



Syllabus - EDUC 385

- [Welcome](#)
- [Intended Learning Outcomes](#)
- [Content & Activities](#)
- [Kat & Other Technology](#)
- [Course Requirements & Grading](#)
 - [Portfolio Requirements](#)
- [Dispositions & Conduct](#)
 - [Class Climate](#)
 - [Exceptional Needs](#)
 - [Integrity](#)
 - [Dispositions Model](#)
- [Emergency Response](#)
- [Textbook & Supplies](#)
- [Acknowledgments](#)
- [Assignment: Respond to the Syllabus](#)

Welcome

Welcome to *EDUC 385 Teaching the Early Adolescent*. Young adolescence is a complex and exciting time in the lives of young people and their teachers. I hope you find this course compelling and useful.

Course Description

EDUC 385/585. Teaching the Early Adolescent. 3 cr. Characteristics of early adolescents and instructional strategies appropriate to their needs. Prereq: 381 or cons instr.

Instructors

Kym Buchanan

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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:

1. Describe development trends during young adolescence, including physical, mental, social, emotional, and character development.

2. Describe promising strategies for facilitating students' high academic performance and prosocial behavior, especially during young adolescence.
3. Design and teach in student-centered ways to better motivate and educate all students, and especially students with diverse backgrounds and/or special needs.

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.

This course touches on all [InTASC Model Core Teaching Standards](#), and focuses on:

1. Learner Development (a, b, c, d, e, f, h, i, j, k)
3. Learning Environments (a, b, c, d, e, f, g, i, j, k, l, n, o, p, q, r)
10. Leadership and Collaboration (a, b, c, d, e, j, l, m, n, o, p, q, t)

Parts of this course will help familiarize you with Common Core State Standards. This includes our study of planning, instructing and engaging, and assessing.

Our study of curriculum and instruction will include Response to Intervention (RTI). Our study of classroom management will include Positive Behavior Interventions & Supports (PBIS).

You will record, watch, and reflect on a segment of your Topic Guides lesson. This will help prepare you for the edTPA.

Content & Activities

The [Calendar](#) shows the major content and activities for this course.

Here are brief descriptions of the major assignments. Kat has detailed rubrics and directions, which you should read before starting an assignment.

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.

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.

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).

Kat & Other Technology

Kat is an experimental learning management system, like D2L. I built Kat myself. [Kat can do many unusual things](#) to support teaching and learning, and it allows me to keep my course content open access (which is important to me). Kat is named in honor of Julia Stiles' character in the movie *10 Things I Hate About You* (and her Shakespearean inspiration).

I encourage you to use technology as a student and a professional. You're welcome to bring a laptop, smartphone, or similar device to class. However, please use your device appropriately and respectfully. For example, checking email or surfing Facebook during class is rude and unprofessional.

You don't need to log into Kat for this course. We use e-reserve for some readings. We use the D2L Gradebook, Dropbox, and Discussions tools.

Course Requirements & Grading

About Assignments

All the assignments are listed in the [Assignments](#) page in Kat. Directions and rubrics for all the assignments are in Kat. I'm always happy to answer questions on an assignment, so please don't hesitate to ask. **I care about your success.** I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions and rubric for each assignment carefully. Depending the assignment, you will email me, post to D2L, or submit to D2L. If you are emailing me, please send one assignment per email and use the correct subject. You can lose points by not submitting an assignment correctly.

For some assignments there may be different rubrics for undergraduate and graduate students. Be sure you refer to the correct rubric.

Please save all email and assignments for this course until you see a final grade on your transcript or Degree Progress Report and you are satisfied with your grade. This includes email from me and email from D2L. Please don't tell me "I did that but I deleted it."

I often give reminders about due dates via email and in class. However, these reminders are only a courtesy, and I may forget. You are ultimately responsible for submitting your assignments on time.

[Frequently Asked Questions \(Courses\)](#)

About Resubmit

Some assignments are "Resubmit" assignments. There are two due dates for Resubmit assignments. The first due date is a Submit. I will score your assignment using the rubric and record a score in the gradebook. The second due date is a Resubmit. If you wish, you can simply accept your score on the Submit. Or you can resubmit a revised version for a new score. By resubmitting, you can increase your score. In a face-to-face or hybrid course, the maximum increase is 10% (or at least 1 point). In an online course, the maximum increase is 20% (or at least 1 point). (You can't decrease your score.) If you submit an assignment late, you can't resubmit it. Likewise, I won't accept a late resubmit. (The late penalty would cancel the resubmit increase.)

Portfolio Requirements

In this course, you will add the following assignment to your portfolio. You will receive points for doing so.

- Lesson Outline

This assignment is also an embedded signature assessment and it will help prepare you for the edTPA.

Grading Scale

Your grade is based on how many points you earned (X), divided by how points you could have earned (Y). Based on that simple division ($X \div Y$), I will assign your final grade:

- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-

- 60-69.9% = D

I reserve the right to bump a grade up (especially if it's close) based on my professional judgment. I will never bump a grade down. I don't give extra credit.

In all Early Childhood Education and Education undergraduate courses, students must receive a C- or better as a requirement for teacher certification. Failure to earn a C- or higher will result in the student needing to repeat the course.

Attendance

Except for rare cases of serious illness or family emergencies, a professional shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals can't meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.

I expect you to honor your responsibilities, including attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend.

