

Teaching Young Adolescents

EDMS 7050

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430, Aderhold Hall.

Course Description

In this course we will be exploring what it means to teach young adolescents when one is deeply cognizant of the overall socio-political context in which schooling takes place and the educational goals that frame and guide our teaching. We will learn what it means to teach young adolescents when the educational goals are not to prepare a compliant workforce for the global economic order, but to prepare them to understand and participate in issues that deal with social and ecological justice. This would require that we not only question and understand the assumptions that underlie mainstream conceptions about young adolescents, but also learn about their interests and resources that they bring to the classroom and how we can invite them as legitimate and equally valued participants in classroom learning communities.

Required Readings

Jackson, A. W. and G. A. Davis (2000). *Turning points 2000: Educating adolescents in the 21st century*. New York, Carnegie Corporation of New York.

Note: Other required readings for the week will be posted on WEBCT throughout the semester.

Tentative Course Outline

Date	Topic & Activities	Assignments due/Classroom activities
Aug. 19	Theme: Introduction to the course	

Section: The overall context of Teaching young adolescents

Aug. 26	<p>Theme: The big picture</p> <p><i>Readings:</i></p> <p>1. Bowles, S. and H. Gintis (2005). <i>Schooling in capitalist America. The critical middle school reader.</i> E. R. Brown and K. J. Saltman. New York, Routledge: 197-201.</p> <p>2. Placier, M., M. Walker, et al. (2002). "Writing the "Show-Me" Standards: Teacher Professionalism and Political Control in U.S. State Curriculum Policy." <i>Curriculum Inquiry</i> 32(3): 281-310.</p>	
Sep. 2	<p>Theme: Standards and teacher professionalism</p> <p><i>Readings:</i></p> <p>1. Kahle, J. B., J. Meece, et al. (2000). "Urban African-American Middle School Science Students: Does Standards-Based Teaching Make a Difference?" <i>Journal of Research in Science Teaching</i> 37(9): 1019-1041.</p> <p>2. Delpit, L. D. (2003). "Educators as "Seed People" Growing a New Future." <i>Educational Researcher</i> 7(32): 14-21.</p> <p>3. Jackson, A. W. and G. A. Davis (2000). <i>Turning points 2000: Educating adolescents in the 21st century.</i> New York, Carnegie Corporation of New York. (Pages on Standards: 32-40)</p>	

Section: Understanding young adolescents

Sep. 9	<p>Theme: Adolescence constructed and re-constructed</p> <p><i>Readings:</i></p> <p>1. Hall, G. S. (2005). <i>From adolescence. The critical middle school reader.</i> E. R. Brown and K. J. Saltman. New York, Routledge: 21-25.</p> <p>2. Jackson, A. W. and G. A. Davis (2000). <i>Turning points 2000: Educating adolescents in the 21st century.</i> New York, Carnegie Corporation of New York. (Pages on Young adolescents: 6-10)</p> <p>3. Lesko, N. (2005). <i>Denaturalizing adolescence: The politics of contemporary representations. The critical middle school reader.</i> E. R. Brown and K. J. Saltman. New York, Routledge: 87-102.</p>	
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Sep. 16	<p>Theme: Cultural perspective on development and adolescence.</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Rogoff, B. (2003). <i>Orienting concepts and ways of understanding the cultural nature of human development.</i> <u>The Cultural Nature of Human Development</u>. New York, Oxford University Press: 3-36. 2. Ferguson, A. A. (2005). <i>From bad boys: Public schools in the making of black male masculinity.</i> <u>The critical middle school reader</u>, E. R. Brown and K. J. Saltman. New York, Routledge: 311-328. 	
Sep. 23	<p>Theme: Students' funds of knowledge</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Barton, A. C. and K. Yang (2000). <i>The culture of power and science education: Learning from Miguel.</i> <u>Journal of Research in Science Teaching</u>, 37(8): 871-889. 2. Sharma, A. (2008). <i>Making (electrical) connections: Exploring student agency in a school in India.</i> <u>Science Education</u>, (92) 2: 297-319. 	
Sep. 30	<p>Theme: What young adolescents want from schooling and education?</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Doda, N. and T. Knowles. (2008). <i>Listening to the voices of young adolescents.</i> <u>Middle School Journal</u>, 39(3): 26-33 2. Hersch, P. (1999). <i>Shedding light on darkness: School is an uncomfortable place to learn.</i> <u>A tribe apart</u>. Ballantine Books, New York: 219-228. 	

