

Loyola University Chicago
CIEP 524 - Multicultural Education: Privilege, Power, and Possibilities in Urban Classrooms

Fall 2017

Instructor: Dra. (Doctora) Aurora Chang

Class Location: Corboy Law Center 421

Class Time: Tuesdays, 7:00-9:30pm

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Office/Office Hours: By appointment via Skype/FaceTime/Zoom

Disclaimer

Please note that this is intended to be a co-constructed course therefore this syllabus is always subject to change. We will initially reach consensus as to its contents, however it is inevitable that modifications will be made as we work through the semester and make appropriate accommodations as a community of learners. Additionally, if, for pedagogical reasons, a change is necessary, I reserve the right to consult with/notify the class to move forward with such changes. If and when changes are made to the syllabus, I will notify the entire community both verbally and in writing.

Course Description

This course examines multicultural education through a focus on critical readings in foundations of education. By examining the role of privilege, power and possibilities within teaching and learning, this course aims to explore the ways in which identity, education and agency intersect in school contexts with a specific focus on urban locations. This course will allow you to consider the following central questions:

- How does your positionality impact your epistemology?
- How do power, privilege, and possibilities play a role in the processes of schooling?
- How does one effectively facilitate and participate in discussions around critical issues in multicultural education?
- How would you describe your own intersectional positionality as a scholar/researcher/educator by applying the concepts of our readings to your own understandings of schooling?
- How do identity, education and agency intersect and interact with one another in school contexts?

Course Objectives

This course has been designed to meet the following general goals. Students will:

1. Engage in rigorous discourses about the role of power, privilege and possibilities within multicultural education, curricular choices and the process of schooling.
2. Become familiar with key theoretical readings and related readings about multicultural education, curriculum, and critical pedagogy.
3. Learn to effectively facilitate and participate in discussions around critical issues in multicultural education, curriculum and critical pedagogy.
4. Examine your own intersectional positionality as a scholar/researcher/educator by applying the concepts of our readings to your own understandings of multicultural education, curriculum, critical pedagogy and schooling.
5. Explore the ways in which identity, education and agency intersect and interact with one another in school contexts with a focus on curriculum.
6. Develop, write and present a final paper detailing a current critical curricular issue pertinent to multicultural education that focuses on power, privilege, and possibilities.

Conceptual Framework and Conceptual Framework Standards

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF) – *Social Action through Education* – is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

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

The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit **professionalism**, pursue **inquiry**, and enact **social justice** prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes.

IDEA Objectives

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning how to find and use resources for answering questions or solving problems
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

Diversity

This course supports the School of Education's conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to undocumented students.

www.luc.edu/education/syllabus-addendum/

This link directs you to the college-wide required statements on the following topics: academic honesty, accessibility, conceptual framework, EthicsLine Reporting Hotline, and Electronic Communication Policies and Guidelines. You are responsible for knowing and abiding by the content of these statements.

Food and Housing Security

Any student who faces challenges securing their food or housing is urged to contact the Dean of Students for support. Furthermore, please notify me if you feel comfortable in doing so. I will work with you to identify potential resources.

Use of Technology (including cell phones, laptops, tablets, etc.)

I have designed this class so that learning will be optimized through discussion and our powerful interactions through sharing ideas from our life experiences, professional expertise, and other funds of knowledge with each other, therefore the use of technology will be more of a hindrance than an enrichment during class. I highly encourage you to use pen and paper note taking as your primary means of technology in the classroom. Research continues to support the effectiveness of manual notetaking in enhancing student learning.

http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away?utm_source=facebook.com&utm_medium=social&utm_campaign=npr&utm_term=nprnews&utm_content=20170819

In the study published in *Psychological Science*, Pam A. Mueller of Princeton University and Daniel M. Oppenheimer of the University of California, Los Angeles sought to test how note-taking by hand or by computer affects learning.

"When people type their notes, they have this tendency to try to take verbatim notes and write down as much of the lecture as they can," Mueller tells NPR's Rachel Martin. "The students who were taking longhand notes in our studies were forced to be more selective — because you can't write as fast as you can type. And that extra processing of the material that they were doing benefited them."

Mueller and Oppenheimer cited that note-taking can be categorized two ways: generative and nongenerative. Generative note-taking pertains to "summarizing, paraphrasing, concept mapping," while nongenerative note-taking involves copying something verbatim.

If you need to use technology as a tool for accommodation, please let me know in advance. If you need to use your phone, please be respectful and step out of the room to do so.

