# ELPS 230: Globalization, Education and Childhood

Department of Cultural & Educational Policy Studies (CEPS)
School of Education
Loyola University Chicago

**Session Days**  Mondays & Wednesdays, 11:30am-12:45pm  
**Location**  Cuneo Hall, room 117  
**Term**  Spring 2020  

**Professor**  Max Crumley-Effinger  
**Email**  mcrumleyeffinger@luc.edu

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## Syllabus Contents

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Course Description

This course examines contemporary global shifts and transformations in how schools and other educational settings are set up and operate. In tandem with this, the course examines the experience of childhood and notions of what it means to be a child both in terms of how this varies culturally, socioeconomically, and regionally, as well as how these experiences and conceptualizations are presently being transformed. Students will be able to demonstrate an understanding of how global and local issues are interwoven with regard to education. Students will be able to articulate a nuanced understanding (as regards schooling and education) of the ways that social justice concerns are being both advanced and hindered in our contemporary globalized world.

Course Objectives

In keeping with the School of Education’s conceptual framework of advancing “Social Action through Education,” this class aims at:

- This course aims at helping students comprehend the impact of globalization on national educational systems.
- In line with the Loyola School of Education Conceptual Framework Standards (CFS), which reflects our commitment to promote transformational learning within each student across all programs, this course assesses students on CFS2: “Candidates apply culturally responsive practices that engage diverse communities.”
- This course challenges students to grasp the changing nature of childhood within and across countries, along with an understanding of the current issues surrounding social justice and inequity within the context of education.
- Students should be able to demonstrate an understanding of the present body of literature and will be able to evaluate practices and research in the field critically.
- Development of the student’s ability to analyze new concepts, measured through the crafting of a clear, logical, and concise mid-term examination and research paper.
- This course equips students with the necessary critical skills needed to undertake and conceptualize research projects.
- This course is committed to creating a multicultural classroom environment that respects all students for their differences and similarities, including, but not limited to, disability, race, gender, sexual orientation, social class, and ethnicity. Students and the instructor are expected to show care and respect for all others within the class. If you are experiencing challenges or difficulties with respect to any of this, please ask for assistance.

Course Books

The following five books are required for the course. In addition to these books, we will be reading articles and chapters that will be accessible through the course’s Sakai page as PDF documents. Students are expected to have access to all of the day’s readings for each class.


Attendance & Participation

1. Attendance: Students are expected to attend all classes. Naturally it may be necessary to miss some classes due to illness and other situations; if you will miss class due to an unexpected or planned conflict, you are expected to send me an email no less than one hour before class, but the earlier the better. More than two unexcused absences from class will automatically result in a full letter grade reduction.
2. In-Class Participation: Active weekly participation of all students is a core requirement of this course. Your participation grade will be based on coming to all class sessions, completing the readings before class, and being ready to discuss all of the assigned readings. Moreover, class participation entails
speaking in an informed manner about the texts based on your analysis of them. It is the quality of your comments, informed by the readings, and not the amount that you speak, that is most important. It is also important to balance your contribution to class discussion with the contributions of your classmates; that is, please be aware of, and responsive to, how much you are speaking.

Course Assignments Summary

Meetings
- Each student is expected to meet with me a minimum of two times.
- The first meeting should happen within the first four weeks of the semester. The second meeting should happen soon after Spring Break.

CA1: Attendance & Participation (1 point per session; 12 points total)
- See previous section for details.

CA2: Reading Summary & Notes (2 points each; 20 points total)
- Due by 11:00am each Monday of class (submit in Sakai).
- This Word or PDF document should be no more than 1 page, single spaced.
- It is important to read carefully and to extract important information and insights as you read. As such, the Reading Summary & Notes document should contain the following:
  - A 1-2 sentence summary of each reading in your own words.
  - Connections you can make between the readings and your future work or specific area(s) of interest.
  - 2-3 questions or specific points from each reading that you would like to discuss in class.
  - Anything else you would like (e.g., quotes that stood out to you, a video or comic it reminds you of, etc.)

