I. TITLE:
MID 270 Teaching and Learning in the Middle Grades

II. COURSE DESCRIPTION AND PREREQUISITE(S):
A course designed to provide students in middle school education with knowledge and experience critical for instruction of middle school students and management of middle school classrooms. Field experiences required. 
Prerequisite(s): EDP 260 & EDU 103.

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to
A. increase understanding of instructional principles and technology relevant to middle school teaching (KTS #1, 4, 6, 7; CHETL #3, 4);
B. acquire information relating to classroom management techniques for middle school classrooms (KTS #2, 7, 9; CHETL #1);
C. recognize diversity among middle school students, and differentiate curriculum and instruction for diverse students (KTS #1, 2, 3, 4, 5, 6; CHETL #4);
D. gain an understanding of attributes and growth characteristics of middle school students and the curriculum implications for the group (KTS #1, 2, 3, 4, 5; CHETL #1);
E. recognize the assessment of learning of middle school students (KTS #4, 5, 7, 9; CHETL #2);
F. be able to explain the historical development of the Junior High School, and the cultural and social forces creating the Middle School concept (KTS #7, 9);
G. obtain knowledge of the techniques necessary to promote student positive self-concepts and self-reliance (KTS #7, 8; CHETL #1);
H. attain knowledge of several major learning theories and the learning strategies which emanate from the theories (KTS #3, 4; CHETL #3);
I. recognize the transitional nature of grades 5-8; specifically the challenges of bridging the gap between students at this age and in lower elementary grades as well as in high school grades (KTS #1, 2, 3, 4); and
J. write a well-organized paper, including introductory and concluding paragraphs and transitions, use appropriate professional voice in academic writing, and represent and
develop ideas with specific information and examples in their professional writing (KTS #1; CHETL #2).

The COE Theme of Educator as Reflective Decision-Maker will be addressed in this course by requiring students to reflect on a Working Portfolio Entry, CHAMPs Project, Field Experiences, Classroom Management Planning, and Integrated Unit of Study.

The EPSB Themes of Diversity, Assessment, and Literacy/Reading will also be explored in the course through classroom discussion, adolescent profile project, and field experiences.

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. COURSE OUTLINE:
A. The Middle School Student
B. The Middle School Movement and Concept
C. Middle School Curriculum, Kentucky Core Content, National Standards
D. Instruction
E. Managing and Mentoring Middle School Students
F. Interdisciplinary Team Organization
G. Grouping Students in Middle School
H. Organizing Time and Space in the Middle School
I. Planning and Evaluating the Exemplary Middle School
J. Middle School Leadership
K. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
A. Lecture and discussion
B. Small group discussion
C. Participation in cooperating schools for field experience
D. Cooperative learning activities
E. Cooperative inquiry project
F. Classroom management planning
G. Unit of study/lesson plan/class groups/scheduling package
H. Peer collaboration/peer review
I. Formative and summative evaluations

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will collaborate with university professors, public school teachers, middle school students, and class peers for a minimum of eight clock hours of field experience. A reflective report with a different focus and emphasis for each visit must be written as part of the experience and will be evaluated as part of the course grade.

NOTE: Any missed practicum experience must be rescheduled by the MID 270 student in consultation with the cooperating public school teacher. A missed field experience that is not rescheduled, made up and documented may result in an incomplete for the course.
* Students must complete 8 hours of field experience during class. It is each student’s responsibility to maintain documentation of all observation hours to meet EPSB requirements.

VII. TEXT(S) AND RESOURCES:


A. Selected video material
B. RACERtrak, ERIC, and the internet
C. Self-selected books, articles, and activities
D. MSU computer centers
E. Media/Resource Center AL 341
F. Public Library
G. Kentucky Department of Education Website (www.education.ky.gov)
H. Additional materials provided by instructor

VIII. EVALUATION AND GRADING PROCEDURES:
Even if students are absent, they are expected to submit assignments via email by the beginning of class on the designated date. Late work will be accepted up to one week past the deadline with a 10% deduction per day late. Grades will be earned for participation and performance in individual, group, and whole-class instructional activities. Articulation, professionalism, grammar, and neatness are extremely important in presentations and written assignments. Grades will be based upon:

A. Assignment Points
   Student Profile 100
   Field Experience Notebook 100
   Classroom management (CHAMPS) 100
   Plan posted to Livetext
   Integrated Research Project 100
   Quizzes and Exit Slips 10 points each
   Mid Term Exam 50
   Final Exam 50
   Late work will be subject to a 10% point deduction per day late

B. Evaluation
   Grades will be awarded for performance in accordance with the Murray State University scale. Students’ attendance will also be considered when calculating the final grade. Students are responsible for monitoring grades posted on Blackboard and notifying instructor of any discrepancies.

   Percentage of total points Grade
   90-100 A
   80-89 B
   70-79 C
IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

Note: Students are expected to attend all class meetings. Students missing class for any reason should notify the instructor of the course in advance, preferably by e-mail, as a professional courtesy. Two or more absences will require completion of a makeup assignment. Students who miss two classes and do not complete the makeup assignment will have 10% deducted from their course grade. Depending on circumstances, more than two absences may require withdrawal from the course or completion of extensive makeup assignments, or will result in a significantly reduced grade, at the discretion of the instructor. Contact the instructor if you must miss more than two courses.

Excused absences include:
1. Absences due to personal illness or death in the immediate family or other extraordinary personal circumstance. Any absences beyond two class periods will require documentation or appropriate authentication that the student was unable to attend.
2. Student participation in a University Sanctioned Event in which the student serves as representative of the institution. Prior written notice of not less than one week is to be provided by the sponsoring entity.

Two or more unexcused absences may result in the final grade being lowered by one or more letter grades and a negative flag placed in the materials submitted to Teacher Education Services, or a professional growth plan developed with the student. Further, 3 unexcused tardies shall mean one unexcused absence. The instructor reserves the right to ask for documentation for the reasons of an absence. The student is responsible for making up time lost by an absence, excused or not. Please note that absences during school visits are strongly discouraged.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised.

Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admission committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR...
STUDENT TEACHING.

Note: The instructor expects that cell phones, and other electronic communication devices will be turned off during class time (unless an emergency dictates otherwise). Students are expected to dress professionally for all field experience sessions and any class presentations.