**Instructor Information**

<table>
<thead>
<tr>
<th>Module</th>
<th>Instructor Information</th>
</tr>
</thead>
</table>
| TLSC 230     | **Jan 13th – Feb. 5th**  
Name: Beth Wright  
Email: bwright3@luc.edu  
Office hours: By appointment |
| TLSC 231     | **Feb 9th – March 13th**  
Name: Lara Smetana  
Email: lsmetana@luc.edu  
Office hours: By appointment |
| TLSC 232     | **March 16th – April 10th**  
Name: Beth Wright  
Email: bwright3@luc.edu  
Office hours: By appointment |

**Days:** Tuesdays and Thursdays  
**Time:** 8:15 a.m. to 12:45 p.m.  
**On-Campus Location:** LSC Cuneo 302 (January 15th WTC CLC 201)  
**School-Site Location:**  
Newton Bateman School  
4220 North Richmond St.  
Chicago, IL 60618

---

**Module Descriptions**

**230 Module Description**

The course begins with an exploration of teaching and assessing writing as an avenue into student thinking and learning. The module is set up to think about how students communicate their ideas through writing, how teachers can support growth as writers and what we learn from our students’ writing.

**231 Module Description**

One way to think about teaching science is to understand science as a culture. People who are scientifically literate can talk, think, act, and identify within the community of science. They
understand the beliefs, ways of knowing, and central assumptions that constitute science. They understand how science is constructed, communicated, and used.

We will spend our time together exploring what it means to learn and do science in different contexts. Our explorations will take us from school classrooms to informal learning institutions around the city to broaden our conceptions of the work of “scientists” and what it means to engage in scientific inquiry. Through these experiences, we will reflect upon the possible implications for teaching science and creating opportunities for all students to participate in the culture of science.

232 Module Description
After science, we will move into thinking about what learning experiences in social studies do and can look like in elementary classrooms. We will continue the theme of inquiry and investigate how social scientists think about inquiry and what that can mean for getting students intellectually active in a classroom space. We will explore ideas of interdisciplinary inquiry that seeks to connect school subjects with your students lives in meaningful ways.

Objectives and Goals

230 IDEA Objectives:
- Learning to apply course materials
- Developing specific skills, competencies, and points of view needed by professionals in the field
- Developing skill in expressing oneself orally or in writing

230 Essential Questions:
1. How do teachers integrate, support and assess practical and purposeful writing within literacy and discipline specific contexts?
2. What types of writing (texts, purposes and modes) should teachers utilize in their instruction?
3. How do teachers plan effectively for teaching writing (e.g., supporting writing to learn activities and public writing products)?
4. How do teachers effectively respond to linguistically, culturally, and academically diverse students’ writing?
5. How do teachers integrate the use of technology in teaching writing and helping students to collaborate and to publish their pieces?
6. How are teachers in discipline specific contexts addressing new standards for writing? What is argumentation, and how do teachers teach students to draft arguments based on specific evidence from and across texts? How do teachers instruct students in using all-purpose and discipline-specific vocabulary in their writing?

231 IDEA Objectives
During this module, through large and small group instruction and discussion, hands-on learning experiences, fieldwork, and reflection, you will work toward the following essential instructional objectives:
• Gaining a broader understanding and appreciation of science as an intellectual and cultural activity
• Learning how to find and use resources for answering questions or solving problems

You will also work toward the following important instructional objectives:
• Developing specific skills, competencies, and points of view needed by teaching professionals
• Learning to apply course material in the classroom setting

231 Essential Questions:
1. How have others defined scientists and what are the implications of various understandings and misunderstandings of science?
2. How might one’s own experiences with science impact teaching and learning?
3. What is culturally relevant teaching in science?
4. How might teachers meet the needs diverse learners through acknowledging and building upon their prior experiences, beliefs and values?
5. How might informal learning resources support and enhance science curriculum, as well as provide relevancy to student’s learning?
6. How have the Next Generation Science Standards impacted science education?
7. How does Science relate to other disciplines, particularly mathematics and social studies?

