

Rutgers The State University of New Jersey

Education Course 15 310:510:90 Index 10510

Curriculum Development of Middle and Junior High Schools

3.0 Credits

Facilitator: Janice DeCicco Fipp, Ed.D. Adjunct Faculty Member, Rutgers University

Fall Semester 2011 Location: Online Asynchronous

Revised Syllabus Sept 5, 2011

Texts: Please order immediately

1. A Student Membership in the Association for Middle Level Education (this association is previously known as the National Middle School Association) (www.amle.org/membership) is required
2. This We Believe: Keys to Educating Young Adolescents an Association for Middle Level Education Publication order from AMLE) Item # PackageP 209 The Package includes Research and Resources in Support of This We Believe
3. This We Believe In Action an AMLE Publication #1339
4. 2000 Voices: Young Adolescents' Perceptions and Curriculum Implications an AMLE publication Item #1242

Course Introduction

In this course we will examine the historical impact of events and documents that continue to impact the middle and junior high school concepts as well as the events and documents that have impacted change. There will be an opportunity to research who the middle school student is and what he or she needs. We will examine the characteristics of successful middle schools and the research that supports the creation of these chosen characteristics. The assignments will also take the participants to visit and interview administrators in middle schools to assess the philosophy, the climate, the curriculum and instruction in relation to what the research tells us should be implemented.

Requirements:

1. Critical readings of texts and of selected references.
2. Class attendance and participation online.
3. Timely completion of assigned papers and assignments.

Objectives: The learner will be able to:

- Identify major curriculum philosophies and evaluate impact of each on curriculum and instruction as it relates to the junior high school experience. (1.1, 1.7, 2.1, 2.2, 2.4, 2.5, 2.12, 3.9, 3.13)
- Analyze and evaluate major historical works in the field of curriculum and instruction in search of patterns, links to theory, impacts on practice, and solutions to current challenges. (2.1, 2.2, 2.4, 2.5, 2.12, 3.13, 3.18)

- Evaluate the impact of social forces, nature of the learning, nature of knowledge, and theories of human development on curriculum design and delivery. (2.4, 2.5, 2.12, 3.9, 3.16, 4.1)
- View current problems/challenges in the field using a supervisory lens and develop responses based on research-based methods/theories. (3.30-33, 5.19)
- Identify the principles of a comprehensive assessment system and develop a model assessment strategy for grades 6-9. (1.23, 2.6, 3.18)
- Evaluate and revise a curriculum for grades 6-9. (2,4, 2.12, 2.19)

Assignments:

Papers will be double spaced in Word. **Please Save As:** every assignment with your last name and the name of the assignment. Every pages of each assignment must contain your name and a page number.

- 1) Annotated Bibliography: Based on five articles from professional journals on the topic of middle school or junior high curriculum and or instruction topics; a short synopsis of each resource and a summary of reactions to and reflections of all of the resources will be shared in the online classroom as discussions and the composite document will be submitted. **Due First Wednesday of October, Week Five. (Oct. 4) Ten Points.**

- 2) Ethnographic study and analysis of curriculum development and instructional process: Each participant will prepare a study of a middle school for which he or she is familiar or will become familiar to include:
 - a) a brief description of the school;
 - b) a description of the process of curriculum development, implementation, professional development, and evaluation of curriculum;
 - c) a description of how the core curriculum content standards are implemented in the curriculum;
 - d) assess the school in relation to the three levels of This We Believe Characteristics of successful middle schools;
 - e) make recommendations as to ways the school can be improved based on research.**Due Last Wednesday in November. Week Thirteen Nov. 30 20 Points.**

- 3) Weekly assignments will take the participant into the materials and apply the concepts in discussions, case studies, and in the creation of short answers to questions and problems posed.
Assigned on Thursday of each week, beginning week two and assignments are due by Monday of the following week and TWO responses to other student posts are due by Wednesday of each week.

Five Points Per Week (weeks two through week fifteen) for a total of 70 possible points.

Absence From the Online Classroom for One Week or More

The nature of this online course requires that students participate actively as described. Absence from participation for one week will be deemed excessive and will result in points deducted from the final grade. As a courtesy, please notify the instructor when an emergency or illness requires you to be absent from the online classroom environment. The instructor reserves the right to request documentation supporting reasons for absence.

No student may be off line for an entire week. Although there are points achievable for participation each week when the participation meets the standard, absence from the online environment for a week puts one at risk for a drop in points over and above the points allocated.

Special Needs

If you are eligible for special education under Section 504 of the Americans with Disabilities Act, you must notify the instructor at the start of the course. Reasonable accommodations and modifications will be made in response to one's 504 plan. For additional assistance, contact the Rutgers University Campus Coordinator at (732) 932-1711.

Assignment Submission Policy

*No grades will be curved and no extra credit will be given.

*Late assignments will be accepted only with advance permission from the instructor. *Late assignments will have 2% of the total worth deducted for each day late.

*Students must review and be familiar with the Policy on Academic Integrity for Rutgers University. Violations of that policy will be handled according to the policy and procedures outlined in the catalogue. Breach of this policy will result in course failure and the possibility of expulsion. Plagiarism, turning in someone else's work, work obtained through the internet, or work written for another course are all reasons for failure of this course and possible dismissal from the University.

