



Preparing people to lead extraordinary lives

**TLLSC 455: Secondary Content Methods:
Curriculum, Instruction and Assessment in Secondary Content Areas**

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Fall 2021

Instructor Information

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Module Information

Module Format: Blended synchronous and in-person sessions

Zoom Link: <https://luc.zoom.us/j/5573883006>

Dates: August 30—December 17, 2021

Days: Mondays and Wednesdays 5:30pm to 8pm

***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

Course Overview

This 6-credit course content-area methods course focuses on three primary areas: curriculum design instruction, and assessment. Teacher candidates:

- further develop their understanding and application of designing, implementing, and assessing instruction in an area of specialization.
- utilize UbD as a framework for planning instruction, alongside content-specific frameworks
- focus on accessing and incorporating students' prior knowledge and experiences, interests, and identities, including students' primary language, within instructional plans and decision-making. - consider the language (i.e., listening and speaking) and literacy (i.e., reading and writing) domains, demands and functions relevant to their content area and aligned to the unit's enduring understandings, goals and objectives
- use information about students' language assets and needs when designing instructional tasks - develop content area unit and assessment plans that address academic language features and - develop content area unit and assessment plans that integrate content area language and literacy strategies
- develop content area unit and assessment plans that allow students to use technology to support and deepen their content-area learning.
- write objectives and design test questions to effectively measure those objectives. - learn about the design of summative and formative assessments, as well as the various issues regarding assessment design and implementation that can lead to invalid and unreliable data for diverse students.
- use a variety of qualitative and quantitative measures to display and analyze pretest, mid-stream, and posttest performance and disaggregate the data by various student characteristics. - use the data to inform instructional decisions and modifications, including for bilingual students and EIs.
- learn to select and develop assessments that assess content outlined in objectives, rather than test language proficiency or mainstream cultural norms.
- analyze and modify instructional tasks and assessments for cultural and linguistic bias and language level/load.

As part of this course, candidates have a clinical requirement to spend 7 hours (split over the course of 1 or 2 days) in a partner classroom. The clinical placement is designed to align and complement coursework. Candidates observe, practice, analyze and reflect on:

- assessment tools and techniques and the extent to which they are valid and reliable for diverse learners, including ELs, and appropriately accommodate for diverse student needs, including ELs' language proficiency levels
- how reading, writing, listening, speaking, and viewing is included and integrated in instruction of content
- how instruction is differentiated using suggested strategies in the UDL guidelines checklist
- how instruction scaffolds and supports students as they understand, develop, and use language demands

Module Goals

Essential Questions:

- How does backward design facilitate deep learning of content, skills and practices?
- How do students most effectively acquire skills and practices within a specific content area? How can the use of data facilitate students' acquisition of content, skills and practices?
- How can students utilize technology to support and deepen their learning in a particular content area?
- How do teachers apply understandings of social and academic language to support English Learners (ELs) in their acquisition of English language and literacy across the content areas?
- How do teachers promote authentic disciplinary language and literacy tasks to support content area learning and development?
- How do students use their language and literacy skills to acquire and demonstrate knowledge, understanding, skills and practices within a content area?
- How do students become actively engaged in learning and self-assessment? How can summative and formative assessment be used to provide individual feedback regarding student progress and achievement?
- How are learning objectives, assessments, data collection, data analysis, and educational decisions related?
- How can teachers use data to effectively design, adjust and modify instruction for the individual classroom and school?
- How do teachers take into consideration contextual components and aspects of student diversity when collecting and analyzing data and formulating achievement plans?
- How can students' prior knowledge, experiences, personal, home and community understandings be accessed and incorporated in classroom instruction?
- What is the impact and influence of race and racism on education within the content areas?

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

- Apply deep understanding of content, pedagogy, research and evidence-based practices to design instruction that included the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of all 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).
- Use data to drive instruction and assess teaching and learning effectiveness. Explicitly integrate the teaching of reading, writing, communication and technology across content areas.
- Reflect and carry out the School of Education's mission of professionalism in service of social justice in the school and the community by promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups. Apply knowledge of policy and local, state, and national educational contexts to advocate with and for students and families.