Section: Teaching practices

Oct. 7	<p>Theme: Teaching: What works and what is advocated?</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Schroeder, C. M., T. P. Scott, et al. (2007). "A meta-analysis of national research: Effects of teaching strategies on student achievement in science in the United States." <u>Journal of Research in Science Teaching</u> 44(10): 1436-1460. 2. Jackson, A. W. and G. A. Davis (2000). <i>Designing instruction to improve teaching and learning, Turning points 2000.</i> <u>Turning points 2000: Educating adolescents in the 21st century</u>. New York, Carnegie Corporation of New York: 63-93. 	Synthesis paper due.
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<p>Oct. 14</p>	<p>Theme: Teaching young adolescents for social and ecological justice: An overview</p> <p>Readings:</p> <p>1. Ladson-Billings, G. (2004). <i>New Directions in Multicultural Education: Complexities, Boundaries, and Critical Race Theory</i>. <u>Handbook of Research on Multicultural Education</u>, J. A. Banks and C. A. McGee. San Francisco, Jossey-Bass: 50-65.</p> <p>2. Figueroa, R. (2002). <i>Teaching for Transformation: Lessons from Environmental Justice</i>. <u>The environmental justice reader: Politics, poetics, and pedagogy</u>. J. Adamson, M. M. Evans, and R. Stein. University of Arizona Press.</p>	<p>Students conduct a mini-session on their synthesis paper</p>
<p>Oct. 21</p>	<p>Theme: Teaching as a dialogue.</p> <p>Readings:</p> <p>1. Nystrand, M. with Gamoran, A., Kachur, R., & Prendergast, C. (1997). <i>Dialogic instruction: When recitation becomes conversation</i>. <u>Opening dialogue: Understanding the dynamics of language and learning in the English classroom</u>. New York: Teachers College Press: 1-29.</p> <p>2. Burbules, N. C. (2000). <i>The limits of dialogue as a critical pedagogy</i>. <i>Revolutionary pedagogies: Cultural politics, education and discourse of theory</i>. Peter Trifonas. Routledge. Retrieved August 19, 2008, from http://faculty.ed.uiuc.edu/burbules/papers/limits.html</p>	<p>Students conduct a mini-session on their synthesis paper</p>
<p>Oct. 28</p>	<p>Theme: Third space pedagogy (harnessing students' funds of knowledge, interests and concerns)</p> <p>Readings:</p> <p>1. Moje, E. B., Ciechanowski, K. M., Kramer, K. E., Ellis, L. M., Carrillo, R., & Collazo, T. (2004). <i>Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse</i>. <u>Reading Research Quarterly</u>, 39(1): 38–71.</p> <p>2. Gutierrez, K., B. Rymes, et al. (1995). "Script, counterscript, and underlife in the classroom: James Brown versus Brown v. Board of Education." <u>Harvard Educational Review</u> 65(3): 445.</p>	<p>Students conduct a mini-session on their synthesis paper</p>

Nov. 4	<p>Theme: Building classroom as a learning community</p> <p>Readings:</p> <p>1. Kurth, L. A., C. W. Anderson, et al. (2002). "The case of Carla: Dilemmas of helping all students understand science." <i>Science Education</i>, 86: 287-313.</p> <p>2. Koch, J. (2005). <i>Science learning groups: Creating an environment for cooperative learning. Science stories: Science methods for elementary and middle school teachers.</i> Boston: Houghton Mifflin: 264-270.</p>	Watch and discuss Carla study video.
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Section: Teaching for social and ecological justice: Learning from examples.

Nov. 11	<p>Theme: Teaching young adolescents for social and ecological justice: Example 1 - Math.</p> <p>Reading:</p> <p>Gutstein, E. (2005). <i>Teaching and learning mathematics for social justice. The critical middle school reader.</i> E. R. Brown and K. J. Saltman. New York, Routledge: 439-454.</p>	Students present work-in-progress on their unit proposal.
Nov. 18	<p>Theme: Teaching young adolescents for social and ecological justice: Example 2 – Science.</p> <p>Reading:</p> <p>Powell, R., S. C. Cantrell, et al. (2001). "Saving Black Mountain: The promise of critical literacy in a multicultural democracy." <i>The Reading Teacher</i> 54(8): 772-781.</p>	Students present work-in-progress on their unit proposal.
Nov. 25	NO CLASS (Thanksgiving Break)	
Dec. 2	<p>Theme: Teaching young adolescents for social and ecological justice: Example 3 - Social studies.</p> <p>Reading:</p> <p><i>To be decided.</i></p>	Students present work-in-progress on their unit proposal.
Dec. 9	Summing up and Review	Unit proposal due.

