

EDMI 526: Teaching and Learning at the Middle Level I Syllabus: Fall Semester 2001

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Mission Statement of the College of Education, CSU San Marcos

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

CLAD Infusion

In 1992, the College of Education voted to infuse Crosscultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Course description:

This course is designed for prospective middle school teachers. Three members of the middle level team teach the course. The teaching team uses an integrated approach to curriculum design, and innovative instruction and assessment procedures. The course topics are taught in a sequence consistent with the five themes of the program. Assignments are coordinated with those themes.

Course objectives:

- Students will demonstrate writing effective (daily, weekly, unit) lesson plans that use SDAIE methodologies to accommodate diverse language and learning differences and that are linked to curriculum standards/frameworks and sequences of instruction in middle schools.
- Students will interpret major learning theories through various applications in course assignments.
- Students will describe specific strategies for motivating young adolescents to perform toward academic excellence including psychological factors affecting first and second language development.
- Student will conceptualize, organize and implement strategies that result in multicultural/multilingual, democratic classroom environments that promote prejudice reduction and conflict resolution.
- Students will identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development.
- Students will create assessment plans that are ability, age, language, and task appropriate.
- Students will develop strategies for becoming informed about learners including family, community, and learning styles.
- Students will articulate a personal philosophy of learning that includes an analysis of the differential power relationships that come to play in a middle level classroom.

The instructors are committed to modeling collaborative, reflective, and transparent teaching in order to assist cohort students to achieve the above goals.

Required texts:

Bigelow, B. et al. (2001). *Rethinking our Classrooms, vol. 2: Teaching for Equity and Justice*. Milwaukee, WI: Rethinking Schools.

Carnegie Council on Adolescence and Youth. (1989). *Turning Points*. New York: Carnegie Corporation.

Manning, M. L. (1995). *Celebrating Diversity: Multicultural Education in Middle Level Schools*. Columbus, OH: National Middle School Association.

National Middle School Association. (1996). *This We Believe: Developmentally Responsive Middle Schools*. Columbus, OH.

Rios, F. A. & McDaniel, J. E. *Readings in Learning and Instruction (2nd ed.)*. New York: Pearson. [Available in CSUSM bookstore]

Additional xeroxed articles [Available at CopyServe]

Optional texts:

Middle School Journal (Journal of the National Middle School Association)

Assignments:

NOTE: Grading criteria for each assignment will be provided by the instructors.

Comment cards (ongoing)	10 points
We expect everyone to do all the readings and to come to class prepared to discuss them. For the chapters from the Ríos/McDaniel text, bring at least 3 comments or questions from the readings for that session on a notecard or paper (the form does not matter as long as the text is legible). Record your thoughts—do not summarize. We will collect them at the beginning of the session; late submissions will not be accepted. The cards should show that you have thought about the readings.	
Beginning the School Year (due: Sept. 14)	20 points
<i>Theme #1: Learning happens in caring communities.</i> You will observe, record, question, and analyze the opening of the school year.	
Lesson planning workshop (due: TBD)	20 points
<i>Theme #3: Teaching is the negotiation among theory, practice and students.</i> This workshop will provide you with the requirements and support needed to create a lesson plan for middle school students.	
The Middle School Student (due Oct. 2)	20 points
<i>Theme #2: Students are the center of our work.</i> Shadowing a middle school student for one full day will lead to a case study on what it is like to be a middle school student.	
Integrated unit (draft due: Oct. 23; final due: Oct. 30)	20 points
<i>Theme #3: Teaching is the negotiation among theory, practice and students.</i> All the instructors of the teaching team will assess the integrated unit plan. More details are forthcoming.	
Portfolio (conferences on December 12 and 13)	10 points
This is a long-term project assigned by all teaching team members. You will present yourself as a <i>learner</i> in your portfolio.	
<i>Total</i>	<i>100 points</i>

Grading & Expectations:

A	93-100 points	B-	80-82 points
A-	90-92 points	C+	77-79 points
B+	87-89 points	C	73-76 points
B	83-86 points	C-	70-72 points

Teacher education is professional preparation, and therefore students are expected to adhere to standards of dependability, promptness, participation, confidentiality, and writing achievement. Consequences for failing to meet these standards are as follows:

- You must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education courses to receive a teaching credential from the State of California.
- If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive a grade of A. If you miss three class sessions, you cannot receive a grade of B.
- Late assignments will be penalized by a 10% deduction in points for each weekday late. After one week, late assignments will be given a zero.

Unless extraordinary circumstances for these expectations are made known, they are not negotiable.

The College of Education has adopted the following policy regarding attendance:

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, she should contact the instructor as soon as possible.

Please read the university policy on academic honesty in the student guidebook.

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations***	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies***	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction***	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)***	A. What teachers should learn about their students***
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students***
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)***
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose***	III. Cultural Contact
B. Psychological factors affecting first- and second-language development***	B. Methods***	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates***	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment***	C. The dynamics of prejudice***
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution***
		IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

***Competency addressed in EDM I 526

