

# MIDDLE GRADES EDUCATION (MGE)

## **MGE 300 | INTRODUCTION TO MIDDLE GRADES EDUCATION | 4 quarter hours**

### **(Undergraduate)**

This course is an introduction to critical, creative, and reflective middle grades teaching practice. Students in this course examine goals and theories of middle grades education and inquire into the meaning and practice of fostering equitable, intellectually rich, socially just, and compassionate learning environments for diverse middle grades youth. Students are introduced to learning about young adolescents in the context of instruction in the four main subject areas. Co-requisite for this course is SCU 335.

**Junior standing is a prerequisite for this class.**

## **MGE 301 | LITERACY IN THE MIDDLE GRADES CONTENT AREAS I | 4 quarter hours**

### **(Undergraduate)**

This course introduces students to theories of literacy and multiple literacies in the context of teaching language arts, mathematics, science, and social studies. Students will be introduced to content area literacy practices for middle grades learners, including writing instruction strategies and processes, reading comprehension strategy instruction, including vocabulary and textbook comprehension strategies, role of talk in instruction, integration of group and whole class discussion of text, issues of motivation and engagement in literacy learning, and differentiated instruction for English Language learners, students experiencing difficulty or those in need of additional challenge. \*\*\*This course counts toward Reading Teacher endorsement. Co-requisites for this course are BBE 350 and MGE 311. In this course students will: 1.

**MGE 300 and Junior standing are prerequisites for this class.**

## **MGE 311 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour**

### **(Undergraduate)**

This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 301 and BBE 350. Co-requisites for this course are MGE 301 and BBE 350. (1 credit hour) In this course, students will: 1.

**MGE 300 and Junior standing are prerequisites for this class.**

## **MGE 321 | THE WHOLE CHILD: CONCEPTIONS OF HEALTHY YOUNG ADOLESCENCE | 4 quarter hours**

### **(Undergraduate)**

This course introduces varying conceptions of healthy young adolescence, taking into account physical health and development, social and emotional health, mental health, and the contextual factors that shape healthy adolescence. Co-requisites for this course are LSI 387 and MGE 331. In this course, students will: 1.

**MGE 300, MGE 301 and Junior standing are prerequisites for this class.**

## **MGE 331 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour**

### **(Undergraduate)**

This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 321 and LSI 387. Co-requisites for this course are MGE 321 and LSI 387. (1 credit hour) In this course, students will: 1.

**MGE 300, MGE 301 and Junior standing are prerequisites for this class.**

## **MGE 341 | CURRICULAR LITERACY IN THE MIDDLE GRADES CONTENT AREAS II | 4 quarter hours**

### **(Undergraduate)**

This course provides teacher candidates with theories and practical strategies for becoming critical consumers and evaluators of middle grades curriculum in the context of each of the four main content areas (mathematics, language arts, science, and social studies) as well as helping their students become critical consumers of the texts in their lives. The course includes discussion of technological literacy and critical media literacy for both teachers and their students. \*\*\*This course counts toward Reading Teacher endorsement. Co-requisites for this course are CSL 377, MGE 351 and MGE 361. In this course, students will: 1.

**Senior status and an Education major or minor are prerequisites for this class.**

## **MGE 351 | ASSESSMENT PRACTICES IN THE MIDDLE GRADES | 4 quarter hours**

### **(Undergraduate)**

In keeping with middle grades philosophy, this course emphasizes authentic assessment of learning, which involves learner reflection guided by teachers to promote self-empowered learning. Also featured in this course are the principles for using standardized test data and data based teaching, best grading protocols, formal and informal assessment, portfolio development, and principles for reporting to all stakeholders' students, families, school administrators and the community. This course will also emphasize ways of involving students and parents in assessment processes, how to observe and assess students individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system. Co-requisites for this course are MGE 341, CSL 377 and MGE 361. In this course students will: 1.

**Senior status and an Education major or minor are prerequisites for this class.**

## **MGE 361 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour**

### **(Undergraduate)**

This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 341 and CSL 387. \*\*\*Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisites for this course are MGE 341, CSL 377 and MGE 351. In this course, students will: 1.

