

Loyola University Chicago
CIEP 414 – Instructional Methods for Diverse Populations
Fall 2011
Wednesdays 7:00-9:30 pm – Corboy Law Center 301

Instructor:	John F. Lapham
Contact Information:	jflapham@comcast.net
Office Hours:	By appointment before or after class.
Course Information:	Course materials are available on Blackboard.

Course Overview

This course strives to serve the goals and objectives of the School of Education’s conceptual framework, “Professionalism in Service of Social Justice,” by assisting students in acquiring the skills they will need as teachers in diverse contexts. The course aims to prepare students to teach their distinct disciplines in diverse settings. Students will research and report on issues of diversity in the schools, plan curriculum, practice instructional strategies, examine standards, develop assessment tools, and observe classroom instruction.

The course stresses common inquiry and mutual support. Students will find themselves in small and large groups discussing readings, investigating problems, developing curriculum, and evaluating each other’s work products. Course assignments are designed for individuals and groups to explore critical questions about teaching content-rich curriculum in diverse contexts. This combination of group and individual investigation is designed to foster an interdependent learning community.

The School of Education’s Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Diversity

This course supports the School of Education’s conceptual framework in preparing teachers in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching in a diverse society.

Technology

Students will access information from Blackboard in order to complete assignments and use LiveText, a web-based program, to develop curriculum. Students will use technology resources to conduct research and present findings. Students are also required to integrate the use of technology into a lesson plan designed for middle or secondary students. These activities are designed to enhance students’ abilities to use technology as a teaching and learning tool.

Important University Policies and Information

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml.

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in course is available at <http://www.luc.edu/sswd/>.

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of this or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the BR team at this link: <http://webapps.luc.edu/biasreporting/>.

Course Objectives and Standards

Students will:

- Design learning experiences that reflect the following: individual experiences, talents, and prior learning, as well as language, culture, family and community values. (IPTS 3C; NCATE 1)
- Develop a curriculum unit based on the Illinois Academic Standards and applicable Common Core Standards, which applies sound principles of curriculum development, rigorous content, relevant learning theory, and student development. (IPTS 4A; NCATE 1)
- Design short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory. (IPTS 4B; NCATE 1).
- Examine a range of instructional strategies and select and apply those that are best suited to teach their respective disciplines. (IPTS 6B).
- Integrate assessments in a unit and lesson that informs instruction to better assist students in meeting the Illinois Academic Standards and Common Core Standards. (IPTS 8A & 8D; NCATE 1)
- Reflect on field experiences and outline significant findings regarding teaching and learning

based on these experiences. (IPTS 10A).

Required Texts

Larson, B. & Keiper T. (2007). *Instructional Strategies for Middle and High School*. New York: Routledge. ISBN: 978-415-95309-2.

McTighe, J. & Wiggins, G. (2004). *Understanding by design professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. (UbD). ISBN: 978-0-87120-855-2.

Tomlinson, C.A. & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design*. Alexandria, VA: ASCD. ISBN: 978-1-4166-0284-2.

Additional readings will be used and distributed in class or posted on Blackboard.

Recommended Texts

Wiggins, G. & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 978-1-4166-0035-0.

Evaluation and Assignments:

General Evaluation Criteria

- All assignments are due at the beginning of class on the day they are assigned. **Assignments submitted after that point will be considered late and receive a lower grade.**
- All assignments should be submitted via *LiveText*, unless noted otherwise. Please **do not** send papers as email attachments.
 - When submitting group assignments, each member needs to submit the identical file.
- All work must address overall assignment requirements, including formatting – typed double-spaced, 1" margins, 10-12 point font, appropriate identifying information, etc.
- Students are expected to use APA style (5th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources must be cited. See "External Links" on Blackboard for a link to resources on APA citation style.

Assignments - Complete details for each assignment will be reviewed in class. In addition, each assignment will have a rubric with specific criteria posted on Blackboard under "Assignments".

Participation (20 points) - In order to create a constructive learning environment, it is essential for each student to be on time, attend class, and participate. Class activities are planned with the assumption that all students will be in attendance. Please be sure to contact me ahead of time if you will be absent.

Research Article Summary and Presentations (30 points)

- Part I (10 points): Students will individually select a research article that focuses on an issue of diversity in education and write a three-page summary of the article and include its complete citation. The summary should
 - Provide a concise summary of the research study and its findings;
 - Identify the issues raised about teaching and learning as it relates to this aspect of diversity; and

- Assess how this article contributes to your understanding of diversity and education.
- Part II (20 points): In teams, students will compare and contrast their individual research findings, and make a short PowerPoint presentation that:
 - Provides a concise description of the diversity issue under consideration;
 - Identifies three to five instructional challenges or opportunities presented by the diversity issue under consideration
 - Offers three to five suggestions for dealing with the challenges or taking advantage of the opportunities.

Curriculum Development Exercises (30 points) – Students will complete three curriculum development exercises (CDE) in the first half of the semester. Each exercise is worth ten points. The first CDE is a draft of “Stage 1” of the unit plan, “Desired Results”. The second CDE is a draft of “Stage 2” of the unit plan, “Assessment Evidence”. The final CDE is a draft of “Stage 3” of the unit plan, “Learning Plan”.

