

Fall 2016 Semester

CIEP 475 – Teaching with Primary Sources (TPS) Workshop Corboy Law Center, Room 201 (9/17, 10/15,12/3 and online meetings)

Face to Face Meetings 9:30 a.m. – 3:30 p.m.

September 3, 2016 – December 10, 2016

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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.

Conceptual Framework and Conceptual Framework Standards

The Conceptual Framework for the Loyola University Chicago, School of Education is *Social Action through Education*. This course integrates aspects of the CFS2- Candidates apply culturally responsive practices that engage diverse communities. These aspects will be addressed throughout practices that reflect diversity in instruction, materials, and evaluation of this course and each candidate's performance. Discussion of the mission of the School of Education and the framework can be found online at: <http://www.luc.edu/education/mission> .

IDEA Objectives for the Faculty Information Form

To facilitate the process for online course evaluations, this syllabus includes 3 – 5 objectives that indicate as an essential or important objective for this course. Multiple sections of the same course should have the same essential and/or important objectives. Objectives are rated as essential or important on the course Faculty Information Form for the IDEA online course assessment, and remaining objectives rated as minor. The 13 objectives are listed below:

***Bold items are major objectives in this course, non-bold are minor objectives.**

The 13 possible objectives you will select from are listed below:

- 1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)**
- 2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures**
- 3. Learning to apply course material (to improve thinking, problem solving, and decisions)**
- 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)

7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
- 11. Learning to analyze and critically evaluate ideas, arguments, and points of view**
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) will be received for this course. This course assesses all three dispositions informally as this course does not implement use of LiveText; however, the behavior expected at the acceptable level for each is described below. (2-meets aspects; 1-partially meets aspects' 0-does not meet aspects)

- Professionalism: Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.
- Fairness: Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs.
- All Students Can Learn: Has high expectations for all students/learners. Works with all students/learners. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Diversity

The format and methodology of this course will respect individual learning styles and needs. Students are encouraged to participate with their multiple perspectives and their individual talents in class discussions and cooperative activities.

This course will utilize primary sources reflecting diverse cultural groups, significant individuals, events and their contributions to society. Lessons and course materials can be adapted to non-English speaking populations to service diversity in schools. All lessons and activities related to this course will reflect a value for diversity in all learners.

Emergency Course Cancellations on Campus: In the event that Loyola closes for an emergency situation (e.g. weather), all students will be notified by email from the instructor as to class meeting online or otherwise as needed.

Technology

This course fully integrates technology in various forms. As a blended/hybrid course, students will be required to work online for scheduled class meetings (synchronous), on-site in a computer lab three meetings face-to-face, and via online content working individually (asynchronously).

TECHNOLOGY EXPECTATIONS FOR THE COURSE

This course will require the use of technology. While students are not expected to own any specific technology for this course, they will be required to use technology to access course content, to complete and submit Projects and to communicate with the instructor and other students outside of designated class times.

Loyola University Chicago's Email System

The University has provided each student with a Loyola network ID to access University resources. Loyola's electronic communication with each student will be via the Loyola ID and Loyola's e-mail system, which can be accessed at: <https://outlook.luc.edu> . Your Loyola ID and password is your main resource for accessing Loyola systems. The Password Self-Service system allows students, faculty, and staff on the University network to reset their own network passwords quickly and independently. Go to: <http://www.luc.edu/its/services/password-self-service.shtml> to learn more and to manage your password. **Note: You can set up your email from your luc.edu account to forward to other email account/s as needed.**

Email and Online Access for this Course (Google Drive and WebEx)

This course requires use of Google Drive and WebEx. This course will utilize your preferred email account for course activities. This email can be your Loyola email or other personal email, etc.

This course may include online activities including live (synchronous) or outside of designated class time (asynchronous) activities. For online synchronous activities the instructor may require the use of computers with webcams and microphones. For these types of activities it is expected that students have access to and setup the necessary equipment and prior to the online class. The platform to be used in the course is called WebEx. You can access WebEx at <https://www.webex.com/> . This link is the main page for the WebEx platform. You can receive assistance here as well as "join" meetings the instructor will send via your preferred email prior to each meeting. **This will be further explained at our first class, face-to-face meeting on 9/17/16.**

Course materials will be provided via Google Drive and email as needed; and Google Drive can be accessed at: <https://www.google.com/drive/>. **You will need to set up an account if you do not already have one. Please notify the instructor of your email address you use for the Google Drive in order to set up your account in our class group.** It is expected that the student will access and submit Projects and other course work via Google Drive unless told otherwise by the instructor.
We will discuss the Google Drive at our first Face-to-Face Meeting on 9/17/16.