- Develop language to engage in discussions of race and racism, develop anti-racist curriculum and race-visible pedagogies.
- Create and support safe and healthy learning environments for all students.

As a part of this module, candidates will:

- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, SIOP, and UDL). (5S;9A)
- Use standards-based curriculum maps (e.g. UbD) to design units and lessons to meet the needs of diverse learners. (3Q; 3I)
- Design a standard based instructional unit that uses backward design (e.g. UbD) to align objectives and assessments and instructional practices based on high expectations for each students' learning and behavior. (3H; 3I)
- Select relevant instructional content, materials, resources, and strategies for differentiated and universally designed instruction. (3Q;5O)
- Use assessment strategies and devices that are non-discriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R)
- Use data to differentiate assessments to meet the needs of diverse learners. (1H;3J;5P) Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M;5J;5P)
- Analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement. (1H)
- Use data to plan for differentiated instruction to allow for variations in individual learning needs. (3J)
- Make data driven decisions using assessment results to adjust practices to meet the needs of each student (5P)

English as a Second Language (ESL) Endorsement

By participating 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 EL's:

1.A Language as a System – The competent ESL teacher:

- i) 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.
- ii) demonstrates understanding of language as a system, including phonology, morphology, semantics, syntax, discourse and pragmatics.

3.A Planning for Standards-based ESL and Content Instruction

- i) demonstrates knowledge of and applies concepts, research and best practices to plan classroom instruction in a supportive learning environment for ELs.
- ii) demonstrates understanding of diverse international approaches to teaching language and content.
- iii) plans age appropriate instruction for classrooms with students of various language proficiency levels and diverse cultural and academic backgrounds.
- iv) utilizes appropriate pedagogy to plan instruction for students.
- v) demonstrates how to access and incorporate students' prior knowledge and experiences, including students' primary language, for instructional purposes.
- i) 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.
- ii) Understands and provides access to the core curriculum, including through the use of the student's primary language.

3.C Using Resources Effectively in ESL Instruction – The competent ESL teacher: i) Evaluates, selects and adapts a wide range of materials, resources and technologies that meet the content and language needs of ELs.

ii) Uses materials, methods and approaches that are culturally responsive, linguistically and academically rigorous, and developmentally appropriate, including the use of primary language resources.

4.C Content Subject and Classroom-based Assessments – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable for ELs in order to measure students' academic achievement, including accommodations for ELs' language proficiency levels, and inform teachers' content and language instruction in the classroom.

Required Texts:

- Burke, J. (2013). *The English teacher's companion: A completely new guide to classroom, curriculum, and the profession* (4th ed.). Portsmouth, NH: Heinemann.
- Christensen, L. (2009). *Teaching for joy and justice: re-imagining the language arts classroom*. Milwaukee, WI: Rethinking Schools Publication.
- Crovitz, D., & Devereaux, M. D. (2017). *Grammar to get things done: a practical guide for teachers anchored in real-world usage*. New York: Routledge, Taylor & Francis Group.
- Gallagher, K. (2011). *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Texts*. Stenhouse.
- Gallagher, K., & Kittle, P. (2018). *180 days: Two teachers and the quest to engage and empower adolescents*. Portsmouth, NH: Heinemann.
- Heineke, A. J., & McTighe, J. (2018). *Using understanding by design in the culturally and*

linguistically diverse classroom. Alexandria, VA: ASCD.

- Roberts, K. (2018). *A Novel Approach: Whole-class novels, student-centered teaching, and choice*. Portsmouth, NH: Heinemann.
- Sprenger, M. (2017). *101 strategies to make academic vocabulary stick*. Alexandria, VA: ASCD.

In addition to the books listed above, students will be required to purchase a novel that will serve as the text of the units they will write and one book (of their choosing) that will serve as a language arts instruction resource to further cultivate their professional library.
Other required readings will be posted to the course Sakai site.

- Students will require access to the course page in Sakai – sakai.luc.edu
- All students 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. For additional information about LiveText, please visit LiveText. www.livetext.com
- All students should plan to have access to a laptop or tablet in class to participate in learning activities in class throughout the semester.

