



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

## **Instructor Information**

Name: Prof. Sammie Burton

Email: sburton@luc.edu

Office hours: By appointment

## **TLSC 405.011 Information**

Dates: 7/24/17 to 8/11/17

Days: Monday through Friday

Times: 9:00 – 11:30 am

Campus Location: Mundelein Center, Room 203, Lake Shore Campus (LSC)

School Site Location: Sullivan High School, 6631 N Bosworth Ave, Chicago, Illinois 60626

TLSC 405 Sec.011: Analyzing Culturally Responsive Classroom Instruction  
(7/24-8/11, M-F, 9-11:30, Sullivan High School) – 3 credits

Required readings for this course are available on Sakai.

## **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**

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## **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 exemplifies the SOE's Conceptual Framework (CF)—*Social Action through Education*- in that it aims to prepare professionals in the service of social justice. It delves into issues of equity as they relate to positionality, epistemology and culturally responsive teaching in serving diverse populations.

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/](http://www.luc.edu/education/mission/)

### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The following SOE dispositions will be assessed in TLSC 405: **D3, D4, D6, D7, D12, D15, D17**. 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 find additional information about Live Text here - [LiveText](#).

### **Syllabus Addendum Link**

[www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

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.

### **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/](http://www.luc.edu/education/resources/academic-policies/academic-integrity/)

For additional academic policies and procedures refer to:

[www.luc.edu/education/resources/academic-policies/](http://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/](http://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](http://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](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)  
[www.luc.edu/media/lucedu/education/pdfs/SOE\\_Netiquette\\_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)  
[www.luc.edu/its/itspoliciesguidelines/index.shtml](http://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).

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## **TLSC 401: Language, Learning and Development: Theories in Practice**

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)?
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### **TLSC 403: Teaching, Learning and Leading for Social Justice**

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?

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### **TLSC 405: Analyzing Culturally Responsive Classroom Instruction (M-F, 9-11:30, Sullivan High School)**

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?

#### **TLSC 405 Assessments**

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

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School of Education  
Syllabus Addendum**

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