Terminology and Online Etiquette

The language to be used in regard to students with disabilities has changed over the years. We are at a point in time where we understand that the discussion should refer to students with disabilities as the Individuals With Disabilities Education Act demonstrates by using "people first language". Therefore, we will use the terminology used in the law as prepositional constructions such as, "students with learning disabilities" or "students with Down Syndrome" as opposed to the adjectival constructions used in the past, such as "retarded students". See the APA manual for more person-first terminology.

In addition, the challenge in an online environment is to communicate in a professional manner without demonstrating negative feelings in one's writing toward others. That is achieved by proofreading whatever is written before posting it, by not attacking someone else's opinion or statement with the use of negative vocabulary or offensive choice of words or tone. In addition, one's "type" can also be construed as emotional when bold type or exclamations are used. We

must be open to diversity of thinking. Be very careful to think of the courtesy needed in this environment, prior to posting.

Format for Assignments

All assignments should be typed, double spaced and neat. Edit your work carefully before submitting it. Grammar, spelling and sentence and paragraph structure as well as APA format are all part of the grading process. Please use 12 point font in a traditional/ professional font such as Times Roman. All assignments must be completed using APA format (5th Edition). This includes participation posts.

The number of pages recommended for an assignment does not include the paper's title page nor its references or attachment.

Course Schedule: These assignments may be adjusted

Week One – Sept 1

- Join AMLE as a student at amle.org/membership... Formerly NMSA
- Order books from AMLE online or by phone
- Research how you can begin using Rutgers Library online, access the library
- Answer any questions under week one
- Use the eCollege Tutorials to become familiar with online learning

Week Two – Sept 8

1. Go to amle.org sign in and take a couple of hours to investigate all that is available to you with your membership.
2. Input into search box at Home Page the words: Position Papers, Scan a minimum of five of the 20 position papers listed.
3. Listen to a minimum of two of the AMLE website's Podcasts
4. Read two editions of the Middle School Journals: May 2011, vol. 42, No. 5 and One or More past issues.
5. Download the This We Believe Study Guide
6. Answer Questions Posed in the Online Classroom

Week Three - Sept 15

- Read This We Believe Keys to Educating Young Adolescents pages Introduction to page 24
- Answer Questions Posed in the Online Classroom under Week Three

Week Three Continued....

Read the articles provided in Doc Sharing (They are also found on the amle website) Regarding the Differences Between the Middle School and the Junior High School Concepts

Answer Questions Posed in Online Classroom

Week Four – Sept 22

Read This We Believe pages 25 to 42 and answer questions posed in Online Classroom

Week Five – Sept 29

Read This We Believe pages 43 to 62 and answer questions posed in online classroom

Annotated Bibliography is due Oct. 4 Identify an Issue of Interest to You Regarding Middle School Education of Young Adolescents and Find five Articles Related to the Topic (Use the Rutgers Library) Follow the APA format directions for creating an annotated bibliography. Identify five articles on the one topic you have had approved. Create a summary of each article. At the end of the annotated bibliography create a Summary of What you have learned about the topic or of what you have seen proven about the topic from the five articles.

Week Six – Oct. 5

Read Research and Resources In Support of This We Believe (TWB): Introduction to page 18
Answer questions posed in the online classroom

Week Seven – Oct. 12

Read Research and Resources In Support of This We Believe (TWB): Introduction page 19 to page 43
Answer questions posed in the online classroom

Week Eight –

Read Research and Resources In Support of This We Believe (TWB): Introduction page 43 to page 63

Week Eight Continued

Read from This We Believe in Action: Implementing Successful Middle Schools Explore the Book and the DVD for an Hour or So

Read Chapter One of This We Believe in Action

Answer questions posed in the online classroom

Week Nine – Oct. 26

Read from This We Believe in Action: Implementing Successful Middle Schools Chapter Two and Three

Complete Questions Posed in Online Classroom

Week Ten – Nov. 3

Read from This We Believe in Action: Implementing Successful Middle Schools Chapters Four and Five

Answer Questions Posed in the Online Classroom

Week Eleven –

Read from This We Believe in Action: Implementing Successful Middle Schools Chapters Six and Seven and Eight

Answer Questions Posed in the Online Classroom

Week Twelve –Nov. 17

Read from This We Believe in Action: Implementing Successful Middle Schools Chapters Nine and Ten and Eleven

Answer Questions Posed in the Online Classroom

Week Thirteen – Nov. 24

Read from This We Believe in Action: Implementing Successful Middle Schools Chapters Twelve, Thirteen and Fourteen

Answer Questions Posed in the Online Classroom

Ethnographic Study Due Nov. 30 Description in earlier pages of this syllabus

Week Fourteen – Dec. 1

Read from This We Believe in Action: Implementing Successful Middle Schools Chapters 15 and 16

Answer Questions Posed in the Online Classroom

Week Fifteen – Dec. 8

Putting it all together and moving forward

Answer questions in online classroom