CA3: Class Discussion (8 points)
- Discussion Due Date: TBD (based on sign-ups)
- Product Due Date: 9:00pm the night before your group’s presentation
- In 3-person groups students will prepare a short (10 minutes) presentation to the class on the subjects from the readings for that class. Presenters must create a Product that they will use in the course of the presentation; this could be a handout, a Powerpoint, a graphic, et cetera.
- After presenting on the topics, you will be in charge of leading classroom conversation for the day. Included in your presentation should be a synthesis of the themes and topics discussed in the readings, questions for your classmates, connections to other literature (if applicable), and notes on why these topics are (or are not) important for us to consider.

CA4: Midterm Exam (15 points)
- Due on Wednesday, February 26 at 11:00pm (submit in Sakai)
- The Midterm Exam will be distributed on Wednesday, February 19
- All written assignments should use 1-inch margins, double-spaced, Times New Roman, font size 12, and page numbers in the top right corner (unless otherwise noted). In-text citations and references should be in APA style. Your reference page should include all literature that you have referenced.

CA5: Country Case Outline (5 points)
- Due Wednesday, March 18 at 11:00pm (submit in Sakai)
- One page, single-spaced.
- This Outline should include: (a) a succinct summary of your topic; (b) a basic outline of the paper’s various components; and (c) a preliminary list of references that you will use in the paper.
- All written assignments should use 1-inch margins, double-spaced, Times New Roman, font size 12, and page numbers in the top right corner (unless otherwise noted). In-text citations and references should be in APA style. Your reference page should include all literature that you have referenced.
CA6: Country Case Presentation (5 points)
- Presentation Due Date: TBD (based on sign-ups)
- Students will make a short presentation to the class about their final Research Paper. Students should be prepared to ask and answer questions on their respective topics. Additional information will be provided in class.

CA7: Country Case Research Paper (35 points)
- Due Wednesday, April 29 at 11:00pm (submit in Sakai)
- 8-12 pages double-spaced; please note that CA5: Case Country Outline is due on Wednesday, March 18 (see above).
- The research projects will be in-depth studies conveying how globalization has affected education or childhood in your case country. Students should select a topic and discuss with the instructor. More details will be provided in class.
- All written assignments should use 1-inch margins, double-spaced, Times New Roman, font size 12, and page numbers in the top right corner (unless otherwise noted). In-text citations and references should be in APA style. Your reference page should include all literature that you have referenced.

Class Sessions & Homework

Week 1a: Monday, January 13
(first day of class; no class)

Assignments
- Carefully read through course syllabus

Week 1b: Wednesday, January 15
Learning Outcomes
- Familiarity with the idea of globalization
- Comfort with historical debates on the role of education

Readings
- Steger (2013). Chapters 1 and 2 (PDF available in Sakai)
- Brock & Alexiadou (2013). Chapters 1 and 2

Week 2a: Monday, January 20
(no class for MLK Day)

Week 2b: Wednesday, January 22
Learning Outcomes
- Familiarity with historical debates on education
- Understanding of globalization’s impact upon education

Readings
- Lechner & Boli (2015)
  - Introduction (pp. 8-10)
  - Sen (chapter 2, pp. 19-24)
  - Hamelink (chapter 3, pp. 25-31)
  - Huntington (chapter 5, pp. 41-48)

