USF College of Education Signature Page

LEVEL: Undergraduate  TYPE: New Track/Concentration

• IF this submission is a COURSE: (Please do not click on these drop downs if they do not apply to your submission)
  □ For Undergraduate Courses only
    • Is this course going to be submitted to fulfill the requirements for General Education, Writing Intensive or Capstone? NO
    □ If yes, which one?
  □ For Graduate Courses only (Please do not click on these drop downs if they do not apply to your submission)
    • Is this course to be considered as part of the college approved core?
    □ If yes, it will be used to fulfill the:

• IF this submission is a PROGRAM: (Please do not click on these drop downs if they do not apply to your submission)
  □ Is this an initial teacher certification program?  □ If no, is this program reviewed by NCATE?

TITLE OF SUBMISSION: EDM 3620 Teaching the Young Adolescent Learner

Initiating Faculty Agreement: (check all that apply)
□ I confirm that I have checked the State Course Numbering System and USF does not currently offer this course (courses only)
□ I confirm my understanding that once approved the course syllabus must comply with the Provost’s Course Syllabus Policy (courses only)
□ I have attached a copy of my course syllabus using the College of Education’s most recent approved format.
□ I have attached a copy of the catalog copy using track changes. (courses or programs)
□ I have attached the completed Graduate Curriculum Form for Programs/Concentrations/Degrees and requested attachments.
□ I confirm that I have entered the course information online and obtained the tracking number from the e-system and have written it on this form. (Courses only)
Consulting Departments/Units/Concurrences* (Courses or programs)
□ I confirm that this course or the changes to or termination of this course/program does not impact other departments/programs, so no concurrence is needed.
□ I confirm that I have researched potential areas of concurrence across the USF system and have notified those institutions/Departments of this proposed course/platform action — these areas are listed below and signed memos are attached to this page.*

Gladys Kerseant  9-9-12
Printed Name of Initiating Faculty Member

COLLEGE SIGNATURE APPROVALS (Choose appropriate persons from the drop down menus)

Dr. Stephen Thornton
Department Chair

Dr. James King - UPC
Committee Chair

Dr. Deirdre Cobb-Roberts
Faculty Council Chair

Michael Stewart, Ph.D.
Dean/Associate Dean

CONSULTING DEPARTMENTS/UNITS/CONCURRENCES

(*)Attach a signed memo providing supporting remarks or rationale for disapproval:

1. NAME OF UNIT/DEPARTMENT:
   □ APPROVED*  □ DISAPPROVED*  □ MEMO ATTACHED*
   Name/Title
   Signature
   Date

2. NAME OF UNIT/DEPARTMENT:
   □ APPROVED*  □ DISAPPROVED*  □ MEMO ATTACHED*
   Name/Title
   Signature
   Date

3. NAME OF UNIT/DEPARTMENT:
   □ APPROVED*  □ DISAPPROVED*  □ MEMO ATTACHED*
   Name/Title
   Signature
   Date

Rev. 03/06/2012
1. **DEPARTMENT AND CONTACT INFORMATION**

   Department: Secondary Education  
   College: **Education**

   Budget account number: [172400 Secondary Education]

   Faculty Contact Name: Cheryl Ellerbrock  
   Phone: 974-1632

   E-mail: Ellerbro@usf.edu

2. **COURSE INFORMATION**

   Prefix: **EDM**  
   Number: **3320**

   Full Title: Teaching the Young Adolescent Learner

   The course title is variable?  
   □ Yes  
   □ No

   Is a permit required for registration?  
   □ Yes  
   □ No

   Are the credit hours variable?  
   □ Yes  
   □ No

   Credit hours: 3

   (list max if variable)  
   Section Type: Discussion (Primarily)  
   Grading option: Regular

   Abbreviated course title: (not to exceed 30 characters)  
   Teaching the Young Adolescent

   Prerequisites (160 characters maximum)

   Admission to the College of Education and Middle School Science or Math Program along with successful completion of semesters 1 and 2 of the program.

   Corequisites (160 characters maximum)

   Courses as describe for Summer Semester of the new STEM Middle School Science Teacher Preparation program.
Co-Prerequisites (160 characters maximum)

Course Description (255 characters maximum including spaces)

Middle level teacher candidates will learn about the links between the developmental needs of young adolescents, learning theories, middle level curriculum, middle level instructional strategies, ethical behavior and professional competence.

Please indicate in the description if the course:
* is restricted to majors or nonmajors
* is repeatable for credit and, if so, how many total credits

3. JUSTIFICATION:
(This section is critical since the Council members will make their decision based on the information provided here. The information should be in the following outline form.)

