

**School of Education
Loyola University Chicago
Fall Semester 2021**

Teaching, Learning, and Leading with Schools and Communities

**ECSE Sequence Five:
Preschool Instructional Methods, Teaching EC Literacy, and Use of Data
to Inform Instruction**

TLSC 310: Language and Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students
TLSC 320: Using Classroom Data in a Collaborative Environment to Advance Student Achievement
TLSC 330: Discipline-Specific Literacy for Diverse Students:ours Teaching and Assessing Culturally and Linguistically Diverse Students
CIEP M43: Inclusive Methods for Preschool (separate syllabus)

Instructor Information

Name: Lenore Wineberg Ed. D

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Office hours: By appointment on campus and via Zoom.

*Responsiveness: I will reply to e-mails within 24 hours Monday to Friday. Intermittently on weekends. To assignments, I will respond within a week.

Module Information

Dates: Monday/Wednesday/Friday, August 30th to November 19th

Times: 9:30am-11:40am

Campus Location: **TLSC 310: MUND 611 (8/30-9/24);**

TLSC 320: MUND 203 (9/27-10/22);

TLSC 330: MUND 308 (10/24 - 11/19)

Class Format: Class meetings are in person.

Sequence Overview:

This syllabus introduces TLSC 310, 320, and 330 separately as is the convention for university syllabi. However, in the ECSE program these modules are integrated into a continuous learning experience rather than offered sequentially as in Sequences 1-4.

Sequence 5 focuses on language and literacy development and inclusive practices (including data-based decision making) for culturally and linguistically diverse preschool-aged children (including children with disabilities). Module 310 involves candidates in planning developmentally appropriate, evidence-based language and literacy practices. **Conceptual Framework Standards Addressed in this Sequence:**

- CF5: Candidates demonstrate technological knowledge and skills, which enhance education.

TLSC 310 (2 credit hours)

Language and Literacy for Diverse Students: Teaching and Assessing Culturally and Linguistically Diverse Students

TLSC 310 Module Description

This module focuses on the teaching of literacy skills developmentally appropriate for preschool. Emphasized are IL ELD Standards, as well as WIDA Standards for English and Spanish language development. Evidence-based instructional practices designed to address and adapt to the needs of culturally and linguistically diverse learners will be emphasized.

This module focuses on literacy (i.e. reading, writing) with the broad lens of preschoolers and an emphasis on the connection between language and literacy for culturally and linguistically diverse students who are still acquiring the English language. Since language (i.e., listening and speaking) and literacy (i.e., reading and writing) are inherently connected through receptive (i.e., listening and reading) and productive (i.e., speaking and writing) domains. Sequence 5 includes instructional strategies (across the curriculum and including all developmental domains) with a focus on language and literacy to prepare teachers for classroom contexts with emergent bilingual children.

As a part of this module, candidates will understand that effective educators:

- Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- Candidates will understand that effective educators create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:

- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- Explain the scope and sequence in relevant Standards (national, IL, CCSS). (3A)
- Identify appropriate evidence-based materials, technologies, resources and strategies to implement effective differentiated instruction to maximize learning for all students. (3F, 5B, 5C, 5F, 8G, 9A) (IB)
- Identify and describe a range and variety of research-based instructional strategies and discuss how they can be used to support creative thinking and problem solving and lead to continuous growth in student learning. (3G, 5A, 5B) (IB)
- Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)
- Describe appropriate and effective developmentally appropriate and evidence-based instructional literacy practices for before, during and after reading in the areas of oral language, decoding, comprehension, vocabulary, fluency, written composition, spelling, usage, and grammar. (6A, 6E, 6I, 6M)
- Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)
- Design lessons that plan for and support language simultaneous to content, including use of language objectives, comprehensible input, and meaningful interaction. (1J, 2Q, 3D) (IB)

- Develop, and modify instruction using the Illinois Learning Standards for English Language Arts incorporating the Common Core Standards. (Reading, literature, informational text, writing, language, listening /speaking, and in areas of history/social studies, science/technical subjects
- Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text. (6G, 6J) (IB)

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

- 1.A Language as a System – The competent ESL teacher demonstrates an understanding of social and academic language to support English Learners (ELs) in their acquisition of English language and literacy across the content areas.
- 1.A Language as a System—The competent ESL teacher demonstrates understanding of language as a system, including phonology, morphology, semantics, syntax, discourse and pragmatics.
- 3.C Using Resources Effectively in ESL Instruction – The competent ESL teacher evaluates, selects and adapts a wide range of materials, resources and technologies that meet the content and language needs of ELs.
- 3.C Using Resources Effectively in ESL Instruction—The competent ESL teacher uses materials, methods and approaches that are culturally responsive, linguistically and academically rigorous, and developmentally appropriate, including the use of primary language resources.

