I. Descriptive Information

A. Course number and title: EDML 584: Middle School Internship Seminar

B. Bulletin description: Inquiry into the issues that arise during internship B experiences including classroom management, adolescent development, legal/professional responsibilities, multicultural perspectives and needs of exceptional children.

C. Course credit: Three semester hours

D. Intended audience: Professional educators seeking initial certification in a variety of content fields at the middle school level.

E. Corequisite: Concurrent enrollment in EDML 599: Internship in Teaching in Middle School.

F. Instructor: Dr. Jennifer Wilson
   Office: Wardlaw 227
   Phone: 777-4707
   Email: jlwilson@gwm.sc.edu

II. Statement of Course Goals and Objectives

Goals: This course is designed to (1) broaden professional educators’ knowledge base of effective and appropriate middle level practice, (2) explore applications of learning theories to classroom teaching, (3) develop an understanding of the multiple responsibilities of a classroom teacher, and (4) develop an appreciate of the diversity of the student population and to recognize resources and techniques helpful to teaching diverse populations.

Objectives: The professional educator will:
1. develop a general philosophy of teaching
2. utilize national and/or state standards to guide curriculum development
3. recognize the policies and legal responsibilities of the professional educator
4. demonstrate an understanding of the ADEPT teaching and evaluation model
5. exhibit professional ethics in their relationship with students, parents, professional educators, and the public
6. utilize appropriate assessment tools
7. implement appropriate classroom management procedures
8. demonstrate an awareness of resources and methods for the teaching of exceptional students and multiculturally diverse populations
9. demonstrate an understanding of how to utilize technology for classroom instruction, reflection of best practices, and general professional development
10. demonstrate a commitment to build relationships with families and communities associated with their internship

III. Texts

**Required Text**


Other readings and additional readings for graduate students will be posted on Blackboard.

IV. Academic Course Requirements

1. Discussion board entries
2. Rough drafts of portfolios
3. Interview questions
4. Professional portfolio
5. Professional letter
6. For graduate students only: Action research paper

V. Administrative Course Requirements

Learning is a social process, and the course is designed to support collaboration. Therefore, it is critical that you engage daily in the online discussions and become a member of the community of learners through active participation. You are responsible for the growth of others as well as yourself.

Getting an A in this class requires you to demonstrate an ongoing and consistent commitment to the following: a solid work ethic, a professional attitude toward teaching and learning, active authentic engagement in all assignments, remaining open to ideas, meeting deadlines, demonstrating your ability to write in a scholarly manner.
VI. Evaluation and Grading

1. Blackboard discussion 15 points
2. Interview questions 20 points
3. Professional portfolio 50 points
4. Professional letter 15 points
5. Professionalism 15 points
6. 19 Minutes quizzes 20 points
   TOTAL 135 points
7. Action Research Paper (for grads only) 50 points

90-100%=A 89-85%=B+ 80-84%=B 75-79%=C+ 70-74%=C 69-65%=D+ 60-64%=D

VII. Major Course Topics (NMSA Standards)

Young Adolescent Development
Bullying
Middle School Philosophy
Curriculum and Assessment
Teaching Fields
Instruction and Assessment
Family and Community Involvement
Professional Roles

VIII. Description of Assignments

Professionalism (15 points)
This class provides many opportunities for active participation. Active participation in group discussions help students make meaning of the course content. Points will be given daily, based on:

• Coming to class on time with prepared assigned materials
• Discussion (small group and whole class) participation—should refer to required readings and include paraphrased data, summarizing the main points, and asking questions
• Listening to others

Appropriate class behavior and professional conduct is expected for all students.

All work is due as assigned. Late work will not be accepted. However, if a student is unable to turn in an assignment on time, he/she must contact the professor prior to the due date. Under this condition an extension of one week will be allotted with a 10% deduction of the final grade. After the week extension, no further extensions will be granted.

This class will engage in a great deal of class discussion and group work. Student attendance is vital. If, for some reason a student is unable to attend, notification is essential and the student should take full responsibility to make up any missed work. Two or more absences will result in a reduction of a final grade (See USC attendance policy) (5 points will be subtracted from your final grade for every absence/arriving late/leaving early). Students are expected to arrive to class
on time and remain in class for the entire period. If a student has a conflict and needs to arrive late or leave class early, this should be discussed with the instructor prior to the class period.

**Discussion Board Entries (15 points)**
You will be expected to participate in an on-line discussion regarding the required texts in this class. Please relate the ideas in the text to your own teaching experience in your field placement.

The goals for the original response to the reading are as follows:

1. It should become a collection of insights and citations that are reflective of your thinking as you move through the theoretical and practical fundamentals of learning about reading and writing in the content areas.
2. It should show reflection about your own dispositions, knowledge, and practices.
3. It should demonstrate clearly that you have read each assignment carefully and thoughtfully.

I expect you to respond each week to the reading by class time of that week.

