

Summer A (May 31st (Tuesday) – July 1st (Friday))

TLSC 401: Language, Learning and Development: Theories in Practice
[5/31-6/10, M-F, 9-11:30, Swift (Section 001/002)/ Peirce (Section 003)] – 2 credits
Instructor: 001--Kelly Ferguson; 002--Elina Giatsou; 003--Jenna Mortensen
Contact: kferguson@luc.edu; egiatsou@luc.edu; jmortensen@luc.edu

TLSC 403: Teaching, Learning and Leading for Social Justice
(5/31-6/27, Mondays, 1-3:30, Mundelein 404) – 1 credit
Instructor: Dra. Aurora Chang
Contact: achang2@luc.edu

TLSC 405: Analyzing Culturally Responsive Classroom Instruction
(6/13-7/1, M-F, 9-11:30, Niles West) – 3 credits
Instructor: 001--Kelly Ferguson; 002--Elina Giatsou; 003--Jenna Mortensen
Contact: kferguson@luc.edu; egiatsou@luc.edu; jmortensen@luc.edu

Required Readings:

1. Leonardo, Z. & Grubb, W. Norton. (2014). *Education and Racism: A Primer on Issues and Dilemmas*. New York: Routledge. ISBN 978-0-415-89101-1.
2. Anita Woolfolk, (2015). *Educational Psychology 13ed*. ISBN: 0134013522

IDEA Objectives:

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. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Learning to apply knowledge and skills to benefit others or serve the public good

IDEA Course Evaluation Link for Students

Please refer to this link for the purposes of course evaluation: <http://luc.edu/idea/>. You can log in through the *Student IDEA Log In*.

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 lifelong learning in the Chicago area.

This course assesses the following framework standards:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

Our conceptual framework is described here: www.luc.edu/education/mission/

Dispositions

The following SOE dispositions will be assessed in the course: *Professionalism, Fairness, and the Belief that All Students Can Learn*. You can find the rubric that will be used to assess these dispositions in LiveText.

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 find additional information about Live Text here - [LiveText](#).

Diversity

This course supports the School of Education's conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to positionality, epistemology and culturally responsive teaching in the context of serving diverse populations.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

The School of Education's Policy on Academic Integrity can be found at: www.luc.edu/education/resources/academic-policies/academic-integrity/

For additional academic policies and procedures refer to:

www.luc.edu/education/resources/academic-policies/

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: www.luc.edu/sswd/

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party

internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [online](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
www.luc.edu/its/itspoliciesguidelines/index.shtml

Attendance Policy:

- Arrive promptly and maintain excellent attendance. Candidates are expected to attend every class 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.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

Participation Policy

It is expected that teacher candidates will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete the module assessments and requirements in a satisfactory manner, candidates must be present for all sessions, both while in the PK – 12 classrooms and in the sequence instructional sessions on campus and at the school site. In the event of approved absences, candidates should contact their professors and school sites in the manner that is requested by the administration at the respective sites. The following guidelines for participation will be considered in the module grades.

Professional Attitude and Demeanor: Part I

- 2- Always prompt and regularly attend sessions
- 1- Rarely late and regularly attend sessions (No more than one absence)
- 0- Often late and/or poor attendance at sessions (More than 2 absences)

Professional Attitude and Demeanor: Part II

- 2- Always prepared for sessions with assignments and required materials
- 1- Rarely unprepared for sessions with assignments and required materials
- 0- Often unprepared for sessions with assignments and required materials

Level of Engagement in Class

- 2- Always a willing participant. Contributes by offering ideas and asking questions during sessions
- 1- Often a willing participant. Contributes by offering ideas and asking questions during sessions
- 0- Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions

Integration of Readings into Classroom Participation

- 2- Often cite from readings; use readings to support points
- 1- Occasionally cite from readings; sometimes use readings to support points
- 0- Rarely cite from readings; rarely use readings to support points

Listening Skills

- 2- Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others
- 1- Listen when others talk, both in groups and in sessions
- 0- Rarely listen when others talk, both in groups and in sessions

Course Grades

The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), D- (60 – 62%), F (59% and below).

TLSC 401: Language, Learning and Development: Theories in Practice (M-F, 9-11:30, Swift/Peirce)

Through this module, teacher candidates: (a) observe and work with diverse children across the developmental continuum in a variety of formal and informal learning settings to deepen their understanding of the roles and responsibilities of educators in light of the learning and development of students from birth to grade 12, (b) learn about the cognitive and linguistic attainments of each developmental level, as well as the link between cognitive/language development and academic and broader developmental progress in diverse groups of children,

and (c) deepen their understanding of the ways in which social, cultural, and environmental contexts might shape children's development and cognitive processing.