Dispositions Assessed in this Module

The teacher candidate commits to appropriate professional and interpersonal behaviors by:

- **D9** demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)
- **D15** valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

Module Assignments

- Assignments are listed in this syllabus with assignment descriptions.

SmartEvals Course Evaluation

Each course you take in the School of Education is evaluated through the SmartEvals 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 SmartEvals or to access the system directly, you will need information that the university has not yet provided. Details will be shared later in the semester.

The goals of Sequence 5 are primarily to support candidates in:

- Learning to apply course material
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Page Break

TLSC 320: (2 credit hours)
Using Classroom Data in a Collaborative Environment to Advance Student Achievement

TLSC 320 Module Description

As is the case with TLSC 310, this module focuses on literacy (i.e. reading, writing) with the broad lens of preschoolers and an emphasis on the connection between language and literacy for culturally and linguistically diverse students who are still acquiring the English language. Since language (i.e., listening and speaking) and literacy (i.e., reading and writing) are inherently connected through receptive (i.e., listening and reading) and productive (i.e., speaking and writing) domains. Sequence 5 includes instructional strategies (across the curriculum and including all developmental domains) with a focus on language and literacy to prepare teachers for classroom contexts with emergent bilingual children. Beginning in this module, candidates will be expected to consider the role of academic language in their instruction and plan specifically to support the development of academic language for all students in the classroom.

As a part of this module, candidates will understand that effective educators:

- Use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Explicitly integrate the teaching of reading, writing, communication and technology across content areas.

As a part of this module, candidates will:

- Describe the types and purposes of authentic assessments used to engage students in real academic and linguistic practices. (IB)

- Share collaboratively the use of data to design and implement effective school interventions that benefit all students. (8C) (IB)
- Describe a wide range of researched-based and evidence-based instructional strategies and the advantages and disadvantages of each. (5B) (IB)

English as a Second Language (ESL) Endorsement

By participating in TLLSC, all candidates complete the coursework to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

- 1.A Language as a System – The competent ESL teacher demonstrates an understanding of social and academic language to support English Learners (ELs) in their acquisition of English language and literacy across the content areas.
- 1.A Language as a System—The competent ESL teacher demonstrates understanding of language as a system, including phonology, morphology, semantics, syntax, discourse and pragmatics.
- 3.C Using Resources Effectively in ESL Instruction – The competent ESL teacher evaluates, selects and adapts a wide range of materials, resources and technologies that meet the content and language needs of ELs.
- 3.C Using Resources Effectively in ESL Instruction—The competent ESL teacher uses materials, methods and approaches that are culturally responsive, linguistically and academically rigorous, and developmentally appropriate, including the use of primary language resources.

Dispositions Assessed in this Module

The teacher candidate commits to appropriate professional and interpersonal behaviors by:

- **D7:** valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9M, 9N) (IB)
- **D8:** demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy. (1F, 9I, 9J) (IB)
- **D12:** demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students. (4D)
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- **D17:** Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Module Assignments

Assignments are listed on the course calendar.

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- Learning to apply course material
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

The goals of TLSC 320 are primarily to support candidates in:

- Learning to apply course material

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

TLSC 330 (2 credit hours)
Discipline-Specific Literacy for Diverse Students:
Teaching and Assessing Culturally and Linguistically Diverse Students

TLSC 330 Module Description

Illinois Early Learning and Development Standards for a range of domains along with World-Class Instructional Design and Assessment (WIDA) standards will be used to guide instructional planning. Emphasizing developmentally appropriate practices, candidates will select high quality and culturally responsive reading material to support academic language and vocabulary, to guide students to respond critically and creatively to challenging texts, and to respond in a variety of forms of language, including reading, writing, listening, speaking and viewing in content area curricular lessons.