232 IDEA Objectives:
• Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

232 Essential Questions:
1. What is social studies? How does that differ from the social sciences?
2. What is history and what is its relationship to social studies and the social sciences?
3. What is the value of teaching and learning social studies in schools?
4. What is the importance of argumentation and writing in the discipline of social studies?
5. What are the social and personal implications of the social studies?

Essential Understandings

230 Essential Understandings:
As a part of this module, candidates will understand that effective educators: 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. Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students. Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas. Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement.
EU3 K1 Identify what constitutes research and evidence-based practices related to designing and implementing instruction. (c1G) (IB)

EU6 K2 Identify the content standards and the scope and sequence of the subject area of their certified content areas. (b1B)

EU6 K7 Describe content-specific instructional strategies.

EU 8 S6 Prepare students to critically and creatively respond to text dependent issues and questions orally and in writing. (f2G, f2J)

EU8 S8 Design curriculum and instruction that provides opportunities for oral language development and the use of newly acquired vocabulary in reading and writing activities. (f2J, f2C)

EU8 S10 Design curriculum and instruction that guides students to write informative/explanatory texts that analyze complex ideas; to write narratives that present real or imagined events that utilize effective technique, well-chosen details, well structured event sequences, and standard conventions. (f2G)

EU8 S11 Engage students in inquiry-based research supported by specific evidence to develop research, writing and argumentation skills (b2H, f2G)

EU8 S12 Utilize a variety of technological tools and skills to support literacy instruction and personal communication skills, including but not limited to computers, cameras, interactive websites, blogs, online research. (b1F, b2D, b2G, e2F, c2G, i2K, i2L)

EU8 S18 Work with other teachers and support personnel to design, adjust and modify instruction to deliver a consistent, sequenced, and supportive instructional program to meet each students’ reading, writing and communication needs. (i2I) (IB)

231 Essential Understandings
EU 3 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.

EU 6 Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.

EU 8 Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas.

EU3 K3 Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (c1A) (IB)

EU6 K1 Describe the important facts and central concepts, principles, and theories associated with their certified content areas. (b1B, b1G)

EU6 K2 Identify the content standards and the scope and sequence of the subject area of their certified content areas. (b1B)

EU6 K3 Describe how their subject is related to other disciplines. (b1D) (IB)

EU6 K7 Describe content-specific instructional strategies.

EU6 K9 Describe how to conduct and interpret appropriate content specific assessments. (g1A, g1G)
EU 3 S2 Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (e2K, i1A) (IB)

EU 3 S3 Use standards-based curriculum maps (e.g. UbD) to design units and lessons to meet the needs of diverse learners. (c2J, c2B) (IB)

EU 3 S8 Select relevant instructional content, materials, resources and strategies for differentiated, universally designed instruction and sheltered instruction. (c2J, e2G) (IB)

EU 6 S1 Integrate connections between their content area and the other content areas. (b2F, c2E) (IB)

EU 6 S2 Use students’ prior knowledge and experience to introduce new subject-area related content. (a2B, b1G, c2D) (IB)

EU 6 S6 Evaluate, select, and integrate a variety of research-based strategies such as inquiry, cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (c2J, e2A, i1A) (IB)

EU 6 S7 Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (a2C, b1E) (IB)

EU 6 S9 Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (a1A, a2A, b2E, b1E, c2J, c2E) (IB)

EU 6 S11 Use resources and multiple representations of content effectively, including technology, to enhance student learning. (b2A, b2B, b2D, b2E, b2G) (IB)

EU 11 S7 Engage in different ways of knowing within or across various disciplines. (b2B) (IB)

232 Essential Understandings:
EU 3 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.

EU 6 Candidates will understand that effective educators apply deep understanding of both content and pedagogy to provide developmentally appropriate instruction to all students.

EU 8 Candidates will understand that effective educators explicitly integrate the teaching of reading, writing, communication and technology across content areas.

EU 11 Candidates will understand that effective educators maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement.

