

Syllabus CIEP 351: Curriculum and Teaching in Middle School

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Office Hours
11:00-3:00 Mondays & Wednesdays
and by appointment

COURSE DESCRIPTION

This course is designed to help candidates construct a conceptual framework within which they can effectively respond to the needs of middle school students. Candidates will learn about the middle school philosophy and will examine how those beliefs and values affect curriculum, teaching, and assessment. Candidates will be expected to demonstrate their learning in a variety of ways.

Conceptual Framework: Conceptual Framework and Conceptual Framework Standards

The School of Education's *Conceptual Framework—Social action through education*—is exemplified within the context of this course. It is the goal of this course to help you become excellent math teachers. Since algebra is the key to higher education, the foundation work that you do in mathematics will assist all students to achieve their highest potential.

STANDARDS

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.

Smart Evaluation

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning to apply knowledge and skills to benefit others or serve the public good

DIVERSITY

Issues of diversity (socio-economic, ethnic, exceptionalities, and gender) are addressed through instructional methodology, assessment and technology. Teacher candidates study mathematics contributions made by a wide array of mathematicians. Candidates teach five lessons to a small group of children at Swift School, one of the most diverse schools in Chicago. Course readings exemplify the international nature of mathematics.

Livertext Dispostions

Professionalism

- Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management.
- Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial.
- Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.
- Candidates participates in all classes
- Candidates prepare high quality instructional materials
- Candidates arrive at clinical site ready to teach

Inquiry

- Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognize, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all. Identifies adaptations for students by name in lesson plan

Social Justice

- Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work.
- In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice.
- Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.

COURSE MATERIALS

Lies My Teacher Told Me by James Loewen

Outliers by Malcolm Gladwell

Meet Me in the Middle by Rick Wormeli

Left for Dead: A Young Man's Search for Justice for the USS Indianapolis

ALME membership

METHODS OF EVALUATION

Location	Title	Description	% Value
Swift	Reflection Diary	Choose 2 students that you think might need some support—academic and social Identify what you did each week. Describe the result. Record in Blue Book	5
	Black History Month Activity	Negotiated with Cooperating Teacher	5
	Women's History Month Activity	Negotiated with Cooperating Teacher	5
	Reader's theater	Create a reader's theater script to dramatize an ally's	5

		support for social justice	
	Service Learning	Design and implement a service learning project for a group of middle school students at Swift.	5
Class Presentation	Curriculum Hero Paper	Use Tyler Rationale or Backwards Design as a framework for writing about one of your heros.	5
	Research topic	Select your middle school topic.	10
	Middle School family Social Justice film Night	You will work with a team to outline a set of integrated activities to support a Family Movie Night	10
	Partner quizzes	Outline Maps	5
	Participation	2%/week (leadership = 1%; general = 1%)	20
	Weekly assignment	See agenda	10
	Midterm	February 26 (no class)	5
	Final		10

Grade Assignments: Minimum %

A 94%

A- 90%

B+ 87%

B 84%

B- 80%

C+ 77%

C 74%

C- 70%

D+ 67%

D 60%

F 0%

Dispositions

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

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness 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.

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Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

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***.