

**CIEP M14  
Seminar in Secondary Education  
Loyola University Chicago  
School of Education  
Spring 2011  
Syllabus**

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Class Meets: Friday – 9:00-10:30  
Room: CMUN 014  
Office Hours: Thursday 11:30 – 1:00

**Course Description, Objectives, and Conceptual Framework**

***Conceptual Framework Standard 6:*** *Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.*

The conceptual framework of the school of education is “professionalism in service of social justice.” This seminar is aimed specifically at developing professional secondary teachers in the service of social justice. Teaching is an inherently moral act affecting the lives of children and their families and communities. Your professional attitudes, knowledge, and pedagogy should contribute positively to the literacy, skills, and success of your students.

Our clinical sites will be ethnically, racially, and socio-economically diverse, and your interaction with students there will help prepare you to teach students from those diverse backgrounds. You also need to be aware of students’ gender, religion, sexual orientation, language, and abilities and of how your own background and biases affect your teaching. We will look at issues of privilege and the intersections of race, class, gender, and sexuality. Too often when we think about these topics, we focus only on the victims of inequality, those who have been historically excluded, marginalized and punished as “others.” While this an essential first step, we cannot understand inequality and oppression without also exploring the dimension of privilege. Everyone’s lives are shaped by their race, class, gender, and sexuality. Oppression and privilege go hand in hand. Bringing privilege into the picture therefore provides us with a fuller understanding of oppression and the dynamics of inequality. This awareness is a life-long process, but this course requires you to be sensitive to diversity issues in your classroom interactions, choice of materials, activities, and assessments.

We will be discussing complex and possibly controversial issues. This course will explore some topics that may “push personal buttons.” It is important for you to note your initial reaction to readings or class discussions, and to explore why you are reacting strongly to something. While opinions are welcomed, they should be communicated with respect using “I” language along with willingness to discuss the origin of the opinion (e.g. an experience, reading, news report). It is essential to reference particular legitimate sources. No personal attacks. Seek first to understand, then to be understood. Our grappling with topics in this class will necessarily mean that our expressed thoughts will often be works-in-progress. Please be respectful of each person’s process and viewpoints.

Before entering the secondary setting, students will prepare to enter the classroom, focusing on classroom management, professionalism and the mentor-pre-service teacher relationship. Students will reflect on their observations and experiences verbally and in writing, share problems and solutions, and discuss strategies and activities.

**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](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](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/>

### **Diversity**

Our clinical sites will be ethnically, racially, and socio-economically diverse, and your interaction with students there will help prepare you to teach students from those diverse backgrounds. You also need to be aware of students' gender, religion, sexual orientation, language, and abilities and of how your own background and biases affect your teaching. This awareness is a life-long process, but this course requires you to be sensitive to diversity issues in your classroom interactions, choice of materials, activities, and assessments.

### **Expectations**

The quality of work is expected to be consistent with normal expectations for college students. All written work must be word-processed using 1.5 line spacing, 12 point font, with one-inch margins. Clear and appropriate writing skills are essential for the successful completion of this course. All references and writing should conform to the standards listed in the APA

### **Technology**

As future secondary teachers, you will explore technology integration in the secondary classroom and more specifically, the impact of technology on student learning.

Students are required to access course documents via Blackboard. Students will submit assignments via LiveText.

### **Late Work**

No late work will be accepted unless there are medically extenuating circumstances. Documentation will be required. If you are absent from class on the day an assignment is due, your assignment must be sent to me electronically **prior** to the start of class.

*Distractions such as cell phones and MP3 players should be turned off.*

### **Required Text**

Cushman, K. (2003). *Fires in the bathroom*. New York: New Press.

Darling-Hammond, L., French, J., & Garcia-Lopez, S. (Eds.). (2002). *Learning to teach for social justice*. New York: Teachers College Press.

Landsman, J. & Lewis, C. (Eds.). (2006). *White teachers / diverse classrooms*. Sterling, VA: Stylus Publishing.

