

EDUCATION 385, SECTION 2: TEACHING THE EARLY ADOLESCENT
3 credits

University of Wisconsin – Stevens Point
Winterim 2019

Instructor: Nikki Logan, Ph.D.
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Office Hours: By appointment
Lecture: CPS 233; January 2, 3 (at Point of Discovery School- PoDS, 1900 W Zinda Dr, Stevens Point, WI 54481), 4, 7 (group meetings without me, but you should still plan on meeting on the 7th), 8, 9 (at Point of Discovery School-PoDS, 1900 W Zinda Dr, Stevens Point, WI 54481), 10, 11, 14, 15, 16, and 17. No meeting on January 18th. We will meet 8:45am-12:45pm on all days EXCEPT January 9th - we need to meet 8am-12pm on this day because we will be teaching the students at PoDS and need to go along with their schedule.
Prerequisite: Admission to Professional Education; Educ 381/581 or Instructor Consent

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement and/or through email.

- I. **Course Description:** Characteristics of early adolescents and instructional strategies appropriate to their needs.
- II. **Required Textbooks:** Brown, D.F., & Knowles, T. (2014.) What every middle school teacher should know (3rd Ed.). Portsmouth, NH: Heinemann.
- III. **Required Readings:** Required readings that supplement the textbook will be posted online. Students are expected to read all required readings prior to the respective due dates. Activities will be based in part on the required reading.
- IV. **Special Notes**
 - UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and is intended to help establish a positive living and learning environment at UWSP. Additional information about the UWSP Community Rights and Responsibilities can be found at: <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>
 - EdTPA is a pre-service teacher performance assessment. Certain assignments in this course have been developed with special attention for you to practice for parts

of the edTPA portfolio. Although edTPA is an assessment, what must be done for it should be viewed as what good teachers do.

- V. Intended Learning Outcomes:** If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:
- Describe development trends during young adolescence, including physical, mental, social, emotional, and character development.
 - Describe promising strategies for facilitating students' high academic performance and prosocial behavior, especially during young adolescence.
 - Design and teach in student-centered ways to better motivate and educate all students, and especially students with diverse backgrounds and/or special needs.
- VI. Enduring Understanding:** This is the central enduring understanding I want you to develop:
- Young adolescents are living through an important stage of development. They experience many major changes in themselves and their lives. Teachers should use a variety of promising strategies in response to these changes, with sensitivity and a commitment to honor difference.
- VII. InTASC Model Core teaching Standards:** This course touches on all InTASC Model Core Teaching Standards, and focuses on:
- InTASC Standard 1: Learner Development (a, b, c, d, e, f, h, i, j, k)
 - InTASC Standard 3: Learning Environments (a, b, c, d, e, f, g, i, j, k, l, n, o, p, q, r)
 - InTASC Standard 10: Leadership and Collaboration (a, b, c, d, e, j, l, m, n, o, p, q, t)
- VIII. Common Core State Standards:** Parts of this course will help familiarize you with Common Core State Standards. This includes our study of planning, instructing and engaging, and assessing.
- IX. Response to Intervention (RTI):** Our study of curriculum and instruction will include Response to Intervention (RTI).
- X. Positive Behavior Interventions & Supports (PBIS):** Our study of classroom management will include Positive Behavior Interventions & Supports (PBIS).
- XI. Teaching Performance Assessment (edTPA):** You will record, watch, and reflect on a segment of your Topic Guides lesson. This will help prepare you for the edTPA.
- XII. Academic Expectations and Standards**
- Instructors and students should expect that the rigor and workload of a winterim course may seem high. Winterim courses often require greater organization from students because students must attend class, complete readings and homework assignments, and engage in group work during the condensed semester.

Essentially, this is a 16 week course offered over the course of 2.5 weeks. Please plan accordingly.

XIII. Course Structure

- This course will be delivered entirely through the course management system Canvas. You will use your UWSP account to login to the course from www.uwsp.edu/canvas. If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

XIV. Netiquette

- Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.
- Working as a community of learners, we can build a polite and respectful course community.
- The following netiquette tips will enhance the learning experience for everyone in the course:
 - Do not dominate any discussion.
 - Give other students the opportunity to join in the discussion.
 - Do not use offensive language. Present ideas appropriately.
 - Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
 - Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
 - Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
 - Never make fun of someone's ability to read or write.
 - Share tips with other students.
 - Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
 - Think and edit before you push the "Send" button.
 - Do not hesitate to ask for feedback.
 - Using humor is acceptable.