Assignments
- CA3: Class Discussion #1
<table>
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<tr>
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<td><strong>Learning Outcomes</strong></td>
<td></td>
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<tr>
<td>● Familiarity with historical debates on education</td>
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<td>● Understanding of globalization’s impact upon education</td>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>● Selected theorists from Coleman &amp; Sajed (2013): Bauman; Beck; Bello</td>
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<tr>
<td><strong>Assignments</strong></td>
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<td><strong>Learning Outcomes</strong></td>
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<tr>
<td>● Familiarity with the conceptual and methodological paradigms that are used to understand and study the global</td>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>● In Lechner &amp; Boli (2015)</td>
<td></td>
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<tr>
<td>○ Introduction (pp. 52-55)</td>
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<td>○ Sklair (chapter 7, pp. 63-70)</td>
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<td>○ Harvey (chapter 8, pp. 71-76)</td>
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<td>○ Mayer, Boli, Thomas, &amp; Ramirez (chapter 9, pp. 77-85)</td>
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<td><strong>Assignments</strong></td>
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<tr>
<td>● TBD</td>
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<td>● CA3: Class Discussion #2</td>
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<th>Special Event: Friday, January 31</th>
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<td><strong>CEPS Policy Forum</strong></td>
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<td>3:00-5:00pm (with reception to follow) in Galvin Auditorium, LSC.</td>
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<td><strong>Learning Outcomes</strong></td>
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<tr>
<td>● Familiarity with the conceptual and methodological paradigms that are used to understand and study the global</td>
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<td><strong>Readings</strong></td>
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<td>● Silova &amp; Brehm (2010), PDF available in Sakai</td>
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<td>● Rambla (2013), PDF available in Sakai</td>
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<td><strong>Assignments</strong></td>
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<td>● Identify the historical role of the nation state</td>
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• Familiarity with the purpose of education at the national level

Readings
• In Lechner & Boli (2015)
  ○ Introduction (pp. 228-231)
  ○ Strange (chapter 28, pp. 232-238)
  ○ Glenn (chapter 31, pp. 252-258)
  ○ Baker & LeTendre (chapter 32, pp. 259-263)
• Straßburger (2014), PDF available in Sakai

Assignments
• TBD
• CA3: Class Discussion #3

Week 5a: Monday, February 10
Learning Outcomes
• Identify the historical role of the nation state
• Familiarity with the purpose of education at the national level

Readings
• Berson & Berson (2016). Chapter TBD
• Brock & Alexiadou (2013). Chapter 5

Assignments
• CA2: Reading Summary & Notes due at 11:00am in Sakai

Week 5b: Wednesday, February 12
Learning Outcomes
• Explain the impact of economic globalization upon childhood and education

Readings
• Psacharopoulos & Patrinos (2004)
• In Lechner & Boli (2015)
  ○ Collier (chapter 24, pp. 202-207)
  ○ Stiglitz (chapter 27, pp. 218-226)

Assignments
• TBD
• CA3: Class Discussion #4

Week 6a: Monday, February 17
Learning Outcomes
• Familiarity with the pros and cons of economic globalization

Readings
• Berson & Berson (2016). Introduction
• Brock & Alexiadou (2013). Chapter 3

Assignments
• CA2: Reading Summary & Notes due at 11:00am in Sakai
Week 6b: Wednesday, February 19
Learning Outcomes
● Understand the role of civil society organizations in education

Readings
● In Lechner & Boli (2015)
  ○ Boli & Thomas (chapter 42, pp. 334-341)
● Rose (2009), PDF available in Sakai

Assignments
● TBD
● CA3: Class Discussion #5
● (CA4: Midterm Exam is distributed)

Week 7a: Monday, February 24
Learning Outcomes
● Familiarity with ideas connecting to modernization and modernization theory

Readings
● Brock & Alexiadou (2013). Chapter 8
● Handelman (2017; PDF available in Sakai)
● Some theorists from Coleman & Sajed (2013)

Assignments
● CA2: Reading Summary & Notes due at 11:00am in Sakai

Week 7b: Wednesday, February 26
Learning Outcomes
● Identify the historical roles of transnational organizations in forming education policy

Readings
● In Lechner & Boli (2015)
  ○ Vreeland (chapter 33, pp. 270-276)
  ○ Slaughter (chapter 35, pp. 283-288)
● Moutsios (2009), PDF available in Sakai

Assignments
● CA4: Midterm Exam is due at 11:00pm (submit in Sakai)

Week 8a: Monday, March 2
(no class for Spring Break)

Week 8b: Wednesday, March 4
(no class for Spring Break)

Week 9a: Monday, March 9
Learning Outcomes
● Introduction to national and regional educational projects
Readings
- Brock & Alexiadou (2013). Chapter 6
- Berson & Berson (2016). Chapter 9