Module Essential Questions

1. How do theories of cognitive development, psychosocial development, language acquisition and learning theories help teachers to understand and guide the nature of their interactions and pedagogical practices with students? How would educators go about gathering evidence of these theories in birth to grade 12 settings?
2. Why are the key components and principles of information processing theory critical for educators to understand? How would educators go about utilizing this theory in birth to grade 12 settings?
3. How can observational evidence of the physical characteristics, communication skills, linguistic development, cognitive capacities, and social-emotional needs of children be used to understand theory and inform adult-child interaction and developmentally appropriate pedagogical practices in birth to grade 12 settings?
4. How is children's cognitive and linguistic development influenced by social-cultural and environmental contexts (e.g., culture/ethnicity, family, community)?

May 31 (Class will begin on Tuesday instead of Monday, May 30 due to Memorial Day Holiday)

-Jonassen, D. H. (2008). Point of view: It's just a theory. *Educational technology: The magazine for managers of change in education*, 48(6), 45-48. [Sakai] (4 pages)

-Woolfolk, *Educational Psychology, Chapter 7: Behavioral Views of Learning* [Book] Pages 250-273 (23 pages)

June 1

-Woolfolk, *Educational Psychology, Chapter 2: Cognitive Development* [Book] Pages 44-56 and Pages 292-311 (31 pages)

June 2

-Woolfolk, *Educational Psychology, Chapter 10: The Learning Sciences and Constructivism* [Book] Pages 368-395 (27 pages)

June 3

-Woolfolk, *Educational Psychology, Chapter 12: Motivation in Learning & Teaching* [Book] (38 pages)

June 6

-Woolfolk, *Educational Psychology, Chapter 3: The Self, Social, and Moral Development* [Book] Pages 80-111 (31 pages)

June 7

Sequence 1&2 /TLSC 401,403,405/ Summer 2016

-Woolfolk, *Educational Psychology, Chapter 11: Social Cognitive Views of Learning and Motivation* [Book] Pages 410-427 (17 pages)

June 8

-Woolfolk, *Educational Psychology, Chapter 2: Sociocultural Theory* [Book] Pages 56-66 (10 pages)

June 9

-Bar-On, Maree, & Elias (Eds.). (2007). *Educating people to be emotionally intelligent* [Sakai] Pages (12 pages)

June 10

-Szpringer, Kopik, & Formella. (2014). *Multiple intelligences and minds for the future in a child's education*. [Sakai] (9 pages)

TLSC 403: Teaching, Learning and Leading for Social Justice (Mondays, 1-3:30 & 4:15-6:45, Mundelein 404)

This module builds on candidates' initial explorations of diverse learning environments and continues to develop candidates' understanding of the School of Education's mission of professionalism in service of social justice and the core tenets of culturally responsive pedagogy. Candidates will complete a self-documentation project in which they explore their own identities and recognize how their thinking, behavior, and being are influenced by their own personal experiences, race/ethnicity, social class, language, religion, age, and other social identities.

Module Essential Questions

1. What does it mean to teach for social justice?
2. What are characteristics of culturally responsive pedagogy?
3. What factors have influenced my own cultural identity development? What cultural values do I bring to my teaching? What cultural factors do I bring to my learning?
4. How does a school organize or structure itself to draw upon its communities' unique assets and funds of knowledge?
5. What are the qualities of a healthy learning environment? Which of these are under the control of the teacher?
6. What is the importance of a healthy learning environment?

May 31 (Class will begin on Tuesday instead of Monday, May 30 due to Memorial Day Holiday)

-Takacs, *How Does Your Positionality Bias Your Epistemology?* [Sakai] 12 pages

Sequence 1&2 /TLSC 401,403,405/ Summer 2016

-Leonardo & Grubb, *Education and Racism, Chapter 1: Curriculum and Racism* [Book] 20 pages and *Chapter 2: Culturally Relevant Education and Racism, pp. 33-42* [Book] 9 pages

June 6

-Leonardo & Grubb, *Education and Racism, Chapter 3: School-Community Relations and Racism* [Book] 20 pages & *Chapter 5: Funding, Resources and Racism: When Money Matters* [Book] 18 pages

June 13

-Leonardo & Grubb, *Education and Racism, Chapter 4: Tracking, Segregation and Racism* [Sakai]

June 20

-Leonardo & Grubb, *Education and Racism, Chapter 6: High Stakes Testing, Accountability and Racism* [Book] 22 pages

June 27

-Valenzuela, *Subtractive Schooling, Ch. 3* pp. 61-104 [Sakai] 43 pages

TLSC 405: Analyzing Culturally Responsive Classroom Instruction (M-F, 9-11:30, Niles West)

This module builds on candidates' initial explorations of learning and development and the core tenets of culturally responsive pedagogy as candidates are introduced to backward design and Universal Design for Learning.

