**ELPS 230: Globalization, Education, and Childhood**

Spring 2022

Thursday: 5:30p.m. – 8:00p.m.; Cuneo Hall, Rm. 218

**Instructor:** Julia. R. Allison  
**Email:** jallison1@luc.edu  
**Office Hours:** before and after class and by appointment

**Please note:** this course will meet synchronously on the day and at the time appointed above via Zoom until January 31st. The link and passcode have been made available through email to all course members and is available under “Announcements” on the course’s Sakai page.

*(This syllabus—including its assignments, readings, and policies—is subject to change to best meet the needs of this class; if this occurs, you will be the first to know.)*

**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 explores 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, and 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 when it comes to education. And students will be able to articulate a nuanced understanding of the ways in which social justice concerns are being both advanced and hindered in our contemporary globalized world, within schooling and education.

**Course Objectives:** in keeping with the School of Education’s conceptual framework of advancing “Social Action through Education,” this course aims at:

- helping students to comprehend the impact of globalization on national educational systems;  
- challenging 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 demonstrating an understanding of the present body of literature and will be able to evaluate practices and research in the field critically;  
- developing the student’s ability to analyze new concepts, measured through the crafting of a clear, logical, and concise presentation and research paper;  
- equipping students with the necessary critical skills needed to undertake and conceptualize research projects;  
- 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 let me know.

**Readings:** the required texts for this class are as follows . . . all other readings will be made available online via Sakai:

- Brock C. & Alexiadou, N. (2013). *Education around the world: A comparative introduction.* New York, New York: Bloomsbury Academic. *You can purchase this book. However, it is also available online through Loyola’s libraries. (I have also posted a link to the text on Sakai.)*  
- Lechner, F. J. & Boli, J. (2016). *The globalization reader* (fifth edition). Malden, MA: Blackwell Publishing. *As with the previous book, this one is also available online through Loyola’s libraries. (I have also posted a link on Sakai.)*

**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 2021-2022 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. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.

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. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices:* We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*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.

**SOE Vision:** the School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

**School of Education Mission:** the School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

**School of Education Conceptual Framework:** in keeping with Loyola’s commitment to promoting transformational learning in each student across all programs and the School of Education’s *Conceptual Framework Standards*, ELPS 230 is designed to provide students with an opportunity to think critically about the intersections of globalization and education, and their impact on childhood, offering thoughtful, academically grounded, creative, and practical solutions to questions and problems of this subject. As such, they will be assessed with the following standard in mind:

- **CFS2:** Candidates apply culturally responsive practices that engage diverse communities.

For more information about the conceptual framework standards, please refer to the School of Education’s Mission and Vision statement.
Dispositions: all courses in the SOE assess student dispositions on Professionalism, Inquiry, and Social Justice. Full transparency is critical to ensure that students can meet the expectations in this area. You can find the rubric for these dispositions on LiveText, and on Sakai under the course title ELPS 230, the “Resources” tab, folder: “CEPS Resources.”

Smart Evaluation: please see the syllabus addendum for more information on the course evaluation process for students.

Course Assignments and Activities:

- **Weekly Reader's Response Reflection** - throughout the semester, you will be expected to complete ten reader’s response reflections. Please note that five are to be completed before spring break, with the other five to be completed following spring break. However, within those six weeks on either side of the break, you may choose which weeks you will submit a reader’s response. All responses are expected to be 600-800 words in length (so, roughly one-and-a-half to two pages), double-spaced, and should include the following:
  - an opening paragraph summarizing each of the week’s readings (this should account for no more than two hundred words of the required length);
  - connections that you are making between the readings themselves, the readings and your future work, the readings and previous or current work or coursework, the readings and current world events; or anything else that happens to come to mind—a comic, video, etc. (please include the reference if you choose one of these latter options);
  - at least two questions or specific points from the reading that you would like to discuss in class—for each question or point, please explain what in the readings led you to bring it forward.

**These are due by noon on the Wednesday before class.

- **Leading discussion:** each of you will have the opportunity to lead class with two other people twice during the semester. This will be done once before spring break and once following spring break, and you should aim to work with a different partner each time.