**Senior status and an Education major or minor are prerequisites for this class.**

## **MGE 371 | THE TEACHING OF MATHEMATICS IN THE MIDDLE GRADES | 4 quarter hours**

### **(Undergraduate)**

Addresses theoretical principles and practices for teaching mathematics at the middle grades. The course focuses on inquiry oriented, innovative mathematics teaching with young adolescents and includes application of the Common Core standards in Mathematics. Co-requisite for this course is MGE 381. In this course students will: 1.

**MGE 341, MGE 351, and an Education major or minor are prerequisites for this class.**

**MGE 372 | THE TEACHING OF LANGUAGE ARTS IN THE MIDDLE GRADES  
| 4 quarter hours  
(Undergraduate)**

This course is designed to prepare candidates to teach in middle grades reading, language arts, and English classrooms. This course addresses theoretical principles and practices for teaching language arts/literacy at the middle level, including the teaching of reading, writing, speaking, and listening. The course focuses on inquiry oriented, innovative language arts/literacy teaching and includes application of the Common Core standards in Language Arts. Students will have opportunities to develop, implement, and reflect on activities and lessons that demonstrate an understanding of differentiated instructional practices in the language arts and an awareness of sociocultural theories of learning and content pedagogical knowledge. Emphasis is placed on the complex nature of literacy addressing issues such as learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Co-requisite for this course is MGE 381. In this course the students will: 1.

**MGE 341, MGE 351, and an Education major or minor are prerequisites for this class.**

**MGE 373 | THE TEACHING OF SOCIAL STUDIES IN THE MIDDLE GRADES  
| 4 quarter hours  
(Undergraduate)**

In this course, candidates examine the nature and purpose of social studies curriculum and teaching practices in the middle grades. The course focuses on developing thoughtful, informed responses to central questions about the purposes of social studies teaching, the social studies content that is meaningful for young adolescents, and instructional strategies that both align with the core purposes and support and engage all students in learning social studies. All of these central questions are considered in relation to content and practices that are relevant and engaging to diverse middle grades learners and that focus on a vision of equitable, intellectually challenging social studies teaching - a conception of teaching that promotes all students' engagement and intellectual development. Co-requisite for this course is MGE 381. In this course the students will: 1.

**MGE 341, MGE 351, and an Education major or minor are prerequisites for this class.**

**MGE 374 | THE TEACHING OF SCIENCE IN THE MIDDLE GRADES | 4  
quarter hours  
(Undergraduate)**

This course offers a comprehensive view of the theoretical principles and practices used in the teaching and learning of science at the middle level. Integrating coursework and fieldwork is designed to offer pre-service teachers experience in the implementation of meaningful science-learning experiences through the use of inquiry processes applicable to diverse populations of students and classroom environments. The course focuses on the development of meaningful habits of inquiry and encourages collaborative effort and reflective praxis in teaching to the unique developmental stage of middle school students. Co-requisite for this course is MGE 381. In this course the students will: 1.

**MGE 341, MGE 351, and an Education major or minor are prerequisites for this class.**

**MGE 381 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour  
(Undergraduate)**

This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 371-4.

\*\*\*Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisite for this course is MGE 371, or MGE 372, or MGE 373, or MGE 374. (1 credit hour) In this course, students will: 1.

**MGE 341, MGE 351, and an Education major or minor are prerequisites for this class.**

**MGE 390 | STUDENT TEACHING | 10 quarter hours  
(Undergraduate)**

A ten-week Level 3 field experience in a middle grades classroom in one or both of the teacher candidate's content areas. Teacher-candidates are responsible for developing, implementing, and evaluating a program of study, as well as all for other aspects of teaching, for at least three distinct classrooms (in one or both of their content areas). Co-requisite for this course is MGE 391. Student teaching application and approval required. (10 credit hours) In this course, students will: 1.

**MGE 391 | STUDENT TEACHING SEMINAR | 2 quarter hours  
(Undergraduate)**

Provides teacher candidates a context for reflecting on their student-teaching experience in relation to their previous coursework. Co-requisite for this course is MGE 390. (2 credit hours) In this course, students will: 1.

