

**CIEP 423 Advanced Literacy in the Content Areas**  
Loyola University Chicago- School of Education  
Course Syllabus Fall 2020

**INSTRUCTOR INFORMATION:**

**Instructor:** Dr. Leah M. Romaine

**Email address:** [lromaine@luc.edu](mailto:lromaine@luc.edu)

**Office Hours:** Thursdays 9:30am-10:30am (CST) via Zoom or by appointment. I will make every effort to respond to your email questions within 24 hours Monday-Friday and within 48 hours over weekends and holidays.

**Course Information:**

**Location:** Asynchronous, on-line; new content will drop weekly on Wednesdays at 1:00pm Central Time to our course Sakai site.

**Dates:** Aug. 14-Dec. 5, 2020

**Note:** No final exam in this class

**School of Education Commitment - COVID-19:**

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop protocols in

accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall. Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

**REQUIRED TEXTS:** The following texts are required for this course. E-textbook/e-book versions or traditional hard copy versions are acceptable, based on student preference.

- Harvey, S. & Goudvis, A. (2017). *Strategies that Work: Teaching Comprehension for Engagement, Understanding and Building Knowledge: Grades K-8. 3rd ed.* Portland, ME: Stenhouse.
- Johnston, P. (2004). *Choice Words.* Portland, ME: Stenhouse.
- Students will be required to obtain one children's book and one young adult novel for work later in the semester; these texts may be purchased, rented or borrowed from the Loyola library system.
- All other materials (articles, links, and chapters) will be provided either through the course Sakai site or via a library resources link embedded in the syllabus.

**COURSE DESCRIPTION:** (This section is designed to address the literacy requirements of ISBE School Support Personnel.) This course explores how to support students' language and literacy development across ages, grade levels and disciplinary contexts. Special emphasis will be placed on analyzing the process of extracting and constructing meaning from text in the content areas. To better understand how students develop as readers, writers, and thinkers, this course examines the interactions among the reader, text, activity and socio-cultural contexts in which reading and writing occur. Course discussions and assignments will also focus on theories of language and literacy development, ways of consuming as well as disseminating evidence based-practices, and how different models for reading and pedagogical approaches can inform instruction for diverse learners.

**COURSE LEARNING OBJECTIVES:**

From ISBE Standards for School Support Personnel – Methods of Reading and Reading in the Content Area, which addresses the following standards:

- Understands how students acquire reading competency;
- Understands reading deficits and reading levels, and how they contribute to a student's ability to succeed in kindergarten through grade 12;
- Understands the correlation of behavior and classroom culture (discipline, control, influence on engagement) on reading development and reading acquisition;
- Uses the skills and strategies specific to their school support personnel specialty to support to enhance reading skill development, as applicable.

And, ISBE standards for EL and diverse learners:

- Understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
- Understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic) past experiences, talents, prior knowledge, economic disturbances and diversity within the community;
- Understands the impact of linguistic and cultural diversity on learning and communication;
- Understands his or her personal perspectives and biases and their effects on one's teaching;
- Stimulates prior knowledge and links new ideas to familiar ideas and experiences;
- Differentiates strategies, materials, pace, levels of complexity and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse needs;
- Uses information about students' individual experiences, families, cultures, and communities.

Additional standards for literacy:

- Understands the different language and literacy theories that inform quality reading instruction across contexts;
- Recognizes the interconnectedness of the ELA components (reading, writing, listening, speaking & viewing and presenting) in the development of communication skills;
- Understands the interactions among the reader, text, activity and socio-cultural context that influence successful reading comprehension for diverse learners;
- Identifies characteristics of academic language;
- Understands the opportunities and challenges of different text genres and modalities for diverse learners;
- Apply these understandings to critique, design, assess and select appropriate evidence-based instructional practices for students from different linguistic, cultural, and economic backgrounds;
- Builds knowledge of a range of instructional strategies (with varying intensity) that support students' reading and thinking across different content areas;
- Recognizes, utilizes and helps students work through the writing process to communicate clearly and purposefully;
- Creates and evaluates engaging, supportive, rigorous, literacy-rich and socially just learning context for diverse learners.