As Part of this module, candidates will:
EU 3 K3 Explain how to adjust scope and sequence in standards-based curriculum maps to meet the needs of diverse learners. (c1A) (IB)

EU 6 K1 Describe the important facts and central concepts, principles, and theories associated with their certified content areas. (b1B, b1G)

EU 6 K2 Identify the content standards and the scope and sequence of the subject area of their certified content areas. (b1B)
EU6 K3 Describe how their subject is related to other disciplines. (b1D) (IB)
EU6 K7 Describe content-specific instructional strategies.
EU6 K9 Describe how to conduct and interpret appropriate content specific assessments. (g1A, g1G)

EU 3 S2 Incorporate research and evidence-based practices into the design of instruction (e.g. UbD, IB, SIOP and UDL). (e2K, i1A) (IB)
EU3 S3 Use standards-based curriculum maps (e.g. UbD) to design units and lessons to meet the needs of diverse learners. (c2J, c2B) (IB)
EU 3 S8 Select relevant instructional content, materials, resources and strategies for differentiated, universally designed instruction and sheltered instruction. (c2J, e2G) (IB)
EU6 S1 Integrate connections between their content area and the other content areas. (b2F, c2E) (IB)
EU6 S2 Use students’ prior knowledge and experience to introduce new subject-area related content. (a2B, b1G, c2D) (IB)
EU6 S6 Evaluate, select, and integrate a variety of research-based strategies such as inquiry, cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (c2J, c2A, i1A) (IB)
EU6 S7 Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (a2C, b1E) (IB)
EU6 S9 Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (a1A, a2A, b2E, b1E, c2J, e2E) (IB)
EU6 S11 Use resources and multiple representations of content effectively, including technology, to enhance student learning. (b2A, b2B, b2D, b2E, b2G) (IB)
EU11 S7 Engage in different ways of knowing within or across various disciplines. (b2B) (IB)

Dispositions

Each sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth. The teacher candidate commits to appropriate professional and interpersonal behaviors in this module by:

230 Dispositions Assessment:
- D1 demonstrating that teaching is a complex practice with inherently political and ethical implications (9F)
- D4 demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
- D7 valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)

231 Dispositions Assessment:
- D4 demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (9N) (IB)
D5 participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills. (9O) (IB)

D7 valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (9L, 9N) (IB)

D9 demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels. (2H, 6A) (IB)

D15 valuing and promoting curiosity, creativity, and life-long learning in students. (IB)

D17 Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

232 Dispositions Assessment:

- D4 Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.
- D5 Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills.
- D7 Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments.
- D9 Demonstrating that authentic literacy instruction is the responsibility of all teachers, across all disciplines and grade levels.
- D15 Valuing and promoting curiosity, creativity, and life-long learning in students.
- D17 Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

Sequence Four Professionalism and Participation Policies:

It is expected that teacher candidates in Sequence Four schools and informal partner sites 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, while in the PK – 8 classrooms, sequence instructional sessions on campus and at informal partner sites. 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 schools. 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. (no absences or tardies)
- 1-Rarely late and regularly attend sessions (No more than 1 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 taking initiative, offering ideas and asking questions in sessions, small groups and classroom sessions.
☐ 1-Often a willing participant. Contributes by taking initiative, offering ideas and asking questions in sessions, small groups or classroom sessions
☐ 0-Rarely a willing participant. Rarely contributes to sessions by taking initiative, offering ideas or asking questions.

Integration of Readings into Classroom Participation
☐ 2-Often cites from readings; use readings to support points.
☐ 1-Occasionally cites from readings; sometimes use readings to support points.
☐ 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills
☐ 2-Listens when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
☐ 1-Listens when others talk, both in groups and in sessions
☐ 0-Rarely listens when others talk, both in groups and in sessions.

Course Evaluation

Grading
All assignments will be graded using the rubrics posted on Sakai and Livetext throughout the semester. Each assignment will be calculated into the total number of points for the course. The number of points earned will be divided by the number of points possible, and a letter grade will be assigned using the scale below.

ALL ASSIGNMENTS MUST BE SUBMITTED THROUGH LIVETEXT

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D</td>
<td>61 - 69</td>
</tr>
<tr>
<td>F</td>
<td>60 - 0</td>
</tr>
</tbody>
</table>

Sequence Four Summative Assessment:

After completing the modules in this sequence, teacher candidates will engage in a structured interdisciplinary inquiry with specific connections to science and civic issues. Teacher candidates will have the opportunity to engage in both scientific and historical inquiry, while
utilizing relevant literacy practices. This structured inquiry will highlight common themes between the disciplines of science and social studies that have local, national and global connections. It should also serve as a model for what teacher candidates will design later for their own students in Module 6.2.