Late Work

I expect assignments to be completed and turned in on the due date. If you anticipate needing more time to submit your work please notify me via email at least 48 hours in advance of the due date and time. If you do not notify me 48 hours in advance, there will be a 10% deduction per day for each assignment. The In-Class Warm Up points (see Course Assignments) cannot be made up.

Attendance

You are expected to be on time to class and stay for the duration of class. If there is an emergency that will prevent you from attending, please email me as soon as you are able. Again, please note that the In-Class Warm Up points (see Course Assignments) cannot be made up.

APA Style/Writing

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Guidelines for this will be covered at the start of the semester and a handout will be posted on the Sakai site. Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one inch margins. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers and/or the Writing Center for initial feedback. If you have significant concerns regarding your writing ability, please consult with the University Writing Center (<http://www.luc.edu/writing/>) for assistance.

Food and Housing Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable doing so. This will enable her to provide any resources that she may possess.

Email/Sakai

Email will be used as the primary mode of correspondence for this course. I will respond to/be available for email communication between Monday and Friday and get back to you within 24 hours during the work week. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai will be used extensively to conduct forums, turn in assignments, and as a source to update the class about course material.

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/. This link directs you to policies related to academic honesty, accessibility, ethics, and electronic communication.

Course Grades

There are a total of 100 points possible in this course. The grading scale is as follows: A (93 - 100%), A- (90 - 92%), B+ (87 - 89%), B (83 - 86%), B- (80 - 82%), C+ (77 - 79%), C (73 - 76%), C- (70 - 72%), D+ (67 - 69%), D (63 - 66%), D- (60 - 62%), F (59% and below).

Course Assignments (444 possible points)

PARTICIPATION (20 points)

- **Purpose:** Participation is the cornerstone of this course. Your contributions to a healthy class environment, substantive discussion, scholarly growth, and overall positive demeanor is the centerpiece of this course.
- **Particulars:** Your participation will be measured by your self-assessment in the following areas:
 - *Supporting and cultivating new colleagues.
 - *Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.
 - *Courageously raising issues and engaging in discussions that feel risky or uncomfortable.

*Engaging in difficult conversations, seeking to understand others before being understood.

*Being as mindful, attentive, and respectful as possible.

- **Due:** Your final self-evaluation of participation is due on Wednesday, 12/6, by 11:50pm in Sakai.
- **Value:** 20 points
- **Criteria & Standards:** Points will be awarded based on the Participation rubric (included at the end of the syllabus).

IN-CLASS WARM UP (14 points)

- **Purpose:** The purpose of the In-Class Warm Up is two-fold: 1) to encourage punctuality 2) to provide an opportunity to gather your thoughts about the week's readings. I realize that each of you comes to class with busy days behind you and responsibilities in front of you. Warming up at the beginning of class is critical to setting a class tone of intentionality, reflexivity and strong presence.
- **Particulars:** The In-Class Warm Up will be during the first 7 minutes of each class. You will be given the opportunity to reflect on the week's readings using the prompt provided.
- **Due:** They must be submitted in the In-Class Warm Up shoebox no later than 7:07 pm each class session.
- **Value:** 14 points (1 point each)
- **Criteria and Standards:** To get a full point, the warm-up needs to demonstrate reflexivity based on the prompt provided and be submitted in the In-Class Warm Up shoebox no later than 7:07 pm each class session.

READING REFLECTIONS (130 points)

- **Purpose:** The reading reflections are intended to keep you current on the readings, but more importantly to serve as a tool of societal and self-reflection based on the salient themes for that week's readings.
- **Particulars:** You will submit a weekly reading reflection. Reading reflections are due in Sakai each Sunday by 11:50 pm prior to class on the respective Tuesday. Each reading reflection must:

(1) be **500-750 words**,

(2) provide **at least three citations from the week's readings (each citation from a different text)**, and

(3) **address the questions/topics as listed below:**

- What are the salient themes that weave throughout the readings?
- Describe at least one connection between the reading and topics from outside class (other classes, policies, current events, an interaction you have had or something similar).
- Give at least one specific example of an aspect or experience in your personal life that relates to the readings.

You may choose to write the reflection paper addressing these questions in the order provided or employ your own style so long as these questions/ topics are addressed.

- **Due:** Reading reflections for the week ahead are **due in Sakai each Sunday by 11:50 pm prior to class on the respective Tuesday**.
- **Value:** 130 points (10 points each)

- **Criteria & Standards:** Points will be awarded based on the Reading Reflection rubric (included at the end of the syllabus).

