

Curriculum Workshop Loyola University Chicago



Fall MXXI **CIEP 475 (Part 2 of 3)** 1 semester hour
Syllabus CIEP 475-001 Wed 6:00 to 7:00 IC 111 (but we will try to meet in MUND 307)

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Course Description

This practicum is intended to help students integrate theoretical and research coursework with the practice of teaching and to reflect on their own development as curriculum developers and providers in the service of social justice. We encourage students to...

- Be aware of the social justice implications of their work particularly as it related to instruction.
- Be willing to confront injustice and advocate for the disadvantaged;
- Proactively pursue opportunities to contribute to a more just society.

Practicum/seminar meetings will help further develop students' personal and professional philosophy and vision that guide their practice. (Seminar Schedule will be posted below)

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.

This course assesses the following framework standards:

- CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.
- CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
- CF6: Candidates demonstrate professional decision - making skills and behaviors in advancing social justice and service.

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 and learning in diverse urban communities.

Technology

Students will use technology for a variety of purposes in this course. Students will access information from Blackboard in order to complete assignments. Students will also use internet - based resources to access readings, conduct research, and develop curriculum. These activities are designed to enhance students' ability to use technology as a teaching and learning tool.

Required Media

- LiveText: www.livetext.com
- Citation Style Guide: <http://library.duke.edu/research/citing/>

Course Goals

- Identify and reinforce connections between the academic and experiential.
- Develop application skills learned through coursework.
- Provide a forum for discussing and exploring issues and challenges arising from each student's experiences.
- Enhance the ability to critically analyze issues of relevance to the application and integration of instruction into an educational setting.

Course Requirements

Planning Discussions:

We will meet in person five times during the semester. All students must attend the in - person seminar sessions. These sessions will support students' efforts to develop, refine and complete their curriculum project plan. At each seminar meeting, we will discuss each student's project fine tune the plan, and discuss related literature. The seminar is an opportunity for each student to engage his or her peers in the development and maintenance of their plans. All conversations held in the seminar are strictly confidential. Students are asked to listen attentively and sympathetically to colleagues and offer them thoughtful comments about their experiences, emotions, actions and motivations.

Practicum Project:

During the course of the practicum (3semesters) students are expected to complete a curriculum development, implementation and evaluation at their practicum site. Candidates are expected to effectively synthesize the knowledge and experience gained in content, pedagogy and research. The unit is expected to be 2.5 to 5 weeks in length

Final Practicum Project Submission Should Include:

1. Corrected Proposal
2. Review of the Literature
3. All curriculum material developed for the project
4. Specific calendar of implementation (what was done each day)
5. Reflection on results

- a. Following the completion of the practicum activity you will prepare a written reflection and critique of the practicum experience that summarizes the curriculum project, the fulfillment of practicum goals, identifies major areas of learning (both professional and, if relevant, personal), and suggests professional development goals for the future. The paper should also include multiple descriptive examples and a reflection of student work and a student evaluation of the unit. You will also submit a grade recommendation for yourself that includes honest, balanced, and specific reasons to support the grade recommendation.
- How this has impacted your awareness of social justice implications of your work particularly as it related to instruction.
 - How you confronted an injustice and advocated for the disadvantaged;
 - How you proactively pursued opportunities to contribute to a more just society.
 - How this experience developed your personal and professional philosophy and vision that guide your practice.
 - How this experience help to identify and reinforce connections between the academic and experiential.
 - How this experience help to develop your skills in applying knowledge and processes that you learned from your coursework.
 - How this experience enhanced your ability to critically analyze issues relevance to the application and integration of instruction into an educational setting.
- b. An analysis of results should be based on your formative and summative evaluation system but no statistical analysis is necessary.
- i. Provide evidence: this can be qualitative (observation, talking to students) or/and quantitative(test scores, HW completion rate, etc)

Practicum Grading

The grading for the first semester of the practicum will be based on the following: The curriculum project plan, review of the literature and participation at seminars. All written work should be handed in (hard copy or electronic) on the due date. **Late assignments are penalized 50% . An assignment is considered late if it is not submitted by the end of the class session on the due date.** Exceptions to this policy are rare and are for extreme cases supported by documentation such as a doctor's note.

Points

1. Seminar Discussions: 20 points per seminar
2. Practicum Project: 200 pts
3. Other Assignments 12 to 40 pts @

Grade Assignment

A 93-100%

- B 92-85%
- C 84-78%
- D 77-70%
- F 69-0%

Plusses and minuses are the percentage points at the top and bottom of the grade ranges

Tentative Schedule of Events

(Assignments will be announced weekly in class and posted on Blackboard)

Class date	Topics or Issues	Assignments Given	Major Assignments due
January 19	Details for Practicum and Portfolio	Work on Practicum and Portfolio	
February 9	Discussion of projects The Portfolio	Work on Practicum and Portfolio	
March 16	Discussion of projects The Portfolio	Work on Practicum and Portfolio	Curriculum Project Plan
April 13	Discussion of projects The Portfolio	Work on Practicum	Portfolio due
May 4	The Next Phase		

Course Policy

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 courses 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 his 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 Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

SCHOOL OF EDUCATION

PROGRAM IN MIDDLE SCHOOL MATHEMATICS

CONTENTS OF THE M.Ed PORTFOLIO

I. General Rules

- A. Please check your portfolio to be sure that it contains all items requested.
- B. You may present the portfolio any time after you have completed nine courses in the Masters program. The portfolio is a graduation requirement and therefore must be presented at least 2 months prior to graduation

II. General Contents of Portfolio

- A. Please present a cover sheet which lists your name, address, email and any other contact information.
- B. Include a detailed resume.
- C. Include an unofficial transcript (from LOCUS) of your masters work.

III. Specific Information

- A. Write a paper (7-10 pages) which explains how you integrated the courses you have taken in the program. As a context you may want to focus on your action research project or practicum. This paper must explain the how you personally integrated the content of courses, how the content is related across courses, and how the information you have learned through your course work has impacted your professional practice
- B. Prepare a paper (3-4 pages) which explains your philosophy of education and relate it to your work area. Be sure to identify key learning experiences at Loyola and how they have shaped your philosophy

PLEASE TURN IN THE PORTFOLIO IN A BROWN ENVELOPE OR FOLDER – NOT IN A BINDER.

Revised 12/31/09 RJB

M.Ed. in Middle School Mathematics
Rubric for Portfolio Review

M.Ed Candidate Name: _____ Semester: _____

	TARGET	ACCEPTABLE	UNACCEPTABLE
Resume	Is well organized and visually appealing; is submitted on good quality white paper stock; error-free text; 1-2 pages in length	Follow guidelines and is submitted on good quality white paper stock; minor or no errors in text; 1-2 pages in length	Is disorganized; lacks visual appeal and contains errors in text; less than 1 or more than 2 pages in length
Summary	Is thorough, comprehensive and explains clearly the interrelationship among courses; error-free text	Provides adequate support to explain the interrelationship among courses; minor errors in text	Does not provide adequate support to explain the interrelationship among courses
Philosophy	Indicates clearly the theoretical basis as well as the LUC coursework that has influenced this philosophy; frequent examples reflect how the philosophy could be applied or has been applied in academic and social settings	Cites one or two theorists to provide a theoretical basis and includes some reference to LUC coursework; some examples reflect how the philosophy could be applied or has been applied in academic and social settings	Is poorly written and does not present a strong theoretical basis; there is little or no connection between LUC coursework and the philosophy with few or no examples provided
Overall			

Comments:

Based on the content of this candidate's portfolio, I (do/ do not) approve this portfolio.

Reviewer _____ Date _____