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm; Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

XV. Expected Instructor Response Times

- I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 48 hours please resend your email.
- If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the discussion page.

I will post answers to all general questions there so that all students can view and benefit from them (if you have a question at least one peer probably has the same one). Students are encouraged to answer each other's questions too.

- I will attempt to grade written work within 48 hours, however longer written assignments may take me longer to read and assess.

XVI. Course Technology Requirements: You will need access to the following tools to participate in this course.

- video and audio recording device
- a stable internet connection (don't rely on cellular)

XVII. Technical Assistance: If you need technical assistance at any time during the course or to report a problem with Canvas you can seek assistance from the:

- [IT Service Desk](#) (Formerly HELP Desk)
- IT Service Desk Phone: 715-346-4357 (HELP)
- IT Service Desk Email: techhelp@uwsp.edu

XVIII. Understand When You May Drop This Course: It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

XIX. Incomplete Policy: Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor

XX. Americans with Disabilities Act

- The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.
- If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.
- If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. For more information about UWSP's policies, visit: <https://www.uwsp.edu/datc/Pages/default.aspx>

XXI. Academic Integrity

- As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.
- Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here: <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11>
- UWSP Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures

UWSP 14.01 Statement of principles. The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is

submitted or performed by a person other than the student under whose name the work is submitted or performed.

XXII. Religious Observances: Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class. More information can be found at:

<https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=41>

XXIII. Viewing Grades/Feedback in Canvas: Points you receive for graded activities will be posted to the Canvas Gradebook. Email me if you do not see your assignment grades within 72 hours of submitting the assignment.

XXIV. Building Rapport: If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that I can help you find a solution.

XXV. Student Expectations

- Complete the assigned readings before the due dates.
- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- Email the professor if a life event arises that will cause you to not participate fully and/or submit assignments on time.
- Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- Conduct yourself as a professional educator should conduct him/herself.
- Make an appointment to discuss questions regarding grades/other concerns with me privately.
- Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)
- You are welcome to take notes on tablets and/or laptops, however, I view usage unrelated to immediate course activities as unprofessional and disrespectful and will deduct attendance/participation points. This means you should abstain from looking up information about the final exam during our third day of class or even teaching-related videos/posters on Facebook, for example, until break time or after our meeting for the day has ended.

XXVI. Late Work Policy: Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in within 24 hours of the due date will be downgraded 10% from the earned grade. Assignments turned in after 24 hours of the due date will earn zero points. Please ask before the assignment is due if you need an extension; in most cases I will grant one.

XXVII. School of Education Policies

- Students MUST achieve a grade of “C-“ or higher for teacher certification. Any grade lower than a “C-“ will require a repeat of the course.
- Every SOE course requires an artifact to be placed in the student’s ePortfolio. The artifact for EDUC 385 is the Lesson Outline.

XXVIII. Daily Schedule: Generally, the daily schedule is as follows:

8:45 - 8:55	Warm Up Intro In My Locker	Topic Guides
8:55 - 9:10	Advisory with Debrief	
9:10 - 10:15	Session 1	
10:15 - 10:25	Break & Snack	
10:25 - 11:35	Session 2	
11:35 - 11:40	Review & Closure	
11:40 - 11:50	Break	
11:50 - 12:00	Debrief Topic Guides	
12:00-12:45	Housekeeping Instructor's Additions	Instructor
After Class	Check in with upcoming Topic Guides	

When your team teaches, it's OK to deviate from this schedule. For example, if your students are very engaged in an activity or it takes longer than you expected, you may need to adjust. Please try not to push the break farther back than shown. Conversely, you can also schedule more, shorter breaks.

XXIX. Assignments: Course requirements are designed to help you foster proficiencies for successful teaching.

- **In My Locker:** Bring an object and provide an explanation demonstrating your reflection on what teachers should remember about the nature of middle school students
- **Respond to the Syllabus:** Read the syllabus and response to assigned questions, demonstrating your understanding of and agreement to the syllabus.