CURRENT ISSUE - CLASS FACILITATION IN PAIRS (30 points)

- **Purpose:** The purpose of the class facilitation is to give you and a classmate the opportunity to conduct a one-hour class facilitation that synthesizes and effectively connects the readings for that particular week through the presentation of a current issue in education. The aim of this exercise is to push your fellow colleagues to APPLY the week's readings to a relevant, current and meaningful issue related to social justice and education.
- **Particulars:** Choose a current issue in education that addresses social justice. Using the readings from that week's class, you will have one hour to facilitate an interactive discussion with the class. Draw from sound instructional approaches to facilitate a discussion that is engaging and thought-provoking. Depending on the size of the class, this one-hour facilitation will be conducted individually, in pairs, or a combination of both (if there is an odd number of students).
- **Due:** Each week, a different facilitator (pair) will lead the class.
- **Value:** 30 points
- **Criteria & Standards:** Points will be awarded based on the Class Facilitation rubric (included at the end of the syllabus). You will fill out the Class Facilitation rubric as a self-assessment and your classmates will each fill out a Class Facilitation rubric based on your facilitation. Your score as well as their scores will be averaged to produce your grade.

S.O.A.P.P. INTERVIEW (50 points)

- **Purpose:** The purpose of this interview project is to give you the opportunity to develop a deeper understanding about issues related to Social identity development, Oppression, Activism, Privilege, and Power. You will interview someone that has at least three different social identities than you and who considers themselves an activist in some respect (often activists may not self-identify as such but are clearly leaders and advocates – you will need to make this determination).
- **Particulars:** You will identify an “activist” who is willing to be interviewed and audio-recorded for approximately 30-45 minutes (with a pseudonym). You will develop an interview protocol (8-10 questions) based on what you have learned in class about social identity, oppression, activism, privilege, and power. You will then write a 500-750 written response with two parts: **Part I (500 words) : Applying a concept we have read about in class to the interview, identify three quotes from the interviewee that supports your understanding of the concept and explain how. Part II (250 words): Provide an open reflection on your experience as an interviewer. Consider the following questions: How did this interview make you feel and what thoughts did it raise for you about your own identity? What did you learn about the meaning of social identity, oppression, activism, privilege and/or power?**
- **Due:** October 24, 2017
- **Value:** 50 points
- **Criteria & Standards:** Points will be awarded based on the S.O.A.P.P. Interview rubric (included at the end of the syllabus).

CRITICAL EDUCATIONAL AUTOBIOGRAPHY BOOK (100 points)

- **Purpose:** The purpose of this assignment is for you to narrate your own autobiography in the form of a children's like book. There are a variety of reasons why self-narration is critical to you as a professional educator: 1) Your understanding and critical analysis of your social identities will determine your ability to

facilitate your students' understandings and critical analyses of their social identities; 2) Identifying a storyline based on a significant event(s) in your life allows you to deeply and succinctly reflect upon your life experiences to make meaning of the impact of your intersectional identities on your choice to pursue an educational career that forwards social justice; and 3) the rationale for creating a children's like book (as opposed to a lengthy paper, oral presentation or technology-based project) is to use a multi-modal (visual, written, oral, possibly sensory) tool that requires you to use a variety of intelligences to produce an engaging and meaningful artifact both for your personal satisfaction and to teach and hopefully, inspire, others.

- **Particulars:** You will create a children's-like book about your own educational autobiography. A critical educational autobiography refers to the ways in which you have been educated, schooled and socialized, from a critical perspective. The book can take whatever direction you'd like and focus on one interaction/event in your life, several interactions/events in your life, or a span of your life, so long as it focuses on the intersectional ways in which a unique combination of two or more of your social identities in your life (which can include race/ethnicity, family, gender, religion, social class, abilities, language, sexual identity, and nationality) have shaped and continued to shape your educational autobiography. The book must contain the following elements: **Theme, Plot and Place, Narrative Voice, Character, Setting, Dialogue, and Opening and Closing.** Each page of your book must also contain at least one image (such as illustrations, magazine/newspaper clippings, photographs) and up to 75 words in text. You must use all of the pages in the blank book provided.
- **Due:** The Critical Educational Autobiography Book is due **September 19th in-class and scanned into Sakai by 11:50pm that night.**
- **Value:** 100 points
- **Criteria & Standards:** Points will be awarded based on the Critical Educational Autobiography Book rubric (included at the end of the syllabus).