Pollock, M. (Ed.). (2008). *Everyday antiracism*. New York: New Press

## **Assignments:**

### ***Clinicals (Pass/Fail)***

This course includes a required clinical component of five weeks. Teacher candidates will be in attendance in Chicago public or private high schools Monday through Thursday, beginning October 7 and ending November 6, 2009. Students are expected to be present in their assigned school in the morning, before the start of the first period, until approximately twelve noon or for at least 4-5 class periods depending on the mentor teacher's schedule. Students are not to enter a class once it has begun nor are they to leave a class early. Please be sensitive to all bell schedules. Successful completion of clinicals, as judged by the Loyola faculty supervisor, using the Secondary Block Evaluation Form and the Loyola Assessment of Capacity for Professional Education, is required to continue in the teacher preparation program. Teacher Candidates will receive a Pass/Fail for the clinical component. In addition, you will have a specific assignment for this course that can only be completed upon completion of the clinical experience. The grade for this assignment will be averaged into your overall grade for the course.

### ***Cover Letter and Resume***

Teacher Candidates will prepare a cover letter and resume that will be assessed by Dr. Schultz. Once assessed and approved, the cover letter and resume will be given to your mentor teacher upon arrival at your clinical site. Format for the cover letter and resume will be given in seminar. This assignment is worth 25% of your final grade.

### ***Novice Teacher Interview***

Teacher candidates will be required to interview a teacher who is in their second or third year of teaching. Candidates will summarize the findings from this interview in a two to three page paper. Interview questions, paper format, and a rubric will be handed out in seminar. This assignment is worth 25% of your final grade.

### ***Issues of Social Justice Essay (CF 6)***

This semester, we have examined issues of privilege and the intersections of race, class, gender, and sexuality. Everyone's lives are shaped by their race, class, gender, and sexuality. Oppression and privilege go hand in hand. Bringing privilege into the picture therefore provided us with a fuller understanding of oppression and the dynamics of inequality.

While this awareness is a life-long process, your experience in the Block, including your clinical placement, encouraged you to take steps forward in this journey. This essay asks you to share some of these steps. Specific requirements and rubric will be given in class. This assignment is worth 50% of your final grade.

### ***Seminar Participation***

Each class member should plan to participate actively in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared at the designated times for every class session and to remain engaged in class activities until the session has concluded.

<b>Date</b>	<b>Topic</b>	<b>Reading Due</b>	<i>Assignment Due</i>	<b>Other Details</b>
Friday, January 21	Intro to Block	McIntosh Article		
Friday, January 28	Getting to Know Your Students	Cushman 1 Hammond 4 L & L 3, 7, 11 Pollock 12, 13, 53		
Friday, February 4	Professionalism  What makes a good teacher good?	Cushman 2 Hammond 7, 8		
Friday, February 11		Landsman & Lewis 1 Hammond 6 Pollock 44, 61	Cover Letter and Resume Due via email	
Friday, February 18	No Seminar			
Friday, February 25	Issues of Social Justice and Curriculum	Pollock 40 Cushman 6, 7, 10 L & L 4, 8, 15		
Friday, March 4	Clinicals - Issues of Social Justice	Cushman 3, 4, 9 Pollock 51 Hammond 9, 16		
Friday, March 11	Spring Break No Seminar			
Friday, March 18	No Seminar			
Friday, March 25	Issues of Social Justice	Hammond 13, 20 Pollock 32, 47		
Friday, April 1	Clinicals – Issues of Social Justice and High Expectations	Hammond 12, 17 Pollock 17, 18, 19, 21		
Friday, April 8	Issues of Social Justice	L & L 14 Pollock 62, 63	Novice Teacher Interview Paper	
Friday, April 15	Celebrate!	Cushman		
Friday, April 22	Easter Recess No Seminar			
Friday, April 29	No Seminar		Social Justice Essay	