- **Field Trip Response:** Submit your answers to reflection questions posed in response to our field trip to Point of Discovery School.
- **Open Journal:** You will respond to the day's reading and lesson. The purpose of this assignment is demonstrating reflection on big ideas in teaching, learning, and development. You should describe your personal, compelling beliefs and/or strategies for teaching.
- **Topic Guides:** This assignment has several parts. As a team, you'll prepare a multi-part lesson (about 3 hours, with a 15 minute break). You'll prepare an outline of your lesson and other supporting materials. You'll submit a list of big ideas and questions for the final exam. You'll score your peers' open journal entries. While you're teaching, you'll video record a 15-minute segment. Later, you'll watch this segment and write a reflection. You'll add your outline and reflection to your portfolio. Finally, you will add materials to the course notebook on your topic, plus a letter to future teams.
- **Attendance/Participation:** In this course, you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Collaboration with your peers outside of class is strongly encouraged. Because we only meet as a class 11 times, I expect you to be in attendance at every class. If an extenuating circumstance arises, email me as soon as possible and ask to participate in class virtually. I reserve the right to lower your final letter grade in the event of excessive absences.
- ~~**Final Exam:** This is a timed, short-essay exam. You receive the Exam via email. There is no face-to-face location for the Exam. In compliance with university policy, students must take the Exam at the scheduled time. In very rare cases, I can make exceptions (e.g., family emergency).~~

Personal Grade Tracker

ASSIGNMENT	POINTS POSSIBLE	POINTS EARNED
In My Locker	2	
Respond to the Syllabus	2	
Field Trip Response	2	
Open Journals	9	
Topic Guides: Exam Questions	6	
Topic Guides: Guidebook Essay	10	
Topic Guides: Lesson	28	
Topic Guides: PoDS Lesson OR Final Exam	4	
Topic Guides: Add to the USB Drive & Folder	2	
Topic Guides: Course Reflection	4	
Attendance/Participation (no attendance points given day of field trip, topic guides lesson, or PoDS lesson, as you receive other participation-type points on those days)	8	
Total Possible Points	77	

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	60 & Below	F
79-77%	C+		

Tentative Schedule

DATE	TOPIC(S)	READINGS TO COMPLETE (before class)	ASSIGNMENTS TO TURN IN
January 2, 2019, 8:45am-12:45pm	<ul style="list-style-type: none"> • Topic Guides: The Middle School Idea • In My Locker: Dr. Logan 	1. No Readings	<input type="checkbox"/> Respond to the Syllabus due by 11:59pm <input type="checkbox"/> The Middle School Idea Open Journal due by 11:59pm
January 3, 2019, 8:45am-12:45pm Meet at PoDS, 1900 W Zinda Dr, Stevens Point, WI 54481	<ul style="list-style-type: none"> • Topic Guides: Hard Fun • In My Locker: Dr. Logan 	1. Expeditionary Learning: Design Principles (Posted on Canvas) 2. Brown & Knowles. "Characteristics of Effective Middle School Teachers." (p. 8-9) 3. Brown & Knowles. "6. The True Middle School: More Than a Sign on a Building." (p. 62-82)	<input type="checkbox"/> <u>Hold Harmless Form due in class</u> <input type="checkbox"/> Field Trip Response due by 11:59pm <input type="checkbox"/> Hard Fun Open Journal due by 11:59pm
January 4, 2019, 8:45am-12:45pm	<ul style="list-style-type: none"> • Work Day in CPS 107 • Topic Guide Teams meet with Dr. Logan 	1. No readings	<input type="checkbox"/> Exam Questions due by 11:59pm (all groups turn this is today)
January 7, TBA	<ul style="list-style-type: none"> • Independent Group Work Day *Advisory &	1. No readings	

	Teaming let me know if you want to schedule a meeting with me.		
January 8, 2019, 8:45am-12:45pm	<ul style="list-style-type: none"> ● Topic Guides: Advisory & Teaming ● In My Locker: The Needs of the Adolescent 	<ol style="list-style-type: none"> 1. AMLE. "Leadership & Organization Characteristics." (p. 27-33) (Posted on Canvas) 2. Brown & Knowles. "7. School Structures That Support Young Adolescents." (p. 83-99) 	<input type="checkbox"/> Advisory & Teaming Open Journal due by 11:59pm
January 9, 2019, 8:00am-12:00pm Meet at PoDS, 1900 W Zinda Dr, Stevens Point, WI 54481	<ul style="list-style-type: none"> ● PoDS Takeover Day <p>*The Needs of the Adolescent meets with Dr. Logan immediately after class.</p>	<ol style="list-style-type: none"> 1. No readings 	<input type="checkbox"/> PoDS Lesson - lead lesson today <input type="checkbox"/> Advisory & Teaming scores Open Journal and emails grades to Dr. Logan by 11:59pm
January 10, 2019, 8:45am-12:45pm	<ul style="list-style-type: none"> ● Topic Guides: The Needs of the Adolescent ● In My Locker: Honoring Diversity <p>*Honoring Diversity meets with Dr. Logan immediately after class.</p>	<ol style="list-style-type: none"> 1. AMLE. "Characteristics of Young Adolescents." (p. 53-62) (Posted on Canvas) 2. Brown & Knowles. "2. Understanding Young Adolescents' Physical Development." (p. 14-24) 	<input type="checkbox"/> The Needs of the Adolescent Open Journal due by 11:59pm
January 11, 2019, 8:45am-12:45pm	<ul style="list-style-type: none"> ● Topic Guides: Honoring Diversity ● In My Locker: Learning Environments <p>*Learning Environments meets with Dr.</p>	<ol style="list-style-type: none"> 1. Brown & Knowles. "4. Understanding Young Adolescents' Social Development." (p. 33-42) 2. Brown & Knowles. "5. Understanding Young Adolescents' Emotional Development." (p. 43- 	<input type="checkbox"/> Honoring Diversity Open Journal due by 11:59pm <input type="checkbox"/> The Needs of the Adolescent scores Open Journal and emails grades to Dr. Logan by 11:59pm

