Sequence One: Learning and Development
TLSC 401 Module
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Graduate Program: Master of Education (M.Ed.)
Summer 2014

Instructor Information
Name: Kelly Ferguson
Email: kferguson@luc.edu
Office hours: By appointment

Sequence Information
Dates: 5/27/14 to 6/4/14
Days: Monday, Tuesday, Wednesday, Thursday & Friday
Times: 9:00-1:00 pm
Campus Location: LSC-Cuneo Hall Room 324

Sequence 1, TLSC 401 Module Overview:
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.
TLSC 401 Essential Questions:
1. How do theories of learning and development 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)?
5. What differences in learning and practice might be associated with atypical development?

IDEA Course Objectives:
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

Sequence One Participation and Attendance Policy:
It is expected that teacher candidates in Sequence One site visits will demonstrate high levels of professionalism and responsibility in all aspects of their work in this sequence. In order to complete all assessments and requirements in a satisfactory manner, candidates must be present for all sessions, while in the cultural institution site visits and sequence instructional sessions on campus. In the event of approved or excused absences, candidates should contact their professors. 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 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 offering ideas and asking questions in sessions, small groups and the whole class.
☐ 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
☐ 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.

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 site 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.

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. For additional academic policies and procedures refer to: 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/

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community.
The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

**Conceptual Framework: Professionalism in Service of Social Justice**

Our Conceptual Framework—through its components of service, skills, knowledge, and ethics—guides the curricula of School of Education programs in the preparation of “professionals in service of social justice.” These dimensions of the conceptual framework also serve as the foundation to the School of Education—standards that are explicitly embedded in major benchmarks across all SOE programs.

Sequence One: Learning and Development exemplifies *professionalism in service of social justice* through its focus on: (a) working with diverse children across the developmental continuum in a variety of formal and informal learning settings to deepen candidates’ understanding of the roles and responsibilities of educators in light of the learning and development of students from birth to grade 12, (b) learning 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) deepening candidates’ understanding of the ways in which social, cultural, and environmental contexts might shape children’s development and cognitive processing.

**Disposition Assessment**

Each course in the School of Education focuses on one or more professional dispositions. The specific disposition or dispositions for each course are listed on this syllabus (below) and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

*Professionalism: IL-LUC-DISP.1*

Demonstrates all behaviors at acceptable level.

Takes initiative.

Serves as a model for peers.

Actively problem solves.

Is resilient.

**Technology**

To complete the theoretical concepts essays and developmental trends project for this course, candidates will regularly engage with technology. Candidates will (1) seek out information on the Internet and in databases about various theories, developmental trends, and contexts and (2) use software to organize and analyze data for the developmental trends project.
Diversity
By focusing on learning and development, this module addresses multiple perspectives on diversity, including but not limited to: the diversity in students’ backgrounds (i.e., culture, language, ability), working with diverse children across the developmental continuum, learning about the broader developmental progress in diverse groups of children, and deepening candidates’ understanding of the ways in which social, cultural, and environmental contexts might shape children’s development and cognitive processing.

Grading Scale for Sequence One:

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
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<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>
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<tr>
<td>C+</td>
<td>77 – 79</td>
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<tr>
<td>C</td>
<td>73 – 76</td>
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<tr>
<td>C-</td>
<td>70 – 72</td>
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<tr>
<td>D</td>
<td>61 – 69</td>
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<tr>
<td>F</td>
<td>60 or below</td>
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TLSC 401 Module Assignments (Detailed assignment descriptions & rubrics posted on Sakai):
- Theoretical Concept Papers (50%) (10% for each paper)
- Developmental Trends Project (20%)
- Participation (15%)
- Sequence Summative Assessment (15%)

Required Texts
- Other readings will be required and available on Sakai.
TLSC Graduate Sequence 1 Summative Assessment and Rubric

The Sequence 1 summative assessment assignment will draw from your experiences and other assignments throughout the TLSC 401 and 402 modules. The total Summative Assessment grade will be divided equally among each of the two modules. Therefore, your individual module grades will be finalized only once the Summative Assessment has been completed and evaluated. The Sequence 1 Summative Assessment will make up 10% of your final grade for each module and be determined using the common rubric available below, on the syllabus, and on LiveText. You will write an essay in which you describe and reflect upon your developing understandings about the profession of teaching and the role of collaborative relationships in education. You should dedicate one section of the essay to each of the following prompts. Be sure to make reference to course readings (including citations), site visits, class discussions and experiences. A reference list (APA format) should also be included.

1. How have your understandings about teaching and the roles and responsibilities of teachers changed as a result of your experiences in this sequence? What are you learning about the knowledge, skills, and dispositions of educators across the various instructional settings you have visited with regard to diversity of students and a commitment to social justice?

2. How did the experiences during this sequence influence your understanding of the role of collaborative relationships in education? What impact does the school community as well as the larger community have on the educational environment of a school and student learning? What are the implications for your future work as an educator?

Excluding the reference list, the paper should be no more than 1000 words, double-spaced, 11-12 point font and submitted on LiveText.
### Tentative Calendar:

<table>
<thead>
<tr>
<th>Class Sessions</th>
<th>Location</th>
<th>Reading or Activity</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| May 27 (Tues.) | LUC      | Topic: Learning in Context  
Reading(s):  
- Ormrod Ch. 3 (Reading for today will be completed in class)  
- Site visit to Berger Park Cultural Center (Class will walk over together) | Social Justice Survey  
(In Livetext) **DUE** |
| May 28 (Wed.)  | LUC      | Topic: Cognitive Development  
Reading(s):  
- Ormrod Ch. 5 | |
| May 29 (Thurs.)  | *Kateri Center*  
3938 N. Leavitt  
Chicago 60618 | Topic: Atypical Development  
Reading(s):  
- “Atypical Development” (Found on Sakai under Resources Folder) | |
| May 30 (Fri.)   | *Lincoln Park Zoo*  
2001 N. Clark St.  
Chicago 60614 | Topic: Language Development  
Reading(s):  
- Machado: PDF Pages 3-13; 24-40; 42-45; 47-50 (Found on Sakai under Resources Folder) | |
| June 2 (Mon.)   | LUC      | Topic: Second Language Development  
Reading(s):  
- Walqui & vanLier (Ch. 3)  
- Walqui (“Scaffolding Success”) | |
| June 3 (Tues.)  | *Site Visit* | Topic: Personal & Social Development  
Reading(s):  
- Ormrod Ch. 7 | |
<table>
<thead>
<tr>
<th>June 4 (Wed.)</th>
<th>LUC</th>
<th>Topic: TLSC Reflection &amp; Future Work Activities:</th>
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<tr>
<td></td>
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<td>• Collaborative Sharing</td>
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<td>• Debrief module TLSC 401</td>
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<td></td>
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<td>- Theoretical Concept Papers <strong>DUE</strong></td>
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<td>- Developmental Trends Project <strong>DUE</strong></td>
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