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

  a. This program will strengthen the Undergraduate Program in that it will provide the opportunity for a specialized middle school science BA.

  b. The course is a requirement of the new STEM Middle School Mathematics and Science Teacher Preparation programs.

  c. The driving question for the course is:
     • How can I become a professional and effective middle level educator capable of planning developmentally appropriate curriculum and implementing instructional strategies grounded in both learning theory and the needs of 21st century young adolescent learners?
b. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

The new STEM Middle School Science Teacher Preparation program is the first undergraduate middle school science preparation program, as well as the first middle school science residency program. Middle level teacher candidates will have the opportunity to learn about the links between the developmental needs of young adolescents, learning theories, middle level curriculum, and middle level instructional strategies. Candidates will learn how to plan middle level curriculum that is responsive to the needs of young adolescent learners and how to implement instructional strategies informed by learning theory. Special attention will be given to diverse middle level populations in preparation for planning and implementing responsive instruction. Standards and the role they play in informing curriculum will be covered. Teacher professional responsibilities, ethical behavior, and professional competence will also be addressed.

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

This is a requirement of the new STEM Middle School Mathematics and Science Teacher Preparation programs. As such, it will be a required course for a cohort of 40 students each Fall term.

d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

No
e. How frequently will the course be offered? What is the anticipated enrollment?

The course will be offered every summer term. The expected enrollment of the cohort is 40 students per cycle.

f. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? *(Please forward the nonsubstantive course change form regarding the course to be deleted to the UPC Secretary.)*

No.

g. What qualifications for training and/or experience are necessary to teach this course? *(List minimum qualifications for the instructor.)*
4. OTHER COURSE INFORMATION – Required for submission to the Statewide Course Numbering System

a. Course Objectives

Course Goals, and Objectives:
Association for Middle Level Education (AMLE); USF College of Education Conceptual Framework (CF); Florida Educator Accomplished Practices (FEAP)
1. Middle level teacher candidates understand the major concepts, principles, and theories of young adolescent development—intellectual, physical, social, emotional, and moral. (AMLE A1a; MCF 2)
2. Middle level teacher candidates utilize their knowledge of young adolescent development and learning theories when selecting instructional strategies and making curricular decisions. (AMLE A1b; CF 2, 6; FEAP 3g, 3h)
3. Middle level teacher candidates understand the interdisciplinary nature of knowledge and help young adolescents make connections among subject areas. They assist young adolescents in making connections with their own ideas, interests, and experiences. (AMLE B2b; CF 2; FEAP 3e)
4. Middle level teacher candidates understand that middle level curriculum should be relevant, challenging, integrative, differentiated, and exploratory and provide learning opportunities that recognize individual differences, enhance critical thinking and problem solving in their specialty fields (e.g., mathematics, science). (AMLE B2b; CF 6; FEAP 3h)
5. Middle level teacher candidates are knowledgeable about local, state, national and common core middle level curriculum standards and know how to teach the content of those standards. (AMLE B2c; FEAP 1a)
6. Middle level teacher candidates know a wide variety of instructional strategies, and apply them in ways that affirm diversity, honor multiple perspectives, and increase learning for all young adolescents. (AMLE C4b; CF 5, 6; FEAP 3g, 3h)
7. Middle level teacher candidates create learning experiences that encourage exploration, problem solving, creativity, and critical thinking so that young adolescents can be actively engaged in learning and achieve mastery. (AMLE C4b; CF 6; FEAP 1c)
8. Middle level teacher candidates understand how to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources, for example technological resources, manipulative materials, and contemporary media. (AMLE C4d; CF 3; FEAP 3g, FEAP 3h)
9. Middle level teacher candidates know how use their understanding of curriculum, standards, instructional strategies, and assessment to create meaningful lesson plans aimed to increase learning for all young adolescents. (CF 6)
10. Middle level teacher candidates understand the importance of planning and are able to create various levels of plans. (CF 6)
11. Middle level teacher candidates understand their unique roles as middle level professionals, for example their roles as members of teaching teams and as advisors to young adolescents. (AMLE D5a; CF 1)
12. Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They understand their professional leadership responsibilities to assist all stakeholders in efforts to create equitable opportunities for all young adolescents to maximize learning. (AMLE D5; CF 5)
13. Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. (AMLE D5d; CF 5; FEAP 6)
b. Student Learning Outcomes

Evaluation of Student Outcomes:

Learning Circles (200 pts total; Objectives 1-13)
On designated weeks, middle level teacher candidates will select a learning circle reading role to complete based on the weekly assigned readings. Each candidate is responsible for reading the assigned reading(s), creating and submitting to blackboard a 2-3 page post about the reading(s) based on his/her assigned role, submitting a research-based reply to each learning circle member's discussion board post, and holding in-class discussions on the assigned readings, posting, and responses. The following reading roles are available to choose from: discussion director, illustrator, illuminator, connector, word watcher, and summarizer. Please consult the Learning Circles Handout for additional information on this assignment.

