

The University of Tennessee at Martin
Department of Educational Studies
Fall, 2003
Course Syllabus

INSTRUCTOR

Dr. Kenneth Vogler

Office: 240 H Gooch Hall

Email: kvogler@utm.edu

Phone:(731) 587-7214

Office Hours:

MW: 1:30-3:00p and 5:45-6:15p

TuTh: 8:30-10:00a, 12:00-1:00p and 3:00-3:30p

I. COURSE TITLE AND NUMBER

Designing Curriculum for the Early Adolescent

TCED 450

II. SEMESTER CREDIT HOURS

Three (3) semester credit hours

III. CATALOG DESCRIPTION/PURPOSE

Review of the specific characteristics and educational needs of early adolescents (grades 5-9). Describes the current middle school movement, its historical antecedents, and the development of curriculum appropriate for the early adolescent, emphasizing curriculum integration, authentic assessment, student involvement in planning, etc.

IV. RATIONALE

It is important for students to identify, review, and understand the major concepts, theories, and research findings about early adolescent development. This knowledge will expand and improve their teaching strategies and approaches in their work with early adolescents.

V. TEACHER EDUCATION MODEL

The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies that can transform students from passive recipients of information into active participants in their own intellectual growth. The faculty is committed to providing pre-service teachers with a variety of experiences to increase understanding, skills, and dispositions in dealing with students of diverse cultural backgrounds and varying learning styles. The faculty also view technology as an integral component of the teacher preparation program and believe pre-service teachers should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, imbedded and intertwined among components of the conceptual framework are the commitments to diverse learners and the use of technology as an additional communication tool to enhance student learning. The following are the three components to the Conceptual Framework that serve as a knowledge base for the UTM Teacher Education Program in producing Teachers as Facilitators of Learning.

- A. Reflective Practitioner
- B. Knowledge, Skills, and Application
- C. Professional and Ethical Behavior

VI. COURSE OBJECTIVES/LEARNING ACTIVITIES

General Course Objectives:

1. Students will evaluate major concepts, theories, and research findings about early adolescent development.
2. Students will identify and assess the diversity of individual experiences and circumstances which constitute early adolescence.
3. Students will identify programs and practices that define successful middle schools.
4. Students will develop a knowledge base of curriculum appropriate for the early adolescence.
5. Students will assess their personal and professional experiences in light of the knowledge base about early adolescence and successful middle schools.
6. Students will determine ways to expand and improve their teaching strategies and approaches in their work with early adolescents.

Student Requirements/Outcomes:

1. Student attendance and participation is required at every session.
2. Each student will write a paper entitled Autobiography: Recalling Early Adolescents and Middle Grades Experiences. In this 2-4 page personal reflection paper, each student will discuss their early adolescent experiences in the following developmental domains: somatic, intellectual, communal, familial, and introspective. Each student will also comment on significant aspects and influences of the school(s) attended and the teachers encountered during that period. This paper is due at the beginning of class on September 22.
3. Each student will conduct a **child study**. This 5-8 page paper will be based on interviews, interactions, and observation of an early adolescent “subject.” It will relate the information collected to concepts and research findings in the readings. The goal is to increase our understanding of early adolescents. Findings will be shared during our October 22nd class and a written progress report (one page) will be handed in. The completed paper is due at the beginning of class on October 29.
4. As a member of a group of two or three, each student will give a presentation about a particular aspect of the middle school concept or adolescent development.
5. Each student will be required to take all tests and quizzes, including a **midterm** and **final**

examination. The number and frequency of tests and quizzes will be determined by the instructor.

6. Each student is responsible for material contained in the text adopted for this class as well as information shared by the instructor and/or peers during group discussions and presentations.

VII. COURSE CONTENT

This course meets the State Matrix Knowledge and Skills for:
Professional Education Standard 2

Outline of Course Content:

<u>Date</u>	<u>Topic</u>
August 18 and 20	Course Overview Introduction to the course and each other Person Scavenger Hunt
August 25	No Child Left Behind Impact on the Middle School
August 27	Early Adolescence Skim Intro to Part 1 Read Ch 1 pp3-18 Adolescent Developmental Needs “Lipsitz 7”
September 1	Holiday
September 3	Development: Five Domains Read Ch 4 pp 73-80, 88-96 Article #1 due Elbow “High-Stakes and Low Stakes In Assigning and Responding to Writing” The Somatic Domain “Autobiography: Recalling Early Adolescence”
September 8	No Class
September 10	The Intellectual Domain Read Ch 4 pp 96-106 Article #2 due George “The Evolution of Middle Schools” The Intellectual Domain
September 15	Developmentally Responsive Pedagogy Read Ch 5, Intro Part Two

October 27	Child Study Workday
October 29	*<u>Child Study Paper Due</u>* Group Presentation Workday
November 3 and 5	No Class (Mid-South Educational Research Association Conference)
November 10 and 12	No Class (National Council for the Social Studies Conference)
November 17 and 19	*<u>Group Presentations</u>*
November 24	Review for Final Exam
November 26	Holiday
December 1 and December 3	No Class (Association for the Advancement of Educational Research Conference)
December 10	*<u>Final Exam</u>* 12:45- 2:45

VIII. EVALUATION
Grading Procedure:

<u>Activity</u>	<u>Maximum Point Values</u>
Autobiography	100 points
Group Presentation	100 points
Child Study	200 points
Midterm Examination	100 points
Final Examination	100 points
Additional tests	100 points each
Quizzes	10 points a question

Grading scale: A=100-90; B=89-80; C=79-70; D=69-60; F=59 and below

Class Policies:

1. The instructor reserves the right to use or not to use discretionary points in any way he deems appropriate.
2. Class attendance is very important. Any student not answering when roll is taken will be deemed absent. Each student is allowed one absence. Two points will be subtracted from a student's final average for each additional absence.
3. Work is to be turned in on time. Late work will not be accepted.
4. Errors in spelling, grammar, punctuation, sentence structure, mechanics, word usage, electronic editing, etc. will not be tolerated. Students submitting work containing errors will receive a lowered score as well as being required to correct all errors and resubmit. Students choosing not to correct and resubmit will receive a zero for that assignment.
5. All submitted work is to be typed or word processed.
6. Students are expected to adhere strictly to all policies and procedures listed in *The University of Tennessee at Martin Student Handbook*.
7. Course content/activities may be amended by the instructor as he sees fit. Students will be informed of changes.
8. If you have questions concerning this class, please do not hesitate to ask the instructor.

Critical Events:

1. Group presentation
2. Autobiography
3. Child Study
4. Midterm Exam
5. Final Exam
6. Tests and quizzes as deemed necessary by the instructor

Note:

Any student eligible for and requesting academic accommodation due to a disability is requested to provide a letter of accommodation from P.A.C.E. or Student Academic Support Center within the first two weeks of the semester.

IX. TEXTBOOK

Stevenson, C. (2002). *Teaching Ten to Fourteen Year Olds (3rd ed.)*. Boston, MA: Allyn and Bacon

X. OTHER RESOURCES

XI. PREREQUISITES

Admission to Teacher Education
TCED 302, and 340, or 350

XII. FACULTY FREQUENTLY TEACHING COURSE

Dr. Kenneth Vogler

XII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

Human Learning K-8 Licensure