



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Fall Semester 2021

TLSC 422: Teaching Social Studies in Elementary Classroom

Course offered with asynchronous sessions.

Course Date/Time/Location: 9:00 am – 11:30 am Wednesdays, November 8 – December 10. Cuneo Hall 218

Instructor: Chrishirella Warthen-Sutton, PhD

Campus Office: Lewis Tower, WTC #1038

Email: cwarthensutton@luc.edu

Phone: 312-915-6773

Office Hours: After class on Wednesdays; By appointment on Tuesdays & Thursdays

Responsiveness: **Emails:** Returned 24-48 hours M-F; up to 72 hours during weekends and breaks

Communication Method(s)

A) Course Questions:

If you have questions concerning assignments, please bring these up in class as classmates may share similar questions. You may also reach out to me via e-mail cwarthensutton@luc.edu. I will make every effort to reply to e-mails received M-Th within 24 hours, and within 72 hours for e-mails received F-SU. So, it is best not to wait until the weekend or day before to e-mail me questions about the assignment or the course.

B) Personal Matters

If you have a personal matter that you want to discuss confidentially, please approach me after class or e-mail me at cwarthensutton@luc.edu.

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 2021-2022 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. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

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. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

***COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

Module Description

This sequence addresses the content areas of instruction with a specific focus on elementary grade classrooms. Teacher candidates will be introduced to the discipline of social studies, have experiences engaging in the teaching and learning in this discipline, and specifically work to integrate literacy into social studies.

Module Outcomes

Essential Questions:

- What is social studies? What is history? What is historical thinking?
- How do teachers make social studies instruction purposeful and powerful?
- How do teachers integrate, support, and assess practical and purposeful writing within literacy and discipline specific contexts?
- How might teachers meet the needs of diverse learners through acknowledging and building upon their prior experiences, beliefs and values?

Essential Understandings, Knowledge and Skills EU 3
Candidates will understand that effective educators use research and evidence-

Essential Understandings, Knowledge and Skills

EU 3 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:

EU3 K3 Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (c1A) (IB)

EU3 S1 Consult academic texts or journals to read current research on designing instruction (i1A) (IB) EU

3 S2 Incorporate research and evidence-based practices into the design of instruction. (e2K, i1A) (IB) EU3

S3 Use standards-based curriculum maps to design units and lessons to meet the needs of diverse learners. (c2J, c2B) (IB)

EU 3 S8 Select relevant instructional content, materials, resources and strategies for differentiated, universally designed instruction and sheltered instruction. (c2J, e2G) (IB)

EU 6 Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students. Candidates will:

EU6 K1 Describe the important facts and central concepts, principles, and theories associated with their certified content areas. (b1B, b1G)

EU6 K2 Identify the content standards and the scope and sequence of the subject area of their certified content areas. (b1B)

EU6 K3 Describe how their subject is related to other disciplines. (b1D) (IB)

EU6 K7 Describe content-specific instructional strategies

EU6 K9 Describe how to conduct and interpret appropriate content specific assessments. (g1A, g1G) EU6

S1 Integrate connections between their content area and the other content areas. (b2F, c2E) (IB)

EU6 S2 Use students' prior knowledge and experience to introduce new subject-area related content. (a2B, b1G, c2D) (IB) EU6

S5 Create and select activities that are designed to help students develop as independent learners and complex problem-solvers. (a1B, e2A, e2D) (IB)

EU6 S6 Evaluate, select, and integrate a variety of research-based strategies such as inquiry, cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (c2J, e2A, i1A) (IB)

EU6 S7 Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (a2C, b1E) (IB)

EU6 S9 Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (a1A, a2A, b2E, b1E, c2J, e2E) (IB)

EU6 S10 Use questions and questioning to assist all students in developing skills and strategies in critical and high-order thinking, inquiry, and problem solving. (b2C) (IB)

EU6 S11 Use resources and multiple representations of content effectively, including technology, to enhance student learning. (b2A, b2B, b2D, b2E, b2G) (IB)

EU 8 Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas. Candidates will:

EU 8 S6 Prepare students to critically and creatively respond to text dependent issues and questions orally and in writing. (f2G, f2J)