Instructional Strategy Lesson (200 pts total; Objectives 2, 4, 6, & 8)
There are two parts to this assignment: Class Presentation and Handout
Presentation
Each middle level candidate will prepare a lesson on his or her instructional strategy. Requirements include:
1. Research and prepare a 30 minute lesson about one instructional strategy.
2. Teach the instructional strategy by modeling the strategy (e.g., teaching about cooperative learning by engaging the class in cooperative learning).
3. Make use of effective planning and questioning.
4. Cover all aspects of the handout.

Handout
Each middle level candidate will create one handout that covers the essential information about the instructional strategy. Requirements for the handout include:
1. Detailed explanation of the strategy.
2. Connection of strategy to the learning theory/theories from which it is informed.
3. Links to Middle Level Teacher Preparation Standards and other pertinent standards.
4. Description of how the strategy relates to the learning theory/theories under investigation.
5. Examples of how the instructional strategy can be applied to a middle school classroom.
6. Description of how the strategy helps all students learn.
7. Provide thought-provoking questions about the instructional strategy and/or its application to a middle school classroom.
8. A minimum of two outside resources used, including at least one scholarly resource (e.g., peer reviewed journal, book). Each source must be cited in APA format (6th ed.) both internally and externally on the handout.

Please consult the Teaching Strategy Presentation Handout for additional information on this assignment.

Book Talk (100 pts Total; Objectives 1-13)
Independently, middle level candidates will read and teach the class about one of the books listed on the assignment handout. Each Book Talk must include the following:
1. Summary of the major concepts.
2. Student opinions (with justifications) on the concepts presented.
3. Three ways that the concepts/themes could be applied to daily teaching practices to improve the learning experience for all students.
4. Most important aspect(s) of the book.
5. Three thought-provoking questions for classmates to ponder relating to the topics addressed in the book.

Please consult the Book Talk Handout for additional information.

Teaching the Young Adolescent Learner Project (300 pts Total; Objectives 1-13; FEAPS 1a 1c 3e, 3g, 3h, 6)
For this project, middle level candidates will articulate their understanding of the links between the developmental needs of young adolescents, learning theories, middle level curriculum, and middle level instructional best practices. Using Microsoft Word, the final project should be 20-30 pages in length, double-spaced, Times Roman size 12 font with 1" margins. Projects must include a title page, subtitles for each section, and a works cited page. It is expected that you will reference course readings and outside sources to help with this project. At least 10 different sources must be used and cited internally and externally using APA format. At least one different source must be cited per section of the project. Please consult the Teaching the Young Adolescent Learner Project Handout for additional information.

Professional Disposition (100 pts)
A disposition is developed over a lifetime and includes the temperament, aptitudes, beliefs, values, etc. that middle level teacher candidates exhibit while completing a teacher education program. The following professional disposition indicators are used during the quantitative and qualitative assessment by instructor in the determination of the course grade:

Enthusiasm for ideas and intellectual curiosity Capacity to objectively reflect on one's dispositions and behaviors
Aptitude to objectively consider new ideas Timely completion of tasks
Self-initiative Honesty
Ability to complete work autonomously Positive response to feedback
Attendance, punctuality, and engagement "With-it-ness"
Foresight to predict outcomes and consequences Civility, diplomacy, and sensitivity toward others
Following directions Ability to work cooperatively
c. Major Course Topics

Content Outline:
Unit 1: Early Adolescent Development & Learning
Unit 2: Middle Level Curriculum
Unit 3: Learning Theories Applied to Middle Level Instruction
Unit 4: Planning With Young Adolescent Learners in Mind
Unit 5: Exemplary Teachers of Young Adolescent Learners
d. Course Textbooks

Textbooks:
- National Middle School Association (2010). This we believe: Successful schools for young adolescents. Westerville, OH: Author.

And selected Additional Course Readings

5. Course Syllabus - please attach the syllabus to this form.

Revised 06/23/2011
UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF EDUCATION
TEACHING THE YOUNG ADOLESCENT LEARNER COURSE SYLLABUS

“The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.”