**Late/missing work:** Due dates are specified in conjunction with course assignments as described below. It is expected that students will adhere to these due dates. Given the cumulative nature of the content and the asynchronous, on-line format of this course, it is imperative that students keep pace with the course calendar. If an extension is needed for an assignment, please speak with the instructor no less than 48 hours before the assignment is due. Extensions will be granted and missing work will be accepted at the instructor's discretion.

### **TENTATIVE COURSE CALENDAR**

Adjustments will be made as the instructor's judgment and students' needs deem necessary. Please monitor the course Sakai site for updates.

**Weekly Lesson Modules will be posted on Sakai by 1:00pm on Wednesday of each week.**

On-line lessons release dates	Topics	Tentative Readings/ Activities:	Major Course Assignments & Due Dates
Week 1: Aug. 26	Introductions Course overview Why literacy? The power of teacher language	Johnston Ch. 1-3  On Sakai: Jimenez. (2001). <i>It's the difference that changes us: An alternative view to the language and literacy learning need of Latina/o students</i>	Forum post #1 due Aug. 29; response due Sept. 1
Week 2: Sept. 2	Students' identity development	Johnston Ch. 4-6  On Sakai: -Frankel et al. (2019). <i>Leveraging Adolescents' Agency, Engagement, and Comprehension-Focused Reading</i>  -Hall, L. (2012). <i>Rewriting Identities</i>	
Week 3: Sept. 9	Language as a tool for demonstrating and constructing knowledge	Johnston Ch. 7-8  On Sakai: Heineke & Neugebauer. (2018). <i>The complexity of language and learning</i>  Moses & Kelly. (2017). <i>The Development of Positive Literate Identities Among Emerging Bilingual and Monolingual First Graders</i>	Reader Identity Narrative due Sept. 13
Week 4: Sept. 16	*Stages of literacy development *Components of literacy instruction & assessment: -Phonemic awareness -Phonics	On Sakai: -Lesaux & Harris. (2015). <i>What we know about reading development among English language learners</i>  -Report of the National Reading Panel (Read the "Findings" section)	Forum post #2 due Sept. 19; response due Sept. 22

Week 5: Sept. 23	*Stages of literacy development *Components of literacy instruction & assessment: -Fluency -Vocabulary *Introduction to book clubs	Harvey & Goudvis Ch. 1-2  On Sakai: -Jocius & Shealy (2017). <i>Critical book clubs</i> (Sakai)	
Week 6: Sept. 30	*Components of literacy instruction & assessment: -Comprehension	Harvey & Goudvis Ch. 3-4  On Sakai: Boyd et al. (2015). <i>Culturally diverse literature</i>  Frey et al. (2005). <i>Balanced Literacy in an Urban School District</i>	Forum post #3 due Oct. 3; response due Oct. 6
Week 7: Oct. 7	*Evaluating texts for use with students <ul style="list-style-type: none"> <li>● Text complexity</li> <li>● Texts as windows and mirrors</li> </ul>	Harvey & Goudvis Ch. 5-6  On Sakai: -Husband, T. (2018). <i>Using Multicultural Picture Books to Promote Racial Justice</i>  Small group book club: Pre-meeting	
Week 8: Oct. 14	High impact literacy practices: <ul style="list-style-type: none"> <li>● Interactive Read Alouds</li> <li>● Book Clubs</li> <li>● Literature Circles</li> </ul>	On Sakai: -Kesler et al. (2020). <i>I Hear You- Teaching Social Justice in an Interactive Read Aloud</i> (Sakai)  Small group book club: Meeting #1	Children's Literature Critique due Oct. 16
Week 9: Oct. 21	High impact literacy practices (con.)	-Assigned chapter from Harvey & Goudvis (7-12)  Small group book club: Meeting #2	Forum post #4 due Oct. 24; response due Oct. 27
Week 10: Oct. 28	Disciplinary literacy: How historians, mathematicians and scientists read and write differently	Small group book club: Meeting #3  On Sakai: -Colwell (2018). <i>Selecting texts for disciplinary literacy instruction</i>	

