



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
ICL 4002
Fundamentals of Urban Middle Grades
Education
Spring 2008
Dr. Al Seed

College of Education Norms

- I take 100% responsibility.**
- I seek equity of voice.**
- I am willing to talk about sensitive issues.**
- I listen for understanding.**
- I appreciate the strengths and contributions of others.**
- I bring positive energy and encouragement to the team.**
- I commit to the mission of the college.**

ICL 4002: Fundamentals of Urban Middle Grades Education

Course Description: Teacher candidates develop knowledge of best practices for middle grades student learning and cognition; identify, develop, and evaluate strategies and techniques of instruction that are sensitive to individual needs of children within a culturally and economically diverse population emphasis on planning, instruction, assessment, and professional development.

Prerequisites: Unconditional admission to TEP.

Corequisites: Ten hours field experience.

Text(s): Kellough, R.D., Kellough, N.G. Teaching Young Adolescents: A Guide to Methods and Resources 4th ed. (2003) Prentice Hall

Support of Conceptual Framework: This course is designed for future educational leaders working with diverse communities to develop the knowledge, skills, and dispositions for teaching in urban middle schools.

Methods of Instruction:

- Lecture/Discussion
- Interactive
- Laboratory/Group Work

Key Assessments:

Course Objectives:

1. Understand, identify, describe, and evaluate the strategies and techniques of instruction that are based on research of best practice, that facilitate successful learning, and that foster high expectations for all students.

2. Construct appropriate learning expectations and instructional goals based on the identification, description, and assessment of needs/skills, knowledge of learning theory, subject matter, curriculum, and student development.
3. Develop a systematic approach to planning for and designing instructional sequences that employ a variety of teaching and learning strategies to engage students in active learning opportunities and that facilitate the development of critical thinking and problem solving skills.
4. Align assessment to the curriculum and select, construct, and use formal and informal assessment strategies as well as traditional and non-traditional instruments appropriate to the learning expectations being evaluated.
5. Relate instruction of subject matter to real life experiences of students.
6. Select, use, and integrate appropriate technology-based resources that are designed to enhance student learning.
7. Describe the Middle School concept and explain its implications for schools and teachers of young adolescents in the urban context.

Course Scope - Relationship to Knowledge Base and Skill Requirements:

This course introduces the student to knowledge of best practices for middle school student learning and cognition. The student learns to identify, develop, and evaluate strategies and techniques of instruction that are sensitive to individual needs of children within a culturally and economically diverse population. The emphasis is on planning, instruction, assessment, and professional development.

Learning Outcomes:

1. Planning: Students develop lesson and unit plans based on a variety of instructional models (direct, inquiry, guided discovery, cooperative, concept attainment, etc.) and that meet local, state, and national expectations.
2. Writing lesson objectives: Students write lesson objectives in the cognitive, affective and psychomotor domains and at all six levels of Bloom's Taxonomy and determine appropriate assessment.
3. Questioning: Students develop effective questions at all six levels of Bloom's Taxonomy.
4. Portfolio: Students select artifacts to include in a Portfolio illustrating their knowledge, skills, and dispositions for teaching as defined by the INTASC Standards.
5. Reflections: Students develop the knowledge, understanding, and insights necessary to become reflective practitioners.

Major Topics:

1. Optimizing instruction: Includes inductive and deductive learning, group and individual organization, questioning techniques, listening techniques, reinforcement and/or correction of learner responses, eliciting responses from learners, transition techniques, motivation techniques, and time management.
2. Planning for instruction: short and long-term planning: lesson plans, thematic studies, interdisciplinary units; integrating technology, media and other classroom resources to enhance instruction.
3. Teaching strategies: Direct instruction, interactive learning, cooperative learning, inquiry/problem solving, self-managed learning.

4. Teaching/learning practices: Exhibit effectively teaching/learning practices in organizing and implementing instruction that encourages higher order thinking for all students.
5. Curriculum development: Development of teaching/learning experiences that meet local, state, and national expectations and that employ a variety of instructional models.
6. Classroom environment: Principles for encouraging a positive learning environment and individual responsibility.
7. Assessment and evaluation: Strategies for assessing and evaluating student performance using traditional and alternative techniques and instruments. Use information from standardized tests to make instructional decisions.
8. Reflective practitioner: Develop plans for attending professional workshops and conferences, and reading professional journals.
9. The middle school concept and urban education.

Assignments, Exams, and Grading Criteria:

Performance Based Assessments/Measures:

1. Lesson & unit plans: must include accurately written objectives, procedures, assessment measures as well as materials.
2. Micro-teaching: peer or small group teaching in 4-8 classroom.
3. Portfolio: selected evidence to meet INTASC core standards.
4. Reflections: concerning planning, teaching, observations, etc.
5. Lesson objectives: accuracy of lesson objectives at each domain (cognitive, affective, and psychomotor) as well as at each level of Bloom's Taxonomy.
6. Questions: accuracy of questions at each level of Bloom's Taxonomy.

Grading Scale

93-100	A
84-92	B
75-83	C
66-74	D

Course Requirements:

Professional Participation: Your active participation in this class is essential for building a productive learning community. It is expected that you will give freely of your ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Responsibility for participation also includes: completing assigned readings and computer activities, willingness to take risks in sharing your opinions, and verbally participating in class discussions and activities.

Attendance Requirements for this Course: Students are expected to attend all classes for the full time period called for in the schedule, and complete all readings prior to the class meeting assigned (with the exception of the first session). Students with 2 unexcused absences will have a letter grade deducted and students with more than two (2) unexcused absences will be dismissed from the course with a grade of "F." It is the responsibility of students to provide satisfactory evidence of medical or other emergencies that may qualify as an excused absence to the

instructor. In the event that a student has more than two (2) excused absences, s/he will be permitted to drop the course without penalty.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning *plagiarism*. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.