

EDMS 9030
Young Adolescents and Schools
Fall Semester 2005

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Overview

EDMS 9030 is a doctoral seminar that examines the research on young adolescents and the schools they attend. Developmentally, students in the middle grades undergo more change than at any other time in their lives except infancy. These changes create both opportunities and risks for young adolescents. The middle-grade years are particularly critical for female students, students from minority cultures, and students from families of low-socioeconomic status. It is during the middle-grade years that students form attitudes about the relevance of school and academic activities for their future. During these years, they also make decisions about how long to remain in school and whether to prepare for higher education. Accordingly, the primary goal of middle-grades researchers is to examine the schools, curriculum, and instruction for young adolescents so that all students can reach their potential. The primary goal of this course is to prepare you to be capable of reading and critically discussing this research and writing about it for a variety of scholarly audiences.



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 Doctoral Level Teacher Preparation Standards for EDMS 9030

Standard 1. Young Adolescent Development

Middle level doctoral candidates analyze, synthesize, and evaluate the major concepts, principles, theories, and research related to young adolescent development, and they apply the knowledge gained in their practice.

Knowledge

Middle level doctoral candidates:

- 1. Comprehensively understand the research underpinning of the major concepts, principles, theories, of young adolescent development--intellectual, physical, social, emotional, and moral--and their interrelationships.**
2. Have practiced professional knowledge based on research of health and sexuality issues of young adolescents.
3. Have a deep understanding of the context of classrooms, families, peer groups, communities and society on the development of all young adolescents as related in the professional literature.
4. Have an in-depth understanding of current research on the biological, psychological, and sociological range of differences among young adolescents and evaluate their effects on teaching and learning.
6. Comprehend the implications of young adolescent development for school organization and components of successful middle level programs and schools as related in the current literature and other sources.

Standard 2. Adult Development and Learning

Middle level doctoral candidates analyze, synthesize, and evaluate the major concepts, principles, theories, and research related to adult development and learning, and they apply the knowledge gained in their practice.

Knowledge

Middle level doctoral candidates:

5. Are knowledgeable about the theories, research, and practice of developing middle level leadership roles for all stakeholders.

Standard 3. Middle Level Philosophy and School Organization

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

Knowledge

Middle level doctoral candidates:

1. Comprehensively understand the research underpinning the philosophical foundations of developmentally responsive middle level programs and schools.
2. Have practiced professional knowledge about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
3. Comprehend the body of scholarly literature dealing with the rationale and characteristic components of developmentally responsive middle level schools.
4. Based on scholarly literature, discriminate among best practices for the education of young adolescents in a variety of school organizational settings (e.g., K-8, 5-8, 7-12 organizational plans).
5. Understand that the team process is the most effective strategy for school improvement and student learning and that flexible scheduling provides the best context for teachers to meet the needs of all young adolescents.

Standard 4. Middle Level Curriculum and Assessment

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

Knowledge

Middle level doctoral candidates:

10. Know how to develop, implement, and assess advisory and other students' advocacy programs that attend to the social and emotional needs of all young adolescents.

Standard 7. Middle Level Research

Middle level doctoral candidates analyze, synthesize, evaluate, and conduct research related to middle level education, and they apply the knowledge gained in their practice.

Knowledge

Middle level doctoral candidates:

1. Have a comprehensive knowledge of middle level scholarly research.
2. Understand how to collect, analyze, and share data from various sources related to improvement of middle level education.
- 3.