Curriculum Unit (50 points) – Students will design a 3 week unit for a specific grade level in their content area. The unit will include the following components: topic and grade level of the unit; goals/Illinois Learning Standards; understandings; essential questions; a unit performance task; other assessment evidence; and a 3-week schedule of topics and learning activities. **Please note: Curricular resources are available in the Lewis Library at 25 E. Pearson on the 6th floor.** Standards addressed by this assignment: IPTS: 3.C, 4.A., 4.B, 6.B, 8.A & 8.D; NCATE 1.

Lesson Plan and Strategy Demonstration (20 points) - Students will design a lesson plan that supports the curriculum unit developed earlier in the semester and uses one of the instructional strategies examined in class sessions. Students will also demonstrate the instructional strategy from that lesson plan. This exercise offers students an opportunity to teach and receive feedback. Standards addressed by this assignment: IPTS: 4.A, 4.B & 6.B; NCATE 1..

Field Experience Project (50 points) - All students will complete 15 hours of field experiences in a middle or high school classroom and write a reflective paper about the experience. Standards addressed by this assignment: IPTS: 10A; NCATE 3.

Address each of the following points in your project:

- Part I (30 points): Students will write a 1,500-2,000-word paper about their experience that addresses the following:
 - Context and Background: Describe the school’s location and its surrounding community. Identify whether it is public or private; how long it has been in existence; how the school is funded and governed; and the demographics of students, teachers and the community.
 - School and Community: Describes the school’s relationship with its communities: students, parents, neighbors, the city, etc. Address issues of diversity that seem to be most critical in and around the school.
 - Teaching and Learning: Describe the academic program of the school – school mission or philosophy, academic programs, achievement statistics, technology resources, and extracurricular activities. Provide a synopsis of your classroom observations. Focus on the culture of the classrooms, the instructional strategies used and evidence of student learning.
 - Proposal: Propose a plan of action for responding to the school’s learning needs, especially as they relate to your department.

- Part II (20 points): In teams, students will compare and contrast their observation experiences, and make a short PowerPoint presentation that:
 - Identifies and describes diversity issues encountered in their respective schools;
 - Compares and contrasts how schools deal with diversity challenges and take advantage of the opportunities created by diversity; and
 - Presents tentative conclusions about the most effective methods encountered for dealing with the challenges and opportunities created by diversity.

Course Grades

There are a total of 200 points possible in this course.

Grade	Percent	Points
A	93%	186 – 200
A-	90%	180 – 185
B+	87%	174 – 179
B	83%	166 – 173
B-	80%	160 – 165
C+	77%	154 – 159
C	73%	146 – 153
C-	70%	140 – 145
D+	67%	134 – 139
D	63%	126 – 133
D-	60%	120 – 125
F	59% and Below	119 and Below

Course Schedule

8/31 *Introductions, Team Formation and Course Overview*

9/7 *Curriculum in Context – Diversity in Schooling*
Larson & Keiper (L&K), Chapter 1

9/14 *Planning for Instruction: An Overview*
L&K, Chapter 2
Tomlinson & McTighe (T&M), Chapters 1-3
UbD, 1-57
Review and bring a copy of the Illinois Learning Standards and applicable Common Core Standards in your content area (www.isbe.net).
Bring a copy of research article on diversity.

9/21 *Planning for Instruction: Desired Results*
T&M, Chapter 4
UbD pp. 60-133

- Focus on pages 60-61, 65, 69, 88-92, 106-107, 111, 114-117, 120-121, 126 & 131-132

Bring a paper copy of research article summary.

PowerPoint presentations on diversity issues

9/28 *Planning for Instruction: Assessment Evidence*

L&K, Chapter 3

T&M, Chapter 5

UbD pp. 136-210

- Focus on pages 136, 140-142, 156-161, 167-174, 180-183, 188-190, 192, 195, 197 & 204-210

PowerPoint presentations on diversity issues

CDE 1 – Submit on LiveText and bring a paper copy to class for peer review.

10/5 *Planning for Instruction: Learning Plans and Lesson Plans*

L&K, Chapter 4

T&M, Chapters 6-7

UbD pp. 212-240

- Focus on pages 212, 215-225, 233-234 & 237-240

CDE 2 – Submit on LiveText and bring a paper copy to class for peer review.

10/12 *Instructional Strategies: Lecture and Direct Instruction*

L&K, Chapter 5

CDE 3 – Submit on LiveText and bring a paper copy to class for peer review.

Submit Instructional Strategy on LiveText and Demonstrate in Class

10/19 *Instructional Strategies: Questioning*

L&K, Chapter 6

Submit Instructional Strategy on LiveText and Demonstrate in Class

10/26 *Instructional Strategies: Concept Formation*

L&K, Chapter 7

Submit Instructional Strategy on LiveText and Demonstrate in Class

Submit Unit Plan on LiveText

11/2 *Instructional Strategies: Cooperative Learning*

L&K, Chapter 8

Submit Instructional Strategy on LiveText and Demonstrate in Class

11/9 *Instructional Strategies: Simulations, Role-Play and Dramatization*

L&K, Chapter 9

Submit Instructional Strategy on LiveText and Demonstrate in Class

Submit Lesson Plan on LiveText

11/16 *Instructional Strategies: Classroom Discussion and Debate*

L&K, Chapter 10

Submit Instructional Strategy on LiveText and Demonstrate in Class

11/23 Thanksgiving Break – No Class

11/30 *Instructional Strategies: Student-Directed Investigation*
L&K, Chapter 11
Submit Instructional Strategy on LiveText and Demonstrate in Class

12/7 *Field Experience Project Presentations*
Submit Field Experience Project on LiveText and Present in Class
Bring completed Clinical Attendance Form to class.