Module Essential Questions

1. What are fundamental components of culturally responsive teaching and culturally responsive classrooms?
2. What does it mean to learn? How is student thinking elicited and analyzed, supported and challenged?
3. How do teachers facilitate student learning?

Week 1

June 13

-Ladson-Billings, *Toward a Theory of Culturally Relevant Pedagogy* [Sakai] 28 pages

June 14

RESTORATIVE JUSTICE WORKSHOP

-Zmuda, *Designing Learning Environments That Reflect Our Knowledge of Learning and Our Realization of Mission and Vision* [Sakai] 13 Pages

June 15

Sequence 1&2 /TLSC 401,403,405/ Summer 2016

- Wiggins & McTighe, *Understanding by Design*, Ch. 2 [Sakai] 23 pages
- ”UbD in a Nutshell” [Sakai] 4 pages
- Wiggins & McTighe, “Understanding by Design Framework” [Sakai] 13 pages

June 16

- WIDA booklet (selected pages)--In-class reading (*bring technology)
- Walqui, “Strategies for Success: Engaging Immigrant Students in Secondary Education” [Sakai] 2 pages
- Lucas, Villegas, Freedson-Gonzalez, “Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners” [Sakai] 11 pages

June 17

- Freire, *Pedagogy of the Oppressed*, Ch. 2 [Sakai] 8 pages
- van Garderen & Whittaker, “Planning Differentiated, Multicultural Instruction for Secondary Inclusive Classrooms” [Sakai] 9 pages

Week 2

June 20

- UDL Guidelines [Sakai] 1 page
- Rose & Gravel, “Technology and Learning: Meeting Special Students Needs” [Sakai] 9 pages
- Read through IL SEL Standards

June 21

- hooks, *Teaching to Transgress*, Ch. 3 [Sakai] 10 pages
- Zmuda, *Breaking Free from Myths about Teaching and Learning*, Ch. 1 [Sakai] On website

June 22

- Hackman, “Five Essential Components for Social Justice Education” [Sakai] 6 pages
- Rosaldo, “Cultural Citizenship and Educational Democracy” [Sakai] 9 pages

June 23

- Mayo, *LGBTQ Youth and Education: Policies and Practices*, Ch. 2 [Sakai] 15 pages
- Davis & Apuzzo, “U.S. Directs Public Schools to Allow Transgender Access to Restrooms” [Sakai]

June 24

- Gay, *Teaching to and through Cultural Diversity* [Sakai] 24 pages

Week 3

June 27

- Yosso, “Whose culture has capital? A critical race theory discussion of community cultural wealth” [Sakai] 14 pages

June 28

- Hatt, *Smartness as Cultural Practice in Schools* [Sakai] 24 pages

June 29

- Darling-Hammond, *The Flat World & Education*, Ch. 2 [Sakai] 20 pages

June 30

-Blaisdell, “Seeing Every Student as a 10: Using Critical Race Theory to Engage White Teachers’ Colorblindness” [Sakai] 18 pages

July 1

-Noddings, “Educational leaders as caring teachers” [Sakai] 6 pages

TLSC 401 Assessments

- Developmental Chart 40%
- Concept Paper 1 15%
- Concept Paper 2 15%
- Participation 20%
- Summative Assessment 10%

TLSC 403 Assessments

- Self Documentation Project 35%
- Reflection Paper 1 15%
- Reflection Paper 2 15%
- Reflection Paper 3 15%
- Participation 20%
- Summative Assessment 10%

TLSC 405 Assessments

- Lyrical CRP 30%
- Curriculum Plan 40%
- Participation 20%
- Summative Assessment 10%

Reading Chart

Reading (APA format)	Author's Argument	Your Analysis	Class Discussion Question

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TLSC 401, 403, 405 Summer 2016 Calendar

