

**EDMS 7090**  
**Instructional Strategies for the Middle School**  
**Summer 2008**

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**REQUIRED TEXT:**

Forget, M. A. (2004). *Max teaching with reading and writing: Classroom activities for helping students learn new subject matter while acquiring literacy skills*. Victoria, Canada: Trafford Publishing.  
[MAX]

Willis, J. (2007). *Brain-friendly strategies for the inclusion classroom*. Alexandria, VA: Association for Supervision and Curriculum Development. [BFS]

Additional Readings

**COURSE GOALS:**

- ❖ To expose the individual to current theory and research on teaching and learning strategies.
- ❖ To translate strategy research into practical knowledge directly applicable to the classroom.

**COURSE REQUIREMENTS:**

Class Participation/Attendance/Activities	200 points	
Chapter Facilitation	200 points	900 – 1000 A
Homework	200 points	800 – 899 B
Strategy Presentation	400 points	700 – 799 C
<b>TOTAL</b>	<b>1000 points</b>	<b>Below 700 – F</b>

**Class Participation/ Activities:** For each class meeting, students are expected to have read assigned materials and completed homework activities. These activities and other conversations will form the basis for class participation. Participation in discussions and activities is crucial in this class. Speak up! We want to know what you think.

**Courtesy /Attendance:** It is expected that students will show evidence of a sense of responsibility commensurate with being a professional. If you bring a cell phone to class, please **turn the ringer off** during class. As a professional, **courtesy, promptness, and regular attendance** should be the rule. If you are going to be absent, please discuss it with the instructor prior to your absence. Missing more than

30 minutes of a class will be considered an absence. Unless approved, each absence will equate to a deduction of 50 points. Missing more than three classes will result in your being withdrawn from the course and you will receive a grade of WF, unless there is a documented circumstance of genuine hardship (e.g., hospitalization). Absentees are responsible for all materials distributed or discussed. Students will be expected to sign the attendance sheet daily.

**Academic Honesty:** The University of Georgia’s policies on academic honesty in the Graduate Bulletin are strictly enforced in this class. Please familiarize yourself with these policies.

### Tentative Schedule

Date	Topic	Assignment
Thursday, June 5	Introductions Constructivism Inclusion MAX Teaching	BFS Chapter Facilitation Sign-up MAX Ch. 1-3, and 10 Get student textbook(s) that you could use to practice strategies.
Friday, June 6	Anticipation Guide: <i>How Students Learn Most Effectively</i> Examples of Anticipation Guides	BFS pp. 1-34 MAX Chapter 4 and 20 Create an Anticipation Guide using a student textbook of your choice. Bring in tomorrow to share.
Monday, June 9	Turn in Anticipation Guides BFS Discussion (pp. 1-34) Hunt for Main Idea: <i>Motivation</i>	BFS pp. 34-50 MAX Chapter 5 and 11
Tuesday, June 10	BFS Discussion (pp. 34-50) Previewing: <i>Acquisition</i>	BFS pp. 51-61 MAX Chapter 6, 12, and 24. Make 2-column notes for Ch. 6. Bring in tomorrow to share.
Wednesday; June 11	BFS Discussion (pp.51-61) Cornell Notes: <i>EXtention</i> PQR <sub>2</sub> ST+	BFS pp. 62-86 MAX Chapter 17
Thursday, June 12	BFS Discussion (pp. 62-86) Math Translation	Strategy Presentation Sign-up BFS pp. 86-107 Read Chapter 7, 13, and 18 Write a GIST for Chapter 7. Bring in tomorrow to share.
Friday, June 13	Workday	Work on strategy presentation Bring in a sample of student textbook reading that you would like for us to use with new strategies.

Date	Topic	Assignment
Monday, June 16	BFS Discussion (pp. 86-107) <i>GIST: Important Elements of a Reading/Writing to Learn Classroom</i> Cubing	BFS pp. 108-129 MAX Chapters 23 and 26
Tuesday, June 17	BFS Discussion (pp. 108-129) Paired Reading Extreme Paired Reading	BFS pp. 129-150 MAX Chapters 29 and 31
Wednesday, June 18	BFS Discussion (pp. 129-150) Think-Pair-Share Three-Level Study Guide	BFS pp. 151-175 Reflection - Inclusion Classrooms MAX Chapters 22 and 30 Use a semantic mapping with a student textbook passage. Bring in tomorrow to share.
Thursday, June 19	BFS Discussion (pp. 151-175) Interactive CLOZE Stump the Teacher	MAX Chapters 21 and 27 Create a Three-Level Study Guide with a student textbook passage. Bring in tomorrow to share.
Friday, June 20	Workday	Work on strategy presentation
Monday, June 23	INSERT Sensible Sentence Highlighting Semantic Mapping	MAX Chapters 25 and 32 Use one of the strategies we worked on today with a student textbook passage. Bring in tomorrow to share.
Tuesday, June 24	PreP Pre/Post-learning Concept Checks	Use one of the strategies we worked on today with a student textbook passage. Bring in tomorrow to share.
Wednesday, June 25	Strategy Presentations	Write two weeks of lesson plans for your content area and show how you will incorporate the strategies. Include at least three strategies. Bring in tomorrow.
Thursday, June 26	Strategy Presentations	
Friday, June 27	Strategy Presentations	
Monday, June, 30	Strategy Presentations	
Tuesday, July 1	Strategy Presentations Course Evaluation	