Teaching Grades 7 & 8, EDUC 5425S

Fully Online
Course Dates: January 7, 2019-February 15, 2019 (6 weeks)

Instructor: Dr. Adrienne Vanthuyne
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Office location: FEB 1082
Office hours: by appointment
Contact Policy: Western email preferred. Response time: 48 hours

Calendar Copy:
Designed to assist students in the Intermediate/Senior program in extending and applying their knowledge of the social, emotional, intellectual, and physical characteristics of early adolescent learners, and in addressing corresponding implications for curriculum, instruction, and school organization. 3 hours per week, second term, .25 credit

Course Description:
Designed for pre-service teacher Intermediate/Senior program candidates, this course provides a practical overview of the key elements necessary for successful teaching of the early adolescent learner. Topics covered will include an understanding of early adolescents’ physical, psychosocial, and cognitive characteristics, brain science of the adolescent learner, creating supportive learning environments, investigation of curriculum, engagement and motivation, and effective instructional strategies including the integration of various technologies. Students will complete various activities throughout this fully online class including discussions, projects, reflections, and task-based learning experiences to address contemporary issues that are relevant to teachers and families of grade 7 and 8 students.

Learning Outcomes:
The underlying purpose of the course is to extend the skills and knowledge for teaching in Grade 7 and 8. Teacher candidates will:

- begin to understand the developmental characteristics of younger adolescents and their implications for classroom practice
- continue to familiarize with the Grades 7 and 8 Ontario curricula
- continue to develop teaching strategies and philosophy for Grade 7 and 8
- understand various models and classroom structures of middle level education
- continue to develop a practical understanding of the dynamics of creating a preventive and supportive classroom environment for adolescent learners

Course Content:
1. Who are early adolescent learners? Social, emotional, intellectual, and physical characteristics
2. Understanding & Brain Science for Adolescent Learners
3. Creating Supportive Learning Environments
4. Motivation, Engagement & Technology Integration: BYOD
5. Grade 7 & 8 Curriculum, Practical Instruction Approaches for Early Adolescent Learners
6. Literacy & Numeracy Development, Assessment & Evaluation
**Course Materials**

**Required Readings:**

Required readings can be found in the Additional Information section of the Course Outline and will be all accessible through OWL or the Library database.

**Assignments and Other Course Requirements:**

| A) In-class, Outside of Class and/or On-line Activities | 80% |
| B) Participation/Professionalism | 20% |

**Assignment Details:**

**A) In-class, On-line or Outside of Class Activities**

- Teacher candidates will be engaged in individual and/or group activities, simulations and/or demonstrations on-line which will involve collaborative discussion, problem-solving, application of, and critical reflection of, weekly readings and topics.

- Details regarding these activities can be found in the additional information section of the course outline.

**Due Dates:** As outlined in the Additional Information Section of the Course Outline.

**B) Participation/Professionalism**

Factors to be considered include:

- contributions to, and engagement in, individual, large and small group activities and discussion
- timely completion of course work;
- thoughtful and constructive responses both in discussion and in writing;

**Additional Information:**

**Technology:**

As this is a fully online course you are expected to have access to a working device (laptop, desktop, tablet, etc.) in order to participate in the online class activities. Please acquaint yourself with the following types of applications: Canva, Kahoots, Poll Everywhere, SnapChat, Word Cloud.

**Assignment Details:**

You will participate in both individual and group activities within the online class. Activities are due by the end of the week as listed below. Additional details regarding submission of the in-class activities will be available in the course lecture notes that will be posted on-line.

**Assessments:**

**Participation/Professionalism (20%):** Write a short reflection of your participation and professionalism throughout the course (approximately 200-250 words) including a self-assessment mark out of 20. Marks will be finalized with instructor input. Submit this reflection on OWL at the end of Week 6 on OWL. Factors to be considered include:
- contributions to, and engagement in, individual, large and small group activities and discussion
- timely completion of course work;
- thoughtful and constructive responses both online and in-class discussions and in writing;
- attendance

**Weekly Group/Individual Tasks: 50% (Forums 1-6).** Tasks are outlined below and are due at the end of each week on Fridays by 10pm. In group assignments, one grade will be assigned to all group members.

**Individual Portfolio (30%):** Choose three assessment pieces from Forums 1-6 to submit as part of your professional portfolio (on OWL). Write a short reflection about each piece (approx. 200-250 words), about why you chose this piece and how it has contributed to your ability to teach adolescent learners in the future. Include a quote from the weekly readings for each entry. Options for presentation of the portfolio can be considered through consultation with your course instructor (e.g. multimodal text, photo essay, etc.).