  For this activity, you and your partner will open class with a short (ten minute-ish) overview on the readings and any additional materials for the week. In addition, you are expected to prepare for members of the class a one-page handout, brochure, PowerPoint, or other graphic—essentially, a visual aid—on the week’s readings to accompany your presentation. You will then lead the classroom conversation for the next roughly hour, or until the break. When you prepare your presentation and your structure for our class discussion, consider including the following materials:
  - a synthesis of the themes and topics discussed in the reading;
  - questions for us—your questions may draw from things that puzzled you or surprised you, areas of the readings that you think need some considered exploration, or otherwise;
  - connections for us to consider relating to other literature or material we have covered in the class, or in current or generally know national and international events, people, places, etc.;
  - and notes on why all of this is important for us to consider . . . always remember the “So what?” question and include why X, Y, or Z matters—to the course topic, to us as individuals, as members of a world community, etc.

In addition to this planning, you may also organize your time as you would like to include a period of small group discussion as well. Also, it is not required. However, if you would like to do so, you and your group are welcome to schedule a meeting with me to discuss your plans for leading the class. Lastly, please note that your handout and any additional visuals are due to me by noon on the Wednesday before you lead Thursday’s class.

- **Research Paper:** for this assignment, you will be asked to research a topic under the umbrella subject of “globalization, education, and childhood.” What this topic is however will be your choice. This means that you may choose to profile a particular country and look at a specific aspect of how globalization has impacted the educational experience of its children. For examples, standardized testing, post-conflict schooling, active conflict schooling, NGO and nonprofit engagement, economic policy, struggles for equity and equality, access to education, public vs. private education, the initial impacts of COVID, infrastructure concerns, and climate change to name a few. Or you may choose to address one of these topics under the same umbrella but from a
more general perspective—assessing its current-status, looking forward, and looking back. Or perhaps an event, person, or idea will catch your attention. In addition, you will be asked to choose a disciplinary approach that you would like to take for addressing your topic. Perhaps you are interested in writing a historical account, addressing the philosophical, anthropological, comparative, or sociological angle of your topic. You may also choose to take an interdisciplinary approach in your research. Again, the choices will be yours.

More information about this assignment will be provided as the semester progresses, both via Sakai and in class. For now, though, please keep this assignment in the back of your mind. The week following spring break, you will schedule a time to meet with me to discuss your potential topic: a comprehensive outline will then be due on March 31st, and the final draft will be due on Thursday, April 21st by 5:30p.m. (or the start of class). In addition, just before spring break we will start brainstorming topics. And then following spring break, we will begin setting aside time in class to share research progress and get feedback from others. Between now and then, I encourage you to take note of ideas, people, events (current and historical), and subjects that catch your attention in and outside of class. And any lingering questions that you have... any of these may become the topic for your research paper.

- **Research Paper Presentation**: accompanying your research paper, you will present your findings in a twenty-minute presentation to the class. These presentations must include a visual and will be held during class-time on Thursday, April 21st and 28th. Again, more information will be made available as the semester progresses both in class and via Sakai about this assignment.

- **Capstone Reflection**: your final assignment for this class will be a critical capstone reflection, looking back over the semester, analyzing and synthesizing what you have learned about globalization, education, and childhood as you look towards what for you comes next. This will be due in lieu of a final exam on Thursday, May 5th by 8:00p.m. More information will be made available in class and via Sakai as the semester progresses.

**Assignment Due Dates:**
- Research Paper Outline ................. Thursday, March 31st by 5:30p.m.
- Research Paper ......................... Thursday, April 21st by 10:00p.m.
- Research Paper Presentation .......... Thursday, April 21st and 28th by 5:30p.m.
- Capstone ................................. Thursday, May 5th by 8:00p.m.

**Evaluation of Assignments:**
- Weekly Reader’s Response (ten) ............ 30%
- Leading Discussion (twice) ................ 20%
- Research Paper Presentation ............. 10%
- Research Paper ........................... 25%
- Capstone .................................. 5%
- Participation .............................. 10%

Total: 100%

**Grading Distribution:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
</tr>
<tr>
<td>B</td>
<td>86-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>C</td>
<td>76-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
</tr>
<tr>
<td>D</td>
<td>69-60%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

**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, and 11 pt. font, with page numbers in the top right corner (unless otherwise noted). In-text citations and references should be in APA style. And our reference
Reading Tips:

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 supports available to you: Effective reading strategies for university-level texts aren’t always self-evident. For more information, please visit Student Academic Services and/or Loyola’s Writing Center.

