



LOYOLA UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

TLSC 403: Teaching for Social Justice and Equity

Teaching, Learning, and Leading with Schools and Communities

School of Education, Loyola University Chicago

Summer Session A 2021

Instructor Information

TLSC 403 Section 005

Name: Dr. Kelly N. Ferguson

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Virtual Office hours: By appointment

Sequence Information

Online Course

Dates: 6/21/21 to 7/2/21

Days: Monday – Friday / *Asynchronous Days: M/F / Synchronous Days: T/W/Th*

Times: 4:30pm – 8:00pm

3 Credit Hours

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.

TLSC 403: Teaching for Social Justice and Equity

This module targets candidates' understandings of the School of Education's mission of professionalism in service of social justice, the core tenets of culturally responsive pedagogy, and the applications via backwards design and Universal Design for Learning. Candidates will explore their own identities as future teachers and consider how teachers' identities and experiences transfer into and influence instructional practice with

Module Essential Questions

1. What does it mean to teach for social justice and equity?
2. 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?
3. What are fundamental components of culturally responsive teaching and culturally responsive classrooms?
4. What does it mean to learn? How is student thinking elicited and analyzed, supported and challenged?
5. How do teachers facilitate student learning?
6. How does a school organize or structure itself to draw upon its communities' unique assets and funds of knowledge?

TLSC 403 Module Assessments (assignment descriptions and rubrics are posted on Sakai):

- Self-Documentation Project (40%)
- Curriculum Plan (30%)
- Reflections (20%)
- Participation (10%)

Required Text:

- There is no required textbook. Articles are posted by instructor in Sakai

Conceptual Framework and Conceptual Framework Standards

Specifically grounded in the overarching principles of *Social Action through Education*, this sequence focuses on teaching for social justice and equity in meeting the needs of culturally, linguistically, and economically diverse students. Candidates critically evaluate the role of culture in teaching and learning and design curriculum that is culturally responsive.

Diversity

This sequence addresses multiple perspectives on diversity, including but not limited to, the diversity in students' backgrounds (i.e., culture, language, sexuality). Curricular design prioritizes culturally responsive practices to support the development of diverse student groups.

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 students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream, Digication 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.

D1	demonstrating that teaching is a complex practice with inherently political and ethical implications (i1F)
D3	valuing diversity and advocating for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)
D7	valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F) (IB)
D8	demonstrating how one’s beliefs about diverse learners impact teaching and learning and reflecting upon how one’s actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students’ right to privacy. (a1F, i2A, i2B) (IB)
D17	demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication. (i2F) (IB)

LiveText

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

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.

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 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.

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. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Summer – 2021

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

Practices for Online Course

Personal Matters:

If you have a personal matter that you want to discuss confidentially, please e-mail me at kferguson@luc.edu. [Every effort will be made to reply to e-mails received M-Th within 24 hours.](#)

Intellectual Property of Materials:

All materials posted on our Sakai site and used in this course are protected intellectual property and cannot be used or disseminated outside of this course without explicit permission of the instructor or owner.

Privacy for Online Course:

Respecting Others:

As we are a learning community, it is important that we respect each other's ideas, thoughts and experiences. Please be aware that people in our learning community may share personal experiences during class or online that are relevant to the course discussion. As a member of this community please show respect for what is said in class sessions and online. Please maintain confidentiality regarding your classmates' personal experiences and do not share them outside our class.

Zoom Recordings:

Synchronous class sessions via Zoom video conferencing software may be recorded but only made available to this class through the course Sakai site. If a Zoom class session is recorded and shared with other courses, as in the case of a guest speaker, the instructor will gain permission from students so that the recording can be shared with other classes or sections.

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.

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. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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 Below	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.
- Assignments are due on the dates listed on course syllabi unless prior permission to submit them late is given. There will be a deduction in points for late 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. The following guidelines for participation will be considered in the module grades.

***Synchronous Meetings**

In this 2-week intensive module, daily attendance and active participation in small and large groups is the expectation for synchronous class meetings. Class will be held using Zoom as outlined in the course calendar (Tuesdays, Wednesdays and Thursdays from 4:30-8:00 pm).

***Asynchronous Meetings**

Asynchronous class meetings and the accompanying readings and assignments are required. Refer to Sakai

***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.

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

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/>