Candidates will choose a topic of interest and importance to them to investigate. They will use the inquiry-based approaches of Modules 4.2 and 4.3 to investigate their particular issue of scientific and civic importance, and they will pull on a range of informational texts and the skills of argumentation emphasized in Module 4.1, as well as in Modules 4.2 and 4.3. The goal of this assessment is to demonstrate a strong command of the content areas of science and social studies and the skills of academic writing. The nonfiction notebook will be used to gather, record and organize acquired information and experiences.

**TLSC 230 Assignments**

**Clinical Classroom Assessments:**
- Individual Writing Conference with a student
- Mini Lesson instruction with mentor text for informational or procedural writing – materials and rubric included

**Module Experiences and Assessments:**
- Inspiration Chart and paragraph – use with content area text or mentor writing text.
- Writing Notebook – Candidates will keep a nonfiction notebook and add to it throughout this sequence as they brainstorm, respond, reflect and collect personal ideas to share in writing or to teach to students.
- Candidates will explore model writing samples of persuasive, expository, and narrative writing from the CCSS and create a rubric that would be appropriate for use in their classroom.
- Summative Assessment: Personal written inquiry project that includes social studies and science elements
- Course Participation

| Participation                              | 20% |
| Summative Assessment                      | 20% |
| Writing Conference, Analysis, and Action Plan | 20% |
| Writing Mini Lesson                       | 20% |
| Inspiration chart and paragraph           | 15% |
| Group Writing Rubric                      | 5%  |

**TLSC 231 Assignments**

*Greater detail and rubrics will be provided for all assignments on Sakai.*

**Course Participation – 10%**
I expect you will attend each class session and arrive on time. I expect you to make regular and thoughtful contributions to class activities, discussions, and group projects for your own learning...
and those of others. I also expect you to arrive prepared for class through careful reading and reflection and timely completion of assignments.

During each course session you will earn points for your participation. Lack of participation, late arrival, and lack of preparation will impact your earned points. You will not be able to earn participation points if absent.

**Science Talk – 25%**
This assignment will ask you to *formatively* assess your students on their understanding of specific science topics (connected to your inquiry project), the types of experiences or knowledge bases they draw upon to make sense of the world, and what they wonder about or have questions about in connection to science. This assignment is a great opportunity to learn about and from your students and think about how what they know and want to know can inform your science lessons/units.

**Inquiry Plan Defense – 25%**
A developmental step while working on the sequence four summative assessment is to develop and present a plan to your peers with the goal of getting productive feedback. The plan must include your researchable question, a rationale for how it addresses an issue of both scientific and civic importance and initial designs for data collection (including sources and modes of collection). The inquiry plan will be presented to peers and the course instructor to receive constructive feedback regarding the feasibility of their investigation and discussion of other possible data or resources that might assist their investigation.

**Weekly Course Reflections – 20%**
This assignment will ask you to reflect on or make sense of the experiences you have during this module. Each week, you will be asked to respond to broad questions or ideas and how they pertain to learning, doing and teaching science.

**Sequence Four Summative Assessment – 20%**

**TLSC 232 Assignments**
*Greater detail and rubrics will be provided for all assignments on Sakai.*

- Gallery Walk PPT completed with a partner on a mini inquiry unit for sharing during one of the sessions with the facilitators from the Chicago History Fair – 15%
- Weekly course reflections connecting key experiences to big ideas – 20%
- Co-teach a social studies artifact lesson – 25%
- Participation – 20%
- Summative Assessment – 20%

---

**Required Texts, Readings and Resources**

**230 Module Text Book**
Portland, ME: Stenhouse.

Readwritethink (Instructional resources site for IRA and NCTE) [http://readwritethink.org](http://readwritethink.org)