Additional Course Policy Information:

- **Participation**: for all of us to learn, it is necessary for you to be in class and ready to engage in our discussions each week. Therefore, please take the time to carefully complete the readings and arrive with all necessary materials to class. This will help to ensure that you, that all of us, gain as much as we can from the course. **Learning is limited in isolation.** Further, I ask that you please commit yourself to being present and prepared to share your reflections on the topic(s) for each week so that we can all learn from one another. Your regular participation, which includes being on time for and staying for the duration of class—on occasion we may go a bit over, but I will do my best to end class at the appointed time—contributions in class, as well as preparation outside of class-time, is a part of your final grade for this course. Please see the policies on absences and late work below. These are included under participation.

- **Communication with me**: I will always respond to your emails within 24-hours during the week. Over the weekend, I do try however to disconnect from being online too much and you should expect my reply on Monday. If your email is time-sensitive, please indicate this in the subject-line.

- **Missing and Late Assignments**: if you know that you are going to be late with, or simply feel that you need extra time to complete, an assignment, please let me know as soon as possible, and I will work with you to find a new deadline. It is however incumbent upon you to take the initiative here. Assignments received late without advance notice will result in a deduction from your participation grade for the course.

---

• **Absences:** If you know that you will be absent for one of our meetings, please do your best to let me know well in advance. You will be responsible for any missed activities, assignments, or readings related to that class session, and should contact me about this work. Repeated absence from class will result in a deduction from your participation grade.

• **Use of Technology:** Sakai will be used throughout this course to administrate its logistics, facilitate communication, and as a general resource for this class. Additionally, you will need to have working access to your Loyola e-mail account, as your “luc.edu” email address is the one that we will use to communicate.
  
  o Electronic devices such as laptops, iPads, etc. may be used during class but **for class-related purposes only**, such as: taking notes, referencing course materials, searching for material related to course discussion, and to a limited extent following a train of thought stimulated by discussion or material during class. **As a general thought though, please consider the ways in which such devices may be a distraction to both yourself and to other members of the class, and please take steps to limit such interferences.**
  
  o In addition, please keep your cell phone on silent and out-of-sight, and refrain from its use during class-time. If there are extenuating circumstances that require you to be available via phone or email, please let me know before class begins.

**Pedagogical Approach:** Lastly, but certainly not least, I want to close by adding a few thoughts to explain my pedagogical approach in planning and structuring this class. You will note that this is a largely discussion-based course. Certainly, there is opportunity for lecture and more direct instruction. However, I firmly believe—as I have mentioned elsewhere in this syllabus—that learning does not happen in a bubble, and that we all learn best—myself included—when we are communicating and learning from one another. Relatedly, you may have noticed that I use “our” consistently in my references to this class, and that I describe myself as a learner as well. I do this because I want to reinforce the understanding that as a group, we are a learning community, each with the ability and opportunity to be both student and teacher. And that while I may assume the general role of leading the class, your initiative and participation are just as important to determining its trajectory, success, and what we all ultimately gain from our study of globalization, education, and childhood over the next fourteen weeks.

