Faculty of Education  
The University of Western Ontario  

**EDUC 5425Q Grades 7 & 8**  
003  Mondays, 8:30-10:30, Room 2042  
004  Mondays, 12:30-2:30, Room 2038  
005  Thursdays, 8:30-10:30, Room 1139  

**Instructor:**  Phillipa Myers, OCT  
Email: pmyers5@uwo.ca  
Office: Room 1082  
Office Hours: Monday 10:30-12:30, Thursday 10:30-12:30  

**Calendar Copy:**  This course is designed for pre-service teacher candidates, to explore key topics in intermediate education. These topics include the physical, psychosocial, and cognitive characteristics of the early adolescent learner, and the corresponding implications for teaching and learning in the grade seven and eight classroom.  

**Course Description:**  Designed for pre-service teacher candidates, this course provides a practical overview of the key elements necessary for successful teaching of the early adolescent learner. Understanding early adolescents’ physical, psychosocial, and cognitive characteristics of early adolescents will influence exploration of the Ontario curricula, and effective instructional and classroom management strategies. Early Adolescent belonging and inclusion will be prioritized. Additionally, the course will address contemporary issues that are relevant to teachers and families of grade 7 and 8 students. Students will reflect, question, and become knowledgeable about teaching and learning in the grade 7 and 8 classroom.
Learning Outcomes: The purpose of this course is to extend teacher candidates’ knowledge and teaching skills to focus specifically on teaching and learning in grade 7 and 8. Teacher candidates will:

- Understand the developmental physical, psychosocial, and cognitive characteristics of early adolescent learners
- Become familiar with the Ontario grade 7 and 8 curricula
- Demonstrate practical understanding of the dynamic requirements for creating a supportive and preventative classroom environment for all learners
- Become knowledgeable about instructional, management, and assessment strategies that are effective with grade 7 and 8 learners
- Develop a personal teaching philosophy for teaching grade 7 and 8 students

Course Content: The course includes the following topics:

- Developmental characteristics of early adolescent learners – physical, psychosocial, and cognitive
- Ontario’s grade 7 and 8 curricula
- Instructional strategies
- Assessment and evaluation
- Classroom management
- Inclusive classroom environments
- Parent relationships
- Technology in the classroom
- Language Arts
- Important issues in the grade 7 and 8 classroom
- Teaching philosophy for 7 and 8 students

Course Materials: There is no course text for this course. All materials will be found on the OWL resource site.

- Readings will be discussed in class.
**Assignments and Other Course Requirements:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Information</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class Preparation &amp; Participation</td>
<td>- Class <strong>preparation</strong> activities will be assigned on a weekly basis.</td>
<td>50</td>
<td>Weekly</td>
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<td>- Class <strong>participation</strong> activities will be assigned and completed during class.</td>
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<td>- All items will be submitted on paper, in class.</td>
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<tr>
<td>Peer Teaching</td>
<td>- 20 minutes, with 10 minutes for discussion and feedback within your group.</td>
<td>10</td>
<td>Selected from weeks 2, 3, 4, 6, 7, 9</td>
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<td>- Choice to submit <strong>either</strong> a lesson plan or a teaching reflection, for marks.</td>
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<td>Issues – Critical discussion and analysis</td>
<td>- Choose an issue</td>
<td>15</td>
<td>Week 5</td>
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<td>- Read the selected readings</td>
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<td>- Prepare a discussion about the <strong>issue</strong> in your group</td>
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<tr>
<td>YA Novel Review</td>
<td>- Choose a YA Novel to review</td>
<td>15</td>
<td>Week #7</td>
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<td>- Details provided in class during week #4</td>
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<td>- Title must be chosen by week #5</td>
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<tr>
<td>Teaching Philosophy</td>
<td>- Create your teaching philosophy</td>
<td>10</td>
<td>Week #9</td>
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<td>- Details provided in-class during week #5</td>
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* I reserve the right to modify assignment and reading requirements to meet the learning needs of the students.
**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/teacher-education/docs/policies/Accessibility_Western.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/Accessibility_Western.pdf)

**ATTENDANCE:** The B.Ed. program is an intense and demanding programs 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 at [http://www.edu.uwo.ca/teacher-education/docs/Attendance%20Policy%202016.pdf](http://www.edu.uwo.ca/teacher-education/docs/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 _2_% per day, and will not be accepted more than _7_ 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: [http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf](http://www.edu.uwo.ca/teacher-education/docs/policies/WEB_ScholasticDiscipline.pdf)

**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/preservice/downloads/Plagiarism%20Policy.pdf](http://www.edu.uwo.ca/preservice/downloads/Plagiarism%20Policy.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](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 1131

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1131
### Course Schedule:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Readings</th>
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</table>
| 1  | Introduction to teaching grade 7 & 8 students | ▪ Dempsey, D.E. (2012). Treat a student… Score one for Goethe. Middle Ground, 16(2), 32-33.  
| 3  | Grade 7 & 8 Curricula | **Ontario Curriculum documents:** Arts, Health and Physical Education, Language Arts, Mathematics, Science, Social Studies  
http://www.edu.gov.on.ca/eng/curriculum/elementary/grade7.html |
| 5  | Issues in grade 7 and 8 classrooms | **Choose one topic each, within your group**  
**Homework**  
▪ Lee, J. (2012). Tackling the homework dilemma. Middle Ground, 16(2), 22-23.  
**Gender**  
▪ Kurtz-Coates, B., Rowley, S.T., Harris-Britt, A., & Woods, T.A. Gender stereotypes about mathematics and science and self-perceptions of ability in late childhood and early adolescence. Merrill-
| 6 | Instruction Methods | Palmer Quarterly, 54(3), 386-409.  
**Parents**  
Huck, E., Bloom, Rebecca, Kryder, M., & Goodstein, J. (2013). Spotlight on school-parent partnerships: Mastering the art of e-mail communication. Middle Ground, 16(4), 34-37.  
**Technology/Media**  
| 7 | Optimizing the learning climate In Grade 7 & 8 | Education Week Spotlight: Project-Based Learning. (2017)  
McCoy, B. (2012). ATTENTION! Turn down your teacher voice. |
<table>
<thead>
<tr>
<th>8</th>
<th>Inclusion, Belonging, Diversity</th>
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<tr>
<th>9</th>
<th>Assessment &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Brady, A. Middle school students take the lead in conferences. <em>Middle Ground, 15</em>(1), 33-35.</td>
<td></td>
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<tr>
<td>• Martinez, M.R. &amp; McGrath, D. (20??) <em>Why students should take the lead in parent-teacher conferences.</em></td>
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</tr>
</tbody>
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Suggested sources for further reading

• *Middle Ground*

• *Middle School Journal*