



**LOYOLA  
UNIVERSITY  
CHICAGO**

*Preparing people to lead extraordinary lives*

**TLLSC 340: Teaching and Learning in an Area of Specialization**

**Sequence 6: Integrating Content, Cultures and Communities**

*Teaching, Learning, and Leading with Schools and Communities*

School of Education, Loyola University Chicago

Spring 2022

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**Instructor Information**

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Responsiveness: emails/phone calls will be returned within 48 hours during weekdays and up to 72 hours on weekends

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Office hours: Tuesdays and Thursdays after class and by appointment

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**Module Information**

**Module Format: Blended synchronous and asynchronous sessions**

**Zoom Link:** Available in Sakai

Dates: January 19-February 12, 2021

Days: Tuesdays 9:30-11:30am and Thursdays 9:30-11:15am

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**\*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 SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*On-Campus COVID-19 Testing:** Everyone in our community is **strongly encouraged** to participate in [on-campus surveillance testing](#)—even if fully vaccinated and boosted.

**\*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. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and [test often](#). N95 masks are available for pick up at each on-campus testing site. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

**\*COVID-19 Reporting Protocol:** If you test positive for COVID-19, continue to follow the University's [Positive Diagnosis Protocol](#) and report your case to the University immediately by contacting [COVID-19report@LUC.edu](mailto:COVID-19report@LUC.edu) or by calling 773-508-7707.

**\*Exposure notification process update:** Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like [Tell Your Contacts](#) to report anonymously.

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## Module Description

Teacher candidates further develop their understanding and application of designing instruction in an area of specialization. Teacher candidates observe classrooms that utilize UbD and interview a cooperating teacher educator about his/her use of UbD as a framework for teaching. Candidates focus on connecting content to students' lives and interview two to three students to ascertain how they make meaning out of content in connection with their lives.

Teacher candidates then observe how teachers include reading, writing, listening, speaking, and viewing in their instruction of content and how they differentiate instruction using suggested strategies in the UDL Guidelines Checklist. Teacher candidates co-plan with cooperating teacher educators to develop a five-lesson content area unit and pre-, formative, and post-assessments to assist in better understanding student learning and the strengths and weaknesses of the instructional strategies chosen, making adjustments to instruction based on pre- and formative assessments, teacher candidates implement the five-lesson content area unit with the cooperating teacher educator. Candidates administer the post-assessment and analyze the data to understand the teaching and learning of the specific content. Finally, teacher candidates administer a short survey to get student feedback on the series of lessons, including what worked well, what could have been improved, and what suggestions they have for future lessons, and they identify research articles to assist them in strengthening their areas for growth.

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## Module Goals

Essential Questions:

- How does backward design facilitate deep learning of content and skills?
- How do students most effectively acquire skills within a specific content area?
- How can the use of data facilitate students' acquisition of content and skills?
- How do students utilize technology to support and deepen their learning in a particular content area?
- How do students use their literacy skills to acquire knowledge and skills within a content area?
- How do students become actively engaged in learning and self-assessment?

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.
- Use data to drive instruction and assess teaching and learning effectiveness.
- Apply deep understanding of both content and pedagogy to provide

developmentally appropriate instruction to all students.

- Explicitly integrate the teaching of reading, writing, communication and technology across content areas.

As a part of this module, candidates will:

- Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (5S; 9A) (IB)
- Use standards-based curriculum maps (e.g. UbD) to design units and lessons to meet the needs of diverse learners. (3Q; 3I) (IB)
- Design a standards-based instructional unit that uses backward design (e.g. UbD) to align objectives with assessments and instructional practices based on high expectations for each student's learning and behavior. (3H; 3I) (IB)
- Select relevant instructional content, materials, resources and strategies for differentiated and universally designed instruction. (3Q; 5O) (IB)
- Use assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (7R) (IB)
- Use data to differentiate assessments to meet the needs of diverse learners. (1H; 3J; 5P) (IB)
- Monitors and adjusts strategies in response to qualitative feedback from students and student performance. (3M; 5J; 5P) (IB)
- Analyze and use student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement (1H) (IB)
- Use data to plan for differentiated instruction to allow for variations in individual learning needs (3J) (IB)
- Make data-driven decisions using assessment results to adjust practices to meet the needs of each student (5P) (IB)
- Use assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction (6H)
- 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, and online research. (2F; 2L; 2O; 5N; 5O; 9S;

### **ESL Endorsement**

This module is part of the required courses to earn the ESL endorsement upon graduation. Teacher candidates develop their understanding and application of designing instruction in an area of specialization with a language lens. Candidates will incorporate key principles of best practices in teaching and assessment that support

multilingual learners, using the WIDA standards and model performance indicators as a guide.

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Required Texts:

- 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., & 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](http://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.
- For online sessions, students should have basic art supplies handy: markers, paper, scissors, glue stick, play-dough or other manipulatives such as pipecleaners.

**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.

#### Module Assignments:

##### ***UbD Instructional Unit: 45% 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.

***Sequence Summative Assessment: 10% 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.

The curriculum plan will include a description of the content and skill focus, required materials including text and technology resources, classroom expectations, a comprehensive assessment plan and a full description of the overall course summative assessment(s). The plan will also include a year-long calendar with unit descriptions, unit standards, and descriptions of unit summative assessments. Standards addressed by this assignment: NCTE:; IPTS: 1, 2, 3, 4, 5, 6, 7 & 8; ILCAS:; ITS: 3.

***Module Participation: 45% 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
- Minilessons and learning activities

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.

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**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

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - [www.luc.edu/education/mission/](http://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 *LiveText*. 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, *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.

### **Digication**

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.

[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**

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#### **\*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**

[Include information about synchronous meetings, if any. Make sure to state days and times, what tool will be used (Zoom, for example), and what the requirements are for sessions.]

#### **\*Student Participation**

[Insert a policy about student participation expectations. How often should students log in and check course materials? What is expected of participation throughout the course, in synchronous sessions, etc.?)

**\*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](http://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/>