The state of middle school students' mental health impacts significantly upon their ability to learn. Social-Emotional Learning principles provide middle school students with tools that will aid in developing self-awareness, friendships, and empathy. These skills are imperative as young adolescence become better equipped to not only actively participate in the classroom and feel part of the community. SEL provides the tools to practice better decision-making, understanding, and problem-solving., making each student better prepared to interact within the community and world around them.

Course Description
Within this course, you will learn the theory and principles of Social-Emotional Learning (SEL) to create a Middle School teaching and learning environment that is welcoming and nurturing. You will examine your misconceptions about SEL and analyze the principles as they apply to middle school students. You will also learn how to apply the principles of SEL in the classroom, which will give students a sense of understanding and belonging while nurturing each learner's individuality. Students will feel challenged and empowered socially, emotionally, and intellectually.

Course Goals

Course Goals are to:

• fully inform participants on the importance of Social Emotional Learning (SEL).
• fully inform participants on the principles of Social Emotional Learning (SEL).
• provide examples of Social Emotional Learning (SEL) strategies.
• provide practice and assessments of Social Emotional Learning (SEL) in practice.

Course Outcomes

Upon completion of the course, participants will be able to:

1. Define the theory of Social Emotional Learning (SEL).
2. Describe the impact of Social Emotional Learning (SEL) on Middles School students.
3. Describe the principles of Social Emotional Learning (SEL).
5. Analyze the principles of Social Emotional Learning (SEL).
6. Apply the principles of Social Emotional Learning (SEL).
7. Define Social Emotional Learning (SEL) strategies.
8. Apply the strategies and of Social Emotional Learning (SEL) in the classroom.


Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Students should practice recognizing aspects of themselves in texts (self-awareness), struggling productively with challenging texts (self-management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision making), and collaboratively respectfully with diverse peers (relationship skills).

• Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.
• Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.


Course Requirements: This is an asynchronistic course, a collaborative experience that relies upon course content-infused discussions. Participants are encouraged to draw on their personal teaching experiences to further the impact of course content on their thinking. This online, four-week experience is organized by modules, where all modules are available at the start of the course. Participants must review all content for each weekly discussion and cite readings and videos to support posts. A Discussion Board Rubric provides a guide to the quality of posts and expectations for the course. A final project is required and expected to incorporate course content and outside resources to support the project.

Course Module Themes
Week 1 – Social-Emotional Learning for Middle School Students: An Introduction
Week 2 – Characteristics of Social Emotional Learning in Middle School
Week 3 – Social-Emotional Learning in the Classroom
Week 4 – Social-Emotional Learning Reflection & Assessment

Grades

Grading Components:
40 points = Readings and Videos (tied to the frequency and quality of posts (See Rubric for Discussion Board).
40 points = Weekly Assignments (See Rubric for Weekly Assignments).
20 points = Final Project: PowerPoint, Prezi, Podcast, Adobe Spark or Research Paper (APA)

100 points

**Grading/Grade Points**
A, A- (95-100 A, 90-94 A-) Indicates that the level of work is of superior quality and exceeds specific guidelines in one or more ways. Work and discussion posts exceed expectations.
B+, B, B- (87 - 89 B+, 83 - 86 B, -80 – 82, B-) Indicates that the course work has met the requirements and was judged acceptable. Work and discussion posts meet expectations.
C+, C, C- (77 – 79 C+, 73-76 C, 70-72 C) D+ 69-67 D 66-63 D- 62-60 F 59-0 - Indicates that the level of work did not adequately meet the requirements.

**How to use the Discussion Board Prompts**
Each weekly discussion will be based on the required readings/viewings. Each weekly Discussion Board will begin with one or more questions or prompts. Each Discussions Boards run week to week, once a week closes, posts cannot be made up.
Please see the **Rubric for Asynchronous Discussion Participation**.

**Discussion Board Rubric for Asynchronous Discussion Participation**

**A Quality of Postings Indicator**
Asynchronous discussion enhances learning as participants share their ideas, perspectives, and experiences with the class. Participants develop and refine their thoughts through the writing process, plus broaden their classmates' understanding of the course content. Each weekly discussion is organized around the Guiding Questions, which participants must respond to through posts throughout the week.

Post your thoughts and provide supporting evidence using the readings and videos. DO NOT just give the facts. Posts MUST reflect how the readings and videos have impacted upon your thinking and the work that you do.

Participants will use the following guidelines to improve the quality of their discussion contributions.

**Grading Discussion Board Posts**
Discussion postings that meet all criteria for a grade level will receive the highest points possible at that level. Postings that meet mixed levels of criteria will receive a score within the point range of the appropriate levels.

Participation in discussion activities can only be measured by the date on the discussion posting. For example, participating 3 times during the week is measured by postings on 3 different days; there may be 5-6 postings, but participation only occurred 3 times during the week.

**My commitment to cultivating an antiracist classroom**
At Framingham State University, faculty, staff, and students work together to sustain learning, working and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historical practices—on the
experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work. Diversity of voices, and of minds, strengthens our ability to solve problems and to ask and answer questions about the world we share. As your instructor, I commit to upholding community values of inclusion, civility, accessibility, and mutual respect. I expect this class to commit to creating a community that affirms and welcomes all persons from diverse backgrounds and experiences and supports the realization of everyone’s potential.

**College Policy Regarding Academic Honesty**

Integrity is essential to academic life. Consequently, students who enroll at Framingham State College agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Refer to *FSU Graduate Catalog, Student Conduct section, page 7 at: http://www.framingham.edu/graduate-and-continuing-education/documents/grad-catalog-0910.pdf.*

**Research/ Library Access**

Additional supporting information can be researched at the Framingham State University Online Library. Just logon to your FSU My Campus account and go to the tab that says Library. Go to: My Framingham; Click on the Library tab; Choose Books, Articles or Key E-resources.

**Academic Accommodations Policy**

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, based on disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at: [https://www.framingham.edu/academics/center-for-academicsuccess-and-advising](https://www.framingham.edu/academics/center-for-academicsuccess-and-advising) or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Advising (CASA) at 508-626-4906 or lbridges@framingham.edu

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