of students.
- Teachers should utilize a variety of curriculum resources to meet diverse students' needs.
- Teachers should utilize a variety of teaching and learning strategies to meet diverse students' needs.
- Teachers should utilize a variety of assessment strategies to meet diverse students' needs.

Beliefs About Teachers and Teacher Candidates

- Teachers and teacher candidates should continually examine their beliefs about diversity based on research and school practice.
- Teachers and teacher candidates should continually examine their attitudes and assumptions about diversity.
- Teachers and teacher candidates should help their students value diversity.

Beliefs About Family and Community

- Teachers should know the communities from which their students come and use those communities as a resource for curriculum and instruction.
- Teachers should engage their students in learning about and taking action to improve their communities.
- Teachers should engage families of diverse students in classroom and school activities.

Beliefs About Field Experiences

- Teacher candidates should interact with students from diverse backgrounds in diverse settings