EU8 S10 Design curriculum and instruction that guides students to write informative/explanatory texts that analyze complex ideas; to write narratives that present real or imagined events that utilize effective technique, well-chosen details, well-structured event sequences, and standard conventions. (f2G)

EU8 S11 Engage students in inquiry-based research supported by specific evidence to develop research, writing and argumentation skills (b2H, f2G)

EU8 S12 Utilize a variety of technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, cameras, interactive web sites, blogs, online research. (b1F, b2D, b2G, e2F, e2G, i2K, i2L)

EU 11 Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement. Candidates will:

EU11 S7 Engage in different ways of knowing within or across various disciplines. (b2B) (IB)

IDEA Objectives:

- Gaining factual knowledge (methods)
- Learning how to find and use resources for answering questions or solving problems
- Learning to apply course material in the classroom setting
- Developing specific skills, competencies, and points of view needed by professionals in the field

Conceptual Framework and Conceptual Framework Standards

The Loyola School of Education Conceptual Framework states that: Our mission is social justice, but our responsibility is social action through education.

As teachers, we recognize our connection to students as individuals and as members of a larger community. We serve others (students as well as families and communities) by creating experiences that encourage creative, moral and intellectual development. Leaders in our classrooms and larger school communities, we must consider how education can be transformational and how we might be agents of change. In this course sequence, we will explore what it means to hold high expectations for all learners that include academically challenging, personally and socially relevant knowledge and complex learning skills. In order to successfully provide opportunities for youth to meet these expectations, we must also be committed to reflecting on our own practice and to continually developing our own knowledge, skills and professional dispositions.

Dispositions Assessment

Candidates commit to the following dispositions:

Inquiry: Candidates use discipline-recognized processes for generating new knowledge in order to expand their theoretical understandings, ability to solve problems and analyze programs. They will deepen their personal understandings, improve their practice, and apply their learning about communities, families and students. Candidates will draw upon or collect various forms of data and information including literature, quantitative and qualitative data, formal and informal assessments, information about students, families and communities, and personal reflection when generating new knowledge. Candidates use their inquiry-based generated knowledge using multiple sources to inform their instruction and promote learning for all.

Social Justice: Candidates adopt a stance of affirming and welcoming diversity in both local and global communities. They demonstrate respect for and understanding of differences across and within groups through their spoken and written course contributions as well as in the actions they take. Candidates promote social justice by taking ethically guided actions to challenge practices and policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to continuing to develop their understanding around issues of

diversity. They further demonstrate their commitment to contribute to the work of preventing and/or undoing injustices by advocating for individuals, populations, or groups who currently are, or have historically been, oppressed and marginalized through covert and overt practices on the part of institutions or individuals.

Professionalism: Candidates demonstrate personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidates promote their own development and the development of others and engage in collaborative relationships that promote mutually beneficial outcomes. Candidates adhere to ethical practices, guidelines, and professional standards of their profession.

Each sequence and module in the *Teaching and Learning with Schools and Communities Program* (TLLSC) focuses on specific professional dispositions and candidates are offered opportunities to receive feedback on their dispositional growth. The teacher candidate commits to appropriate professional and interpersonal behaviors in this module by:

- demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB) (D4)
- participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB) (D5)
- valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB) (D7)
- demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB) (D9)
- valuing and promoting curiosity, creativity, and life-long learning in students. (IB) (D15)

Attendance

- Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals. Ask your professor and cooperating classroom teachers(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teachers(s) ahead of time by phone message or e-mail if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward.

Participation

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 10% of your final grade and is assessed using the rubric in Sakai.

TLSC 422 Assignments *Greater*
detail and rubrics will be provided for all assignments on Sakai.

Course Participation – 15%

During each course session you will earn points for your participation. Please see the rubric above. Lack of participation, late arrival, and lack of preparation will impact your earned points. You will not be able to earn participation points if absent.

Weekly Reading Assignments and Quizzes – 15%

You will respond to questions about the course readings, demonstrating completion of the reading assignment while also reflecting on and making sense of the reading in relation to experiences you have during this course module. Questions will be cumulative over the course of the semester, meaning that you will be responsible for responding to questions related to the current week's readings as well as previous readings. For example, "How might this author respond to what we read about XYZ last week?"

