

## EDU 102 Integrative Seminar in Liberal Studies

Mount Saint Mary's University  
Fall 2020 – August 24-December 10  
Mondays 8:00-9:00AM  
Course Syllabus

**Instructor:** Shelly Tochluk, Ph.D.  
**Email:** [stochluk@msmu.edu](mailto:stochluk@msmu.edu) (the best way to reach me)  
**Office hours:** Immediately following class on Mondays or by appointment.  
Please email me to schedule.  
Physical Location: Building 17½ - 2nd floor, above Toddler's Center

**Please email me from your MSMU email address.**

**Pre-requisites for enrollment:** Successful completion of EDU 100 and 101; junior or senior status; enrollment in the Concurrent Program of Teacher Preparation

### Course Philosophy:

This course is meant to be a laboratory of learning. My hope is that the activities and materials included will serve your learning goals as you consider what it means to become an educator in the state of California and/or how you will make use of your knowledge in service of community. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

### Course Format:

This course utilizes two formats for class sessions, synchronous Zoom sessions and asynchronous online modules. Zoom sessions meet during the published course dates/times. To attend Zoom sessions, you need to be in a quiet location with access to a computer or laptop that allows for internet access and audio and video functions. Login information is available on Canvas. You may complete online modules at your own pace any time prior to the date/time due. (See course calendar for details.)

### Course Description:

This culminating course is required to complete the Liberal Studies Major as part of the undergraduate concurrent program of elementary teacher preparation. Students examine relationships among disciplines included in their program of study, synthesize major themes, and compare forms of inquiry. Requirements for the Liberal Studies Portfolio are reviewed and explained. Required elements are discussed and submitted as class assignments. The final submission is the Liberal Studies Portfolio, which serves as the major's capstone project. The *CCTC Elementary Subject Matter Standards* are discussed as an aspect of program assessment.

### Course Objectives:

1. Reflection and integration of the themes of the Liberal Studies Major, demonstrated by the Liberal Studies Portfolio and by an exploration from three academic perspectives of a selected area of inquiry of on-going and substantial interest.
2. Consider the CCTC Elementary Subject Matter (ESM) Content Standards Matrix as verifying subject matter knowledge required for teaching.

### **Assessment of Student Learning Outcomes:**

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of a student in our credentialing and masters programs. In this class, one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this Department, and throughout the University.

### **Inclusivity Statements:**

- This class is intended to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this policy relies on the support and understanding of everyone in the class. We all have a responsibility to try to avoid offending each other and to speak against harassment or discrimination of any kind.
- All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with me in advance.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact me (if you feel comfortable doing so) or the Dean of Student Life on their respective campus for support.
- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please contact me so we can create a plan in advance for potential emergencies.
- If you have personal challenges such as health issues that might affect your ability to perform in this class, please let me know as soon as possible so that we can work together to make appropriate accommodations

### **Course values:**

**Attendance** - Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities. Because collective engagement in course topics is so important to the learning process, limit absences to only two sessions. Students will have an opportunity to do an additional make-up assignment if there is a third absence due to an emergency. After the third absence, so much content will have been missed that an administrative withdrawal may be necessary and you would be invited to re-register for the course during a subsequent semester.

**Make up work and late assignments** - Emergencies occasionally happen. If you find that an assignment cannot be completed or submitted on time, contact me as soon as possible to make arrangements for a late submission. If you know you will be absent, do your best to submit your work before the class' start time (and due date) on canvas.

**Assessment** - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines and rubrics before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

Your course grade (credit/no credit) and advancement in the Teacher Preparation Program will benefit from high quality completion of the following activities:

<b>Tasks</b>	<b>Due Dates</b>
What It Means to Be an Educated Person - Essay	Aug. 31
Capstone – Exploration of a Question – updated from EDU 101 (one perspective drafted minimum)	Sept. 4
Analysis of the Liberal Studies Major	Sept. 21
Analysis and Integration of the Content of the Liberal Studies Major CCTC ESM Standards Matrix and Self-Assessment and Development Plan	Sept. 28
Capstone - Exploration of a Question (two perspectives drafted)	Oct. 5
Analysis of the Five Themes of the Liberal Studies Major – Part I (3 of 5 matrices + syntheses completed)	Oct. 12
Analysis of the Five Themes of the Liberal Studies Major – Part II (final 2 of 5 matrices + syntheses completed)	Oct. 19
Resubmission - Analysis of the Liberal Studies Major	Oct. 26
Reflection on Evidence of Growth	Nov. 2
Capstone - Exploration of a Question (three perspectives drafted)	Nov. 9
Narrative Reflection on the Liberal Studies Major	Nov. 16
Liberal Studies Portfolio Due (online or hardcopy)	Nov. 30
<i><b>Note:</b> The portfolio must be completed by the due date if you are completing the course this semester. If you have an extended program plan involving supervised teaching next spring or fall, you may submit a draft version (what is complete so far) and make arrangements to receive an “In Progress” and finalize the portfolio in January or later in the spring (depending on your plan).</i>	
Candidate Evaluation of the Liberal Studies Program (Completed during final individual meeting)	Dec. 10

### **Grading**

This course is credit/no credit. All activities are designed to offer useful learning opportunities so you may successfully complete the Liberal Studies major and/or the Concurrent Program of Teacher Preparation. Feedback provided on each assignment is meant to help you attain your future goals.