NOTE: While the instructor will provide access to certain technologies and course materials within the Google Drive or WebEx meeting space, students may require additional technology support. Please be sure to check each site to access assistance at each online location. Feel free to ask questions of the instructor as well.

Course Description

25% Face-to-Face (F2F) Meeting time and 75% Online work and meeting time

The Teaching with Primary Sources course is a blended / hybrid course with face-to-face (F2F) meetings combined with online instruction and one-to-one conference calls by appointment. This graduate course is designed to increase the instructional use of the Library of Congress' (LOC) digital primary sources by providing educator training that deepens content understanding and improves student literacy. Instructional materials created will reflect an understanding of the following: Common Core Learning standards and cross-subject instructional integration, lesson planning for best practices, and methods in teaching that advance student learning. Major topics in this course include primary sources in education, instructional methodology, navigation of the Library of Congress Website, and advocating for TPS programming within the field as a TPS coach.

~This class requires online access for online meetings (WebEx), email and Google Drive access. Our course also requires considerable amounts of online navigation for primary sources at the Library of Congress website is a requirement for lesson plan design and application. Students will also integrate effective operations of, and applications of, Microsoft Office Word and PowerPoint in lesson plan design. Students are required to integrate online primary sources within lessons designed in this course and all materials created in this course are to be created with, and turned in as, electronic files. Active participation in online, email exchanges is integral to this course as well.

Course Outcomes

- 1.** Participants will be familiar with the breadth and organization of the Library of Congress' digital primary sources, reflect on, and understand, their value in instruction and create basic inquiry-based learning experiences. Standards addressed: NCATE (1, 2.1-2.5, 2.8, 3.1-3.5, 4, 5.1-5.2; ISBE (1 A-B, E-K; 2 A, E, G; 3 K, L; 4 A-L, P, R, S; 6 A-C, E, F, J, M; 8 A, J; 9 D, H, J; 10 A, E-G, 11 I, R-S); ISTE (I. A & B, II. B & C, III. A & B, VI. B).
 - 2.** Participants will evaluate, create and teach subject-specific, standards-based learning experiences that integrate primary sources from the Library of Congress and exemplify instructional best practices. Standards addressed: NCATE (1, 2.1-2.5, 2.8, 3.1-3.5, 4, 5.1-5.2); ISBE (1 A-B, E-K; 2 A, E, G; 3 K, L; 4 A-L, P, R, S; 6 A-C, E, F, J, M; 8 A, J; 9 D, H, J; 10 A, E-G, 11 I, R-S); ISTE (I. A & B, II. B & C, III. A & B, VI. B).
 - 3.** Participants will become members/trainer-coaches of/in a network of experienced teachers who advocate the use of primary sources and widely disseminate the ideas, methods and products of the TPS program. Standards addressed: NCATE (3.5, 5.2, 5.4); ISBE (9 A, D-E, H-J); ISTE (V. A, B, D).
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Overall Goal/s – Experienced educators advocate the use of primary sources for and with classroom instruction with best practices; and help disseminate the ideas, methods and products of the TPS program.

*****Important*****

***Your tuition in this course is funded by a federal grant and University funds. As such, you are expected to complete all work related to this course, which will extend beyond the current academic semester through the school year (lesson observation/ reflection and TPS-Trainer activity-ending June 2, 2017.) If you do not complete all the required activities and forms related to this course, do note you may be required to repay the tuition and fees, totaling over \$3000. If you have any questions about this please direct them to the TPS Program Director at LUC, Dr. Michelle Fry.**

Major Areas of Assessment

1. Collaboration component, (including, but limited to, participation in classroom discussions, in-class activities, and online activities).
2. Lesson Plan development, (for example, each participant will create an inquiry-based learning experience lesson with Library of Congress primary source integration). Details on inquiry-based, lesson plan development will be examined and implemented.
3. TPS-Trainer (coaching) component, (includes, but not limited to, the following: TPS Trainer strategies, techniques and applications; Practical understandings of Adult Learning Theory/s; Development of a TPS Professional Development activity).
4. Reflective instructional experience component, (includes, but is not limited to, the following: lesson plan, related instruction/ teaching, assessment of related student work, provide Loyola University Chicago TPS feedback of teaching with primary sources).