**Articles Posted on Sakai – including the following:**


**231 Module Text Book**

***Note that this book is available for free download at [www.nap.edu](http://www.nap.edu)***

**231 Other Readings**
Additional required readings will be posted to Sakai throughout the module.


**231 Resources**
[www.nextgenscience.org](http://www.nextgenscience.org)

**232 Required Text**


**232 Other Readings**


### 232 Module Resources

- CPS Social Studies 3.0  
- Big History Project  
- Cultural Institutions – Chicago Metro History Education Center,  
  [http://www.chicagohistoryfair.org](http://www.chicagohistoryfair.org)
- Chicago History Museum  
  [http://www.chicagohs.org](http://www.chicagohs.org)
- Social Studies Resources – compiled by LUC  
  [https://sites.google.com/site/teachingsocialsciences/?pli=1](https://sites.google.com/site/teachingsocialsciences/?pli=1)
- National Council for the Social Studies  
  [www.socialstudies.org](http://www.socialstudies.org)
- Reading, Writing and Researching for History  
  [http://www.bowdoin.edu/writing-guides/](http://www.bowdoin.edu/writing-guides/)
- Resources on the Teaching of Social Sciences:  
- Writing to Learn History  

### School of Education Policies and Information

**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.

Specifically grounded in the overarching principles of *Professionalism in Service of Social Justice*, this module focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students. Additionally, candidates must demonstrate
understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

**Technology**
Teacher candidates in Elementary Sequence Four will be expected to demonstrate evidence of professional technology skills. They will be expected to become competent with the range of technology at the school site, including interactive boards, their software, and school based curriculum software. They will also be required to effectively use Live Text software for core sequence assessments, and Inspiration software for organization of ideas for written response. Teacher candidates will also be expected to utilize a variety of websites including Sakai, ISBE, standards, informal partner websites and various professional sites. It is expected that teacher candidates will recognize the importance of developing a strong and continually renewed set of technology skills, and that they will promote access to these skills for all students with whom they and work.

**Diversity**
By focusing on teaching writing within diverse classroom populations, this sequence addresses multiple perspectives on the development and teaching of literacy, including language and learning diversity, including but not limited to: the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., English language learners, instructional contexts for students with special needs). It is expected that teacher candidates in Sequence Four will recognize, respect and address all varieties of diversity, including linguistic diversity, in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors as well as in emerging professional relationships and knowledge of professional planning and instruction with the administration, faculty, students and families at the school site.

**University Policies and Information**

**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: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**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: [http://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 on-line 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:

[http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

---

**TLSC 230 CALENDAR**

<table>
<thead>
<tr>
<th>Class Sessions</th>
<th>Reading or Activity</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| January 13 8:15 – 12:45 | • Class on Campus  
• Overview of Sequence and Module 4.1 (TLSC 230)  
• Inquiry and Writing | • Begin Writers’ Nonfiction Notebooks  
• Donald Graves article “The Pro”  
• Read like a Reader/Writer  
• Inquiry Circles in Elementary Classrooms  
DVD Topics: Writers Workshop  
• Purposes and modes for writing  
• Mentor Texts  
• Common Core |

---
<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Class topics and assignments</th>
</tr>
</thead>
</table>
| January 15*  | CLC 201 And       | • Writing Workshop  
• Resources for Nonfiction Writing  
• LUC Curriculum Library  
• 11:00 – 12:30 Tracy Ruppman, LUC librarian  
• Nonfiction Notebooks  
• Supporting instruction in the classroom  
• Stead Materials (Sakai)  
• Read article (Sakai)  
• Inspiration Project introduction |
| January 20   | First Session at Bateman School | • Buckner, ch. 3 & 4  
• Writing Rubric article  
• Nonfiction Notebooks  
• Supporting instruction in the classroom  
• Stead Materials (Sakai)  
• Read article (Sakai)  
• Inspiration Project introduction |
| January 22   | Classrooms        | Buckner, ch. 5 & 6  
• Model classroom mini lessons for writing  
• Inspiration Project introduction |
| January 27   | Classrooms        | Conferencing  
: Caulkins (Sakai)  
• Inspiration Project introduction |
| January 29   | Classrooms        | Writing Rubrics:  
Work on this in groups  
• Inspiration Project introduction |
| February 3   | Classrooms        | Continue focus on personal Inquiry writing (summative assessment)  
• Inspiration Project introduction |
| February 5   | Classrooms        | Review of writing instruction  
• Inspiration Project introduction |

231 Module Calendar

*Please note that this schedule is fluid, and may change based on student interests and availability of resources.