In general, the best way to avoid losing points is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

Late Work

I expect you to complete all assignments on time. This is a short, accelerated course, so my late policy is very strict. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 24 hours late can receive no more than 80% of the points possible. An assignment completed no more than 72 hours late can receive no more than 60% of the points possible. After 72 hours, I usually refuse to accept a late assignment.

I won't accept any assignments after **Sunday, January 21, 2018, 11:59 pm.**

Dispositions & Conduct


I view my students as pre-professionals or current professionals. Your conduct in this course should demonstrate your qualifications for professional responsibilities (e.g., teaching and guiding young people). I will treat you as a professional, and I expect you to demonstrate your qualifications in many ways.

I especially encourage you to consider your professional presence and tone. This includes both face-to-face and online interactions with me and with your peers. For example, if you're teaching or presenting in a face-to-face class, I encourage you to have a professional appearance (e.g., business casual clothing). As another example, when composing an email, I encourage you to include a salutation (e.g., "Dear Dr. Buchanan"), complete sentences with correct conventions (e.g., spelling), and a signature (e.g., "Sincerely, Ima Student").

In a School of Education course, if you have concerns about the instructor you have the right to communicate with the Associate Dean. I'm the Associate Dean, so if you have concerns about me, you have the right to communicate with the College of Professional Studies Dean, Marty Loy (mloy@uwsp.edu, 715-346-4904).



Class Climate

I'm dedicated to creating safe, inclusive, welcoming classes in which all students can succeed. This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#) .

Exceptional Needs

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I'm happy to make an accommodation. Here are some exceptional needs I have accommodated in the past: learning disability, physical disability, chronic illness, death in the family, car accident, sick child.


As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#) . If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#)  and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).

Integrity


I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong. I use anti-plagiarism tools. I don't expect my students to plagiarize others' work; rather, you can be confident that no one is plagiarizing your work (e.g., in a future class). If you are unclear on how to give proper credit, please ask me before turning in the assignment.

As a teacher, I align my policy on academic misconduct (e.g., cheating) with [Chapter 14 of the UWSP Bill of Rights and Responsibilities](#) . This is my general policy: I will allow you to redo the relevant assignment for no more than 50% possible, and you won't be eligible to earn higher than a B+ in this course (UWSP 14.04 (1) (d, e)). I will honor your right to a conference with me, to a written report from me, and to contest my decision (UWSP 14.06 (1, 3)).

I take cheating personally: it upsets and frustrates me. I care very much about your learning, not just scores. If you cheat, you hurt my feelings.

Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](#)  we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Emergency Response

This class usually meets in **CPS 233**.

In the event of a medical emergency call 9-1-1 or use the Red Emergency Phone (outside the door of the classroom). Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning, this classroom is a low-level interior room without window exposure so shelter in place. Avoid wide-span structures (gyms, pools or large classrooms).

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the north side of 4th Avenue, by or inside the west doors to the Health Enhancement Center (nearest the digital sign). Notify the instructor or emergency command personnel of any missing individuals.

Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

Textbook & Supplies

There is one rental textbook:

- Brown, D.F., & Knowles, T. (2014.) *What every middle school teacher should know* (3rd Ed.). Portsmouth, NH: Heinemann.

There may be additional readings on e-reserve and Kat. Check the [Calendar](#).

You need lined, loose notebook paper and a pen or pencil, for in-class assignments. I encourage you to take notes, but you may prefer to annotate my lecture notes (available via the [Calendar](#)). If you create handouts for your peers, I encourage you to three-hole punch them as a courtesy.

Please let me know if you have difficulty getting supplies for this class, and I will discretely help you.

Acknowledgments

Many people have helped me develop my teaching identity and my materials. I am particularly indebted to: Lisa Bardon, Maysee Herr, Pat Shaw, and my other colleagues at UWSP; Rand Spiro and Jere Brophy at Michigan State University; and Manuel Mateo and Mary Jane Pelson in Portland, Oregon.

Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please go to Kat and complete the Respond to the Syllabus assignment. If you're taking more than one course with me this semester, you must complete this assignment for each course/syllabus.

The greater the difficulty the more glory in surmounting it. Skillful pilots gain their reputation from storms and tempests. -Epictetus ([more quotes](#))

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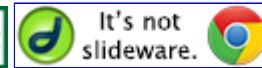


Assignments (EDUC 385/585)

#	Title	Points Possible	Due	
1	Respond to the Syllabus	2	Wed, Jan 3	11:59 PM
2	Field Trip Response	2	Thu, Jan 4	11:59 PM
3	Open Journals (Day 1, Day 2, & Topic Guide days)	9	See directions	
4	Topic Guides: Exam Questions	6	Thu, Jan 4	11:59 PM
5	Topic Guides: Guidebook Essay (Submit)	10	Wed, Jan 10	11:59 PM
6	Topic Guides: Guidebook Essay (Resubmit (optional))	0	Tue, Jan 16	11:59 PM
7	Topic Guides: 385 Lesson	30	Rotating	
8	Topic Guides: PODS Lesson Final Exam	4	Fri, Jan 19	8:45 AM
9	Topic Guides: Add to the USB Drive	2	Thu, Jan 18	11:59 PM
10	Topic Guides: Reflection on 385 Lesson & Add to Portfolio	4	Thu, Jan 18	11:59 PM
11	In My Locker	2	Rotating	
12	Attendance	6	Thu, Jan 18	
13	Grade Adjustment (Instructor Choice)	0	Fri, Jan 19	
	Total	77		

Indeed, what is a 'career' or a 'vocation' except a role-playing game extended over an adult lifetime? -Merlin Donald ([more quotes](#))

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