Assignments

Critical Summaries

As reflective practitioners we often need to understand, critique and summarize texts related to our field and interests. In this course, you will be required to write succinct and critical summaries (1 page maximum) of readings of any three days of your choosing. Writing a critical summary does not mean that you have to criticize the readings and show them in a negative light. It means that you engage yourself in questioning and evaluating the assumptions, premises, opinions and facts presented in the readings, and succinctly put forth your judgment about the central theses or big ideas in them. You ask important questions, such as what factors have been excluded and included in the analysis, what counts as evidence and what doesn't, how relevant is the article for understanding the issues it deals with, what are the political implications of the main arguments of the article, etc. Further, your own voice should come out clearly and in distinction with that of the author(s). So take care to distinguish your ideas and statements from the author(s).

As I mentioned above, you may choose to write summaries for any three days of your choice. But, please make sure that these summaries reach me before the class in which those readings are to be discussed.

Synthesis Paper

There are so many important dimensions to teaching middle schoolers, that it is impossible to do justice to all of them in a useful way in a single course. So I have made some choices and decided to cover only a few of these aspects that I, in my subjective judgment, either found more relevant than others or found closer to my current research interests. Synthesis paper offers an opportunity for you to jump in and add your own insights to the complex issue of teaching young adolescents, thereby educating the rest of us. In this assignment, I would like you to write a 2500 words synthesis paper on any one aspect related to teaching young adolescents that you think is important but is not being covered in this course. In case you can't think of one, you may also choose to add on to or critique ideas covered in the course. However, in that case, your contribution or critique should be a substantial addition to what the readings offer. And yes, also do prepare to educate rest of the class about it as you will be asked to lead a 30 minute mini-session on the aspect chosen by you in one of the classes.

Unit Proposal

This assignment requires you to write a 2500 words proposal for a teaching unit in any middle school content area with explicit goal(s) of social and/or ecological justice. I am not looking for a ultra-specific nuts and bolts teaching plan that you would write in a teaching methods course. I am more interested in hearing your vision and ideas about teaching a particular topic (in any content area) in a way that enlightens and prepares students to work for social and/or ecological justice as concerned (global) citizens.

I will be circulating more detailed guidelines later.

Participation

I am looking forward to having an intellectually vibrant learning community in this course in which we all learn from each other through our engaged and critical participation in all classroom events. It goes without saying that this cannot happen without your participation as learners and teachers. Therefore, it will be expected from all of us that we come to the class prepared and ready to participate in discussions and other events/activities. So, do read the readings for the day before coming to the class. Though I do not much like the idea of keeping points for classroom participation, in absence of a more enlightened alternative, I will be (reluctantly) keeping 10 points for classroom participation for the whole course.

Evaluation of Student Performance

It will be my effort to provide you with useful and timely feedback on your work-in-progress and assignments. In your assignments, I am basically looking for persuasiveness, clarity and perceptiveness. Apart from adherence to APA ways of quoting and listing references, I am open to different rhetorical styles in presentations of your assignments. If you wish to give section headings or write in bullet points, it is your choice. If you require more directions, I would be happy to help.

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.

Assignment	Points	Due Date
Critical summaries (3)	10 each	The day readings are to be discussed.
Synthesis Paper	30	Oct. 6
Unit Proposal	30	Dec. 9
Classroom Participation	10	

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

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.

For students with disabilities

If you have a documented disability and anticipate needing accommodations in this course, please notify the instructor no later than the second week of the course. The Disability Resource Center, a part of the Office of the Vice President for Student Affairs, provides academic and support services to qualified students with disabilities to ensure equal access to all programs and activities at The University of Georgia. For more information go to <http://www.dissvcs.uga.edu/>.

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. (Refer: <http://www.uga.edu/honesty/>)



The University of Georgia

**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.