Assignments

All Homework Assignments: All are expected to be completed as assigned in the course calendar and turned in for assessment based on the specific assignment found in this syllabus. UNLESS NOTED BY THE INSTRUCTOR, ALL ASSIGNMENTS MUST BE TURNED IN TO YOUR GOOGLE DRIVE FILE FOR CLASS NO LATER THAN 11:59 PM THE NIGHT BEFORE THE NEXT CLASS WEEK BEGINS. Late assignments will not be accepted without penalty of 10% per day late.

Written Assignments: Written Homework is to be completed as assigned in the course schedule as each assignment relates to course topics covered therein.

Selected Readings: Selected readings are assigned by the instructor in as related to topical discussions/ course activities.

Class Discussion: Class discussions, both F2F and online, will cover assigned readings for class and classroom activities.

Primary Source-based, lesson plan: The student will create an exemplary, primary source-based lesson plan with Library of Congress' primary sources integrated. Components of the TPS Lesson Format outline components of an exemplary lesson will be required with this project (to be provided). Format for each complete lesson will be reviewed in order to create a cohesive and adaptable lesson for other educators to access and use.

TPS-Trainer/ Coach Professional Development Plan: The student will participate in TPS-Loyola coaching of other educators in mock training and planning in class as well as in the field outside of this course. The student will be an advocate for TPS National Programming with an experiential component in a professional development setting (e.g. conference presentations, school level school improvement leader, PD, mentor, reflective writing pieces, action research, etc.).

NOTE FOR ALL HOMEWORK ASSIGNMENTS:

ALL ASSIGNMENTS WILL BE TURNED INTO A SHARED GOOGLE DRIVE ACCOUNT IN WHICH YOU WILL HAVE YOUR OWN FILE. YOU WILL TURN IN THE APPROPRIATE ASSIGNMENT IN YOUR FILE NO LATER THAN 11:59 PM THE NIGHT BEFORE THE NEXT CLASS WEEK BEGINS (UNLESS NOTED BY THE INSTRUCTOR). LATE ASSIGNMENTS WILL NOT BE ACCEPTED WITHOUT PENALTY.

ALL ELECTRONIC ASSIGNMENT FILES SHOULD BEGIN THE FILE NAME WITH YOUR LAST NAME THEN TITLE OF THE FILE. For example, Dr. Fry’s final lesson project would be named Fry_final lesson.doc

**Be sure to save copies of all of your assignments for class use as well.*

- **Post Course Assignments: The created lesson plan and TPS-Trainer activities are to be completed by June 2, 2017--(details will be provided in class).**

Course Grading

As graduate students and educators receiving a scholarship for this course, all students are expected to uphold and maintain a high standard of academic rigor and achievement in this course.

All students are expected to come to each meeting (F2F, online or conference calls) on-time and prepared.

- Please note a grade of an A is not possible in this course if a student has two or more unexcused absences.
- As unforeseen situations can arise, please notify the instructor at least 30 minutes before class (F2F and online as scheduled) if an absence or a tardy is to be expected.
- Habitual tardiness to class is unacceptable as professionals, and may also result in an unexcused absence under certain circumstances.

TPS COURSE ASSESSMENTS AND GRADING
40% Attendance and punctuality/ Participation Class Discussions/ Dispositions/ all homework as assigned
30% “Best Practice” TPS Lesson Plan (LP)
30% TPS “Trainer” Professional Development Plan (PD)

Grading Scales at Loyola University Chicago are as follows:

A=93%/A- =90%	B+=87%/ B=83%/B-=80%	C+=77%/C=73%/C- =70%	D+=67%/D=63%	F=62% & below
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Required Resources

Library of Congress Website, found at: www.loc.gov .

Teacher’s Page, <http://www.loc.gov/teachers/>

TPS Teachers Network (membership to be required in class), www.tpsteachersnetwork.org

Loyola University Chicago TPS web site, www.loyolachicagotps.com

Google Drive: <https://www.google.com/drive/>

Required Articles

Following are articles to read for each assigned date in the course schedule. Please note that you may also have readings assigned beyond the following listed.

