

**Short Syllabus: TLSC 120-002**  
Loyola University Chicago  
Fall Semester 2019  
Location: Mundelein 608/Field Sites  
Meeting Time: 9:20 -12:20

**Instructor:** Jon Schmidt, M.Ed./Doctoral Candidate

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**Office Hours:** Send an email to meet or speak with me before or after class about a concern or question or to set up a meeting time.

**TLSC 120 Critical Dates**

*Drop:* 09/17/2019 - Class dropped on or before this date will be deleted from your academic record.

*Drop with Penalty:* 10/11/2019 - Class dropped on or before this date will appear on your transcript with a grade of W.

*Drop with Greater Penalty:* 10/25/2019 - Class dropped on or before this date will appear on your transcript with a grade of WF.

**TLSC 120 Module Description**

Through this module, teacher candidates: (a) observe and work with diverse children across the developmental continuum in a variety of formal and informal learning settings to deepen their understanding of the roles and responsibilities of educators in light of the learning and development of students from birth to grade 12, (b) learn about the cognitive and linguistic attainments of each developmental level, as well as the link between cognitive/language development and academic and broader developmental progress in diverse groups of children, and (c) deepen their understanding of the ways in which social, cultural, and environmental contexts might shape children's development and cognitive processing.

**TLSC 120 Essential Questions and Instructional Objectives**

1. How do theories of cognitive development, psychosocial development, language acquisition and learning theories help teachers to understand and guide the nature of their interactions and pedagogical practices with students?
2. How would educators go about gathering evidence of these theories in birth to grade 12 settings?
3. Why are the key components and principles of information processing theory critical for educators to understand?
  - a. How would educators go about utilizing this theory in birth to grade 12 settings?
4. How can observational evidence of the physical characteristics, communication skills, linguistic development, cognitive capacities, and social-emotional needs of children be used to understand theory and inform adult-child interaction and developmentally appropriate pedagogical practices in birth to grade 12 settings?
5. How is children's cognitive and linguistic development influenced by social-cultural and environmental contexts (e.g., culture/ethnicity, family, community)?

## **TLSC 120 Module Assignments**

### **Summative Assignment (10% of final grade)**

See Sequence 1 Syllabus.

### **Guided Reading Questions (20% of final grade)**

See Sakai Resources for chapter Guide Reading Questions

### **Module Participation & Theory Toolkit (20% of final grade)**

Participation Rubric and Theory Tool Kit Topics for each chapter can be found in Sakai Resources.

### **Concept Papers (10% of final grade)**

You will write three short (500-600 words, double-spaced, 12 pt., Times Roman font) papers on information from specific readings during the course. These concept papers require that you think about concepts and related ideas from key developmental and learning theory perspectives introduced in course readings. 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.

#### Each paper will focus on a different theoretical concept:

Candidates should submit separate concept papers for each of the following theories:

- Constructivist
- Cognitive
- Behaviorist

Each paper must include three things:

- 1) A description (in your own words) of the concept you have chosen;
- 2) An analogy or metaphor describing the concept and appropriate related ideas; and
- 3) How the concept either applies to you as an individual or how you could apply the concept in your career as a teacher.

### **Development Chart and Implications for Practice Project (20% of final grade)**

During the module, you will synthesize knowledge gained from assigned readings (about developmental theories, areas of development, and age-typical characteristics and observable milestones) as well as from site visits that highlight real world examples. The project will focus on birth through age 18 and on the following four key areas of development: language, socio-emotional, cognitive, and physical. The project is divided into two parts.

Part 1: At the start of the project, you will be provided with a developmental sequence chart template to work from that contains typical age-range characteristics and observable milestones for each area of development. To complete the chart, you will add real-life examples from your class or personal observations that illustrate the characteristics and milestones. You will also include an explanation of the connection between the examples and the milestones. For instance, you might add a sentence like "This demonstrates that..." for each example. Additionally, you will annotate the lists of characteristics and milestones and examples by adding statements that describe relevant theories, perspectives or other concepts presented in class readings and discussions. For instance, which theories or concepts are you reminded of in various sections of the chart?

Part 1 of the project is intended to prepare you to complete Part 2. You are encouraged to work collaboratively with your classmates on Part 1 of the project. Tips are also provided on Sakai to assist you. The chart will be submitted on LiveText.

Part 2: After completing the chart, you will select one age range and work independently to create an Implications for Practice application product. The format of the product is your choice, but the following objectives should be met:

- Clearly indicate the age range you have selected.
- Summarize major observable age-group milestones and characteristics across each of the four areas of development for the selected age range.
- Describe the implications for the information presented on the chart for your future teaching practice with that age range.
- Describe considerations you will give across different areas of development for English Language Learners in this age range.
- Describe what theories or perspectives will be useful in your own practice working with this age range and why you feel these are relevant.

