

EDMS 5040
Teaching in the Middle School

Spring 2007

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Overview

The purpose of EDMS 5040 is to explore the various roles of middle school teachers, with emphasis on classroom, team, school, and community issues. Building on the student teaching experiences of course participants, topics to be covered include job applications and certification; the interview process; roles of the beginning teacher; working with other teachers, school administrators, media specialist, parents, and school board members; the differentiated classroom; classroom management; classroom assessment; and legal issues for teachers.

Organization of EDMS 5040

Evening Sessions: EDMS 5040 meets several times in the evening throughout student teaching. Evening sessions are as follows:

Wednesday, Jan. 10, 5:30-8:00 pm, Orientation to EDMS 5040
Wednesday, Jan. 24, 5:30-8:00 pm, The Differentiated Classroom
Wednesday, Feb. 7, 5:30-8:00 pm, Dr. Dera Weaver, Role of the Media Specialist
Wednesday, Feb. 21 or 28, 5:30-8:00 pm, Principal Panel: The Interview Process
Wednesday, March 7 or 21, 5:30-8:00 pm, Beginning Teacher Panel: Roles of Beginning Teachers

Daily Sessions: At the completion of student teaching, EDMS 5040 meets daily April 23-26, from 8:30am-4pm. Classroom activities and guest speakers will address topics such as the differentiated classroom, classroom management, classroom assessment, legal issues for teachers, and working with parents and school board members.

Required Reading

The required text for EDMS 5040 is:

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

You are responsible for reading this book prior to the April 23 class. Discussions and activities that week will be based on the assumption that you have prepared by reading the assigned material. You are also responsible for reading any additional handouts distributed in class.

Suggested texts include:

Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). *Classroom management for elementary teachers*. Boston: Allyn & Bacon.

Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2003). *Classroom management for secondary teachers*. Boston: Allyn & Bacon.

Course Assignments

The course assignments include a differentiated classroom reflection paper, an interdisciplinary group classroom-management plan, and a disciplinary group unit-assessment plan.

All course assignments will be discussed in detail in class.

Attendance and Participation

Regular, on-time attendance is essential for you to benefit from the course and participate in it meaningfully. You are responsible for all class meetings (assignments, explanations, instructions, schedule changes, etc.) whether present or not.

Class will begin promptly at the scheduled time. Please be on time. If you come to class late, you not only miss important content, but you distract other students, the instructor, and guest speakers.

According to UGA policies, any student who incurs an excessive number of absences will be administratively withdrawn from the course and will receive a grade of WF, unless there is a documented circumstance of genuine hardship (e.g., hospitalization) as determined by the Assistant Vice President for Student Affairs, in which case a grade a W will be given. For EDMS 5040 spring 2007, an excessive number of absences is defined as missing more than 7 hours of class time. Students who arrive after attendance has been taken or leave before class has ended will be considered to have missed at least 1 hour of class time.

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

Grading Procedure for EDMS 5040

EDMS 5040 is graded S/U (Satisfactory/Unsatisfactory). Requirements for a grade of S include regular attendance and class participation as well as successful and on-time completion of all course assignments. Course assignments not received on time will receive a grade of U and will result in a grade of U for the course.

Course Policies

1. 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.
2. An incomplete will be given only in the case of a documented medical emergency with prior approval of the instructor.
3. Students who need accommodations for special learning needs are encouraged to consult with the instructor as soon as possible.
4. The syllabus provides a general plan for the course; deviations may be necessary.