		<p>-Parenti (2017). <i>Becoming disciplined about disciplinary literacy</i></p> <p>-Shanahan &amp; Shanahan (2008). <i>Teaching disciplinary literacy to adolescents</i></p> <p>-Welsh et al. (2019). <i>Disciplinary literacy in a 2nd grade classroom</i></p>	
Week 11: Nov. 4	Text sets as a tool for differentiated instruction	<p>On Sakai: Bersh (2013). <i>The curricular value of teaching about immigration through text sets</i></p> <p>Rodesiler. (2017). <i>Sports-based text sets- Promoting critical literacy at the intersections of sports and society</i></p> <p>Scales and Tracy. (2017). <i>Using text sets to facilitate critical thinking in sixth graders</i></p>	Metacognitive Exercise in Reading due Nov. 8
Week 12: Nov. 11	Text sets and their role as a tool in bibliotherapy	<p>On Sakai: Eisenman &amp; Harper. (2016). <i>Bibliotherapy for classroom management</i></p> <p>Mankiw &amp; Strasser. (2013). <i>Tender topics-Exploring sensitive issues through read alouds</i></p> <p>Mumbauer &amp; Kelchner. (2018). <i>Promoting mental health literacy through bibliotherapy in school-based settings</i></p>	
Week 13: Nov. 18	Current realities: Instructional and assessment practices that support social justice	Readings TBD	
Week 14: Dec. 2	Looking back and moving forward	<p>Collaborative examination of text sets</p> <p>On Sakai:</p>	Text Set Assignment due Dec. 1

		NCTE Position Statement (2018). <i>Expanding opportunities: Academic success for culturally and linguistically diverse students</i>	Final reflection due Dec. 4
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### Sakai Articles

Bersh, L. (2013). The curricular value of teaching about immigration through picture book thematic text sets. *The Social Studies, 104*(2), 47-56.

Boyd, F.B., Causey, L.L., & Galda, L. (2015). Culturally diverse literature: Enriching variety in an era of Common Core State Standards. *The Reading Teacher, 68*(5), 378-387.

Colwell, J. (2018). Selecting texts for disciplinary literacy instruction. *The Reading Teacher, 72*(5), 631-637.

Eisenman, G. & Harper, R. (2016). Bibliotherapy for classroom management. *Dimensions of Early Childhood, 44* (1), 11-17.

Frankel, K., Ward, A., Fields, S., & Brooks, M. (2019). Leveraging adolescents' agency, engagement, and comprehension-focused reading. *Journal of Adolescent and Adult Literacy, 63*(2), 224-228.

Frey, B., Lee, S., Tollefson, N., Pass., L., & Massengill, D. (2005). Balanced literacy in an urban district. *The Journal of Educational Research, 98*(5), 272-280.

Hall, L. (2012). Rewriting Identities: Creating spaces for students and teachers to challenge the norms of what it means to be a reader in school. *Journal of Adolescent and Adult Literacy, 55*(5), 368-373.

Heineke, A. & Neugebauer, S.R. (2018). The complexity of language and learning: Deconstructing teachers' conceptions of academic language. *Issues in Teacher Education, 27*(2), 1-17.

Husband, T. (2018). Using multicultural picture books to promote racial justice in urban early childhood literacy classrooms. *Urban Education, 54*(8), 1058-1084.

Jimenez, R. (2001). It's a difference that changes us: An alternative view of the language and literacy learning needs of Latino/a students. *The Reading Teacher, 54*(8), 736-742.

Jocius, R. & Shealy, S. (2017). Critical book clubs: Reimagining literature reading and response. *The Reading Teacher, 71*(6), 291-702.

Kesler, T., Mills, M., & Reilly, M. (2020). I hear you: Teaching social justice in an interactive read aloud. *Language Arts, 97*(4), 207-222.

Jocius, R. & Shealy, S. (2018). Critical book clubs: Reimagining literature and reading response. *The Reading Teacher, 71*(6), 691-702.

Lesaux, N.K. & Harris, J.R. (2015). What we know about reading development among English learners. In *Cultivating Knowledge, Building Language; Literacy instruction for English learners in elementary school*. Portsmouth, NH: Heinemann.