SCIM-C Primary Source Analysis – 15%

You will choose a topic, find at least three primary sources, and analyze your sources using the SCIM-C process. You will provide feedback to a partner. You will use your partner's feedback to revise your analysis.

Book Review - 15%

You will write a book review evaluating *The Great Fire* (by Jim Murphy) as a historical narrative.

Social Studies Lesson Plan – 15%

You will plan, teach, and reflect on a social studies lesson that's relevant to the social studies curriculum being taught in your placement classroom. Your lesson must reflect the characteristics of powerful and purposeful social studies instruction from the readings and discussions.

RAFT Writing Assignment – 15%

You will research the RAFT strategy, create an overview of the RAFT strategy, and write your own RAFT piece based on your experience at an exhibit at the Field Museum Sequence Four Summative Assessment– 10%

Required Textbooks, Technology, and Software

Levstik, Linda S., and Keith C. Barton. *Doing History: Investigating with Children in Elementary and Middle Schools*. Fifth ed., Routledge, 2015. (Online access is available through Loyola's library)

Murphy, Jim. *The Great Fire*. New York: Scholastic, 1995.

Other materials posted on Sakai

Assignments and Grading

Sequence Summative Assessment

At the conclusion of the semester, candidates complete a summative assessment with the goal of synthesizing material from across TLSC 231/421 and TLS 232/422. The summative assessment will count toward the final grade in each course module.

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

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
60% - 62%	D-
Below 60%	F

Attendance and Late Assignment Policy:

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.

Requesting Extensions

Students can sometimes find themselves in situations where they need extra time to complete an assignment. If you are experiencing an extenuating circumstance (e.g. illness, family death, etc.) it is important to reach out to your instructor prior to the due date of the assignment to request an extension. Please keep in mind that each instructor will create their own policy concerning extensions, and you should not assume that they are available. It is better to contact your instructor before the due date when requesting extra time, however if you miss a due date, please contact your instructor as soon as possible. Keeping open communication is part of your growth and professional development as an educator.

Course Evaluation:

All assignments will be graded using the rubrics posted on Sakai throughout the semester.

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, 12 point font, and saved electronically.
- Unless otherwise noted, all assignments should be submitted via Sakai.
- Uploaded files must be named using the following format: LastName_AssignmentName
- 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 – 7th 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/writing3>-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.

SOE Vision, Mission and Conceptual Framework and Conceptual Framework Standards

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 and Conceptual Framework Standards

Specifically grounded The Conceptual Framework: Social Action through Education, this module focuses on the individualized learning needs of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Candidates must utilize current literature in bilingual, special, and literacy education to critically evaluate practices and apply knowledge and skills with diverse students. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

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.

Dispositions

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice**. Full transparency is critical to ensure that students are able to meet the expectations in this area. *Please be sure to state the disposition or dispositions that are*

assessed in the course and direct students to where they can locate the rubric on Digication. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

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 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

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 Digication. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai.* 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.

Sakai and Digication

All students have access to Sakai for course information and to upload assignments. Please follow instructors provided by your professor regarding submissions and other requirements specific to the course regarding the use of Sakai.

All students, *except those who are non-degree*, may have access to Digication to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. More information will be provided on how to access Digication.

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Additional ONLINE Course Policies

***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.

***Synchronous Meetings**

This course may occasionally have synchronous online rather than face to face meetings. This will be communicated via the course schedule, and via announcements in Sakai. Announcements generated from Sakai are sent to your Loyola email address, so please be sure to monitor it regularly.

***Student Participation & Zoom Etiquette**

Synchronous classes are intended to offer an interactive learning environment similar to that of the traditional classroom. For this reason, the standards and behaviors of professionalism, attentiveness, and engagement expected in person are expected online. Please show respect for your colleagues with the following etiquette:

- Attending class in a quiet/uninterrupted and semi-casual space
- Being present in the collaborative learning process with your video screen on
- Paying attention to body language and participation during each activity/discussion, making a conscious effort to display the engagement, respect and active listening skills employed in clinical practice
- Saving conversations with others in your physical environment until the session has ended
- Refraining from cellphone use, working on other projects, surfing the internet, etc.
- Being mindful of what beverage or food items you consume.

***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/>