



*Preparing people to lead extraordinary lives*

**CIEP 508**

**SOCIAL JUSTICE & MULTILINGUAL LEARNERS**

**Language, Culture, & Curriculum M.Ed. Program**

**School of Education**

**Loyola University Chicago**

**Summer 2021, Session A**

#### **COURSE AND INSTRUCTOR INFORMATION**

Instructor: Sarah L Cohen, Ph.D.  
Meeting Times: Asynchronous online  
Email: scohen12@luc.edu  
Office Hours: By appointment  
Class Details: May 24 to July 2 2021

#### **Course description**

This course introduces educators to foundational principles and practices for promoting social justice and educational equity while teaching multilingual learners in today's classrooms. A central component to teaching for social justice for students labeled as English learners (ELs), this course prompts educators to deconstruct their identities, experiences, and perspectives on cultural and linguistic diversity as a means to recognize and deconstruct language ideologies, deficit-based perspectives, personal biases, and institutionally driven assumptions. Framed by larger sociolinguistic and sociopolitical themes in the field of EL/bilingual education, educators explore students' diversity in their classrooms and schools and reflect upon current practice with that lens. Participants then draw from the literature to develop personal philosophy statements for serving multilingual learners with related goals for professional learning.

#### **Readings and Resources**

- All academic articles and chapters and other creative writing selections available on Sakai

## **Objectives/learning outcomes**

Participants will:

- Discern the central and active role of teachers as language policy actors and language decision makers in classrooms, schools, and communities.
- Reflect upon previous experiences with and perspectives on language learners, language education, and language diversity.
- Probe the role of language ideologies in institutional practices in education as a means to examine and deconstruct biases and assumptions.
- Explore the diversity of classrooms, schools, and communities, including cultural, linguistic, familial, academic, social, emotional, behavioral, and sociopolitical factors.
- Analyze historical and current practices in schools for multilingual students in line with research and theory of supporting and promoting equity for multilingual students.
- Define personal philosophies and professional goals for teaching multilingual students.

## **Related standards**

TESOL Professional Teaching Standards (2018)

- 2a. Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELs.
- 2b. Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELs.
- 2e. Candidates identify and describe the impact of his/her identity, role, cultural, understandings, and personal biases and conscious knowledge of US culture on his/her interpretation of the educational strengths and needs of individual ELs and ELs in general.
- 5c. Candidates practice self-assessment and reflection, make adjustments for self-improvements, and plan for continuous professional development in the field of English language learning and teaching.

## **Course Organization**

This course was strategically designed as an asynchronous online course to mediate your learning, critical thinking, and discussion related to course objectives. Each week, you will complete two online lessons, each taking approximately 3 hours to complete (in line with a typical summer class that meets twice a week for 3 hours). Lessons can be completed at your convenience prior to the due date indicated on the syllabus. Please note that pre-work and assignments are not included in that time, just as they would not be in in-person coursework.

### ***Pre-work***

Just like in-person classes, you should read prior to class sessions in preparation for learning. For this class, you will read both academic literature and culturally relevant texts. For some classes, you have an option as to which text you read. Please note that the pre-work is not factored into the estimated time to complete the lesson.

### ***Weekly Lessons***

In the first lesson of each week, we focus on the culturally relevant texts themselves and use texts as windows into the lived experiences of EBLs. The first lesson of each week should be completed by 11:59pm on Wednesday. These odd-numbered lessons will typically follow a trajectory with four key components:

- **Initial reflection:** Use the blog feature on Sakai to capture your initial and brief thoughts in response to the essential questions for the week's lessons. This is a way for you to make your own personal/professional connections to the essential questions before you begin to interact with the course materials for the lessons.
- **Multimedia window:** Watch/listen to a multimedia connected to the topic
- **Initial text response:** Share your initial response to the focal text. Directions will be detailed in the lesson to capture key points and make connections across content and experience

### ***Second Lesson of the Week***

In the second lesson of each week, we continue with the same general format as we look more deeply at the theoretical and application readings and multimedia that relate to the ongoing topics. The second lesson of the week should be completed by 11:59pm on Saturday. These second lessons of the week will typically include most of the following elements:

- ⇒ **Multimedia window:** Watch/listen to a multimedia presentation that relates to the topic(s) being discussed
- ⇒ Readings: Theoretical and practical resources that relate to the week's topics
- ⇒ **Professor perspectives:** Watch/listen to the professor discuss how to consider issues specifically related to the lesson's topic.
- ⇒ **Classroom/Professional Connections:** Use Voice Thread to make a post to share your ideas for application of the week's learning to your own teaching context. This is best shared in the form of a slide that shows an image of what you have done in the past or want to do in the future (either is fine as long as you can show how either connects with the week's learning) with a voice narration of your ideas.
- ⇒ **Project application:** Using your learning from the week, work on the focal component of your course project that is upcoming.