You may choose the format of the product. Possible formats include, but are not limited to a formal paper, a Prezi, a brochure, video, podcast, handbook for teachers or parents, etc. You are encouraged to discuss the format of the product with your professor before beginning Part 2 of this project. The product will be submitted on LiveText.

### **Learning Theories Museum Exhibit Project (20% of final grade)**

You will work in groups of five for this project. You are a team of educational psychologists who are studying the role cultural institutions play in learning. You will select a specific exhibit or experience at your home museum and explain how it represents an educational experience through the lens of learning theories. You must provide a general explanation of how the exhibit or experience promotes learning and identify 3 or more aspects of the exhibit or experience that represent concepts, constructs, or elements of the learning theories you have studied during TLSC 120. You must describe the concept, construct, or element and link it to a learning theory. (Keep in mind it is acceptable to draw on more than one learning theory or identify concepts, constructs or elements of different learning theories to complete this project.) Your group will produce either a brochure/information page, web page, or 3-5 minute video as a product.

### **REQUIREMENTS FOR ALL WRITTEN ASSIGNMENTS**

Unless otherwise instructed, all written assignments completed outside of class must be double spaced, with one inch margins, Times New Roman, 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>.

- 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/>

### Course Schedule

DATE	LOCATION	TOPICS	READINGS	ASSIGNMENTS
Monday 9/16 Assignment Due!	<b>Mundelein 608</b>	Cognitive development and personal social development	Chapters 2 & 3 It's Just A theory	<b>Guided Reading questions – bring answers to class.</b>
Wednesday 9/18 Assignment Due!	<b>Chicago's Children Museum (CCM)</b> 700 E Grand (Navy Pier)	Constructivist learning  Museum Visit Dev. Chart observation and work Applications of theories in Context Discussion and Debriefing.	Chapter 10 Constructivism Guideline for Observers University Partners  Play Every Day Educators Guide to Exhibits  Let them Learn Through Play <a href="http://www.nytimes.com/2015/05/17/opinion/sunday/let-the-kids-learn-through-play.html?_r=1">http://www.nytimes.com/2015/05/17/opinion/sunday/let-the-kids-learn-through-play.html?_r=1</a>	<b>Guided Reading questions – bring answers to class.</b>
Saturday 9/21 Assignment Due!				<b>First Theoretical Concept Paper 5:00 PM</b>
Monday 9/23 Assignment Due!	<b>Mundelein 608</b>	Behaviorist and Social Cognitive views of learning	Chapter 7 Chapter 11 (pages 424-439)	<b>Guided Reading questions – bring answers to class and submit Live text</b>
Friday 9/27 Assignment Due!	<b>Mundelein 608</b>	Cognitive view of learning and Complex views of learning	Chapter 8 and 9	<b>Guided Reading questions – bring answers to class and submit Live text</b>

Wednesday 10/2	<b>Chicago History Museum 1601 N Clark</b>	Museum Visit  Dev. Chart observation and work Applications of theories in Context Discussion and Debriefing.	<i>Effective Use of Field Trips in educational Programming</i>  Learning Theory in Museum Settings	
Friday 10/4 Assignment Due!	<b>Chicago History Museum 1601 N Clark</b>	See above	Review Chapters 2, 3 for developmental chart	<b>Guided Reading questions – bring answers to class and submit Live text</b>
Saturday 10/5 Assignment Due!				<b>Second Theoretical concept Paper 5:00 PM</b>
10/7-8	<b>Loyola Fall Break</b>			
Wednesday 10/9	<b>Mundelein 608</b>	In Class Work on your Developmental charts and Implications Projects and Learning theory Projects <b>Peer feedback</b>	Community as Curriculum (Chow & Schechter) In Sakai	
Sunday 10/13 Assignment Due!				<b>Developmental Chart and Implications Project 5:00 PM</b>
Monday 10/14 Assignment Due!	<b>Field Museum 1400 S Lake Shore Drive</b>		Chapter 12	<b>Guided Reading questions – bring answers to class and submit Live text</b>
Wednesday 10/16	<b>Field Museum 1400 S Lake Shore Drive</b>		Review Chapters, 7, 8, 9, 10, 11	
Saturday 10/19 Assignment Due!				<b>Third Theoretical concept Paper 5:00 PM</b>
Monday 10/21	Debrief TLSC 120 and Museum		Review Chapters, 7, 8, 9, 10, 11	

	visits, wrap up 120 Chapters Class work time for Group Learning theory projects and feedback.			
Wednesday 10/23 Begin TLSC 130 Assignment Due!		Overview TLSC 130 Ecological theory of development. Group assignment and school assignment. Use web sites in Sakai to research your school.	Woolfolk Chapter 6 Pp. 80-84.	<b>Guided Reading questions – bring answers to class and submit Live text</b>
Sunday 10/27 Assignment Due!				<b>Group Learning theories Project due 5:00 PM and</b>  <b>Peer Feedback (see Sakai Assignments) for Peer feedback form</b>

### 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/](http://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*.