As a part of this module, candidates will understand that effective educators:

- Candidates will understand that effective educators use research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students.
- Candidates will understand that effective educators hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity).
- Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- Candidates will understand that effective educators create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:

- Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (3G) (IB)
- Explain and describe the uses of current and emerging technology, tools and resources (including but not limited to visuals and manipulatives) to maximize student learning. (3E, 5C) (IB)
- Identify the content standards and scope and sequence of the subject area of their certified content areas. (2B)
- Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)
- Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)
- Identify literary and informational text structures as well as literacy devices and rhetorical features.
- Recognize the role that academic language plays in developing knowledge of concepts and content within all disciplines. (6C) (IB)

English as a Second Language (ESL) Endorsement

By enrolling in TLLSC, all candidates complete the coursework and clinical hours to be eligible for ESL endorsements. The pertinent understandings, knowledge, and skills for teaching English learners (ELs) are targeted and integrated throughout the field-based program. In line with Part 27.425 of the Illinois Administrative Code, this module addresses the following standards to build candidates' expertise for teaching ELs:

- 3.B Implementing and Managing Standards-based ESL and Content: Understands and provides access to the core curriculum, including using the student's primary language.
- 3.B Implementing and Managing Standards-based ESL and Content: Implements a variety of second language teaching strategies and approaches (guided by national and State ESL language learning standards) for developing and integrating academic English language in the listening, speaking, reading and writing domains.

Dispositions Assessed in this Module

The teacher candidate commits to demonstrate appropriate professional and interpersonal behaviors by...

D5 participating in ongoing professional development, reading, and research to deepen their knowledge and expand their repertoire of skills. (9O) (IB)

D6 collecting and analyzing community, school, family, and student data to guide educational decision making. (1L) (IB)

D9 demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)

D13 demonstrating high levels of personal engagement and investment in all students' learning while remaining persistent in seeking strategies for reaching students who are not initially successful.

Module Assignments

- Assignments are listed on the course calendar with details posted on Sakai where necessary.

SmartEvals Course Evaluation

Each course/module you take in the School of Education is evaluated through the SmartEvals 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 SmartEvals or to access the system directly, you will need information that the university has not yet provided. Details will be shared later in the semester.

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All Modules: Sequence 5 Texts, Assignments, and Grading

Sequence 5 Required Texts

Readings that focus on development and adult child interaction

- Berk, L. E. (2015). *Infants and children: Prenatal through middle childhood (8th edition)* Boston: Pearson/Allyn & Bacon.
- LaParo et al. (2012) *The Classroom Assessment System - pre-K (CLASS-PreK)*

Readings that focus on instructional strategies and environments

- Gordon, A.M., & Browne, K.W. (2017). *Beginnings and beyond: Foundations in early childhood education (10th edition)*. Belmont, CA: Wadsworth. You should have this text already from Sequence 4.
- Machado. Early childhood experiences in language arts.

Readings that focus on addressing the needs of emergent bilingual children

- Tabors, P. O. (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language (2nd edition)*. Paul H. Brookes Publishing Company. A pdf of this text is provided to SEED scholars via Kindle.

Additional readings to assist you in developing activity ideas:

- Diller, D. (2003). *Literacy work stations*. Portland, ME: Stenhouse.

Sequence Five Professionalism and Participation Policy:

Attendance in on campus classrooms is mandatory for all sessions.

Absences

For campus-based sessions, typically one absence is not an issue provided the candidate is responsible for all material covered within that session. Two absences will impact final grades, and three absences or more result in automatic failure of the module.

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer – 2021 Return

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence; missing a campus-based session automatically lowers this score as it cannot be made up).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2-Regularly cites from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off the ideas of others.
- 1-Listen when others talk, both in groups and in sessions
- 0-Rarely listen when others talk, both in groups and in sessions.

Questions asked about assignments via email will be answered within 24 hours whenever possible. In the event of a personal emergency, however, please contact the instructor via email or phone as soon as possible so that course support can be provided if it is helpful. Candidates should not expect that assignments (other than activity plans and mini-unit) can be redone once graded or that extra credit will be given.

Grading Scale for Sequence Five

Percent Range	Letter Grade
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
62% and Below	F

Late Assignment Policy

All assignments are expected on the dates noted. It is imperative that work be completed on time. For this reason, you must plan ahead and stay organized. This does not mean that you are not allowed to request additional time to work on individual assignments – timelines for several assignments will need to correspond to existing classroom practices on site rather than strictly aligning to the university calendar. In these cases, it is imperative to make a plan rather than wait until ambiguities resolve themselves. If an assignment must be submitted late, your instructors must be notified in advance (NOT on its due date) and that a plan for completion can be developed. Notifying an instructor on an assignment's due date is not acceptable.

