

Short Syllabus: TLSC 110

Loyola University Chicago

Fall Semester 2019

Location: Mundelein Center 608 and Field Sites

Meeting Time: MWF 9:20 -12:20

Instructor: Jon Schmidt, Med (Doctoral Candidate)

Email: jschmidt12@luc.edu

Office hours: By appointment send me an e-mail or speak with me before or after class about a time to meet.

Critical Dates TLSC 110:

Drop: 08/27/2019 A class dropped on or before this date will be deleted from your academic record.

Drop with Penalty: 09/06/2019 A class dropped on or before this date will appear on your transcript with a grade of W.

Drop with Greater Penalty: 09/13/2019 A class dropped on or before this date will appear on your transcript with a grade of WF.

TLSC 110E Module Description

Through this module, teacher candidates: (a) explore what the profession of teaching entails, (b) investigate the characteristics of effective collaborative relationships within and among schools, families, and communities, (c) recognize and reflect on the impact of personal beliefs and actions on teaching and learning in order to build capacity for respectful, fair-minded, empathetic and ethical conduct toward all learners, and (d) begin to develop their own personal understandings about what it means to carry out Loyola University Chicago School of Education's mission of professionalism in service of social justice in the school and the community.

TLSC 110 Essential Questions and Instructional Objectives

Questions:

1. What does the profession of teaching entail?
2. What are the necessary knowledge, skills and dispositions of teachers?
3. How do collaborative relationships within and among schools, families, and communities' impact student learning?
4. What differences in learning and practice might be involved in working with students who have diverse learning needs (e.g. English language learners, and special needs)?

REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS

Unless otherwise instructed, all written assignments completed outside of class must be double spaced, with one-inch margins, word-processed in Times New Roman, 11-12 point font, and saved electronically. You must have the capability to produce the assignment again. Computer

problems are not an excuse for late work. Unless otherwise noted, all assignments should be submitted via LiveText. Uploaded files must be named using the following format: LastName_AssignmentName. Example: Smith_ReflectiveJournalEntry1.

When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date, Page). You will not need a full reference list, since these are course readings.

Other references should be cited where applicable, following American Psychological Association style guidelines (APA – 6th edition). Please access the APA style manual through Loyola libraries or online at <http://www.apastyle.org> or <https://owl.english.purdue.edu/owl/resource/560/01/>.

Written assignments will be graded for accurate mechanics and English grammar usage as well as thoughtful, pertinent, and clear content. Please take advantage of the Loyola Writing Center for assistance. <http://www.luc.edu/writing/>

All written work should be handed in on the due date. Exceptions to this policy are rare and for extreme cases supported by documentation (e.g., doctor's note). If an emergency situation arises you must e-mail your instructor before the assignment is due. Technology issues do not count.

Late work will be assessed penalties according to the following scale: 1 day = 10% deduction; 2 days late = 20% deduction; 3 days late = 30% deduction; 4 days late = 40% deduction any; five days late = 50% deduction. Assignments more than five days we will not be accepted.

TLSC 110 Module Assignments

1) Summative Assignment: 10% of final grade

See Sequence 1 Syllabus.

2) Module Participation: 20% of final grade

Candidates are expected to attend all classes, demonstrate a professional attitude and demeanor, arrive promptly to learning sites, come prepared for class with assignments and required class materials, contribute constructively to the class, integrate readings into class assignments and activities, listen respectfully and incorporate and build from others' ideas. Participation will make up 20% of your final grade for each module and be determined using the following common rubric.

3) Guided Reading Questions: 15%

You will complete guided reading questions for each chapter read in the textbook Educational Psychology (Woolfolk, 2019) to demonstrate your understanding of the theories and concepts covered in Sequence 1. Your answers to the questions will be submitted at the beginning of each class.

4) Reflective Journal: 30% of final grade

You will complete three reflective journal entries in which you reflect on readings, classroom discussions and site observation experiences. Read over the Reflective Journal Question Prompts and **use the question(s) that best align your most current readings, site visit observation focus, and classroom discussion to guide you when writing your reflection.** The purpose of these questions is to guide your thinking and reflection, they are not intended to be directly answered. It is best if you select two or three questions that best fit with your most current readings and observation focus to think about when writing your reflection.

Reflective Journal Question Prompts

- What new insights and understandings are you gaining regarding the profession of teaching?
- What new insights and understandings are you gaining regarding the knowledge, skills, dispositions, and roles of teachers?
- What new insights and understandings are you gaining regarding working with students who have special learning needs?
- What new insights and understandings are you gaining regarding working with students who are English Language Learners?
- What are you learning about the role of teachers and other school professionals regarding diversity of students and a mission of social justice?
- What new questions do you have regarding the profession of teaching?