All assignments must be completed in order to earn course credit. Online modules count as attendance.

## Required Texts

No textbooks are required for this seminar course.

## Assignment Descriptions

The majority of the tasks required during this seminar course make up your culminating Liberal Studies Portfolio, which includes a Capstone Project. The final requirement is a candidate evaluation of the Liberal Studies program, which helps us improve the program.

### 1. What It Means to Be an Educated Person - Essay

Your assignment is to write a *personal* descriptive, analytic essay on the question: *What does it mean to be “an educated person?” How do you describe an “educated person?”* This amounts to a comprehensive statement regarding your philosophy and the purpose of the Liberal Studies major. Details for how to construct the essay are posted on Canvas.

### 2. Analysis and Integration of the Content of the Liberal Studies Major

This task provides you with an opportunity to reflect honestly on your strengths and areas for growth in relation to the CCTC Elementary Subject Matter Content Standards, and it includes the completion of the CCTC ESM Content Standards Matrix. Details for completion and submission are posted on Canvas.

### 3. Analysis of the Five Themes of the Liberal Studies Major

This part of your Liberal Studies Portfolio provides you with an opportunity to demonstrate your ability to describe, evaluate, and create synthesis statements regarding how five themes related to the Liberal Studies Major are evidenced at MSMU.

### 4. Analysis of the Liberal Studies Major

This part of your Liberal Studies Portfolio provides you with an opportunity to reflect on the content and character of the Liberal Studies Major. To do so, you will reflect on your own learning and how it may influence your future as a teacher. Considerations including the challenges you faced, the value and impact of the material explored, cognitive skills used, and how the content and character of the major influences the world.

### 5. Evidence of Growth

This part of your Liberal Studies Portfolio invites you to select two university-level work samples that demonstrate academic skill development as well as professional growth and development. You will include these two samples in your Portfolio along with a written reflection on improvement related to the use of cognitive skill(s). You will also complete a self-evaluation to demonstrate how you interpret the scoring criteria on an analytic rubric.

### 6. Integrative Capstone Project

This capstone project provides you with an opportunity to demonstrate your ability to use three different academic perspectives to look at a question of your choosing. Essential skills utilized include the ability to 1) distinguish the unique lenses used by particular academic disciplines and 2) write about a singular question using three academic perspectives. You will submit three drafts of this project over the course of the semester. The final, edited version will be included

in your Liberal Studies Portfolio. The assignment guidelines, formative feedback rubric, and details regarding progressive due dates are posted on Canvas.

### **7. Narrative Reflection on the Liberal Studies Major**

This part of your Liberal Studies Portfolio invites you to select a topic for personal reflection regarding you and the Liberal Studies Major. What has your experience been like with the major? How did it change you? What did you learn because of it? How will it affect your future?

### **8. Evaluation of the Liberal Studies Major**

You are asked to provide feedback about your experience of the program coordination and advisement. Your feedback allows program directors to make improvements to the Liberal Studies Major and the Concurrent Program of Elementary Teacher Preparation.

## **Other Guidelines and Notices**

- **Special Circumstances due to COVID.** This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructor to discuss accommodations.
- **California credential legislation & regulations are subject to change.** These changes supersede MSMU academic policies and regulations, even those published in the MSMU catalog.
- When you successfully complete the 2042 Multiple Subject Credential Program at MSMU, you will receive a five-year initial Preliminary Credential. Sometime during the subsequent five years, you will need to complete legislated requirements to convert the Preliminary credential to a Clear Credential. These will be noted on the credential document.
- You may find it helpful to exchange phone numbers and e-mail addresses with your classmates for mutual help and support.
- I encourage you to find a friend who will read and edit your assignments with you before submitting a final draft. All assignments should be thoughtfully prepared, written in academic English, and as free of grammatical and spelling errors as possible. For traditional essays, use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: It is important that educators be excellent language and literacy models. Because I care so much about your ability to teach writing skills to young people, grammatical/spelling errors will be highlighted and receive point deductions in order to alert you to areas for continued growth.) **All are encouraged to make use of the Student Learning Center.**

## **University and Education Department Policies**

**Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for you according to your needs. Both graduate and undergraduate students are welcome. Call (213) 488-2692.

**Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student

Handbook.) If an instructor is concerned about a student's ability to meet expectations, a Notice of Concern will be completed as part of the Department's formative feedback assessment process.

**Academic Integrity:** Students are expected to adhere to the MSMU statements on Academic Integrity published in the MSMU Catalog.

**Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

**Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

**Students with Disabilities:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at [disability@msmu.edu](mailto:disability@msmu.edu).

**Incompletes:** Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:

- has completed the majority of assignments
- on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
- is prevented from completing the final assignment for serious medical/personal reasons
- can complete the work within one semester

**Student Credit Hour Policy** – A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### Education Department Office Information

Feel free call the Education Department receptionist anytime to make an appointment with Dr. Shelly Tochluk or Dr. Robin Gordon: (213) 477-2620. Contact Sr. Kieran Vaughan at [kvaughan@msmu.edu](mailto:kvaughan@msmu.edu) or 213-477-2628.

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### COURSE CALENDAR

**Week 1** - Mon. 8/24 – Zoom

**Topic(s):** Overview of course, timeline, assignments, and final portfolio requirements; What it means to be an educated person (reprise); Program plan review.

**Assignments Due:** None

**Week 2** – Mon. 8/31 – Online Module

**Topic(s):** Analysis of the Liberal Studies Major

**Assignments Due:** Essay - What It Means to Be an Educated Person

**DUE BEFORE LABOR DAY – Friday, 9/4**

**Assignment Due:** Exploration of a Question (updated from EDU 101, one perspective fully drafted minimum)

**Week 3** – Mon. 9/7 – NO CLASS - Labor Day Holiday

**Week 4** – Mon. 9/14 – Zoom

**Topic(s):** Discuss Exploration of a Question – Capstone Projects; Analysis of the Liberal Studies Major

**Assignments Due:** None

**Week 5** – Mon. 9/21 – Online Module

**Topic(s):** Analysis and Integration of the Content of the Liberal Studies Major --- CCTC ESM Standards Matrix and Self-Assessment and Development Plan

**Reading Due:** Article - [\*On Being a Leader Who Happens to Be a Woman of Color: A Conversation with Salina Gray, Raquel Tamez, and Rochelle Williams\*](#), from The Scholarly Kitchen

**Assignments Due:** Analysis of the Liberal Studies Major

**Week 6** – Mon. 9/28 – Zoom

**Topic(s):** Analysis of the Five Themes of the Liberal Studies Major; Discussion of the Self-Assessment and Development Plans

**Assignments Due:** CCTC ESM Standards Matrix and Self-Assessment and Development Plan

**Week 7** – Mon. 10/5 – Zoom

**Topic(s):** Advisement related to Supervised Teaching, fifth year paperwork, supplemental authorizations, concentrations, etc.

**Assignments Due:** Exploration of a Question (two perspectives fully drafted minimum)

**Week 8** – Mon, 10/12 – Wed. 10/14- – In person individual appointments (1 hour)

**Topic(s):** Mid-semester Progress Check

**Assignments Due:** Matrices and Synthesis Paragraphs (Part I)

**Week 9** – Mon. 10/19 – Fri, 10/23 – In person individual appointments (1 hour)

**Topic(s):** Mid-semester Progress Check (cont.)

**Assignments Due:** Matrices and Synthesis Paragraphs (Part II)

**Week 10** – Mon. 10/26 - Online Module + Optional Zoom Check-in (8-9AM)

**Topic(s):** Reflecting on growth over time in use of cognitive skills; Portfolio introduction/narrative

**Assignments Due:** Resubmission - Analysis of the Liberal Studies Major

**Week 11** – Mon. 11/2 – Online Module

**Topic(s):** Portfolio submission format options; Continue work on Exploration of a Question

**Assignments Due:** Reflection on Evidence of Growth

**Week 12** – Mon. 11/9 – NO CLASS – Optional Zoom Check-in (8-9AM)

**Assignments Due:** Exploration of a Question (three perspectives fully drafted)

**Week 13** – Mon.11/16 - NO CLASS - Individual 30 minute appointments (as needed)

**Topic(s):** Support for successful completion of the capstone project or other portfolio requirements

**Assignments Due:** Narrative Reflection on the Liberal Studies Major

**Week 14** – Mon. 11/23 – Zoom

**Topic(s):** Capstone Share Out

**Assignments Due:** None

**Week 15** – Nov. 30 - Dec. 4 - Individual Meetings

**Topic(s):** Individual meetings for those receiving “In Progress” grades (submitting portfolios in January or February) and/or doing supervised teaching next fall

**Assignments Due:** Portfolio Due (for those doing supervised teaching)

**Finals Week** – Dec 7-10 - Individual Meetings

**Topic(s):** Individual meetings for those completing the course and/or doing supervised teaching in the spring

**Assignments Due:** Candidate Evaluation of the Liberal Studies Major (Completed during final individual meeting)