Mankiw, S. & Strasser, J. (2013, March). Tender topics-Exploring sensitive issues through read alouds. *Young Children, 84*-89.

Moses, L., & Kelly, L. (2017). The development of positive literate identities among emerging bilingual and monolingual first grader. *Journal of Literacy Research*, 49(3), 393-423.

Mumbauer, J. & Kelchner, V. (2018). Promoting mental health literacy through bibliotherapy in school-based settings. *Professional School Counseling*, 21(1), 85-94.

National Reading Panel (U.S.), & National Institute of Child Health and Human Development (U.S.). (2000). Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.

Parenti, M.A. (2017). Becoming disciplined about disciplinary literacy through guided retelling. *The Reading Teacher*, 71(4), 473-478.

Rodesiler, L. (2017). Sports-based text sets- Promoting critical literacy at the intersections of sports and society. *The Clearinghouse*, 90(2), 35-40.

Scales, R. & Tracy, K. (2017). Using text sets to facilitate critical thinking in sixth graders. *Literacy research and instruction*, 56(2), 132-157.

Shanahan, T. & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-59.

Welsh, K.M., Brock, C.H., Robertson, D.A., & Thraillkill, L.D. (2019). Disciplinary literacy in a second grade classroom: A science inquiry unit. *The Reading Teacher*, 73 (6), 723-734.

## **COURSE ASSIGNMENTS AND REQUIREMENTS (Rubrics will be posted on Sakai.)**

### **Attendance and Participation: 10%**

**Due:** Will be assessed over the course of the semester using the rubric posted on Sakai.

The majority of this course will occur in an asynchronous, on-line format, which means that students will be responsible for independently accessing course materials, completing assigned reading and engaging in exercises designed to promote deeper understanding of course content and materials. However, there will be some required, synchronous small group and/or whole class discussions and activities that are essential for meeting the learning goals of this course, particularly given that your diverse experiences can contribute to the group's deeper understanding of reading and writing across grade levels and content areas. Students are expected to review course resources and materials, complete course readings and engage in individual and collaborative learning tasks by the deadlines established by the instructor.

### **Reader Identity Narrative (Written Essay or Flipgrid): 10%**

**Due:** September 13, 2020 @ 11:55pm

In order to guide students' literacy development, Candidates will explore the evolution of their own identities' as readers and writers, explore research related to how teachers influence students' literate identities and consider how their pasts and research will influence their engagement with students in school settings in the future.

### **Critique of Children's Book (PowerPoint format): 15%**



**Due:** October 16, 2020 @ 11:55pm

This assignment will be completed in partnerships. The ability to critically evaluate the literature that we use with students is an important skill. Partners will choose one text from a selection of children's literature to read and then collaboratively evaluate according to a checklist provided by the instructor. Partners will work together to identify evidence from the text that supports their evaluation and will craft an analysis of the text's usefulness in supporting a socially just, anti-racist, inclusive classroom. Each partnership will submit their work in a PowerPoint that will be shared with the class.

**Online Forum Posts: 20%**

**Due:** Aug. 29, Sept. 19, Oct. 3, Oct. 24 @ 11:55pm

Four discussion topics related to course readings will be posted on the course forum in Sakai. These forums are an important means of collaborative discussion and knowledge building in an on-line course environment. When a forum topic is posted, candidates will be required to respond with a 200-250 word comment. Each candidate will then need to respond to at least one other candidate's posting. Due dates for forum posts and responses will be set by the instructor. A rubric for these forum posts and responses is posted in Sakai.

**Metacognitive Exercise in Reading: 15%**

**Due:** November 8, 2020 @ 11:55pm

In this assignment, you will observe and synthesize your own reading strategies, habits of mind, and disciplinary knowledge while reading a text of your choice from a specific discipline. Pick a short article, chapter, poem, or set of theorems particular to a discipline that you would like to focus on. Read your chosen text and then use VoiceThread to describe and analyze your reading process by thinking about the following questions:

- Are you monitoring your comprehension as you read and what strategies are you using?
- What aspects of the text are you attending to (visual and/or content) and why?
- What are words you immediately see as being central to understanding the text?
- What kinds of words (beyond those listed above) are central to being able to talk about this text with someone else in the discipline?
- How are the strategies you are using distinct to the discipline and why?