SUMMATIVE ASSESSMENT (100 points)

- **Purpose:** In this summative assessment, you will have the opportunity to build on the readings, discussions and assignments throughout the semester to explore the development of your personal and professional identity, establishing a foundation for the remainder of your coursework in the higher education program. The purpose of this assessment is to critically analyze your developing identity as a professional educator by addressing: (1) how your assumptions and perceptions of being a professional educator changed since the beginning of the semester, (2) how your understandings of your social identities and the social identities of others influence your identity as a professional educator, (3) how your understandings of social identity, oppression, activism, privilege, and power impact your view of being a professional educator, and (4) how you will effectively create change as a professional educator.
- **Particulars: Assignment: Write a scholarly paper of 4,000 to 6,000 words (excluding references).**

Paper Guidelines

(organization, headings, content, and **approximate** word count)

Introduction (500 words)

Begin with an engaging first sentence that "hooks" the reader - no clichés. Provide context for your argument by developing a lead-up to it, present a roadmap for the remainder of the paper (outlining what you will cover in the paper and in what order) and end the introduction by stating your thesis statement.

Paper Sections

For each of the following sections, begin each of your paragraphs with a clear introductory sentence and an effective transition sentence into the next paragraph.

Assumptions and Perceptions (750-1000 words)

Explain how your assumptions and perceptions of being a professional educator have changed since the beginning of the semester by identifying specific assumptions and perceptions you had that have developed and/or changed. Cite sources that support the significance and utility of such change as a developing teacher.

Social Identities (1000-1250 words)

Explain how your understandings of your social identities influence your identity as a professional educator by identifying and describing specific social identities you possess and providing examples of how those identities have influenced your identity as a professional educator. Cite sources that support the significance and utility of comprehending how your positionality impacts your epistemology.

Social Justice in K-12 Education (1500-1750 words)

Explain how your understandings of social justice in K-12 education impact your view of being a professional educator. Discuss the ways in which this course (including your interactions with colleagues, assignments, and readings) have impacted your view as an educator and provide specific scenarios that represent how you will apply these concepts personally and as a professional educator. Cite sources that best explain the concepts you choose to focus on and that support the importance of social justice in K-12 education.

Creating Change (750-1000 words)

Explain how you will effectively create change as a professional educator. Explain the approach you plan to take and cite sources that support your approach. Provide real world examples that represent the approach you will take to create change.

Conclusion (500 words)

End by re-stating your thesis and providing final insights and reflections about how your identity as a professional educator has developed and what you anticipate moving forward. Provide food for thought for your reader and close with a provocative sentence or question that leaves the reader thinking about your thesis.

- **Due:** The Summative Assessment is due by **Friday, December 8th by 11:50pm in Sakai.**
- **Value:** 100 points
- **Criteria & Standards:** The summative assessment will be assessed based on the Summative Assessment rubric (included at the end of the syllabus).

Required Texts:

1. Anzaldúa, G. (1989). *Borderlands/La Frontera*. Berkeley, CA: Aunt Lute Press.
2. DuBois, W.E.B. (1903). *The Souls of Black Folk*. Mineola, NY: Dover Publications.
3. Fanon, F. (1952). *Black Skin, White Masks*. New York, NY: Grove Press
4. Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum Publishing Company.
5. Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
6. Mayo, C. (2014). *LGBTQ youth and education: Policies and practices*.
7. Memmi, A. (1991). *The Colonizer and the Colonized*. Boston, MA: Beacon Press.

Schedule

Week 1 (8/29): Laying the Foundation

Consensus on syllabus

Hooks, b. (1994). *Teaching to Transgress – Education as the Practice of Freedom*. New York, NY: Routledge.

Week 2 (9/5): How our Positionality impacts our Epistemology

Chang, A. (2011). Undocumented to Hyperdocumented: A Jornada of Protection, Papers, and PhD Status. *Harvard Educational Review*, 81(3), 508-520.

Takacs, D. (2002). Positionality, epistemology, and social justice in the classroom. *Social Justice*, 29(4), 168-181.

Thomas, P.L. (2017). White Men of Academia have an Objectivity Problem. *The Atlantic*. 06/09/2017.

Readings for Diversity & Social Justice, Conceptual Frameworks

Reading Reflection # 1 DUE Sunday, 9/3 by 11:50pm in Sakai

Week 3 (9/12): How do we teach radically?

Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum Publishing Company.

Current Issue Facilitator #1:

Reading Reflection # 2 DUE Sunday, 9/10 by 11:50pm in Sakai

Week 4 (9/19): What is capital? What is knowledge? Why does it matter?

Apple, M. (2000). *Official Knowledge – Democratic Education in a Conservative Age*. New York, NY: Routledge. Chapters 1, 2 & 3.

Bourdieu, P. (1986). Forms of Capital. In R. J. Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education* (New York, Greenwood), 241-258.

Crehan, K. (2002). Gramsci, Culture and Anthropology. Chapter 6.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education*, 8(1), 69-91.

Reading Reflection # 3 DUE Sunday, 9/17 by 11:50pm in Sakai

Week 5 (9/26): How do we enact critical pedagogy?