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<th>Topics</th>
<th>Activities</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Read:</strong> Manning, M.L., &amp; Bucher, K.L. (2012). Young adolescents-Development and issues (pp.6-7, 26-48). In <em>Teaching in the middle school</em>. Pearson: Boston, MA. <strong>View:</strong> Week 1 Lecture: Course Introduction &amp; Who are adolescent learners? <strong>Individual Activities:</strong> 1) Post an introduction and selfie on the Introductory Forum 2) Find a Tribe &amp; Sign up on the Google Doc (linked to OWL) 3) Choose one of the main issues identified in chapter 2 and create a presentation designed for teachers at a short staff meeting or PD Session. Include the following in your presentation: a. Definition of adolescent learners; b. Characteristics of adolescent learners, c c. Identify the important issue chosen (and why) d. Suggestions in being proactive and/or reactive to the issue. Your presentation should contain audio voiceover and visuals. 4) Post your presentation in the <em>Week 1 Forum: Adolescent Learners Development &amp; Issues</em></td>
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<td><strong>Week 2</strong></td>
<td><strong>Read:</strong> Armstrong, T. (2016). <em>The power of the adolescent brain: Strategies for teaching middle school and high school students</em> (pp.4-38). Alexandria, VA: ASCD. <strong>View:</strong> Week 2 Lecture Understanding Brain Science for the Adolescent Learner <strong>Activity in Tribal Groups:</strong> 1) <strong>Create:</strong> Using Canva, or another application, create a one-page infographic that outlines: a. The main points of interest about the adolescent brain b. Risks of adolescence c. Recommendations 2) Include a 200-250-word rationale of the importance of understanding the adolescent brain and include at least one quote from the weekly reading to support your ideas. 3) Post your Infographic in <em>Week 2 Forum: The Adolescent Brain</em></td>
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**Week 3**

Creating Supportive Learning Environments

**Read:**

**Supplementary Resources:**

**View:** Week 3 Lecture Creating Supportive Learning Environments

**Activity in Tribal Groups:**
1) Create a multimodal text (e.g. BookSnap, Trailer or Talk with voice, music, images, etc) with ideas on how to create a supportive learning environment for adolescent learners.
2) Include a 200-250-word rationale of the importance of creating a supportive learning environment. Include at least one quote from the weekly readings to support your ideas.
3) Post your Multimodal text in Week 3 Forum: Creating a Supportive Learning Environment

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**Week 4**

- Motivation, Engagement
- Technology Integration: BYOD

**Read:**


**Supplementary Resource:**

**View:** Week 4 Lecture Motivation, Engagement & Technology Integration

**In Tribal Groups:**
1) **Create:** Choose a subject area and grade. Focusing on one strand within a unit, create a warm-up activity (approx. 10-15 mins) that focuses on “hooking” your students and engaging them in a lesson. Consider the use of technology and instructional strategies from Week 5 as well (you may link these assignments).
2) Include a short rationale (approx. 200 words) to support your choice (in particular for adolescent learners) and at least one quote from the weekly readings. Consider the implications of technology integration as well.
3) Post your task in Week 4 Forum: Warm-up Activity
### Week 5

- **Grades 7 & 8 Curriculum**
- **Practical Instruction Approaches for early adolescent learners**

**Read:**

**Supplementary Resources:**

**View:** Week 5 Lecture Curriculum & Instructional Approaches

**Individually or As a Tribal Group:**
1) Choose (or create) a lesson plan you have created in another course or as part of a practicum placement. Modify the lesson to ensure you have included practical instructional approaches for adolescent learners (grades 7 & 8). Annotate the lesson (e.g. highlight, colour, text boxes, in-text comments, etc.) to show how you would improve aspects of the lesson for teaching adolescent learners.

2) Include a short rationale (approx. 200-250 words) for your choices that includes a quote from the weekly reading.

3) Post your lesson in **Week 4 Forum: Lesson Plan**

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### Week 6

**Literacy & Numeracy Development, Assessment & Evaluation**

**Read:**

**OR**

**AND:**

**View:** Week 6 Lecture Literacy & Numeracy Development, Assessment & Evaluation

**In Tribal Groups:**
1. **Create:** Each group will investigate an assessment strategy to support literacy and/or numeracy development for adolescent learners. Using Canva, or another application, create:
   a. an overview of the assessment strategy (e.g. formative, summative, diagnostic)
   b. an example
   c. benefits for adolescent learners
2. Include a rationale (approximately 200-250 words) which includes a specific quote from course readings to support your strategy choice.
3. Post your response in **Week 6 Forum: Literacy/Numeracy Development & Assessment**
Policy Statements:

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website:
http://www.edu.uwo.ca/programs/preserviceeducation/documents/policies/Accessibility_Western.pdf

ATTENDANCE: The B.Ed. program is an intense and demanding program of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty’s attendance policy on-line:
http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate of 5% per day and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site:

Plagiarism: Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf

Plagiarism-Checking:

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)
b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Use of Laptops & Notebooks in Class:** As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

**SUPPORT SERVICES**

A variety of support services are available at Western.

If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed./Dip.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166