**Text Set Assignment: 20%**

**Due:** December 1, 2020 @ 11:55pm

For this assignment, candidates will select a topic that interests them and around which they can build a text set that could be used as a tool in bibliotherapy. The topic can be general (e.g., families, justice, equity, etc.) or can focus on a specific identity layer (e.g., texts about families from a specific religious background, texts that contain characters of a specific gender identity, etc.). Candidates cannot use the same books that have been presented by the instructor or peers in class; however, a similar topic can be addressed if the candidate's texts are all different. Each candidate will need to sign up for their topic so that no more than two people select the same topic. You can sign up [here](#).

For the assignment, you will:

- Provide a brief, single paragraph overview of the topic and your rationale for selecting it as the focus for your text set.
- Cite the relevant CCSS ELA grade level standards that will be addressed through use of the text set: <http://www.corestandards.org/ELA-Literacy/>
- Cite the relevant ISBE Social and Emotional Standards that will be addressed through the use of the text set: <https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>
- Locate and read at least 5 texts about the topic that are appropriate for the age of the students in the setting you hope to work (elementary, middle, high school).
- Create a short annotated bibliography about each text. List the title, author name, format (book, article, etc.), publication year, and a brief, original summary of the text.
- Create a one-page narrative on how the texts work together as a set and how you would intend to use them within your practice. In this narrative, discuss any consideration given to inclusiveness and representation.

**Final Reflection (Written Essay or Exit Interview Format): 10%**

**Due:** December 4, 2020 @ 11:55pm

This final reflection is an opportunity for you to reflect on the learning that occurred for you in relation to literacy and language and its potential role, influence or presence in your future counseling practice. Please incorporate your thoughts on how you changed your own beliefs, opinions, understandings, or knowledge about literacy and address lingering questions and/or areas of continued interest that you have. Students will have the option of completing this assignment in one of two formats: a 2-3 page paper written in first person that is submitted to Sakai or an exit interview with the instructor on a date to be determined near the conclusion of the course.

**COURSE EVALUATION AND GRADING SCALE FOR CIEP423**

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	61 -69
F	60 -0

**LOYOLA UNIVERSITY CHICAGO SCHOOL OF EDUCATION FRAMEWORKS AND POLICIES**

**Conceptual Framework:**

Our mission is social justice, but our responsibility is social action through education. Our framework guides the curricula of School of Education programs and serves as the foundation

to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

CIEP 423 Advanced Literacy in the Content Areas attempts to provide graduate school support candidates with a foundation that will support all PK – 12 students in their development and access to literacy knowledge and skills. These instructional supports are intended to help mentor PK – 12 students as they develop literacy skills necessary for college and career readiness. Course readings, experiences and assessments are designed to address the needs of diverse cultural and linguistic populations, as well as the learning needs of students with cognitive, physical, emotional, social and communication challenges. Candidates will be expected to respect and consider the needs of all students and the spectrum of students' diversity (race and ethnicity, socioeconomic status, sexual orientation, gender and gender identity).

SOE Conceptual Framework Standards (CFS):

Our conceptual framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs. These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- CFS2: Candidates apply culturally responsive practices that engage diverse communities. (Reader identity Narrative, Critique of Children's Book, Metacognitive Exercise in Reading, On-line forum responses)
- CFS3: Candidates demonstrate knowledge of ethics and social justice. (Critique of Children's Book, Text Set Assignment)

**Smart Evaluation:** Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

**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/](http://www.luc.edu/education/syllabus-addendum/)

**Center for Student Access and Assistance (CSAA):** Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.

### **Additional On-Line Course Policies**

**Privacy Statement :** Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

**Class Conduct:** One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

**Special Circumstances--Receiving Assistance:** Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](#) (SSWD) (<http://www.luc.edu/sswd/>).

\*Center for Student Access and Assistance (CSAA)

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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*.