*Noted readings and assignments should be completed on the date on which they are listed. All assigned readings will be posted to Sakai.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Class topics and assignments</th>
</tr>
</thead>
</table>
| 2/10/15      | Cuneo 302, IES    | Focus: What is science? Who are scientists? What are the essential elements of scientific inquiry?  
Readings due: Course Syllabus, NSTA Position Statement on Scientific Inquiry |
| 2/12/15      | Boone School      | Focus: What might inquiry look like in the classroom?  
Readings due: Inquiry in Science and in Classrooms |
| Date       | Location                | Focus                                                                 | Readings due                                                                                   | Assignment due                  |
|------------|-------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| 2/17/15    | Peggy Notebaert Nature Museum | **What does it mean to do scientific inquiry?**<br>What are the 4 strands? | **Readings due:** Ready, Set, Science Chapter 2                                                 | **Assignment due:** Weekly Reflection |
| 2/19/15    | Boone School            | **What are the core ideas, cross-cutting concepts,**<br>**and essential practices K-12 students should be engrossed in?**<br>**Preparing for our science talks.** | **Readings due:** Science Talk Samples, Guiding Student Thinking during Science Talks, Creating a Foundation Through Student Conversation | **Assignment due:** Weekly Reflection, Inquiry Plan Defense (group 1) |
| 2/23/15    | Boone School            | **What role do students’ cultural practices and funds of knowledge assume in their science learning?**<br>**Ways of exploring inquiry in the classroom.** | **Readings due:** BSCS 5E Instructional Model, The Many Levels of Inquiry |                                                                                  |
| 3/2-3/5/15 | Spring Break            | **How can interdisciplinary connections enhance the authenticity of scientific investigations?** | **Readings:** TBA                                                                            |                                                                                  |
| 3/10/15    | Boone School            | **How might teachers help students connect science**                 |                                                                                               |                                                                                  |
| 3/12/15    | Chicago Field Museum    |                                                                      |                                                                                               |                                                                                  |
### 232 Module Calendar

*Please note that this schedule is fluid, and may change based on student interests and availability of resources.

*Noted readings and assignments should be completed on the date on which they are listed. All assigned readings will be posted to Sakai.

<table>
<thead>
<tr>
<th>Class Sessions</th>
<th>Reading and Assessment</th>
</tr>
</thead>
</table>
| 3/17/15 Bateman School | **Topic**: What is social studies?  
**Reading**: Doing History – Ch. 2-3, pp. 1-32 |
| 3/19/15 Bateman School | **Topic**: What does inquiry look like in a social studies lesson? Going beyond transmission of the facts  
**Reading**: Doing History - Ch. 6-7, pp.58-87  
**Due**: Reflection #1 |
| 3/24/15 Chicago Metro History Fair WTC Computer Lab Lewis Towers 410 | **Topic**: How is social studies a pathway to connecting people, places and ideas? Examining the concepts of interdisciplinary and place.  
**Reading**: Doing History- Ch. 8 |
| 3/26/15 Chicago Metro History Fair WTC Computer Lab Lewis Towers 410 | **Reading**: Doing History – Ch. 4, pp. 33 – 57  
**Due**: Team PPT Gallery Walk; Reflection #2 |
| 3/31/15 Bateman School | **Topic**: How can we make this learning experience authentic? Investigating interdisciplinary inquiry in the social studies classroom  
**Reading**: Doing History Chapter 9 |
| 4/2/15 Bateman School | **Topic**: Engaging Social Studies Curriculum and Instruction  
**Reading**: Article by Yeager and Davis (posted on Sakai)  
**Due**: Reflection #3 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/7/15</td>
<td>Chicago History Museum</td>
<td>How do we engage students, and their ideas in a social studies lesson? Collaboratively examining our work together</td>
<td><em>Reading</em>: Doing History, Chapter 5</td>
</tr>
<tr>
<td>4/9/15</td>
<td>Chicago History Museum</td>
<td>What have we learned? What does it mean for our future students?</td>
<td><em>Due</em>: Artifact Lesson; Reflection #4</td>
</tr>
</tbody>
</table>