	Logan immediately after class.	59)	
January 14, 2019, 8:45am-12:45pm	<ul style="list-style-type: none"> • Topic Guides: Learning Environments • In My Locker: Curriculum & Assessment <p>*Curriculum & Assessment meets with Dr. Logan immediately after class.</p>	<ol style="list-style-type: none"> 1. Brown & Knowles. "8. Creating a Safe Haven for Learning." (p. 102-125) 2. (optional) Bowlin, Durwin, & Reese-Weber. "18. Creating a Productive Learning Environment." (Posted on Canvas) 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning Environments Open Journal due by 11:59pm <input type="checkbox"/> Honoring Diversity scores Open Journal and emails grades to Dr. Logan by 11:59pm
January 15, 2019, 8:45am-12:45pm	<ul style="list-style-type: none"> • Topic Guides: Curriculum & Assessment • In My Locker: Teacher Behavior & Instruction <p>*Teacher Behavior & Instruction meets with Dr. Logan immediately after class.</p>	<ol style="list-style-type: none"> 1. Brown & Knowles. "9. The Power of Student-Designed Curriculum: Exceeding Standards." (p. 126-161) 2. Brown & Knowles. "12. Assessment That Promotes Active Learning." (p. 208-228) 3. (optional) Brown & Knowles. "10. Curriculum Integration: What It Looks Like in Real Life." (p. 162-180) 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum & Assessment Open Journal due by 11:59pm <input type="checkbox"/> Learning Environments scores Open Journal and emails grades to Dr. Logan by 11:59pm
January 16, 2019, 8:45am-12:45pm	<ul style="list-style-type: none"> • Topic Guides: Teacher Behavior & Instruction • In My Locker: Exploratory & Service Learning <p>*Exploratory & Service Learning meets with Dr.</p>	<ol style="list-style-type: none"> 1. Brown & Knowles. "3. Understanding Young Adolescents' Unique Brain Growth and Cognitive Development." (p. 25-32) 2. Brown & Knowles. "11. This Is Learning: Making Instruction Meaningful." (p. 181- 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher Behavior & Instruction Open Journal due by 11:59pm <input type="checkbox"/> Curriculum & Assessment scores Open Journal and emails grades to Dr. Logan by 11:59pm

	Logan immediately after class.	207)	
January 17, 2019, 8:45am-12:45pm	<ul style="list-style-type: none"> ● Topic Guides: Exploratory & Service Learning ● In My Locker: Advisory & Teaming 	<ol style="list-style-type: none"> 1. Brown & Knowles. "Exploratory Curriculum" (p. 95-96) 2. ASCD. "Learning Through Service." (Posted on Canvas) 	<ul style="list-style-type: none"> <input type="checkbox"/> Exploratory & Service Learning Open Journal due by 11:59pm <input type="checkbox"/> Teacher Behavior & Instruction scores Open Journal and emails grades to Dr. Logan by 11:59pm <input type="checkbox"/> USB Drive & Folder (with information added) due in class
January 18, 2019, 8:45am-12:45pm	<ul style="list-style-type: none"> ● Snow Day Make-Up Day (if needed) 	<ol style="list-style-type: none"> 1. No readings 	<ul style="list-style-type: none"> <input type="checkbox"/> Exploratory & Service Learning scores Open Journal and emails grades to Dr. Logan by 11:59pm <input type="checkbox"/> Course Reflection due by 11:59pm <input type="checkbox"/> Guidebook Essay due by 11:59pm

*This course was developed in part using resources, activities, assignments, and guidance from Dr. Kym Buchanan.