1. **Course Prefix and Number:** EDM 3620  
   **Credit Hours:** 3
2. **Course Title:** Teaching the Young Adolescent Learner
3. **Regular Instructor(s):** Cheryl Ellerbrock
4. **Course Prerequisites (if any):** Admission to the College of Education and Middle School Science or Math Program along with successful completion of semesters 1 and 2 of the program
5. **Course Description:**  
   Middle level teacher candidates will have the opportunity to learn about the links between the developmental needs of young adolescents, learning theories, middle level curriculum, and middle level instructional strategies. Candidates will learn how to plan middle level curriculum that is responsive to the needs of young adolescent learners and how to implement instructional strategies informed by learning theory. Special attention will be given to diverse middle level populations in preparation for planning and implementing responsive instruction. Standards and the role they play in informing curriculum will be covered. Teacher professional responsibilities, ethical behavior, and professional competence will also be addressed.

   The driving question for the course is:
   • How can I become a professional and effective middle level educator capable of planning developmentally appropriate curriculum and implementing instructional strategies grounded in both learning theory and the needs of 21st century young adolescent learners?

6. **Course Goals, and Objectives:**  
   Association for Middle Level Education (AMLE); USF College of Education Conceptual Framework (CF); Florida Educator Accomplished Practices (FEAP)
   1. Middle level teacher candidates understand the major concepts, principles, and theories of young adolescent development --intellectual, physical, social, emotional, and moral. *(AMLE A1a; MCF 2)*
   2. Middle level teacher candidates utilize their knowledge of young adolescent development and learning theories when selecting instructional strategies and making curricular decisions. *(AMLE A1b; CF 2, 6; FEAP 3g, 3h)*
   3. Middle level teacher candidates understand the interdisciplinary nature of knowledge and help young adolescents make connections among subject areas. They assist young adolescents in making connections with their own ideas, interests, and experiences. *(AMLE B2b; CF 2; FEAP 3e)*
   4. Middle level teacher candidates understand that middle level curriculum should be relevant, challenging, integrative, differentiated, and exploratory and provide learning opportunities that recognize individual differences, enhance critical thinking and problem solving in their specialty fields (e.g., mathematics, science). *(AMLE B2b; CF 6; FEAP 3h)*
   5. Middle level teacher candidates are knowledgeable about local, state, national and common core middle level curriculum standards and know how to teach the content of those standards. *(AMLE B2c; FEAP 1a)*
   6. Middle level teacher candidates know a wide variety of instructional strategies, and apply them in ways that affirm diversity, honor multiple perspectives, and increase learning for all young adolescents. *(AMLE C4b; CF 5, 6; FEAP 3g, 3h)*
7. Middle level teacher candidates create learning experiences that encourage exploration, problem solving, creativity, and critical thinking so that young adolescents can be actively engaged in learning and achieve mastery. *(AMEL C4b; CF 6; FEAP 1c)*

8. Middle level teacher candidates understand how to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources, for example technological resources, manipulative materials, and contemporary media. *(AMEL C4d; CF 3; FEAP 3g, FEAP 3h)*

9. Middle level teacher candidates know how use their understanding of curriculum, standards, instructional strategies, and assessment to create meaningful lesson plans aimed to increase learning for all young adolescents. *(CF 6)*

10. Middle level teacher candidates understand the importance of planning and are able to create various levels of plans. *(CF 6)*

11. Middle level teacher candidates understand their unique roles as middle level professionals, for example their roles as members of teaching teams and as advisors to young adolescents. *(AMEL D5a; CF 1)*

12. Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They understand their professional leadership responsibilities to assist all stakeholders in efforts to create equitable opportunities for all young adolescents to maximize learning. *(AMEL D5; CF 5)*

13. Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. *(AMEL D5d; CF 5; FEAP 6)*

7. **Content Outline:**

   Unit 1: Early Adolescent Development & Learning  
   Unit 2: Middle Level Curriculum  
   Unit 3: Learning Theories Applied to Middle Level Instruction  
   Unit 4: Planning With Young Adolescent Learners in Mind  
   Unit 5: Exemplary Teachers of Young Adolescent Learners