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai

Week 9b: Wednesday, March 11
Learning Outcomes
- Familiarity with the connections between education and belonging

Readings
- In Lechner & Boli (2015)
  - Hannerz (chapter 62, pp. 486-491)
  - World Service Authority (chapter 63, pp. 492-495)
- Vincze (2014), PDF available in Sakai

Assignments
- TBD
- CA3: Class Discussion #6 (if needed)

Week 10a: Monday, March 16
Learning Outcomes
- Familiarity with the connections between education and belonging

Readings
- Imam (2005), PDF available in Sakai
- Steger (2013). Chapter 5 (PDF available in Sakai)
- Berson & Berson (2016). Chapter 8

Assignments
- CA2: Reading Summary & Notes due at 11:00am in Sakai

Week 10b: Wednesday, March 18
Learning Outcomes
- Introduction to the roles of religion in education

Readings
- In Lechner & Boli (2015)
  - Roy (chapter 53, pp. 423-428)
  - Lechner (chapter 57, pp. 449-455)
- Rwantabagu (2010), PDF available in Sakai
- Berglund (2011)

Assignments
- TBD
- CA3: Class Discussion #7 (if needed)
- CA5: Country Case Outline due at 11:00pm in Sakai
Week 11a: Monday, March 23

Learning Outcomes
● Varied perspectives on women in education

Readings
● Handelman (2017). Chapter 5 (PDF available in Sakai)
● Roby et al. (2009). PDF available in Sakai

Assignments
● CA2: Reading Summary & Notes due at 11:00am in Sakai (unless otherwise noted)

Week 11b: Wednesday, March 25

Learning Outcomes
● Understanding of the roles of education in sustainability efforts

Readings
● In Lechner & Boli (2015)
  ○ Khagram (chapter 66, pp. 519-525)
  ○ Shiva (chapter 73, pp. 566-574)
● Burmeister et al. (2012). Accessible from https://pubs.rsc.org/en/content/articlehtml/2012/rp/c1rp90060a

Assignments
● TBD

Week 12a: Monday, March 30
(no in-person class)

Learning Outcomes
● Familiarity with responses to educational dilemmas

Readings
● Brock & Alexiadou (2013). Chapter 7
● Miller & Elman (2013). PDF available in Sakai

Assignments
● CA2: Reading Summary & Notes due at 11:00am in Sakai (unless otherwise noted)

Week 12b: Wednesday, April 1

Learning Outcomes
● Identify ways in which media, cultural imperialism, and education interact

Readings
● In Lechner & Boli (2015)
  ○ Tomlinson (chapter 46, pp. 366-375)
  ○ Cowen (chapter 51, pp. 405-410)
● Levinson (2005), PDF available in Sakai (introduction and conclusion only)

Assignments
● TBD
Week 13a: Monday, April 6
Readings
● Brock & Alexiadou (2013). Chapter 4
● Berson & Berson (2016). Chapter 6

Assignments
● CA2: Reading Summary & Notes due at 11:00am in Sakai (unless otherwise noted)

Week 13b: Wednesday, April 8
Learning Outcomes
● Examination of diverse forms of education

Readings
● Tamayo et al. (2017). PDF available in Sakai
● Rubenson (2006). PDF available in Sakai
● Whalan (2011). PDF available in Sakai

Assignments
● TBD

Week 14a: Monday, April 13
(no class for Easter holiday)

Week 14b: Wednesday, April 15
● CA6 Presentations

Week 15a: Monday, April 20
● CA6 Presentations

Week 15b: Wednesday, April 22
(last day of class)
● CA6 Presentations

Week 16: April 27 - May 2
(no class for Finals Week)

Assignments
● CA7: Country Case Research Paper due on Wednesday, April 29 at 11:00pm (submit in Sakai)

Important Additional Information

Assignment Assessment
● All assignments will be graded for: (i) purpose, development, and content; (ii) organization; (iii) writing mechanics and conventions; (iv) overall product.
● All assignments are due on the dates and at the times listed in the syllabus, unless noted otherwise. Late assignments will not be accepted unless you have received an extension from me before the date the
assignment is due. Late assignments due to medical or family emergencies will be exempted from penalties on a case-by-case basis. Please speak to me if you have a question or are encountering issues.