**Interview Questions (20 points)**
In collaboration with principals across the country, I have developed a list of frequently asked interview questions. From this list you will write a quality response for each question. This assignment helps you to think through the type of responses you would give. This will prepare you for interviews by not only giving you the chance to think ahead, but will also give you feedback from your peers and myself as to the answers you provide.

**Professional Letter (15 points)**
The last class is devoted to a reception to honor the work of the coaching teachers who have mentored you and facilitated your learning. At the reception, I will ask that each of you bring a letter to your coaching teacher(s) thanking them for the work they have done in molding you into the teacher you are. This letter will require you to provide a reflective analysis of your experience in a thoughtful and genuine way. An assignment sheet and scoring guide for the thank you letters can be found under the ASSIGNMENT button on the Blackboard site.

**Professional Portfolio (50 points)**
You will create a hardcopy and an electronic version of your professional portfolio. This will enable you to highlight your work regardless of the technological capabilities at your interview site. The portfolio will be worth 50 points. You will be able to be as creative as you want with both; however they must be professional, highlight your work as a middle school teacher, and show that you meet the NMSA standards—that you are an exemplary middle level teacher. An assignment sheet and scoring guide for the portfolios can be found under the ASSIGNMENT button on the Blackboard site.

**19 Minutes Quizzes (20 points)**
You will be asked to read the book 19 Minutes as a way to begin discussions regarding bullying in the schools. You will be given 2 quizzes on this book, each worth 10 points. These quizzes will be given at the beginning of class and will check for reading and connections you are making with the text.

**Action Research Paper (For Graduate Students Only)**
For this project you will be asked to explore a question within your classroom. You will research current literature, try new research-based idea(s) in your classroom, and reflect on the
effectiveness using student work. The paper should be approximately 7-10 pages, written in APA format (5th edition), and be grounded in student work. An assignment sheet and scoring guide for the action research paper can be found under the ASSIGNMENT button on the Blackboard site.

**IX. Tentative Schedule**

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>Week One  Jan. 13</strong></td>
<td>Overview of Class</td>
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| **Week Two Jan. 20** | Introduction to Electronic Portfolio System | 1. Bring in Resume for feedback  
2. Interview questions are due  
3. Bring in artifacts to put into your electronic portfolio |
| **Week Three January 27** | Workshop on E-portfolio                     | 1. Bring in artifacts to put into your electronic portfolio                   |
| **Week Four Feb. 3** | EDUCATION JOB FAIR                          | Be prepared to share about your experiences.                                  |
| **Week Five Feb 10** | Workshop on E-portfolio                     | Bring in artifacts to put into your electronic portfolio                      |
| **Week Six Feb 17** | Workshop on E-portfolio                     | Bring in artifacts to put into your electronic portfolio                      |
| **Week Seven February 24** | Adolescent Development Workshop             | 1. E-Portfolio Due  
3. Read the first ## chapters of 19 Minutes and come prepared to discuss (that means have 3-5 original questions that you would like to talk about with your group). |
| **Week Eight March 3** | Middle School Philosophy and Organization   | 1. Read Ch 1-3 in *Turning Points* and respond on blackboard.  
2. Read the ## chapters of 19 Minutes |
| **Week Nine March 10** | SPRING BREAK                                |                                                                               |
| **Week Ten March 17** | Curriculum and Assessment Workshop          | 1. Read Ch 4-6 in *Turning Points* and respond on blackboard.                |
| **Week Eleven March 24** | Instruction and Assessment Ellen James, WIN | Read Ch 7-8 in *Turning Points* and respond on blackboard.                   |
| **Week Twelve March 31** | Family and Community Gregg Witt             | Read Ch 9-10 in *Turning Points* and respond on blackboard.                  |

- Nancy Gregory (principal)  
  Blythewood MS  
  ngregory@bm.richland2.org

- Tori Thomas (lit. coach)  
  Hand Middle School  
  TORTHOMAS@richlandone.org
<table>
<thead>
<tr>
<th>Week Thirteen</th>
<th>Teaching Fields</th>
<th>Read <em>First Days of School</em> section A-B and respond on blackboard.</th>
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</thead>
<tbody>
<tr>
<td>April 7</td>
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<tr>
<td>Week Fourteen</td>
<td>Professional Roles</td>
<td>Read <em>First Days of School</em> section C-D and respond on blackboard.</td>
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<tr>
<td>April 14</td>
<td>Libby Orkman (NBC)</td>
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<td>Alice Drive MS</td>
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<td><a href="mailto:OrtmannL@sumter17.k12.sc.us">OrtmannL@sumter17.k12.sc.us</a></td>
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<tr>
<td>Week Fifteen</td>
<td><em>First Year Teacher Panel</em></td>
<td>Send Professional Letter to me in the digital dropbox.</td>
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<td>April 21</td>
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<tr>
<td>April 38</td>
<td>Online Class</td>
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<tr>
<td>May 5</td>
<td>FINAL EXAM: Reception</td>
<td>Bring in Professional Letter</td>
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