

ED 589 – ADOLESCENCE 101: SURVIVING AND THRIVING AS A MIDDLE SCHOOL EDUCATOR

SYLLABUS

Instructor: Sarah Helfrich, Ph.D.
E-mail: sarah.helfrich@bvsd.org
Phone: 720-561-8424
Address: 11371 Quivas Way Westminster, CO 80234

Course Delivery:

Print-Based Correspondence Course

Credit Hours:

Three Semester Hours

Prerequisites:

A baccalaureate degree is required for graduate level courses.

Course Materials:

To order textbooks or obtain information about book titles you may go to www.exstudies.adams.edu and click on the “ASC Bookstore” icon.

Use **Section Number: 1136** to order books from Bookstore site.

Required Textbook:

Brown, Dave F. and Knowles, Trudy. *What Every Middle School Teacher Should Know, 2nd Edition*. Portsmouth, New Hampshire: Heinemann, 2007.

Optional Textbook:

Perlstein, Linda. *Not Much Just Chillin’: The Hidden Lives of Middle Schoolers*. New York: Ballantine Books, 2003.

Catalog Description:

There is no question early adolescence and the middle school years is a turbulent, “up and down” time filled with an astounding amount of physical, emotional, intellectual and social change. It is also, however, a time of great promise and possibility for a young person. Rather than lament, “. . . if only middle schoolers were different, we could do a better job teaching them”; this course focuses on knowledge and strategies that support middle level educators adjusting their approaches so students can do a better job learning and teachers can both appreciate and enjoy working with young adolescents.

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Student Learning Outcomes:

Upon completion of this course, the student will be able to:

- *Identify characteristics of successful schools for young adolescents
- *Recognize differences in physical, emotional and intellectual development in boys vs. girls
- *Identify the unique characteristics of early adolescence as compared to elementary students and older adolescents
- *Implement awareness of cognitive development (transition from concrete thinking to formal operational thinking) with regard to instructional approaches
- *Develop strategies that address the social/emotional needs of young adolescents and create supportive and collaborative learning environments
- *Apply knowledge about the causes of bullying and teachers' roles in preventing it
- *Support parents in their quest to balance their child's ongoing need for supervision *and* their growing requests for independence

Course Requirements:

1. Workbook/Study Guide:

The workbook is divided into three sections: "Unique Characteristics of Young Adolescents", "Creating Learning Environments for Young Adolescents" and "Advocating for Young Adolescents". The three sections each contain study questions that you should answer and submit either through e-mail or through writing responses directly in the workbook and mailing it to the instructor. There are forty-five total questions. Twenty-five of those questions require extended answers or have several parts to them. These questions are worth two points each for a total of 50 points. The remaining twenty workbook questions are each worth one point. Full points will be awarded for workbook questions that are answered thoughtfully with strong connections to the text as well as in a reflective manner that suggests consideration of one's own experiences as well as consideration of variables that impact one's school or school district's response to the needs of middle level learners. Completion of the questions in the study guide is worth a total of 70 points.

2. Research Paper:

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In addition to completing the questions in the study guide, you will complete either a 3-5 page research paper on an area of study related to middle level education or you may choose to read the optional text and complete a reflection paper based on the book. The research paper or the reflection paper are due upon course completion when you have also completed the questions in the workbook.

Together, the study questions in the workbook and the brief research paper or reflection paper are worth 100 points.

Grade Distribution and Scale:

In alignment with ASC academic policies, no D may apply to a major or minor field.

Grading Rubrics:

Research Paper

For your paper with the research focus, you will choose a topic related to middle level education. Please choose something that is of interest to you and will increase your knowledge and ability to support young adolescents.

The point rubric below should guide you in the content of your research paper:

1-10 points – Describes topic in general terms with little or no references to current research on topic

11-20 points – Describes topic using specific and current data and discusses some implications for middle level educators

21-30 points – Describes topic using specific and current data. Discusses specific implications for middle level education as the data relates to physical, cognitive and social/emotional development of young adolescents.

Reflection Paper

The point rubric below should guide you in the content of your reflection paper:

1-10 points – Briefly describes topics in *Not Much: Just Chillin': The Hidden Lives of Middle Schoolers*

11-20 points – Describes topics in some detail with some reference to one's current classroom/teaching experience

21-30 points – Describes topics in greater detail with several specific reference to one's current classroom/teaching experience and implications for teacher change/growth

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Grade Distribution:

Study Guide Assignments	70 points
Research Paper or Reflection Paper	30 points
Total Points	100 total points

Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

ADA Statement:

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.