



**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 Semester 2022 (Online for the first two weeks)

**Section I**

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**Instructor Information**

Name: Dr. Seungho Moon

Campus Office: 1106 Lewis Towers (WAH during the Pandemic)

Email: [smoon3@luc.edu](mailto:smoon3@luc.edu) Phone: 312-915-7403

Office hours: By appointment

Group or Class MTGS: TBA

Course Information: Course materials are available on Sakai.

Responsiveness: Email will be used as the primary mode of correspondence for this course. The instructor will respond to/be available for email communication and get back to you within 48 hours during the workweek and 72 hours during the weekend.

(It is imperative that you activate your Loyola University Chicago account and check it daily.

Please check your Loyola spam mail and mail foundry to ensure course-related messages are not misdirected. Additionally, Sakai will be used extensively to conduct forums, turn in assignments, and as a source to update the class about course material).

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**Module Information**

Dates: January 18 – February 10, 2022

Days: Tuesdays & Thursdays

Times: 9:15-12:45 (flex day schedules are applied)

Course Location:

Corboy Law Center - Room 204 (Water Tower Campus) - face-to-face classes

Zoom ID will be provided separately for a security reason - First two weeks (To be updated depending on the University policy on mode of instruction). This module follows the university policy to operate in a “reduced in-person format” when classes begin Jan. 18 until Jan. 31, 2022.

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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.

**\*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](mailto: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](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

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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. Candidates focus on connecting content to students' 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 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. Candidates consider post-assessment and analyze the data to understand the teaching and learning of the specific content.

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## Learning Outcomes

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)
- Monitor and adjust 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, online research. (2F; 2L; 2O; 5N; 5O; 9S; 9T)

### **Module Readings/Required Texts**

- Hall, T.E., Meyer, A., & Rose, D. (2012). *Universal design for learning in the classroom: Practical applications*. NY: Guilford Press (available [e-book](#) via LUC library).
- Wiggins, G. & McTighe, J. (2004). *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Heineke, A. J., & McTighe, J. (2018). *Using understanding by design in the culturally and linguistically diverse classroom*. Alexandria, VA: Association for Supervision and Curriculum Development (available [e-book](#) via LUC library).
- *Understanding by Design* (2000). Association for Supervision and Curriculum Development ([video](#) available via LUC library)

### **Module Assignments**

- ***Module Participation: 20% of final grade***
  - Candidates are expected to consistently and actively participate in all class activities and discussions. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles.
- ***Content-Specific, Standards-Aligned Curriculum Unit: 40% of final grade***
  - Candidates, with the support of their cooperating teacher, will develop a standards-based unit using the Understanding by Design framework. Candidates must provide evidence of the effective use of technology, suitable to instructional goals and to enhance teaching and learning. Explain & describe incorporation of language into planning. Candidates should provide evidence of the application of the basic principles of Universal Design for Learning.
- ***Assessment Plan and Implementation: 20% of final grade***
  - As part of the Curriculum Unit required for TLSC 340, candidates are required to create a comprehensive assessment plan. The assessment plan should monitor student progress toward the unit's learning goal(s). Candidates should utilize multiple assessment modes and approaches that are aligned with the unit's learning goals/enduring understandings. Candidates will use and reflect on the use of the core principles of UDL to differentiate instruction and assessment based on formative assessment data. Candidates will reflect on instructional changes they might make and identify up to three research-based studies that could be used to

inform instruction in future teaching.

- ***Sequence Summative Assessment: 20% of final grade for TLSC 340; 10% of final grade for TLSC 350***
  - 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 for a specific age or grade-level or course within a particular content area that includes trans-disciplinary 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.

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### **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

### **Late Work/Make-up Policy:**

- Late assignments are penalized 50%. An assignment is considered late if it is not submitted by the due date. Exceptions to this policy are rare and are for extreme cases. All assignments are due by 11:59pm on the assigned date.

### **Research Component of TLSC:**

- As a part of the ongoing evaluation and research of the TLLSC teacher preparation program, faculty may use your classroom assignments and assessments as data for research, program evaluation and program accreditation. Access to data will only occur

after final grades for this course have been submitted to LOCUS. Pseudonyms will be used in place of your names in presentations, reports or publications

## **Section II**

### **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**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. Our conceptual framework is described here: <http://www.luc.edu/education/mission/>

The SOE's Conceptual Framework (CF) focuses on *Social Action through Education*. SOE Conceptual Framework Standards (CFS) are:

- 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.

In this module, candidates are prepared to take social action in the form of highly effective inclusive elementary education that is rooted in principles of **social justice** and **diversity**. The module assignment of an instructional unit plan supported by class discussions and classroom experiences most directly addresses CFS 1. This course addresses diversity and the **social justice** mission of the School of Education by requiring candidates to integrate readings with instructional practice in classrooms with a diverse range of students. Through cycles of planning, teaching, and reflection with the support of the instructor and co-teacher educators, candidates further develop the skills, knowledge, and dispositions necessary to be excellent elementary educators for all students.

### **Diversity**

By focusing on the policy and practice in urban classrooms, this course addresses multiple perspectives on diversity, including but not limited to the diversity in student and teacher backgrounds (i.e., culture, language, ability), classroom, school, and community contexts.

### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs. Three dispositional areas of **Professionalism, Inquiry, and Social Justice** are assessed in this course. 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. In order to exceed the expectation, consider the following standards:

**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.

**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.

**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 successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to



challenge practices and/or policies that promote or perpetuate injustices and inequities. 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.

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### **Section III: The Addendum**

#### **Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- 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.

#### **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**

For synchronous meetings, Zoom will be used. Zoom ID will be provided separately for a security purpose. See the tentative schedule on the final pages for the synchronous meeting dates.

### **\*Student Participation**

This course is both in-person and online formats. There will be both synchronous and asynchronous class activities. No submission for the assigned work of asynchronous format will be regarded as absence. Any portion of absence needs to inform the instructor.

Candidates should attend every synchronous class session. Arrive promptly and maintain excellent attendance records. Make arrangements and notify everyone involved before a scheduled absence. In cases of illness and/or extenuating circumstances, inform the instructor as early as possible upon availability and set up alternative plans.

If you are unable to attend class, it is your responsibility to:

- Notify the instructor in advance. Please note that informing the instructor does **not** excuse your absence. If there is an emergency, contact your professor as soon as reasonably possible.
- Obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class.
- Be prepared for the next class.

#### Communication with the instructor and classmates:

Check your email regularly. Please understand that you will not be excused from responsibility for course requirements or other course changes/announcements due to failure to check your email regularly. Students should log in and check course materials at least twice a week via Sakai.

If your home internet does not work (or too slow), you should find a public place (including the LUC libraries) for having high-speed internet access. Attendance in the online setting refers to careful reading of assigned readings as well as active and thoughtful participations through Sakai. Each participant's meaningful contribution is crucial to building an online community of critical thinkers, reflexive learners, co-creators of knowledge, and active researchers. Students are required to login Sakai at least twice a week to check updated announcements.

### **\*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/>

### **TLLSC Syllabus Statement**

#### **Academic Tutoring**

Loyola provides several services to all students related to academic tutoring including : TAP/ACT/SAT preparation, an academic skills workshop, academic coaching (how to organize your work), and supplemental instruction for hard science classes.

<https://www.luc.edu/tutoring/>

#### **Clinical Experiences and Course Contact Hours**

Per university requirements, each credit hour of coursework should correspond to 12.5 hours or 750 minutes of contact time, which includes both on-campus coursework and clinical fieldwork. Please find the university policy here:

[https://www.luc.edu/academics/catalog/undergrad/reg\\_gradinsystem.shtml](https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml)

### **Coordinated Assistance and Resource Education (CARE)**

If students have serious illness, personal loss, family or financial difficulties, or other challenges, the CARE team can provide resources and support for them. Instructors or students can make the referral.

<https://www.luc.edu/dos/services/coordinatedassistanceresourceeducationcare/>

### **Dress Code for Clinical Sites**

As a Loyola teacher candidate, you are a representative of Loyola University Chicago and the School of Education when you take part in field-based experiences. When taking part in TLLSC modules in schools, cultural institutions, and community organizations, you are expected to wear professional attire appropriate to the context.

### **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 ELs:

*3A. Planning for Standards-based ESL & Content Instruction*



**Course Calendar (Subject to Change)**

Date	Topic	Reading Assignment	Assignment	Candidate Activities (Individual and/or Group)
Tuesday, January 18	-Intro to the module - UbD/UDL/IB PYP overview			- Meet small group members (2-3 per group) and submit a contract among group members
Thursday, January 20	-UbD Overview and Stage 1-1	Wiggins and McTighe 1-133 (optional)  UbD nutshell (pp. 1-2) (Required; Sakai)		- <a href="#">Watch UbD video</a> on Stage 1 (about 40:15-52:50. ~13 min) - Watch Dr. Heineke's webinar (uploaded to Sakai-Resources) - Work with small group members to develop Stage 1 (Format is uploaded Sakai) - Ready to present the draft of Stage 1 on Jan 25th.
Tuesday, January 25	Stage 1-2	Wiggins and McTighe 1-133		
Thursday, January 27	Stage 2-1	Wiggins and McTighe 136-160  UbD nutshell (p. 3) (Optional; Sakai)	"Stage 1-Desired Results" due 1/28 (Sakai)	- <a href="#">Watch UbD video</a> on Stage 2 (about 52:50-1:06:05 ~14 min) - Small group work on Stage 1 and Stage 2
Tuesday, Feb 1	Stage 2-2	Wiggins and McTighe 161-210		
Thursday, Feb 3	Stage 3	Wiggins and McTighe 212-240	Assessment Plan due 2/4 (Sakai)	- <a href="#">Watch UbD video</a> on Stage 3 (1:06:05-1:35:00 ~30 min) - Small group work on Assessment plan
Tuesday, Feb 8	UDL guidelines	Chapters 1, 2, and 10 (e-book is available at LUC)		
Thursday, Feb 10	UbD in the culturally and linguistically diverse classroom	Part II (required) Chapters 3 and 7 (recommended)	-Instructional Unit due 2/11 (Sakai)	