It will help you to write a draft of your reflection then ask yourself questions like:

- *Why do I think this?*
- *Why is what I wrote important?*
- *Why do I feel this way about these things?*

Asking yourself these types of questions will engage you in a deeper reflection on your experiences and help you gain insight into your own thinking. Based on your answers you can then expand or deepen the final reflection you will turn in for a grade.

Journal entries should be 500-700 words in length. Journal entries should make specific reference to site observations as well as meaningful connections to course readings and discussions. When quoting or paraphrasing course readings, please use in-text citations, also known as parenthetical citations (Author, Date,), if quoting from a source use (Author, Date, Page Number). Provide full reference list for all in-text citations.

5) Site Observation Logs: 25% of final grade

You will complete a site observation log for each of the school visits you make. In addition to classroom visits, the log will also document any panel discussions or meetings that take place with school professionals. You are expected to bring a copy of the Observation log to each school visit. A copy of the Observation Log and scoring rubric can be found in Resource area of Sakai.

TLSC 110-002 Course Schedule Fall 2019.

Date	Topics	Location	Reading (Please note you need to have read the readings by this date and come ready to discuss them with the complete guided reading questions)	Assignments due
Aug 26 Monday	SOE Student Convocation	LSC IC 4 th floor		
Aug 28 Wednesday TLSC 110	Introductions Sequence Syllabus review TLSC 110 Course and Site expectations Profession of Teaching	LSC Mundelein Center Room 608	Woolfolk Chapter 1 Located in Sakai Resource tab: Illinois Teachers Ethics Illinois Professional Teaching Standards. Crossover. *Guided Reading questions Ch. 1 due in class	
Aug 30 Friday	VITUS Training	WTC: Corboy Law Center, Kasbeer Hall		

Date	Topics	Location	Reading (Please note you need to have read the readings by this date and come ready to discuss them with the complete guided reading questions)	Assignments due
Sept 4 Wednesday TLSC 110	Students with needs Language development and Second language Development.	LSC Mundelein Center room 608	Woolfolk Chapter 4 and 5 Located in Sakai Resource tab: *Guided Reading questions Ch. 4 and 5 in class and	
Sept 6 Friday TLSC 110	School Visit 1: Students with needs Located in Sakai Resource tab: Classroom Logs	School Name and Address:	Review Chapter 4 and google document created in class.	
Sept 7 Saturday TLSC 110				First observational log due LiveText 5:00 PM
Sept 8 Sunday TLSC 110				First reflection paper due LiveText 5:00 PM

Date	Topics	Location	Reading (Please note you need to have read the readings by this date and come ready to discuss them with the complete guided reading questions)	Assignments due
Sept 9 Monday TLSC 110	<p>School Visit 2: Language Development; English as Second Language and Bilingual.</p> <p>Located in Sakai Resource tab: 1. TLSC 110 Classroom ObservationLog.docx</p> <p>2. Site Observation Activity- Woolfolk Chapter 5.docx</p>	School Name Address	<p>Readings: Located in Sakai Resource tab: 1.Principles_of_Language_Development.pdf 2.WIDA category definitions.pdf 3.CAN_DOs.pdf</p> <p>Review Chapter 5</p>	
Sept 10 Tuesday TLSC 110				Second observational log due Livetext 5:00 PM
Sept 11 Wednesday TLSC 110	School Visit 3: Profession of teaching and introduction to being a Social Justice Educator.	School Name. Address	<p>Readings Located in Sakai Resource tab: 1. Carslie, et al. 2. Duncan -Andrade 3. Ladson-Billings</p>	
Sept 12 Thursday TLSC 110				Second reflection paper due LiveText 5:00 PM

Date	Topics	Location	Reading (Please note you need to have read the readings by this date and come ready to discuss them with the complete guided reading questions)	Assignments due
Sept 13 Friday TLSC 110				Third observational log due LiveText 5:00 PM
Sept 15 Sunday TLSC 110				Third reflection paper due LiveText 5:00 PM

School of Education Information

Conceptual Framework Standards

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. Our conceptual framework is described here: <http://www.luc.edu/education/mission/>

Specifically grounded in the overarching principles of *Social Action through Education*, this sequence focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Diversity

By focusing on the policy and practice in urban classrooms, this sequence addresses multiple perspectives on diversity, including but not limited to: the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Loyola University Chicago School of Education Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

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*.