Late assignments will be graded according to the following schedule:

1. **1-4 days late: 10 % will be deducted**
2. **5-7 days late: 30% will be deducted**
3. **More than 7 days late: will be 50% deducted**

School of Education Syllabus Addendum

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

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.

Specifically grounded in the overarching principles of *Social Action through Education*, this set of modules 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. This set of modules directly assesses CFS2: Candidates apply culturally responsive practices that engage diverse communities via the evaluation of teaching practices and mini unit; refer to those assignment descriptions and rubrics for the precise assignment components and rubric dimensions related to this CF standard.

Diversity

By focusing on the policy and practice in urban classrooms, this module 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).

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

The objectives you will assess the sequence on include:

-Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

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.

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made

within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

***Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

***Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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***.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

Sequence 5 Point Distribution				
TLSC 310				
Assignment	Due date	Description/Submitted to:	Can this be done in pairs?	Points
Cover Letter and Resume	End of week one		No	5
Attendance	Monday, Wednesday and Friday	Arrive and depart on time (9:30-11:40 am).. Inform professor before class if you cannot attend. (lwineberg@luc.edu)	N/A	20

In pairs present in class 3 lessons	9/11, 9/18 and 9/24	With a partner you will present 3 literacy lessons in class and engage your peers in these developmentally appropriate lessons. Each lesson will have a brief lesson plan format including central focus of lesson, learning objectives, and questions. Prepare a lesson plan for class. Lesson 1 is on reading, lesson 2 is on listening/ speaking and lesson 3 is on writing. Further instruction will be discussed in class.	yes	30
Participation in class activities	Weeks 1-4	In class activities will be related to the readings, videos observations and other activities.	N/A	25
Weekly Literacy Paper	Due the end of each week. (4 papers)	The goal of the weekly paper is for you to focus on the literacy practices in these readings. There will be 3-4 questions to respond to for the paper. Organize your information for clarity and grammar and avoid quotes. Papers are due before class on Friday, one page, double spaced. Late papers will receive half of the points	N/A	20
TOTAL				100

TLSC 320

Assignment	Due date	Description/Submitted to:	Can this be done in pairs?	Points
Attendance	Monday, Wednesday, and Friday	Arrive and depart on time (9:30-11:40 am).. Inform professor before class if you cannot attend. (lwineberg@luc.edu)	N/A	20
Classroom Activities Activity Weeks 5-8	Friday	Engage class in one of your mini unit lessons.	yes	30
Participation in class activities	Weeks 5-8	In class activities will be related to the readings, videos observations and other activities.	N/A	25
Weekly Literacy Paper	Due the end of each week. (4 papers)	The goal of the weekly paper is for you to focus on the literacy practices in these readings. There will be 3-4 questions to respond to for the paper Organize your information for clarity and grammar and avoid quotes. Papers are due before class on Friday, one page, and double spaced. Late papers will receive half of the points	N/A	20
Mini-Unit Task 1 –	Start of Week 8	Due for feedback before the end of 320 so that you can continue to develop it in 330 and submit final Mini-Unit at the end of the term. This does not have to include completed activity plans. These points are for timeliness, completeness, and identifying specific feedback needs – final points and quality will be graded in 330.	Yes	5
TOTAL				100

TLSC 330

Assignment	Due Date	Submitted to:	Paired?	Points
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Participation	Fridays	In person, informal activities to access your understanding for the weekly readings	Individually, pairs and small groups	20
Presentation of mini units	Assigned for weeks 9, 10, and 11. All mini units will be completed by week 11.	Presented in class. Each group will present one lesson in class. Mini unit of 4 lessons will be submitted to Sakai	Yes	50
Mini-Unit Task 1 - Planning	Week 9 or 10	Each candidate submits a Task 1 which includes the completed activity plans	Yes	10
Mini Unit Task 2 - Instruction	Week 11	Each candidate submits a Task 2 which includes the completed activity plans.	Yes	10
Mini Unit Task 3 – Analysis (plus final versions of Tasks 1 & 2)	Week 11	This includes completed Task 3 Plan where you discuss how you will analyze and report data on the unit assessments. Mini-Unit should be submitted as a single document including separate focal children and Task 2 writeups.	Yes	10