Belief Statements About Diversity for the EDMS Undergraduate and Graduate Programs

Beliefs About Students

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

Beliefs About Appropriate Curriculum, Instruction, and Assessment

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

Beliefs About Teachers and Teacher Candidates

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

Beliefs About Family and Community

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

Beliefs About Field Experiences

1. Teacher candidates should interact with students from diverse backgrounds in diverse settings.

Organization of EDMS 9030

Unit I: Young Adolescent Physical and Cognitive Development:
Implications for Teachers and Schools

Topics: overview of young adolescent development, school transitions, and middle school practices; physical development and body image; motivation and achievement goals; role of beliefs, peers, and lesson construction in content area learning

Assigned Readings: Bel-Jean readings, APA manual, NMSA proposal guidelines, AERA proposal guidelines, human-subjects approval guidelines

Unit II: Young Adolescent Social and Emotional Development: Implications for Teachers and Schools

Topics: role of peers, parents, and other adults in the lives of young adolescents in and outside of school; young adolescent risky behavior; harassment, victimization, and bullying among young adolescents

Assigned Readings: Bel-Jean readings, APA manual, NMSA proposal guidelines, AERA proposal guidelines, human-subjects approval guidelines

Assigned Readings

The course readings (see attached list), which include chapters and journal articles on young adolescents and schools, are available at Bel-Jean Copy Center, 163 E. Broad Street in downtown Athens, 548-3848. You will also need to purchase a copy of the APA manual (4th ed.).

Readings in the Bel-Jean packet and sections of the APA manual will be assigned via a calendar specifying the dates on which specific content will be covered. Class discussion is a major component of this course. You will be responsible for reading the assigned material prior to the date it is to be covered in class so that you are prepared to discuss it. Class discussions and activities will be based on the assumption that you have prepared by reading the assigned material. You will also be responsible for any additional readings distributed in class.

Course Assignments

The following assignments are designed to prepare you to be able to read and discuss original research and write for a variety of scholarly audiences:

Journal Article: Based on a topic you select, you will prepare, in APA style, a manuscript for possible publication in a specific journal you identify. Manuscript formats include a report of a study you carried out, a practitioner-oriented piece for teachers, parents, or school administrators; and a review of the literature, theoretical piece, or position paper on your topic.

Various examples will be provided and discussed in class. You will turn in drafts of your manuscript throughout the semester for feedback from me. You will also have an opportunity to provide feedback on other class members' drafts.

AERA Prototype Proposal: Based on data you collect on your topic throughout the semester, you will prepare a prototype of a proposal for a research presentation at the American Educational Research Association (AERA). The required AERA format will be used and examples will be provided. You will turn in several drafts of your proposal for feedback from me.

NMSA Prototype Proposal: Based on your topic, you will prepare a prototype of a proposal for either a research presentation or a practitioner-oriented presentation at the National Middle School Association (NMSA). The required NMSA format will be used and examples will be provided. You will turn in a draft of your proposal for feedback from me.

Class Discussion Leader: Working in pairs, you will lead part of the class discussion of 3-4 interrelated articles. A list of topics from which to choose will be provided in class and effective discussion strategies will be discussed. Some class time will be set aside to plan your discussions.

Research Presentation: Based on the data you collect on your topic during the semester, you will make a research presentation to the class using an AERA format of your choice. AERA guidelines and effective presentation strategies will be discussed in class.

Grading Procedure for EDMS 9030

A total of 100 points can be obtained by means of the following: journal article (45 points), AERA proposal prototype (20 points), NMSA proposal prototype (10 points), class discussion leader (10 points), research presentation (15 points).

A = 90 and above
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 59 and below

Attendance, Participation, and Course Policies

1. Attendance is expected and encouraged. According to UGA policies, any student who incurs an excessive number of absences will be administratively withdrawn from the course. For EDMS 9030 Fall semester 2005, an excessive number of absences is defined as missing more than 3 classes. You are responsible for all class meetings (assignments, etc.) whether present or not.

Participation in discussions and activities is crucial in this class. Speak up! We want to know what you think.

2. An incomplete will be given only in the case of a documented medical emergency with prior approval of the instructor.

3. The University of Georgia's policies on academic honesty (http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm) are strictly enforced in this class. Please familiarize yourself with these policies.

4. The course syllabus provides a general plan for the course; deviations may be necessary.

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Reference List
Fall 2005

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