**MGE 400 | INTRODUCTION TO MIDDLE GRADES EDUCATION | 4 quarter  
hours  
(Graduate)**

This course is an introduction to critical, creative, and reflective middle grades teaching practice. Students in this course examine goals and theories of middle grades education and inquire into the meaning and practice of fostering equitable, intellectually rich, socially just, and compassionate learning environments for diverse middle grades youth. Students are introduced to learning about young adolescents in the context of instruction in the four main subject areas. Co-requisite for this course is SCG 435.

**MGE 401 | LITERACY IN THE MIDDLE GRADES CONTENT AREAS I | 4  
quarter hours  
(Graduate)**

This course introduces students to theories of literacy and multiple literacies in the context of teaching language arts, mathematics, science, and social studies. Students will be introduced to content area literacy practices for middle grades learners, including writing instruction strategies and processes, reading comprehension strategy instruction, including vocabulary and textbook comprehension strategies, role of talk in instruction, integration of group and whole class discussion of text, issues of motivation and engagement in literacy learning, and differentiated instruction for English Language learners, students experiencing difficulty or those in need of additional challenge. \*\*\*This course counts toward Reading Teacher endorsement. Co-requisites for this course are BBE 450 and MGE 411. In this course students will: 1.  
**MGE 400 is a prerequisite for this class.**

**MGE 411 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour  
(Graduate)**

This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 401 and BBE 450. Co-requisites for this course are BBE 450 and MGE 401. (1 credit hour) In this course, students will: 1.

**MGE 400 is a prerequisite for this class.**

**MGE 421 | THE WHOLE CHILD: CONCEPTIONS OF HEALTHY YOUNG ADOLESCENCE | 4 quarter hours**  
(Graduate)

This course introduces varying conceptions of healthy young adolescence, taking into account physical health and development, social and emotional health, mental health, and the contextual factors that shape healthy adolescence. Co-requisites for this course are LSI 487 and MGE 431. In this course, students will: 1.

**MGE 401 is a prerequisite for this class.**

**MGE 431 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour**  
(Graduate)

This course is a supervised, 25 hour, Level 1 field experience that provides students opportunities to apply the course content of MGE 421 and LSI 487. Co-requisites for this course are MGE 421 and LSI 487. (1 credit hour) In this course, students will: 1.

**MGE 401 is a prerequisite for this class.**

**MGE 441 | CURRICULAR LITERACY IN THE MIDDLE GRADES CONTENT AREAS II | 4 quarter hours**  
(Graduate)

This course provides teacher candidates with theories and practical strategies for becoming critical consumers and evaluators of middle grades curriculum in the context of each of the four main content areas (mathematics, language arts, science, and social studies) as well as helping their students become critical consumers of the texts in their lives. The course includes discussion of technological literacy and critical media literacy for both teachers and their students. \*\*\*This course counts toward Reading Teacher endorsement. Co-requisites for this course are CSL 477, MGE 451 and MGE 461. In this course, students will: 1.

**MGE 421 is a prerequisite for this class.**

**MGE 451 | ASSESSMENT PRACTICES IN THE MIDDLE GRADES | 4 quarter hours**  
(Graduate)

In keeping with middle grades philosophy, this course emphasizes authentic assessment of learning, which involves learner reflection guided by teachers to promote self empowered learning. Also featured in this course are the principles for using standardized test data and data based teaching, best grading protocols, formal and informal assessment, portfolio development, and principles for reporting to all stakeholders' students, families, school administrators and the community. This course will also emphasize ways of involving students and parents in assessment processes, how to observe and assess students individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system. Co-requisites for this course are MGE 441, CSL 477 and MGE 461. In this course students will: 1.

**MGE 421 is a prerequisite for this class.**

**MGE 461 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour**  
(Graduate)

This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 441, MGE 451, and CSL 477. \*\*\*Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisites for this course are MGE 441, CSL 477 and MGE 451. (1 credit hour) In this course, students will: 1.