Giroux, H. (2011). *On Critical Pedagogy*. Chapters 1-6.

Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32(3), 465-491.

Current Issue Facilitator #2:

Reading Reflection # 4 DUE Sunday, 9/24 by 11:50pm in Sakai

S.O.A.P.P. Interview DUE Monday, 9/25 by 11:50pm in Sakai

Week 6 (10/3): What is whiteness?

Bell, D. (1980). The interest-convergence dilemma and Brown v. Board of Education. *Harvard Law Review*, 93(518).

Bonilla-Silva, E. (2003). *Racism without racists*. Lanham, MD: Rowman and Littlefield. Chapters 1&2.

Harris, C. (1993). Whiteness as property. *Harvard Law Review*, 106(8), 467-498.

Matias, C. (2016). *Feeling White*. Sense Publishers. Chapter 2.

Current Issue Facilitator #3:

Reading Reflection #5 DUE Sunday, 10/1 by 11:50pm in Sakai

Week 7 (10/10): Fall Break

Week 8 (10/17): What's love got to do with it?

Darder, Antonia. (2003). Teaching as an Act of Love: Reflections on Paolo Freire and His Contributions to Our Lives and Our Work. In A. Darder, M. Baltodano & R. D. Torres (Eds.), *The Critical Pedagogy Reader*. New York, NY: Routledge.

Duncan-Andrade, J. M. R. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review*, 79(2), 181.

Reading Reflection #6 DUE Sunday, 10/15 by 11:50pm in Sakai

Week 9 (10/24): How does colonialism translate into education?

Memmi, A. (1991). *The Colonizer and the Colonized*. Boston, MA: Beacon Press.

Current Issue Facilitator #4:

Reading Reflection #7 DUE Sunday, 10/22 by 11:50pm in Sakai

Week 10 (10/31): How does the Black psyche manage in a white world?

Fanon, F. (2008). *Black Skin, White Masks*. New York, NY: Grove Press.

Reading Reflection #8 DUE Sunday, 10/29 by 11:50pm in Sakai

Critical Educational Autobiography Book DUE Monday, 10/30 by 11:50pm in Sakai

Week 11 (11/7): What does it mean to be smart?

Chang, A. *Undocumented Intelligence*

Hatt, B. (2012). Smartness as a Cultural Practice in Schools. *American Educational Research Journal*, XX(X), 1-23.

Sternberg, R. (2007). Who Are the Bright Children? The Cultural Context of Being and Acting Intelligent. *Educational Researcher*, 36(3), 148-155.

Current Issue Facilitator #5:

Reading Reflection #9 DUE Sunday, 11/5 by 11:50pm in Sakai

Week 12 (11/14): The Problem of the Color Line

DuBois, W.E.B. (1903). *The Souls of Black Folk*. Mineola, NY: Dover Publications.

Reading Reflection #10 DUE Sunday, 11/12 by 11:50pm in Sakai

Week 13 (11/21): The Social Construction of Disability

Readings for Diversity and Social Justice (Section 8: Ableism)

Current Issue Facilitator #6:

Reading Reflection #11 DUE Sunday, 11/19 by 11:50pm in Sakai

Week 14 (11/28): Queerness

Mayo, C. (2014). *LGBTQ youth and education: Policies and practices*.

Current Issue Facilitator #7:

Reading Reflection #12 DUE Sunday, 11/19 by 11:50pm in Sakai

Week 15 (12/5): Where do Third Spaces and Borderlands reside?

Anzaldúa, G. (1989). *Borderlands/La Frontera*.

Reading Reflection #13 DUE Sunday, 12/3 by 11:50pm in Sakai

Summative Assessment DUE - Friday, 12/8 by 11:50pm in Sakai

Self-Evaluation of Participation due - Wednesday, 12/6 by 11:50pm in Sakai

Participation - 20 points possible

Student's Name: _____ Is this a self or peer review? _____

Categories	4 points	2-3 points	0-1 points	Score
Supporting and cultivating new colleagues	I actively supported and cultivated new relationships with colleagues.	I supported and cultivated new relationships with colleagues when it was convenient.	I failed to support and cultivate new relationships with colleagues.	
Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.	I consistently utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.	I sometimes utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.	I rarely utilized scholarly references and my funds of knowledge to support and articulate my ideas in a respectful way.	
Courageously raising issues and engaging in discussions that feel risky or uncomfortable.	I courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.	I sometimes courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.	I rarely courageously raised issues and engaged in discussions that felt risky or uncomfortable consistently.	
Engaging in difficult conversations, seeking to understand others before being understood.	I actively and consistently engaged in difficult conversations and sought to understand others before being understood.	I sometimes engaged in difficult conversations and sought to understand others before being understood.	I rarely engaged in difficult conversations and sought to understand others before being understood.	
Being as present as possible.	I was as present, mindful, attentive, and respectful as possible for each class session.	I was as present, mindful, attentive, and respectful as possible for most class sessions.	I was not as present, mindful, attentive, and respectful as possible for most class sessions.	
Comments				Total Score:

Reflection Paper Rubric - 10 points possible

Student's Name: _____ Is this a self or peer review? _____

Categories	2 points	1 points	0 points	Comments
Citations	Provides three or more citations from the week's readings (each citation from a different text) . Choice of citations is brief, precise, and nuanced in their support of author's point. Analyses is very thoughtful as evidenced by a deep and complex explanation of the chosen citations.	Provides less than three citations from the week's readings (each citation from a different text) . Choice of citations is adequate but not exemplary in their support of author's point. Analyses is thoughtful as evidenced by an adequate explanation of the chosen citations.	Provides one or no citations from the week's readings (each citation from a different text) . Choice of citations is poor in their support of author's point. Analyses lacks thoughtfulness as evidenced by a lack of adequate explanation of the chosen citations.	
Questions - Salient Themes	The salient themes of the readings are addressed with exemplary thoughtfulness, evidence, and through a critical lens.	The salient themes of the readings are addressed with adequate thoughtfulness, evidence, and through a critical lens.	The salient themes of the readings are addressed with minimal thoughtfulness, evidence, and through a critical lens.	
Questions - Making Connections	Personal and societal connections to the readings are made with exemplary thoughtfulness, evidence, and through a critical lens.	Personal and societal connections to the readings are made with adequate thoughtfulness, evidence, and through a critical lens.	Personal and societal connections to the readings are made with minimal thoughtfulness, evidence, and through a critical lens.	
Technical	The paper is free of APA format, syntax, spelling and technical errors.	The paper is mostly free of APA format, syntax, spelling and technical errors.	The paper is filled with APA format, syntax, spelling and technical errors.	
Length	Paper is between 750-1000 words.	Paper is between 750-1000 words.	Paper is less than 750 words or more than 1000 words.	
Score				Total Score:

Current Issue Rubric (Self and Peer Evaluation) - 30 total possible points

Facilitator Name(s): _____ Is this a self-evaluation or peer-evaluation? _____

Categories	6 points	4-5 points	2-3 points	Score
Readings	Major themes from the week's class readings are seamlessly woven into the presentation. Direct, thought-provoking links are made between the class readings and the current issue presented.	Major themes from the week's class readings are woven into the presentation. Some direct, thought-provoking links are made between the class readings and the current issue presented.	Major themes from the week's class readings are poorly incorporated into the presentation. Some links are made between the class readings and the current issue presented but the links are loosely constructed.	
Instructional Approach	The instructional approach to the presentation is very engaging - it draws from culturally relevant teaching strategies, addresses multiple intelligences effectively, and taps into students' funds of knowledge.	The instructional approach to the presentation is adequate - it draws from culturally relevant teaching strategies, addresses multiple intelligences effectively, and taps into students' funds of knowledge.	The instructional approach to the presentation is not engaging - it draws from culturally relevant teaching strategies, addresses multiple intelligences effectively, and taps into students' funds of knowledge.	
Current Issue	The selected current issue is very relevant to social justice and education. The current issue is presented clearly and within the context of the readings.	The selected current issue is relevant to social justice and education. The current issue is presented adequately and within the context of the readings.	The selected current issue is very relevant to social justice and education. The current issue is presented clearly and within the context of the readings.	
Technical	The presentation is free of any technical errors (including spelling, grammatical, and APA format).	The presentation is free of most technical errors (including spelling, grammatical, and APA format).	The presentation is free of any technical errors (including spelling, grammatical, and APA format).	
Timing	The presentation adheres to the one hour time span within five minutes.	The presentation adheres to the one hour time span within 10 minutes.	The presentation fails to adhere to the one hour time span, going shorter or longer by over 10 minutes.	
Comments				Total Score =