Grading Policy & Scale:

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

| Grade | Percent | Points |
|--------------|----------------|---------------|
| A | 93% | 93-100 |
| A- | 90% | 90-92 |
| | | |
| B+ | 87% | 87-89 |
| B | 83% | 83-86 |
| B- | 80% | 80-82 |
| | | |
| C+ | 77% | 77-79 |
| C | 73% | 73-76 |
| C- | 70% | 70-72 |
| | | |
| D+ | 67% | 67-69 |
| D | 63% | 63-66 |
| | | |
| F | 62% and | 0-62 |

Attendance:

- Arrive promptly and maintain excellent attendance records. 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 classroom teacher(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 teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.
 - Students may have one excused absence from synchronous sessions; after the first absence, attendance points will be deducted.
 - Assignments are due on the dates listed on course schedule unless **prior permission** to hand them in late is given. There will be a deduction in points for late assignments.
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Module Assignments:***UbD Instructional Unit: 30% of grade***

Candidates, with the support of their cooperating teacher, will develop a standards-based unit using the Understanding by Design framework. This UbD unit will include, at minimum, five content-specific, literacy-focused lesson plans. The lesson plans must include instruction in reading, writing, listening, speaking, and/or viewing within a content area. Candidates must also provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning. Candidates should provide evidence of the application of the principles of Universal Design for Learning. Standards addressed by this assignment: NCTE: I, II, III, IV, VI; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8.

Multimodal Assignment: 5% of grade

You will be designing a high school web-based project. The project should explore some aspect of your assigned novel. The project design should allow your students to use technology to deepen their understanding of places, concepts, events, or issues related to the novel. Students will need to use lower-order thinking skills – knowledge, comprehension, and application, but must also engage in high-order thinking – analysis, synthesis, or evaluation. Standards addressed by this assignment: NCTE; ILCAS; IPTS: 1, 4 & 8; ITS: 2, 3, 7 & 8; CF: 2, 4.

Identifying Complementary Texts: 5% of grade

Create an annotated bibliography of the texts you have selected. Your selection of complementary works should demonstrate your knowledge of the range and influence of print and non-print media and technology in contemporary culture (CF 5), and your ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, and software appropriate for supporting the teaching of ELA. (CF 1) Your collection of texts must include print and non-print media items, interdisciplinary material(s), and texts from a variety of genres. (Standard I: Element 1 and 2; Standard III: Element 5 and 6). Remember, contemporary students are reading in multimodal ways, completely different from the approaches teachers commonly take in the classroom. How will you be sensitive to this?

Lessons in a Series: 20% of grade

Teacher candidates develop a **set of lessons in a series that focuses on writing instruction**. Candidates will be required to demonstrate that they can adequately design a writing prompt and rubric, and then plan a series of lessons that incorporate explicit grammar, language, and literature instruction to support the development of specific writing skills and rhetorical patterns. Candidates will also be required to address the criteria used to plan IB interdisciplinary curriculum unit for an MYP (6-8 or 9-10) setting. Standards addressed by this assignment: NCTE; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS; ITS:3.

Designing a Dream Class Syllabus: 5% of grade in TLSC 450 AND TLSC 451

After completing the modules in this sequence, teacher candidates will apply their understanding of the research and practice in their area of specialization to design a year-long curriculum plan (two semesters, 36 weeks) for a high school Language Arts course that includes transdisciplinary or interdisciplinary connections and the integration of technology. Standards addressed by this assignment: NCTE; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS; ITS: 3.

Module Participation: 30% of grade

Candidates are expected to consistently and actively participate in all in-class and online activities and discussions. Students will also offer mini presentations and teaching demonstrations, as well as work collaboratively and independently in class on various course assignments. Below are activities that will be counted towards participation:

- Attendance and participation in the online sessions/small group meetings
- Completion of online modules each week
- Drafts of sections of the UbD unit

Candidates must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles.

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 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 and Digication

All students, except those who are non-degree, may 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](#).

[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 meets online synchronously on Mondays from 6pm to 7pm and Wednesdays from 5:30 pm to 8pm. You can find the Zoom link on our Sakai page. We will meet approximately every third Wednesday face to face at the Water Tower Campus, Corboy Room 209.

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/>