Instructor: Dr. Leah Kahn
Location: online
Office: ECRC 201H

Office Hours:
Tuesday 9:00-11:00
Thursday 9:00-11:00
Online Thursday 3:15-4:15
Other hours by appointment
Email: llkahn@sfasu.edu

Prerequisites: Admission into Educator Certification

Students must obtain a C or higher in the above listed courses to progress to Field Experience I.

I. Course Description:
Application of knowledge about the early adolescent learner incorporated as future teachers examine curriculum (the TEKS), instruction and assessment for learner-centered classrooms.

II. Intended Learning Outcomes:
This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Middle Level Education (AMLE) and the TExES PPR and MLG 4-8 Content Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.
Program and Student Learning Objectives:

PLO 2 The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter (AMLE 2; InTASC 4,5,7,8).

- Element C: Middle Level Student Standards
  - SLO 2.1 Candidates will demonstrate an understanding of the difference between goals/objectives, instructional alignment, vertical/horizontal alignment, state assessment requirements, alignment of TEKS/STARR, organization of the Texas Essential Knowledge and skills (TEKS), and can breakdown and analyze specific TEKS into the thinking, process, and content contained in each (EC12 Texas PPR ST I, II, IV).
    - SLO 2.1.1 Assessment - Write quality lesson objectives which include a measurable degree component to assess students in both formative and summative ways.
  - SLO 2.2 Candidates will demonstrate an understanding of the organization of the English Language Proficiency Standards (ELPS) including the introduction, district responsibilities, and student expectations in learning strategies, listening, speaking, reading, and writing in all proficiency levels (EC12 Texas PPR ST II)
    - SLO Assessment 2.2.1 - Write quality language objectives and include strategies within lesson plans to meet the needs of the ESL student

PLO 4 The teacher candidates will understand, use, and reflect on the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (AMLE 4; InTASC 2,3,6,7,8).

- Element A: Content Pedagogy
  - SLO 4.1 Candidates will demonstrate knowledge and competency of middle level pedagogy including modeling active, purposeful, challenging, exploratory, integrative and relevant approaches to meet the needs of the diverse middle level learner and will understand engaging learning strategies, lesson pacing, adjusting instruction based on feedback, lesson flexibility, how to communicate expectations, providing clear, accurate communications, skilled questioning, directions, and the role of feedback/constructive feedback) (EC12 Texas PPR ST II, III).
    - SLO 4.1.1 Assessment - T-Cert TExES Certification Review for Teachers

- Element B: Middle Level Instructional Strategies
  - SLO 4.2 Candidates will demonstrate an understanding of the levels and verbs in Bloom’s Taxonomy and apply this understanding to lesson planning (EC12 Texas PPR ST I)
    - SLO 4.2.1 Assessment - Write lesson objectives in which the verb is aligned to the thinking level in the TEKS
SLO 4.3 Candidates will apply knowledge prerequisite skills, using resources, and integrating technology into three different lesson plan models, including the 5 E plan, the Workshop Plan, and the Teaching Schema for Master Learners plan to design and develop quality, standards-based lesson plans.

- SLO 4.3.1 Assessment - Craft a complete standards-driven lesson plan in which strategies included meet the needs of a diverse classroom scenario.

Element D: Young Adolescent Motivation

- SLO 4.4 Candidates will demonstrate an understanding of the importance of student motivation and of motivating the middle level student by choosing quality, student-centered strategies and techniques throughout the lesson plan, which meet the needs of the diverse learners in the classroom including effective strategies for questioning, giving directions, cooperative learning, use of journals, and technology.

- SLO 4.4.1 Assessment - Craft a complete standards-driven lesson plan in which strategies included meet the needs of a diverse classroom scenario.

- SLO 4.4.2 Assessment - Develop and present a standards-based learning station which clearly demonstrates that strategies implemented are motivational for middle level students.

III. Course Assignments, Activities, Instructional Strategies, use of technology:

All assignments are due by 11:59 p.m. on the due date (Sundays).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Final Lesson Planning Assignment</td>
<td>You will choose one of the three lesson models taught in this class and write a complete lesson plan.</td>
<td>300</td>
</tr>
<tr>
<td>Lesson Planning Binder</td>
<td>You will keep all lesson planning information here for you to use as a resource. This binder will be graded using a rubric and will be mailed to your professor at the end of the semester.</td>
<td>150</td>
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<tr>
<td>Various Discussions and Dropbox Assignments</td>
<td>These are located throughout the modules.</td>
<td>230</td>
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<tr>
<td>T-Cert Review</td>
<td>Completion of T-Cert Exam Review for Teachers (to prepare for PPR Exam)</td>
<td>100</td>
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<tr>
<td>Quizzes</td>
<td>Quizzes that cover the following:</td>
<td>120</td>
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<td></td>
<td>1. Syllabus 20pts.</td>
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<td>2. Workshop lesson plan 20pts.</td>
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<td>3. 5E lesson plan 20pts.</td>
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<td>4. Teaching Schema lesson plan 10pts.</td>
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<td>5. TEKS 10pts.</td>
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<td>7. Lesson Purposes 10pts.</td>
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<td>8. Assessment 10pts.</td>
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<td>9. Questioning 10pts.</td>
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Online Chat | Participation in online chat 30 points. **Mandatory**
| Participation is required in this chat. | 30 points |
 Participation and Professionalism | Enthusiastic and professional participation is expected. **Time spent in D2L in this course will be monitored.** | 25 points |
 Final Reflection | Final Reflection Narrative | 30 points |
 Bonus | You will receive fifteen bonus points for completing the course evaluation near the end of the semester. | 15 points |

**Total possible points** | 1000 pts. |

**IV. Evaluation and Assessments (grading):**
Grading scale for course

| 900-1000 | A |
| 800-899 | B |
| 700-799 | C |
| Below 700 | F |

**V. Tentative Course Outline/Calendar**

All Modules will open on Monday mornings on the date listed on the tentative timeline. **Please note the online chat and add to your calendar now: Sunday, April 3rd from 3:00-4:00 or 4:00-5:00PM.** You will be assigned one of these times slots. Participation is mandatory.