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| Session 1  | *Introduction to the Course & Unit 1: Early Adolescent Development & Learning*  
|            | 1. Community Building  
|            | 2. Plan for the Course  
|            | 3. Learning Circle 1  
|            | 4. *Perspectives on Learning*  
|            | 5. *Understanding 21st Century Adolescent Learners*  
|            |   • Understanding the Young Adolescent Brain and How Learning Works |
| Session 2  | *Unit 1: Early Adolescent Development & Learning*  
|            | 1. Learning Circle 2  
|            | 2. *Understanding 21st Century Adolescent Learners*  
|            |   • Major Concepts, Principles, and Theories of Young Adolescent Development  
|            |   • Diversity Among Today's Young Adolescent Learners  
|            |   • Motivation  
|            |   • Importance of Differentiation  
| Session 3  | *Unit 2: Middle Level Curriculum*  
|            | 1. Learning Circle 3  
|            | 2. *Key Elements of Middle Level Curriculum*  
|            |   • Relevant, Challenging, Integrative, Exploratory, Interdisciplinary, Critical thinking & Problem Solving  
|            | 3. *Influences on Curriculum and Instruction at the Middle Level*  
|            |   • Understanding NCLB, NAEP, FCAT, Middle Level Education Standards, Florida’s Educator Accomplished Practices, This We Believe, and Other Influences on Middle Level Curriculum  
|            | 4. *Curriculum Standards for Middle Level Education* |
| Session 4 | **Unit 3: Learning Theories Applied to Middle Level Instruction**  
| | 1. Learning Circle 4  
| | 2. Behaviorist Views of Learning  
| | 3. Educational Implications of Behaviorist Views  
| | - Importance of practice, positive climate, and desirable S-R connections  
| | 4. Behaviorist Instructional & Management Strategies  
| | - Rewards and Reinforcement  
| | - Punishment  
| | - Applied Behavioral Analysis  
| | - Instructional Objectives  
| | - Mastery Learning  
| | - Preferred Activity Time  
| | - Omission Training |
| Session 5 | **Unit 3: Learning Theories Applied to Middle Level Instruction**  
| | 1. Learning Circle 5  
| | 2. Social Cognitive Theory  
| | 3. Cognitive Views of Learning  
| | - Importance of observation, models, self-efficacy, realistic goals, self-regulation, and selecting the appropriate instructional practice  
| | 5. Social Cognitive and Cognitive Instructional Strategies  
| | - Modeling  
| | - Effective Questioning  
| | - Graphic Organizers and Concept Maps  
| | - Mnemonics and Other Memory Aids  
| | - Socratic Seminars |
| Session 6 | **Unit 3: Learning Theories Applied to Middle Level Instruction**  
| | 1. Learning Circle 6  
| | 2. Cognitive Developmental Perspectives  
| | 3. Sociocultural Theory  
| | 4. Educational Implications of Cognitive Developmental and Sociocultural Views  
| | - Importance of offering hands on activities, talking with students about experiences, presenting puzzling phenomena, providing opportunities for peer interaction, allowing students to work with familiar tasks and topics, offering authentic activities, collaborating with students on complex tasks, offering challenging learning tasks, teaching and assessing in a variety of ways, and making use of group learning activities.  
| | 5. Cognitive Developmental and Sociocultural Instructional Strategies  
| | - Reciprocal Teaching  
| | - Cooperative Learning  
| | - Discovery Learning  
| | - Inquiry Learning  
| | - Project-based Learning  
| | - Differentiated Instruction  
| | - Service Learning |


8. **Evaluation of Student Outcomes:**

**Learning Circles (200 pts total; Objectives 1-13)**

On designated weeks, middle level teacher candidates will select a learning circle reading role to complete based on the weekly assigned readings. Each candidate is responsible for reading the assigned reading(s), creating and submitting to blackboard a 2-3 page post about the reading(s) based on his/her assigned role, submitting a research-based reply to each learning circle member’s discussion board post, and holding in-class discussions on the assigned readings, posting, and responses. The following reading roles are available to choose from: discussion director, illustrator, illuminator, connector, word watcher, and summarizer. Please consult the Learning Circles Handout for additional information on this assignment.

**Instructional Strategy Lesson (200 pts total; Objectives 2, 4, 6, & 8)**

There are two parts to this assignment: Class Presentation and Handout

**Presentation**

Each middle level candidate will prepare a lesson on his or her instructional strategy. Requirements include:

1. Research and prepare at 30 minute lesson about one instructional strategy.
2. Teach the instructional strategy by modeling the strategy (e.g., teaching about cooperative learning by engaging the class in cooperative learning).
3. Make use of effective planning and questioning.
4. Cover all aspects of the handout.

