

Educating Young Adolescents
EDMS 5020
Fall 2004

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Office hours by appointment

Course Description: This is the first of three semester courses, including student teaching, that provides an opportunity to think in an integrative way about teaching, learning, and schooling in the middle grades.

The goals of this course are to:

- Promote the concept of a separate organization and program for young adolescents ten to fourteen years of age, with an emphasis on participants' understanding of the physical, emotional, moral, and cognitive developmental characteristics and needs of early adolescents.
- Examine the components of the middle school concept, with an emphasis on curricular plans, organization, and the role of the teacher in the middle school.
- Facilitate participants' understanding of aspects of teaching in the middle school, with an emphasis on the relationships between the nature of early adolescent learners and the design of middle school programs.
- Provide participants with opportunities to apply learning during sustained field experiences.

Required readings:

Kellough R.D., & Kellough, N.G. (2002) *Teaching young adolescents: A guide to methods and resources*. (4th Ed.) Upper Saddle River, NJ: Prentice Hall.

National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH: Author.

National Middle School Association. (2003). *Research and resources in support of This We Believe*. Westerville, OH: Author.

Stevenson, C. (2001). *Teaching ten to fourteen year olds*. (3rd Ed.) New York: Pearson, Allyn, & Bacon.

Additional readings shared by class participants and instructor

Course requirements:

Teaching Philosophy	30 points
Teacher Strengths Paper	60 points
Letter to Mentor Teacher	25 points
Resume	20 points
Community Walk-About	20 points
Classroom Guidance Plan	25 points
Field Reflections	50 points
Portfolio	25 points
Instructional Strategy Presentation	25 points
In-Class Activities	20 points

TOTAL

300 POINTS

**All course assignments must be included in your professional portfolio, which is required for successful completion of EDMS 5020.*

**In order to receive a C or above in EDMS 5020, students must pass the field experience. If the field experience practicum is not satisfactorily complete, the EDMS 5020 field experience and the coursework must be repeated. In order to progress to EDMS 5030, a grade of C or above must be earned indicating at least a satisfactory field experience and at least a satisfactory course performance.*

Attendance Policy:

Student attendance (on campus and in the field) is imperative for the acquisition of professional skills, knowledge, and attitudes necessary for becoming an effective, competent teacher. If you are going to be absent, please discuss it with the instructor prior to your absence.

1. After two missed classes (including UGA classroom and field experience), the student will meet with the instructor, and student's final grade will be dropped one letter grade.
2. After three missed classes (including UGA classroom and field experience) before midterm, students will be assigned a grade of "withdrawal passing" (W). If students miss four or more class or field sessions before the end of the semester, students will be assigned a "withdraw failing" (WF).
3. Missing more than 30 minutes of a class, at any time during the class, will be considered an absence (e.g., arriving late or leaving early) unless approved by the instructor.

Academic Honesty:

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