**MGE 421 is a prerequisite for this class.**

**MGE 471 | THE TEACHING OF MATHEMATICS IN THE MIDDLE GRADES | 4 quarter hours**  
(Graduate)

Addresses theoretical principles and practices for teaching mathematics at the middle level. The course focuses on inquiry oriented, innovative mathematics teaching with young adolescents and includes application of the Common Core standards in Mathematics. Co-requisite for this course is MGE 481. In this course students will: 1.

**MGE 441 and MGE 451 are prerequisites for this class.**

**MGE 472 | THE TEACHING OF LANGUAGE ARTS IN THE MIDDLE GRADES | 4 quarter hours**  
(Graduate)

This course is designed to prepare candidates to teach in middle grades reading, language arts, and English classrooms. This course addresses theoretical principles and practices for teaching language arts/literacy at the middle level, including the teaching of reading, writing, speaking, and listening. The course focuses on inquiry oriented, innovative language arts/literacy teaching and includes application of the Common Core standards in Language Arts. Students will have opportunities to develop, implement, and reflect on activities and lessons that demonstrate an understanding of differentiated instructional practices in the language arts and an awareness of sociocultural theories of learning and content pedagogical knowledge. Emphasis is placed on the complex nature of literacy addressing issues such as learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Co-requisite for this course is MGE 481. In this course the students will: 1.

**MGE 441 and MGE 451 are prerequisites for this class.**

**MGE 473 | THE TEACHING OF SOCIAL STUDIES IN THE MIDDLE GRADES | 4 quarter hours**  
(Graduate)

In this course, candidates examine the nature and purpose of social studies curriculum and teaching practices in the middle grades. The course focuses on developing thoughtful, informed responses to central questions about the purposes of social studies teaching, the social studies content that is meaningful for young adolescents, and instructional strategies that both align with the core purposes and support and engage all students in learning social studies. All of these central questions are considered in relation to content and practices that are relevant and engaging to diverse middle grades learners and that focus on a vision of equitable, intellectually challenging social studies teaching - a conception of teaching that promotes all students' engagement and intellectual development. Co-requisite for this course is MGE 481. In this course the students will: 1.

**MGE 441 and MGE 451 are prerequisites for this class.**

**MGE 474 | THE TEACHING OF SCIENCE IN THE MIDDLE GRADES | 4 quarter hours**  
(Graduate)

This course offers a comprehensive view of the theoretical principles and practices used in the teaching and learning of science at the middle level. Integrating coursework and fieldwork is designed to offer pre-service teachers experience in the implementation of meaningful science-learning experiences through the use of inquiry processes applicable to diverse populations of students and classroom environments. The course focuses on the development of meaningful habits of inquiry and encourages collaborative effort and reflective praxis in teaching to the unique developmental stage of middle school students. Co-requisite for this course is MGE 481. In this course the students will: 1.

**MGE 441 and MGE 451 are prerequisites for this class.**

**MGE 481 | SUPERVISED FIELD EXPERIENCE | 1 quarter hour**

**(Graduate)**

This course is a supervised, 25 hour, Level 2 field experience that provides students opportunities to apply the course content of MGE 471-4.

\*\*\*Ideally, this field experience will take place in the same classroom and/or school as the student teaching placement, to facilitate continuity for students and schools. Co-requisite for this course is MGE 471, or MGE 472, or MGE 473, or MGE 474. (1 credit hour) In this course, students will: 1.

**MGE 441 and MGE 451 are prerequisites for this class.**

**MGE 590 | STUDENT TEACHING | 6 quarter hours**

**(Graduate)**

A ten-week Level 3 field experience in a middle grades classroom in one or both of the teacher candidate's content areas. Teacher-candidates are responsible for developing, implementing, and evaluating a program of study, as well as all for other aspects of teaching, for at least three distinct classrooms (in one or both of their content areas). Co-requisite for this course is MGE 591. Student teaching application and approval required. (6 credit hours) In this course, students will: 1.

**MGE 591 | STUDENT TEACHING SEMINAR | 2 quarter hours**

**(Graduate)**

Provides teacher candidates a context for reflecting on their student-teaching experience in relation to their previous coursework. Co-requisite for this course is MGE 590. (2 credit hours) In this course, students will: 1.