- If you are encountering issues when working on an assignment or if you need assistance, you are expected to ask for help. I am available to assist, as is Tracy Ruppman (truppman@luc.edu), who is the assigned librarian for this course. Please do not wait until the last minute to request assistance!

**Writing Expectations**

This course uses the American Psychological Association (APA) style citation. All written assignments should use 1-inch margins, double-spaced, Times New Roman, font size 12, and page numbers in the top right corner (unless otherwise noted). In-text citations and references should be in APA style. Your reference page should include all literature that you have referenced. For more information on APA style, see: http://owl.english.purdue.edu/owl/resource/560/01/.

**Technology in the Classroom**

Computers and tablets are welcome in the classroom, especially for those who wish to save paper by not printing out PDF readings or for those who have chosen to use digital books. When using technology in class, students should ensure that they are fully present in the classroom. This means abstaining from doing other things in class that are not related to our coursework such as email, social media, chatting, doing other homework, etc. If issues arise they will be handled on a case-by-case basis between the instructor and the student.

**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.

This course is designed to provide students with opportunities for:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

**SOE 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**

https://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.

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. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

Course Reading

In an effort to reduce paper waste, please consider accessing PDF readings on a laptop or tablet, both while reading for homework and in class. Students are expected to have access to all of the day’s readings for each class.

Students will be assigned varying amounts of required readings (articles or chapters) for each class session.

- Please pace your reading and do not read all of the readings the night before, this is not an effective way to approach reading.
- Before you begin to read for the week, skim all the readings (read the abstracts), then give them numbers with “1” being the most important in your mind. Subsequently, read from number 1 onwards.
- Take notes of what you are readings as it will help you to link concepts and arguments together.
- Figure out what time, position, and place works best for you to read and always read there.
- Take to relate the readings to current events/education issues. This helps you to understand the readings and makes the readings more practical.

Reading Tips¹

1. Know your purpose: Though you may read instructions word-by-word, you really should not read a complex journal article one word at a time. Understanding the purpose of your reading is critical to the development of effective reading strategies.
2. Develop sound note-taking skills: Taking notes as you read a text improves your understanding of the material. Keep the purpose of the reading in mind and use a note-taking style that works for you.
3. Concentrate on what’s being done, and not only on what’s being said: Pay attention to both the author’s purpose for writing (which is often different than your purpose for reading) and the organizational structure of the writing. For example, is the author making an argument or comparing two things? If arguing, what are the sub-arguments and supporting points?
4. Get to know the genre: Understanding the type of text you’re reading gives you a better idea of where the key information is located, which will save you time by speeding up the reading process.
5. Read actively: Engage with the text by asking yourself questions as you read and by trying to figure out what’s coming up next. Is information missing or are your questions unanswered? Do you understand the key points? Do you feel the author’s ideas are clear and well supported?

6. Keep a dictionary on hand: Avoid simply guessing at a word’s meaning if you’ve never come across it before or are unsure of its meaning in a new context. Look it up in a dictionary!

7. Set aside blocks of reading time: It takes a considerable amount of time to read an academic text. Give yourself enough time to complete your weekly readings and be realistic about how long it usually takes.

8. Read material before class, not after: Reading assigned articles or chapters before class puts you ahead of the game.

9. Summarize your readings: Many textbooks have chapter summaries and most journal articles have abstracts that detail their contents. Look for a synopsis in your reading and review it closely to make sure that you’ve understood the central points. Jotting down a summary of your own will improve your chances of remembering key ideas.

10. Use the academic support available to you: Effective reading strategies for university-level texts aren’t always self-evident. Drop by Learning Support Services for more information on reading techniques that can save you time and help you retain content. Loyola’s writing center information can be found at: http://www.luc.edu/writing/home/