**Handout**

Each middle level candidate will create one handout that covers the essential information about the instructional strategy. Requirements for the handout include:

1. Detailed explanation of the strategy.
2. Connection of strategy to the learning theory/theories from which it is informed.
3. Links to Middle Level Teacher Preparation Standards and other pertinent standards.
4. Description of how the strategy relates to the learning theory/theories under investigation.
5. Examples of how the instructional strategy can be applied to a middle school classroom.
6. Description of how the strategy helps all students learn.
7. Provide thought-provoking questions about the instructional strategy and/or its application to a middle school classroom.
8. A minimum of two outside resources used, including at least one scholarly resource (e.g., peer reviewed journal, book). Each source must be cited in APA format (6th ed.) both internally and externally on the handout.
Please consult the Teaching Strategy Presentation Handout for additional information on this assignment.

Book Talk (100 pts Total; Objectives 1-13)
Independently, middle level candidates will read and teach the class about one of the books listed on the assignment handout. Each Book Talk must include the following:
1. Summary of the major concepts.
2. Student opinions (with justifications) on the concepts presented.
3. Three ways that the concepts/themes could be applied to daily teaching practices to improve the learning experience for all students.
4. Most important aspect(s) of the book.
5. Three thought-provoking questions for classmates to ponder relating to the topics addressed in the book.

Please consult the Book Talk Handout for additional information.

Teaching the Young Adolescent Learner Project (300 pts Total; Objectives 1-13; FEAPs 1a 1c 3e, 3g, 3h, 6)
For this project, middle level candidates will articulate their understanding of the links between the developmental needs of young adolescents, learning theories, middle level curriculum, and middle level instructional best practices. Using Microsoft Word, the final project should be 20-30 pages in length, double-spaced, Times Roman size 12 font with 1” margins. Projects must include a title page, subtitles for each section, and a works cited page. It is expected that you will reference course readings and outside sources to help with this project. At least 10 different sources must be used and cited internally and externally using APA format. At least one different source must be cited per section of the project. Please consult the Teaching the Young Adolescent Learner Project Handout for additional information.

Professional Disposition (100 pts)
A disposition is developed over a lifetime and includes the temperament, aptitudes, beliefs, values, etc. that middle level teacher candidates exhibit while completing a teacher education program. The following professional disposition indicators are used during the quantitative and qualitative assessment by instructor in the determination of the course grade:

<table>
<thead>
<tr>
<th>Thoughtful participation</th>
<th>Thorough preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiasm for ideas and intellectual curiosity</td>
<td>Capacity to objectively reflect on one’s dispositions and behaviors</td>
</tr>
<tr>
<td>Aptitude to objectively consider new ideas</td>
<td>Timely completion of tasks</td>
</tr>
<tr>
<td>Self-initiative</td>
<td>Honesty</td>
</tr>
<tr>
<td>Ability to complete work autonomously</td>
<td>Positive response to feedback</td>
</tr>
<tr>
<td>Attendance, punctuality, and engagement</td>
<td>“With-it-ness”</td>
</tr>
<tr>
<td>Foresight to predict outcomes and consequences</td>
<td>Civility, diplomacy, and sensitivity toward others</td>
</tr>
<tr>
<td>Following directions</td>
<td>Ability to work cooperatively</td>
</tr>
</tbody>
</table>

Regular and prompt attendance, satisfactory completion of all class assignments and satisfactory contribution to the improvement of class climate in a knowledgeable manner is expected. The quality of class sessions is, in large part, a function of the participation of all students; therefore, when any middle level teacher candidate is absent, the quality of the learning experience diminishes. Each candidate should arrive prior to class and remain until the conclusion of the class. Prompt attendance is expected. A tardy may count as an absence. In the event of an unavoidable absence (e.g., serious illness, accident, hospitalization, or significant immediate family tragedy) the candidate may provide the instructor with documentation verifying the absence within 48 hours for any consideration. If a candidate anticipates the necessity of being absent from class due to the observation of a major religious observance please provide the instructor a notice of the date(s), in writing, by the second class meeting. With the exception of major religious observances, candidates who come to class late, leave early, and/or miss class are not entitled to
the same professional disposition points as candidates who attend more or all classes. Regarding engagement, each candidate must be actively engaged in class work at all times to be considered present. Candidates will be considered absent if they disengage from class activities and professional disposition points will be deducted. Absences, coming late, leaving early, and disengaging in class significantly affects each candidate’s ability to earn professional disposition points. More than two unexcused absences will result in an “F” in the course. Professional disposition points are calculated by the instructor throughout the semester and are the sole decision of the instructor.