Therefore, as I mention in the bit about participation above, I want to reiterate here my expectation that everyone takes an active role, at every turn, in this shared learning experience. I encourage you to pose questions of the texts and of one another; to endeavor to elaborate upon and make further meaning out of what others say; to ask open-ended questions without a presupposed answer; to listen; to express disagreement in a respectful manner; and to at all times remain present to the conversation, assuming responsibility for making this class both informative and interesting.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20th</td>
<td>Welcome and Introductions</td>
<td>• Nothing to prepare: discussion - preconceptions and understandings of “globalization,” “education,” and “childhood”</td>
</tr>
</tbody>
</table>
• Brock & Alexiadou (2013) – Chapter 1, “Why it is important: The story so far,” & Chapter 2, “The Nature of the interdisciplinary field and its development” |
| February 3rd  | The debates of globalization; an introduction to global childhood    | • Lechner & Boli (2015) – Part I: “Introduction” and Chapters 2, 3, & 5  
• Brock & Alexiadou (2013) – Chapter 3, “A global overview: Legacies and inertias”  
• Wells (2009) – “Childhood in a global context,” *Childhood in a global perspective* |
| February 10th | World culture and the global education reform movement               | • Lechner & Boli (2015) – Part II: “Introduction” and Chapters 7, 8, & 9  
• Sahlberg (2016) – “The global education reform movement and its impact on schooling”  
• Lechner & Boli (2015) – Chapter 32 |
| February 17th | Through a spatial lens: geographies, education, and childhood        | • Brock & Alexiadou (2013) – Chapter 4, “Scale, Space, and Place”  
• Blundell (2016) – “Introduction,” *Rethinking children’s spaces and places*  
• Wells (2009) – “School and work,” *Childhood in a global perspective* |
| February 24th | The child self in times of cultural change                           | • Brock & Alexiadou (2013) – Chapter 5, “National and international development”  
• Thompson (2012) – “Changing societies, changing childhood”  
• Gauvain & Munroe (2018) – “Children’s experience during cultural change”  
| March 3rd   | Europe; Investment in girls’ education; education in conflict zones | • Brock & Alexiadou (2013) – Chapter 6, “Europe: Issues and comparisons”  
• Porter (2016) – “Girls’ education, development and social change”  
• Moeller (2014) – “‘The girl effect’: U.S. transnational corporate investment in girls’ education” (to be confirmed) |
| March 10th  | Spring Break                                                          | • NO CLASS                                                                         |
| March 17th  | Sub-Saharan Africa; cultural globalization and crises of identity  | • Brock & Alexiadou (2013) – Chapter 7, “Sub-Saharan Africa: Legacies and innovations”  
• Wandera (2019) – “Resisting epistemic blackout: Illustrating Afrocentric methodology in a Kenyan classroom”  
• Islam et al. (2019) – “Cultural globalization: A critical analysis of identity crises in the developing economies”  
• Haines (2014) – “How does conflict and violence impact upon children and their education?” |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors/References</th>
</tr>
</thead>
</table>
| March 24th | Interplays of identity and the ‘educated person’ | • Brock & Alexiadou (2013) – Chapter 8, “Rising stars: Brazil, Russia, India, and the People’s Republic of China”  
• Li & Grieshaber (2018) – “Learning Stories as cross-national policy borrowing: The interplay of globalization and localization in preprimary education in contemporary China”  
• Newman, Hoechner, & Sancho (2020) – “Constructions of the ‘educated person’ in the context of mobility, migration and globalization” |
| March 31st | Adolescent identities and globalization | **Research Paper outline due by class at 5:30p.m.  
• Jensen & Arnett (2012) – “Going global: new pathways for adolescents and emerging adults in a changing world”  
• Rao (2013) – “Globalization and the identity remix among urban adolescents of India”  
• Ginevra et al. (2021) – “Italian adolescents’ understandings of globalization” |
| April 7th  | Towards the future of globalization, education, and childhood | • Blundell (2020) - “Globalization and future spaces of childhood”  
| April 14th | Towards the future of globalization, education, and childhood, cont. | • Chernillo (2021) – “One globalization or many?”  
• Rappelye & Komatsu (2020) – “Towards (comparative) educational research” |
| April 21st | Presentations                      | **ALL Country Case Study Papers are due by class at 5:30p.m.  
• Final Presentations - Country Case Study  
• Reading TBD |
| April 28th | Presentations                      | • Final Presentations - Country Case Study  
• Reading TBD |
| May 5th    | Final Exams                        | • NO CLASS – Capstone DUE by 8:00p.m. |
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.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

1. **Gaining a basic understanding of the subject** (e.g., factual knowledge, methods, principles, generalizations, theories).
2. **Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.**
3. **Learning to apply course material** (to improve thinking, problem solving, and decisions) **(important, not essential).**
4. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.**
5. **Acquiring skills in working with others as a member of a team** **(important, not essential).**
6. **Developing creative capacities** (inventing; designing; writing; performing in art, music drama, etc.) **(minor).**
7. **Gaining a broader understanding and appreciation of intellectual/cultural activity** (music, science, literature, etc.) **(minor).**
8. **Developing skill in expressing oneself orally or in writing** **(important, not essential).**
9. **Learning how to find, evaluate and use resources to explore a topic in depth** **(important, not essential).**
10. **Developing ethical reasoning and/or ethical decision making** **(important, not essential).**
11. **Learning to analyze and critically evaluate ideas, arguments, and points of view** **(important, not essential).**
12. **Learning to apply knowledge and skills to benefit others or serve the public good.**
13. **Learning appropriate methods for collecting, analyzing, and interpreting numerical information** **(minor).**

**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.

**Digication:**
**Digication** is Loyola’s ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.
Student Support 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 Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

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.

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.

Syllabus Addendum Link

• https://www.luc.edu/education/academics/syllabi/

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 ONLINE 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.

Student Participation and Conduct: please see the policies already outlined in this syllabus for expectations around student participation and conduct in the event of online class meetings. The same expectations will apply.