

Summer Semester 2000

**EDUC 377 - 4**  
**Special Topics:**  
**Middle School Theory & Practice**  
**E01.00**

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Thursday 17:30-21:20

**PREREQUISITE**

EDUC 401/2

**COURSE DESCRIPTION**

Middle school is a responsive pedagogy that addresses the unique needs and characteristics of early adolescents. This course is a "hands on, minds on" approach to understanding and implementing exemplary middle school practice. It will examine theoretical foundations and practical approaches to the purpose and nature of middle school pedagogy. Participants will engage in a variety of learning activities and experiences that reflect sound middle school practice. Topics will include: developmental characteristics of early adolescents; rationale for middle schools; advisory; teaming - for teachers and students; interdisciplinary studies; and exploratories. There will be opportunities to explore individual areas of interest.

**OBJECTIVES**

- to provide an understanding of historical and current trends in middle school practice;
- to provide an understanding of the unique developmental characteristics of early adolescents;
- and to provide practical instructional experiences which apply and examine the essential elements of middle school pedagogy, curriculum and organization.

**REQUIREMENTS**

1. Research paper (30%)
2. Group Unit-Plan Design (40%)
3. Portfolio of mini-assignments (30%)

**REQUIRED READINGS**

Stevenson, C. (1998). Teaching Ten to Fourteen Year Olds. New York: Addison Wesley Longman. ISBN 0-8013-1582-4

National Middle School Association (1995). This We Believe: Developmentally Responsive Middle Schools. Ohio: NMSA. ISBN 1-56090-105-5

Puckett, D. (1999). Reflections From a Teacher's Heart: The Affective Side of Middle Grades Education. Ohio: NMSA. ISBN 1-56090-159-4

Other selected readings will be made available in the Centre for Educational Technology (CET), and placed on reserve in the Bennett Library.