Unit Assessment System:
The state of Florida requires all entry-level educators to master the knowledge, skills, and dispositions of accomplished practices (APs). Assignments for this course are designed to show your mastery of the following practices: 1a 1c 3e, 3g, 3h, 6

*Teaching the Young Adolescent Learner Project is used to measure mastery of the above-listed standards associated with each critical task. A grade of 3, 4 or 5 must be received for EACH Critical Task in order to count as showing mastery.
The project must be submitted to chalk and wire by the assigned due date in order for the instructor to grade the work for both the course and chalk and wire. Failure to submit by the assigned date, unless otherwise arranged, will result in an “F” in the course.

Department of Secondary Education Critical Task Submission and Success Policy: All students in the Department of Secondary Education who are taking coursework to satisfy the requirements of an initial educator certification program are expected to successfully complete Critical Tasks in program courses to document meeting the State of Florida Educators Accomplished Practices standards. Success with a critical task is represented by a score of 3 or higher as indicated on the rubric for specific task.
Students who do not submit or do not meet the standard for success will not receive a passing grade for the course, even if all other course requirements are met. A student who is taking a class in which critical task(s) are required is responsible for the following:
• Purchasing a Chalk and Wire License
  Both the first time user and the renewal codes can be purchased online from the USF Bookstore. You will be emailed the code if this is the only item you purchase, so we encourage you not complete this transaction with any other purchase. You will be emailed the code within 48 hours (excluding weekends). If you do not receive your code within 48 hours, call 813-974-5412 or 813-974-4712.
• Submitting Critical Task(s) when due. [Note: Instructors are under no obligation to review assignments that are submitted after a provided due date.]
• Ensuring that they have completed the Critical Tasks successfully.
• Students who do not meet the established standards may be required to retake the course.

Critical Task Submission:
1st Submission. Any student who fails to earn a 3-5 in their initial submission of a Critical Task will either:
• Be assigned, at the discretion of the instructor, an “F” grade in the course.
• Be allowed, at the discretion of the instructor, and based on an assessment of disposition at that time, prior work, and the quality of the submission, to resubmit a passing, revised artifact within a week of notification of their grade. The resubmission may only for the purpose of meeting the minimum 3 score and may not affect the course grade. A grade of “F” for the course will be assigned and may be changed upon the instructor’s discretion with a one letter grade deduction from the final grade (at minimum).

2nd Submission. Students who fail to attain a score of 3 (highest grade possible on a resubmission) on their second submission, will be assigned an “F” grade in the course and whatever grade earned for the Critical Task.

9. Grading Criteria:
Final grades will be based on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Circles</td>
<td>20%</td>
<td>(200 pts)</td>
</tr>
<tr>
<td>Instructional Strategy Lesson</td>
<td>20%</td>
<td>(200 pts)</td>
</tr>
<tr>
<td>Book Talk</td>
<td>20%</td>
<td>(200 pts)</td>
</tr>
</tbody>
</table>
Teaching the Young Adolescent Learner Project 30% (300 pts)
Professional Disposition 10% (100 pts)
Total: 100% (1000 pts)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Point Value</th>
<th>Grade</th>
<th>Points</th>
<th>Point Value</th>
<th>Grade</th>
<th>Points</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>968-1000</td>
<td>4.0</td>
<td>A</td>
<td>933-967</td>
<td>4.00</td>
<td>A-</td>
<td>900-932</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>868-899</td>
<td>3.33</td>
<td>B</td>
<td>833-867</td>
<td>3.00</td>
<td>B-</td>
<td>800-832</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>768-799</td>
<td>2.33</td>
<td>C</td>
<td>733-767</td>
<td>2.00</td>
<td>C-</td>
<td>700-732</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>668-699</td>
<td>1.33</td>
<td>D</td>
<td>633-667</td>
<td>1.00</td>
<td>D-</td>
<td>600-632</td>
<td>.67</td>
</tr>
<tr>
<td>F</td>
<td>599 or less</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* A minimum grade of “C-” or “S” must be achieved in courses in your major.

10. **Textbook(s) and Course Readings:**

**Textbooks:**
- National Middle School Association (2010). *This we believe: Successful schools for young adolescents*. Westerville, OH: Author.

**Sample Selection of Additional Course Readings:**
11. **Academic Dishonesty:**

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.”

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course.”

12. **Detection of Plagiarism:**

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

13. **Web Portal Information:**

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: http://www.acomp.usf.edu/portal.htm.