Articles
Anderson, M. (2009). The power of primary sources. <i>Multimedia and Internet@Schools</i> , (November/December) 35-38.
West, C. V. (2008). Primary Sources and Critical Thinking. <i>TPS Quarterly, Vol. 1, No. 2, Fall Issue</i> . Library of Congress Teaching with Primary Sources Program, Found August 1, 2015, http://www.loc.gov/teachers/tps/quarterly/critical_thinking/pdf/critical_thinking.pdf .
Bell-Russell, D. (2011). Beyond Typescript and Photographs: Using Primary Sources in Different Formats. <i>TPS Quarterly, Vol. 4, No. 2, Fall Issue</i> . Library of Congress Teaching with Primary Sources Program, Found August 1, 2015, http://www.loc.gov/teachers/tps/quarterly/ps_formats/pdf/ps_formats.pdf .
Cairn, R. (2012). Primary Sources at the Heart of the Common Core State Standards. <i>TPS Journal, Vol. 1, No. 2, Fall Issue</i> . Library of Congress Teaching with Primary Sources Program, Found August 1, 2015, http://www.loc.gov/teachers/tps/journal/common_core/pdf/common_core.pdf .
Newman, M. & Warach, R. (2008). Primary Sources and Literacy. <i>TPS Quarterly, Vol. 1, No. 1, Summer Issue</i> . Library of Congress Teaching with Primary Sources Program, Found August 1, 2015, http://www.loc.gov/teachers/tps/quarterly/literacy_integration/pdf/literacy_integration.pdf .
Wineburg, S. (2010). Thinking like a historian. <i>TPS Quarterly, Winter Issue</i> . Library of Congress Teaching with Primary Sources Program, Found December 10, 2012, http://www.loc.gov/teachers/tps/quarterly/archive.html .
Breakstone, J. & Smith, M. (2013). Assessing Historical Thinking Skills Using Library of Congress Primary Sources. <i>TPS Journal, Vol. 6, No. 1, Spring Issue</i> . Library of Congress Teaching with Primary Sources Program, Found August 1, 2015, http://www.loc.gov/teachers/tps/journal/assessing_historical_thinking/article.html
Wiggins, G. (2007). What is an Essential Question? <i>Authentic Education</i> . Found August 17, 2015, at http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53 .
Teaching Excellence in Adult Literacy. (2011). TEAL Center Fact Sheet No. 11: Adult Learning Theory. <i>TEAL, Department of Education</i> . Found August 17, 2015, at https://teal.ed.gov/sites/default/files/Fact-Sheets/11_%20TEAL_Adult_Learning_Theory.pdf

COURSE SCHEDULE

<Please note this schedule is subject to change as deemed necessary by the instructor>

Week (or Date for F2F)	Topic/s	ASSIGNMENT/S DUE [TO GOOGLE DRIVE FILE/S BY 11:59 PM, THE NIGHT BEFORE THE NEXT CLASS WEEK BEGINS (unless otherwise noted by instructor)]
<p>Complete before our first face-to-face meeting on 9/17/16</p>	<p>Introduction to Primary Sources and Teaching and Learning</p> <p>Introduction and exploration of the Library of Congress website.</p> <p>Readings related to Primary Source use in the classroom</p>	<p>1. Complete online modules at the Library of Congress site (see main module link below and each modules highlighted links below) and provide all completion certificates directly to Dr. Fry via email or in person on 9/17: http://www.loc.gov/teachers/professionaldevelopment/selfdirected/</p> <p>Introduction to the Library of Congress Get an overview of the digitized materials and K-12 resources from the Library of Congress.</p> <p>Supporting Inquiry with Primary Sources Teachers and students demonstrate how primary sources can be used to support inquiry learning. Inquiry encourages students to draw on their prior knowledge, personal experiences and critical thinking skills to construct meaning.</p> <p>Copyright and Primary Sources Learn how to evaluate primary sources from the Library's collections for the best use within copyright. Listen to several teachers as they evaluate the use of primary sources for use with their students.</p> <p>Analyzing Primary Sources: Photographs and Prints Learn how photographs and prints from the Library's collections can increase student engagement in the classroom.</p> <p>Analyzing Primary Sources: Maps Learn instructional strategies for using maps in the classroom.</p> <p>Finding Primary Sources Understand the breadth and depth of the Library's collections and listen to teachers as they find primary sources for their students.</p> <p>2. Decide on two lesson plan topics that you will cover this coming year for your classroom.</p> <p>3. Set up your Google Drive account and be prepared to share your account information on 9/17 with the instructor (or share via email prior to 9/17).</p> <p><i>4. Class Readings: Anderson (emailed); Bell-Russell and West (linked in articles section above)</i></p>
<p>First F2F meeting, 9/17</p>	<p>Class orientation and review of Google Drive - WebEx</p> <p>In class discussion of Readings</p>	<p>1. Select a potential Lesson Plan topic and then create a primary source packet with your topic. (Minimum of 2 different source formats with a total of at least 4 sources). Be sure to provide bibliographic information with each source (at minimum, include source title, creator, date created, URL). Write 1-2 paragraphs describing potential activity ideas related to these sources; and then upload this assignment to Google Drive prior to next week of 9/26.</p>