Educational Autobiography Book - 100 total possible points

Student's Name: _____ Is this a self or peer review? _____

Categories	19-20 points	15-18 points	0-10 points	Score
Critical Perspective	Effectively communicates the ways in which they have been educated, schooled and socialized, from a critical perspective.	Adequately communicates the ways in which they have been educated, schooled and socialized, from a critical perspective.	Fails to adequately communicate the ways in which they have been educated, schooled and socialized, from a critical perspective	
Intersectionality	Effectively focuses on the ways in which a unique combination of factors in their life, including but not limited to personal experiences, race/ethnicity, family, gender, religion, social class, abilities, language, sexual orientation, and personality type, have intersected and continue to intersect to shape their educational autobiography.	Adequately focuses on the ways in which a unique combination of factors in their life, including but not limited to personal experiences, race/ethnicity, family, gender, religion, social class, abilities, language, sexual orientation, and personality type, have intersected and continue to intersect to shape their educational autobiography.	Fails to adequately focus on the ways in which a unique combination of factors in their life, including but not limited to personal experiences, race/ethnicity, family, gender, religion, social class, abilities, language, sexual orientation, and personality type, have intersected and continue to intersect to shape their educational autobiography.	
Creativity	Demonstrates a high level of creativity and reveals an authentic self-reflection.	Demonstrates an adequate level of creativity and reveals an authentic self-reflection.	Fails to demonstrate an adequate level of creativity and reveals an authentic self-reflection.	
Technical	Free of any technical errors (including spelling, grammatical, and APA format) and is neat, high-quality with high attention to detail. The book adheres to the required components - at least one image (such as illustrations, magazine/newspaper clippings, photographs) and text (no more than 75 words) per page.	Free of most technical errors (including spelling, grammatical, and APA format) and is relatively neat with attention to detail. The book mostly adheres to the required components - at least one image (such as illustrations, magazine/newspaper clippings, photographs) and text (no more than 75 words) per page.	Contains many technical errors (including spelling, grammatical, and APA format) and is messy or rushed with little attention to detail. The book fails to adhere to the required components - at least one image (such as illustrations, magazine/newspaper clippings, photographs) and text (no more than 75 words) per page.	
Book Elements (Theme, Plot and Place, Narrative Voice and Point of View, Character, Setting, Style and Tone, Dialogue, and Opening and Closing)	The educational autobiography contains all the required book elements.	The educational autobiography contains most of the required book elements.	The educational autobiography contains a few of the required book elements.	
Comments				Final Score =

S.O.A.P.P. Interview - 50 total possible points

Student's Name: _____ Is this a self or peer review? _____

Categories	9-10 points	7-8 points	5-6 points	Score
Selection of Interviewee	Selection of interview is someone that has at least three different social identities than your own and who considers themselves an activist in some respect.	Selection of interview is someone that has two different social identities than your own and who considers themselves an activist in some respect.	Selection of interview is someone that has one different social identity than your own and who considers themselves an activist in some respect.	
Interview Protocol	Interview protocol is tightly based on concepts from class around social identity, oppression, activism, privilege, and power.	Interview protocol is loosely based on concepts from class around social identity, oppression, activism, privilege, and power.	Interview protocol fails to incorporate concepts from class around social identity, oppression, activism, privilege, and power.	
Analysis	The analysis effectively applies a concept that we have read about in class. The open reflection is very thoughtful and insightful.	The analysis adequately applies a concept that we have read about in class. The open reflection is somewhat thoughtful and insightful.	The analysis minimally applies a concept that we have read about in class. The open reflection lacks thoughtfulness and insight.	
Technical	The paper is free of APA format, syntax, spelling and technical errors.	The paper is mostly free of APA format, syntax, spelling and technical errors.	The paper is filled with APA format, syntax, spelling and technical errors.	
Length	Interview is between 30-45 minutes.	Interview is 25-30 minutes.	Interview is less than 25 minutes.	
Comments				Total Score:

Summative Assessment – 100 total possible points

Categories	20 points	17 points	14 points	8 points	Points Earned
<p>Changes in Assumptions and Perceptions</p>	<p>The student effectively argues how their assumptions and perceptions of being a professional educator changed since the beginning of the semester. They cite at least three different sources that effectively support this aspect of their overall argument. The student’s analysis of cited sources is particularly sophisticated and the student’s choice and control of language is impressive.</p>	<p>The student adequately argues how their assumptions and perceptions of being a professional educator changed since the beginning of the semester. They cite at least two different sources that adequately supports this aspect of their overall argument. The student’s analysis of cited sources is adequately developed and though the student’s choice and control of language may contain some lapses, generally the prose is clear.</p>	<p>The student argues how their assumptions and perceptions of being a professional educator changed since the beginning of the semester but the argument is somewhat weak. They cite at least one source to support this aspect of their overall argument, but the source(s) are somewhat limited, inconsistent or uneven. The links between the source(s) and this aspect of their overall argument may be strained. The writing may contain some lapses but it usually conveys the student’s ideas adequately.</p>	<p>The student attempts to argue or fails to develop an argument about how their assumptions and perceptions of being a professional educator changed since the beginning of the semester. They cite at least one source (or none at all) to support this aspect of their overall argument, but may misunderstand, misrepresent or oversimplify their argument or the source(s) they used. The writing is consistently weak, lacking in development or organization, full of grammatical problems or lacking control in their use of language.</p>	
<p>Social Identities</p>	<p>The student effectively argues how their social identities influence their identity as a professional educator. They cite at least three different sources that effectively support this aspect of their overall argument. The student’s analysis of cited sources is particularly sophisticated and the student’s choice and control of language is impressive.</p>	<p>The student adequately argues how their social identities influence their identity as a professional educator. They cite at least two different sources that adequately supports this aspect of their overall argument. The student’s analysis of cited sources is adequately developed and though the student’s choice and control of language may contain some lapses, generally the prose is clear.</p>	<p>The student argues how their social identities influence their identity as a professional educator but the argument is somewhat weak. They cite at least one source to support this aspect of their overall argument, but the source(s) are somewhat limited, inconsistent or uneven. The links between the source(s) and this aspect of their overall argument may be strained. The writing may contain some lapses but it usually conveys the</p>	<p>The student attempts to argue or fails to develop an argument about how their social identities influence their identity as a professional educator. They cite at least one source (or none at all) to support this aspect of their overall argument, but may misunderstand, misrepresent or oversimplify their argument or the source(s) they used. The writing is consistently weak, lacking in development or organization, full of grammatical</p>	

			student's ideas adequately.	problems or lacking control in their use of language.	
Social Justice in K-12 Education	The student effectively argues how their understandings of social justice in K-12 education impacts their view of being a professional educator. The student discusses the ways in which this course (including your interactions with colleagues, assignments, and readings) have impacted their view as an educator and provide specific scenarios that represent how they will apply these concepts personally and as a professional educator. They cite at least three different sources that effectively support this aspect of their overall argument. The student's analysis of cited sources is particularly sophisticated and the student's choice and control of language is impressive.	The student adequately argues how their understandings of social justice in K-12 education impact their view of being a professional educator. They cite at least two different sources that adequately supports this aspect of their overall argument. The student's analysis of cited sources is adequately developed and though the student's choice and control of language may contain some lapses, generally the prose is clear.	The student argues how their understandings of social justice in K-12 education impact their view of being a professional educator but the argument is somewhat weak. They cite at least one source to support this aspect of their overall argument, but the source(s) are somewhat limited, inconsistent or uneven. The links between the source(s) and this aspect of their overall argument may be strained. The writing may contain some lapses but it usually conveys the student's ideas adequately.	The student attempts to argue or fails to develop an argument about how their understandings of social justice in K-12 education impact their view of being a professional educator. They cite at least one source (or none at all) to support this aspect of their overall argument, but may misunderstand, misrepresent or oversimplify their argument or the source(s) they used. The writing is consistently weak, lacking in development or organization, full of grammatical problems or lacking control in their use of language.	
Creating Change	The student effectively argues how they will create change as a professional educator. They cite at least three different sources that effectively support this aspect of their overall argument. The student's analysis of cited sources is particularly sophisticated and the student's choice and control of language	The student adequately argues how they will create change as a professional educator. They cite at least two different sources that adequately supports this aspect of their overall argument. The student's analysis of cited sources is adequately developed and though the student's choice and control of	The student argues how they will create change as a professional educator but the argument is somewhat weak. They cite at least one source to support this aspect of their overall argument, but the source(s) are somewhat limited, inconsistent or uneven. The links between the source(s) and this aspect of their	The student attempts to argue or fails to develop an argument about how they will create change as a professional educator. They cite at least one source (or none at all) to support this aspect of their overall argument, but may misunderstand, misrepresent or oversimplify their argument or the source(s) they used.	

	is impressive.	language may contain some lapses, generally the prose is clear.	overall argument may be strained. The writing may contain some lapses but it usually conveys the student's ideas adequately.	The writing is consistently weak, lacking in development or organization, full of grammatical problems or lacking control in their use of language.	
Technical Qualities of Paper	<p>The student clearly follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment.</p> <p>The student includes a reference page using proper APA formatting with no errors.</p>	<p>The student adequately follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment.</p> <p>The student includes a reference page using APA formatting, but has some errors.</p>	<p>The student partially follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment, but has many errors.</p> <p>and/or</p> <p>The student includes a reference page using APA formatting, but has many errors.</p>	<p>The student minimally follows writing conventions, APA style (if applicable), aesthetic clarity, technological alignment.</p> <p>The student does not include a reference page.</p>	
Total Points (100 points maximum)					

Loyola University Chicago School of Education Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

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 or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

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

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.