14. **ADA Statement:**

Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations. Students are required to give reasonable notice (typically 3 working days) prior to requesting an accommodation.

15. **USF Policy on Religious Observances:**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.
16. **Emergency Closures**
In the event of an emergency, it may be necessary for USF to suspend normal operations. During this
time, USF may opt to continue delivery of instruction through methods that include but are not limited to:
Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility
of the student to monitor Blackboard site for each class for course specific communication, and the main
USF, College, and department websites, emails, and MoBull messages for important general information.

17. **Notes from Instructor**
- All assignments will be completed to quality and turned in on time. If you plan on missing class,
arrangements must be made to turn in your assignment(s) in advance. If an assignment cannot be
completed to quality by the due date, arrangements must be made in advance regarding a modified
due date (instructor has sole authority regarding this matter). Assignments not completed to quality
will be returned and revised to quality. Points may be deducted for late assignments and assignments
not completed to quality. No assignments will be accepted after the last day of class.
- High quality work is expected. Any conduct that would be inappropriate and unethical during a
testing situation (getting answers from other students, copying other students’ answers, rephrasing
other students’ answers, asking to see other students work, etc.) would be inappropriate for the
assignments for this course as well. All assignments should be presented in a professional and
scholarly manner.
- Careful work and proof reading are essential. All assignments completed outside of class must be
typed, double-spaced and references should be appropriately documented using APA format.
- Blackboard Use: options such as e-mail, etc. may only be used for purposes and in a manner that
positively further the goals of the course. They may not be used for non-course related
communication or activities that would disrupt the proceedings or collegiality of the course. You
should not state anything in an e-mail, etc. that you would not be willing to state in class to the entire
class with the professor present.
- Technologies: Please turn off or set to vibrate all cell phones, blackberries, etc. You should not use
non-course related electronic devices during class sessions.
- Recordings: All recordings in class are prohibited unless expressly authorized by the instructor.
- It is not acceptable to sell notes or tapes of class discussions, etc....
- Course Completion: An “I” grade will only be considered for documented circumstances of the
greatest magnitude that are demonstrably unequivocally and unavoidable. An “I” grade indicates
incomplete coursework and may be awarded to based on the instructor’s discretion only when you
are passing the course and a minimal amount of work is incomplete. You must request, via email,
consideration for an “I” grade as soon as possible but no later than the last day of finals week. A
contract must be drafted that describes the work to be completed, the date it is due, and the grade
earned including the zero for the incomplete portion. This must be completed and filed before the date
grades are due. An “I” grade not cleared within the next two successive academic semesters
(including summer semester) will revert to the grade noted on the contract.
- Course Repeat Policy: Anyone who needs to retake this course must enroll with a different instructor
unless there is only one section being offered and may be given alternative assignments at the
discretion of the instructor.
- All course assignments must be picked up from the student project room within two weeks of the last
day of the final exam period, after which they may be discarded.
- All class materials including documents/artifacts produced in this course as well as class
conversations may be used as part of the accreditation process and for research/publication purposes.
ATTACHMENT I

This section is to be completed on a separate page(s) and is for the College of Education files only.

Course Prefix and Number EDM 3620
Course Name Teaching the Early Adolescent Learner
Credit Hours 3

Briefly describe the following:

- The nature and duration of any field-based experiences. Students will be actively involved in field-based experiences as a core component of the STEM Middle Level Teacher Preparation program. Assignments associated with this course will require students to reflect on such in field-based observations and other field-based activities.

- Any experiences that include instruction, observation, practice, and/or competency demonstration in any of the following: instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances. Yes. Major course assignments (e.g., Instructional Strategy Lesson) require students to learn about instructional strategies that address various learning styles and teach these strategies to the class.

- Activities that assess the impact on pk-12 student learning. No

- Any components of the course that prepares teacher candidates in the use of technology in instruction and record-keeping. No

- Any components of the course designed to prepare teacher candidates to help pk-12 students achieve the Sunshine State Standards? Students will learn about the Sunshine State Standards and other standards in an effort to plan effective instruction that meets such standards.

- How issues of diversity are addressed in this course? Indicate which aspect(s) of the course (e.g., instructional strategies and/or experiences) provide the teacher candidates the opportunity to acquire and/or apply knowledge, skills, and/or dispositions necessary to help all students learn. ("All students" includes students with various learning styles, students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins, and achievement levels.) Throughout all major assignments students will apply what they have learned about the knowledge, skills, and/or dispositions necessary to help all students learn. See major course assignments for specific details.