	<p>Primary Source multiple format example analyses (including, but not limited to: Letter/ Document, Photograph, Film, Maps, Political Cartoons and Music.</p> <p>Online searching</p>	<p>2. <i>Class Readings: Cairn; Newman & Warach</i></p>
Week of 9/26	<p>Primary Sources and Literacy Ties</p> <p>Lesson Ideas and Reflection</p>	<p>Going back to your source packet created for 9/26 week, write a reflection on how your ideas relate to (or could relate to) literacy in lesson development (3-4 paragraphs).</p>
Week of 10/3	<p>Understanding of Primary Sources and Historical Thinking</p>	<p>1. <i>Class Readings: Wineburg; Breakstone & Smith</i></p> <p>2. Write no more than a one-page reflection on how the articles could be beneficial in your classroom/s. Then, in addition, add one paragraph explaining your thinking on your own lesson ideas so far.</p>
Week of 10/10	<p>What is an essential question?</p> <p>Tying the pieces together: PS, SS and Historical thinking for instructional planning</p> <p>Creating a framework with your lesson topic and potential primary sources—being discerning in</p>	<p>1. <i>Class Reading: Wiggins</i></p> <p>2. Writing: Finalize your lesson topic and provide no less than three potential primary sources that could be used in your lesson. These can be the same ones found before, or new ones. Write a description for each source that provides activity ideas relating to the source. This is also a time to reflect on your literacy ties, common core standard ties, and/or historical thinking applied therein. Be certain as this topic will be final in order to move forward in your lesson plan development in class. Please also be certain to also do the following when selecting your topic: When selecting a topic- Consider your own Background Knowledge of the Subject; LoC source/s readily available; and, will this topic be covered in my classroom before the end of the current school year? Also, what will your Essential Question be? (length of writing piece is dependent upon your activity ideas herein)</p> <p>Lesson outline due for F2F class 10/15 Using the TPS LP format as the outline basis, be certain to align your lesson within the Curriculum Framework that would be taught for your subject/ grade/s by the end of the School Year.</p>

	selections and planning	All elements of the LP format MUST be included (at the very least) in outline form.
F2F 10/15	<p>Lesson Plan Reviews</p> <p>Lesson Plan Outlines</p> <p>Discussion</p> <p>Lesson Creation</p>	All in class activity unless noted by instructor at F2F meeting
Week of 10/24	Lesson Plan Creation cont.	Lesson Draft Due week of 10/31 (Use TPS LP format for your draft with all elements included esp. any handouts, evaluation tool/s, etc.)
Week of 10/31	Lesson Plan Finalization Conference calls	Schedule Lesson Plan Conference Call with Instructor Edit Lesson Plan as needed.
Week of 11/7	Lesson Plan Finals WebEx meeting on 11/19---Emails will be sent out regarding next week's Online meeting class (11/19/16)	Final LP due week of 11/14
Week of 11/14	<p>WebEx Online Class Meeting: Saturday, November 19, 2016 (9:30 -11:30 AM) (email from the instructor will be sent out again prior to 11/19 as a reminder with meeting invitation)</p> <p>Becoming a TPS trainer: TPS Program Levels</p>	<p><i>Readings:</i> TEAL article; TPS Goals and Other Materials to be provided via Google Drive</p> <p>Write a one-page reflection of your own desires and concerns of being a TPS-Coach. What are you most comfortable with in TPS? Who would you feel most comfortable with instructing? One to one? Grade Level? Conference event? And/or any other thoughts that come to mind. Due week of 11/28.</p>

	Adult Learners and PD	
Week of 11/21	Break	
Week of 11/28	Level Three Needs of a PD for best practices with TPS – Modules at the LoC	<i>Materials for Homework to be provided via the Google Drive. (Module Examples)</i>
F2F 12/3	TPS PD practice Discussion In-class final of designing of PD due next week	TPS-Coach PD Module Due by 12/10
12/10	Grades posted by end of week	
		Lesson Plan and TPS Trainer PD Module instruction completed by June 2, 2017