EDUC 5425Q Teaching Grades 7 & 8 (section 2)
Tuesdays 3:30-4:30, Room # 2051

Instructor: Vera Sarina
Email: veramsarina@gmail.com
Office: room 2045, 519-661-2111, ext. 88679
Office Hours: By appointment.

Calendar Copy: Teaching Grades 7&8 course is 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. .25 credit

Course Description:

This course provides a practical overview of the key elements necessary for successful teaching of the younger adolescent learner. Younger adolescents’ cognitive, emotional, and social development, sense of belonging, and learning needs is explored through readings and case studies. Particular focus is on developing and understanding strategies for effective instruction, classroom management strategies, and big ideas of the Grades 7 and 8 Ontario curricula.

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
- become familiar with the Grades 7 and 8 Ontario curricula
- start to develop personal philosophy of teaching in Grade 7 and 8
- understand various models and classroom structures of middle level education
• develop a practical understanding of the dynamics of creating a preventive and supportive classroom environment for all learners

Course Content:
Topics covered in the course include:
• Theories of developmental stages and development of middle level learners
• Characteristics of middle level school structure
• Grade 7 and 8 Ontario Curricula
• Instructional strategies in Grade 7 and 8
• Assessment and evaluation strategies in Grade 7 and 8
• Creating the preventive and supportive environment for classroom management
• Engaging and motivating middle level students
• Role of blended learning in middle school classroom

Course Materials:
There are no required materials for this course. Participants will be provided with electronic/paper documents and links to various websites instead.

Assignments and Other Course Requirements:

Class Work/Participation (On-going)...............................................................30%
Case Studies (2x15%)..................................................................................30%
Cross-curricular Activity...............................................................................25%
Creating a virtual classroom........................................................................15%

All major assignments of this course will be explained and discussed in class but may also be found in Assignment Outlines and Rubrics in the Syllabus section in OWL.

Teacher Candidate Expectations:

Participants in the course are expected to work cooperatively by sharing experiences, knowledge, ideas and resources and by providing support to each other during in-class and online conferences. In addition, each participant is expected to:
• participate in all class lessons & tasks throughout the course
• complete all course assignments, meeting the criteria outlined, before or on the deadline
• complete all assignments independently unless otherwise indicated
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

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.

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 3% 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 website: 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
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.

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.

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<td>B.Ed./Dip.Ed. PROGRAM ISSUES: <a href="mailto:zuber@uwo.ca">zuber@uwo.ca</a>, Teacher Education Office, room 113</td>
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<td>NEED HELP but not sure what to do: <a href="mailto:zuber@uwo.ca">zuber@uwo.ca</a>, Teacher Education Office, room 113</td>
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