Master Syllabus

Generic Outline

Administrative Unit: Education Department

Course Prefix and Number: EDUC 326

Course Title: Middle School Methods

Number of: Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0

Catalog Description: Overview of the early adolescent, historical development of middle/junior high school education, curriculum and organizational patterns, planning for instruction and 15 hour field experience. Lab Fee: $20. Offered Spring.

Prerequisite(s)/Corequisite(s): EDUC 101, 200, 230, 300, admission to the Teacher Certification Program, and instructor’s permission (must be obtained at least one semester prior to taking this course).

Text(s): Knowles, T. & Brown, D. What Every Middle School Teacher Should Know. Heimann.


Technology Requirement: A technology requirement application is required.

Course Objectives:

- To become familiar with philosophy and historical premises of the middle school movement.
- To examine models of middle school teaching and learning.
- To understand and apply principles of pre-adolescent development and behavior.
- To evaluate developmentally responsive middle level schools as defined by the NMSA (National Middle School Association).
- To observe middle level instruction and analyze pre-adolescent behavior and development pertinent to middle school instruction.

Measurable Learning Outcomes

- Design instruction to develop and utilize the cognitive and affective processes by which students learn.
- Demonstrate effective communication skills.
- Demonstrate knowledge of past and present developments, issues, research and social influence in the field of middle level education.
- Demonstrate knowledge and utilization of technological tools.
- Perform successfully within the social and political contexts of diverse schools and communities.
- Emphasize higher order, critical thinking and creativity.
- Gain a better understanding of the practical applications of teaching.
• Design an interdisciplinary unit to integrate students, subjects, strategies, and societies.
• Develop within each pre-service teacher an awareness of the physical, social, emotional, and intellectual growth of middle level students.

Topical Outline (major areas of coverage):
• Overview of philosophy of middle schools
• Analysis of historical antecedents
• Examining beliefs in middle school reform
• Evaluation of interdisciplinary and exploratory curriculum
• Evaluation of assessment and evaluation for middle level students
• Developing two week interdisciplinary unit plan
• Observing in middle level classrooms and teaching a lesson
• Use technology to design/enhance curriculum and instruction
• Examine the “best practices” of middle level teaching

Recommended maximum class size for this course:  15

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

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Date: December 21, 2005

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

Office of Academic Affairs
12/04