All assignments are due by 11:59 p.m. on the due date (Sundays).

<table>
<thead>
<tr>
<th>Week of</th>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Jan. 31</td>
<td>Middle Level Curriculum Module 1. Review the Middle Level Curriculum Module 2. Exploring district curriculum discussion. 3. Ideal Middle Level Curriculum dropdown assignment</td>
<td>Feb. 7</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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| Feb. 14    | Bloom’s Module                                                        | 1. Review the Bloom’s Taxonomy module  
2. Dropbox: Bloom's Assignment I and II  
3. Quiz: Bloom’s                                                                                 |
| Feb. 21    | Lesson and Language Purpose Module                                     | 1. Review the Lesson and Language Purpose Module  
2. Dropbox: Lesson Purpose  
3. Quiz: Lesson Purposes                                                                 |
| Feb. 28    | The ELPS and the Language Purpose                                      | 1. Review the ELPS and Language Purpose Module  
2. Dropbox: ELPS Assignment  
3. Dropbox: Language Purpose                                                                 |
| March 6    | Workshop Lesson Plan Module                                            | 1. Review the Workshop Lesson Plan Module  
2. Practice Workshop lesson plan dropbox assignment  
3. Quiz: Workshop                                                                 |
| March 20   | 5E Lesson Plan Module                                                  | 1. Review the 5E Lesson Plan Module  
2. Practice 5E lesson plan dropbox assignment  
3. Quiz: 5E                                                                                   |
| March 27   | An Explicit Approach(Teaching Schema) Lesson Plan                      | 1. Review the Explicit Approach Lesson Plan Module  
2. Practice Teaching Schema lesson plan dropbox assignment.  
3. Quiz: Teaching Schema                                                                     |
| April 3    | Please note: Our online chat is scheduled for Sunday, April 3rd from 3:00-4:00 or from 4:00-5:00. You will be assigned one of these times slots. | Lesson Plan Assignment opens today and is due by midnight on April 10th  
This lesson plan must be original. Please read the instructions in D2L very carefully and review the classroom scenario often while creating your plan. |
| April 10   | Assessment Module                                                     | 1. Assessment dropbox assignment  
2. Assessment quiz                                                                                   |
| April 17   | Complete T-Cert Review to prepare for PPR Exam. (You will find instructions in D2L.) This review should take you 4 to 6 hours to complete and does not require that you to finish in one sitting. You can come and go. The serious focused time that you spend on this review can positively influence your grade on the PPR Exam. You must send me a copy of the Certificate of Completion (with your name on it) by midnight on Sunday April 24th. This is worth 100 points. |                                                                                       |
| April 24   | Finalize and mail or email Lesson Planning Binder. Due on or before Wednesday, May 11th |                                                                                       |
Final Reflection opens and is worth 30 points. Due Sunday, May 8th at midnight.

VI. Readings
Required Textbook: Note that this is the same textbook used in MLG 400.

Introduction to Middle School
By Sara Davis Powell
ISBN: 9780133831566

Supplementary materials:

1. Texas Education Agency website to access Texas Essential Knowledge and Skills.
2. D2L articles and resources.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VII. Student Ethics and Other Policy Information

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final
grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitiyservices/.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of
unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.**

**IX. Other Relevant Course Information:**

**Expectations:**

1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with standard English and the conventions of speaking and writing, you should seek assistance at the campus
Academic Resource Center. Call 468-4108. You may also visit the following website for assistance in writing: www.columbia.edu/acis/bartleby/strunk

2. In order to pass this course ALL WORK must be completed and submitted to the instructor on time. Late work will have points deducted.

3. Students are expected to participate in all class discussions. Participation will be noted according to the depths and comprehension of your responses during class discussions. Participation will contribute to your final grade.

Professionalism:
Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator. Gossiping is a reflection of negativism, lack of maturity, and integrity. If problems occur, go to your university professor: you will find that others’ attitudes are easily influenced through negativity.

Assignment Policy: All students are expected to complete assignments on the due date shown on the Tentative Course Timeline Points will be subtracted for assignments turned in late at the discretion of the instructor. These assignments can only be turned in late if certain criteria are met. In order to receive an A in the course, ALL assignments must be completed. Failure to complete any assignment will result in an automatic reduction of the course grade earned by one letter grade, regardless of the total number of points earned. Written work in which the use of the English language is not at an acceptable level for a university student will be returned to the students, marked unacceptable, and a zero assigned.

Late Work Policy: No late work will be accepted unless excused absence requirements are met.

Make-Up Work Policy: The decision whether to accept make-up work is at the discretion of the instructor. In general, make-up work will be accepted one week from the original due date. No make-up work will be accepted finals week.

"Redo Work" Policy: Some assignments may be subject to editing and resubmission at the discretion of the instructor. Full credit will not be given to "redo work." In this event, the resubmitted work is due no later than one week after it is received from the instructor.