WEEK 1 TLSC 401 & 403	May 30 NO CLASS	May 31	June 1	June 2	June 3 -Self Documentation Project (403) -Concept Paper #1 (401)
WEEK 2 TLSC 401 & 403	June 6	June 7	June 8	June 9	June 10 -Developmental Chart (401) -Concept Paper #2 (401) -Reflection Paper #1 (403)
WEEK 3 TLSC 405 & 403	June 13	June 14	June 15	June 16	June 17 -Reflection Paper #2 (403)
WEEK 4 TLSC 405 & 403	June 20	June 21	June 22	June 23	June 24 -Reflection Paper #3 (403) -Lyrical CRP (405)
WEEK 5 TLSC 405 & 403	June 27	June 28	June 29	June 30	July 1 -Curriculum Plan (405) -Summative Assessment: Developing Teacher Identity

Summer Session A Summative Assessment: Developing Teacher Identity

In this summative assessment, you will have the opportunity to build on the readings, discussions and assignments throughout Summer A to explore the development of your teacher identity by addressing key questions and establish a foundation for what you will learn in Summer B. The purpose of this assessment is to critically analyze your developing teacher identity and how this identity may inform your teaching practices. You will have three options to present the summative assessment - you will choose one.

1. Write a reflective essay of 1,200 to 1,500 words excluding references.
2. Develop a PowerPoint presentation with 12-15 slides and an accompanying audio narrative.
3. Record a 5-8 minute creative/artistic performance.

The summative assessment must address the following questions:

- What factors in my life have influenced my own cultural identity development?
- How do I make meaning of culturally responsive teaching and culturally responsive classrooms with regards to my teacher identity and practice?
- How do my understandings of learning and developmental theory impact/ guide the nature of my interactions and pedagogical practices with students?
- What knowledge, skills, and dispositions did I come in with at the beginning of the summer? What knowledge did I gain? What questions do I still have?

The summative assessment will be scored according to the following rubric:
Conceptual Framework and four categories:

	Level 1	Level 2	Level 3	Level 4
	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exceeds Standard
Cultural Identity Development	The candidate minimally discusses the factors in his/her/hir life that have influenced their cultural	The candidate adequately discusses the factors in his/her/hir life that have influenced their cultural	The candidate adequately discusses the factors in his/her/hir life that have influenced their cultural identity	The candidate effectively discusses the factors in his/her/hir life that have influenced their cultural

	identity development.	identity development but with minimal evidence.	development.	identity development.
Culturally Responsive Teaching	The relationship between culturally responsive practices in education and the candidate's teacher identity is minimally articulated and/or insufficient evidence from course related experiences, resources and texts were cited.	The relationship between culturally responsive practices in education and the candidate's teacher identity is articulated. Adequate evidence from course related experiences, resources and texts were cited but with minimal evidence.	The relationship between culturally responsive practices in education and the candidate's teacher identity is articulated. Adequate evidence from course related experiences, resources and texts were cited.	The relationship between culturally responsive practices in education and the candidate's teacher identity is clearly articulated. Ample evidence from course related experiences, resources and texts were cited.
Learning and Developmental Theories	Product demonstrates minimal understanding of learning and developmental theories and/or product minimally discusses considerations for pedagogical practices.	Product demonstrates adequate understanding of learning and developmental theories. Product discusses considerations for pedagogical practices but with minimal evidence.	Product demonstrates adequate understanding of learning and developmental theories. Product discusses considerations for pedagogical practices.	Product demonstrates clear understanding of learning and developmental theories. Product sufficiently discusses considerations for pedagogical practices.
Knowledge, Skills & Dispositions	The candidate minimally articulates the knowledge, skills and dispositions that he/she came with, gained and would like to know more about.	The candidate adequately articulates the knowledge, skills and dispositions that he/she came with, gained and would like to know more about but with minimal evidence.	The candidate adequately articulates the knowledge, skills and dispositions that he/she came with, gained and would like to know more about.	The candidate clearly articulates the knowledge, skills and dispositions that he/she came with, gained and would like to know more about.

<p>Quality of Assessment</p>	<p>The final assessment minimally follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment.</p> <p>The candidate minimally references or does not reference course readings in the assessment.</p> <p>The candidate does not include a references page</p>	<p>The final assessment adequately follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment, but has many errors</p> <p>and/or</p> <p>The candidate minimally references some course readings in the assessment</p> <p>and/or</p> <p>The candidate includes a references page using APA formatting, but has many errors.</p>	<p>The final assessment adequately follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment.</p> <p>The candidate adequately references some course readings in the assessment.</p> <p>The candidate includes a references page using APA formatting, but has several errors.</p>	<p>The final assessment clearly follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment.</p> <p>The candidate clearly references several course readings in the assessment.</p> <p>The candidate includes a references page using proper APA formatting with no errors.</p>
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