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### **Assignments**

In line with the philosophy and approach of the Language, Culture, and Curriculum M.Ed. program, this course centers around one overarching project. This project is worth 50% of the final grade (50 points total), with participation in the weekly lesson interactive components that comprise the other 50% of the final grade (8 points per week for 48 total points, plus 2 points for communication across the semester with the professor). Details are provided below

### **ASSESSMENT DETAILS AND CRITERIA**

#### **Project Overview:**

As an educator in service of social justice for multilingual learners, you must recognize and continuously interrogate your own identity, background, and perspectives to ensure you are

promoting justice-oriented learning rather than perpetuating the status quo in the educational system. You also need to build rapport and trust with students and families, which requires purposeful relationship-building and exposing your own identity, your teaching philosophies, and the sociocultural and sociopolitical context of the school. Being transparent with students, families, and colleagues – demonstrating your own negotiation and interrogation of identities, ideologies, and practices – is an excellent starting place to build trust and rapport in service of justice-oriented teaching. With this project, you will complete four components to (a) reflect and consider important facets of social justice teaching for multilingual learners, and (b) create items that you might share with students, families and colleagues to begin the school year to model and initiate pertinent reflections and conversations in your classroom.

- Analysis and description of identity, role, biases, and assumptions (TESOL 2e)
- Knowledge of dynamic contexts and sociopolitical factors (TESOL 2a)
- Knowledge of research/theories of cultural and linguistic diversity (TESOL 2b)
- Self-assessment, reflection, and goals for professional learning (TESOL 5c)

This overarching project will be broken down into separate assignment components to be completed over the course of the 6-week course as detailed in the chart below

	<b>Description</b>	<b>Due Date</b>
Analysis and description of identity, role, biases, and assumptions	<p><b>Identity Graphic:</b>            Create an identity graphic that you could use to introduce yourself to your students in the setting where you teach to set the stage for your work with them at the beginning of the school year. Reflecting on your own cultural and linguistic identity create a web that uses both graphic and some text to introduce yourself, the identities you espouse/relate to, and your sense of self as an educator especially as it intersects with your cultural and linguistic identities and your beliefs about culture and language as a component of your teaching. Write a few sentences to capture how you will share this with your students.</p> <p>Feel free to complete this assignment using the mode in which you are most comfortable...or challenge yourself to try something new—for example, you could draw (or collage) and write by hand (and then scan to your computer), create a free trial version of CANVA to use their design features, use Microsoft Word, etc.</p> <p>Any of these options are fine, as long as your completed work is legible, detailed, creative, and inclusive of the above elements.</p>	<p>JUNE 1<sup>st</sup></p> <p>Upload to Sakai Assignment page and to Voice Thread for sharing with peers</p>
Application for your own Classroom	<p><b>Identity Text Lesson</b>            Create an assignment that you will use in your classroom to bring the idea of identity texts into your own teaching. In a visual format that you can share on Voice Thread show your ideas for how you will create an identity text focus for your students. Include as many details as you can about how this will relate to the content you teach, how you will introduce it to your students, and what your goals for them will be in terms of how they will represent their identities through</p>	<p>June 11<sup>th</sup></p> <p>Upload to Sakai Assignment page and to Voice Thread for sharing with peers</p>

	<p>this project. Use this as an opportunity to think creatively about how you can bring the ideas you are learning about to your own classroom.</p>	
<p>Knowledge of dynamic contexts and sociopolitical factors</p>	<p><b>Mini-Lesson/Teacher Workshop:</b>  This component asks you to create a presentation in the form of a mini lesson that you could share with either your colleagues or your students (your choice). The focus of this presentation should be to share demographic information from your school and the surrounding community in which you teach. Include the number of languages spoken by students and their families and which ones, the number of countries of origin represented by students and their families and which ones. Also include the number of students classified as English learners by the school district and the number of teachers in your school setting who hold their ESL and/or Bilingual endorsement. Your presentation should reference the readings to make sense of the linguistic ideologies that you see represented by the school setting in which you teach.</p>	<p>June 18<sup>th</sup></p> <p>Upload to Sakai Assignment page and to Voice Thread for sharing with peers</p>
<p>Knowledge of research/theories of cultural and linguistic diversity</p>	<p>Create a communication to families of the students you teach in the form of either a brochure or a letter of introduction. The purpose of this communication is to share with families your goals and perspectives about teaching and learning for your multilingual students as well as the research basis for your orientation to teaching multilingual learners. In this letter or brochure, you will need to reference the researchers you are drawing on for the research basis, but you should not include direct citations (quotes) from them. Your communication should include a minimum of 5 examples of the ways in which you are constructing your classroom environment and your goals for your students to illustrate the ways in which you are aiming to bring the theories about bilingualism and multilingual teaching to life in your classroom.</p>	<p>June 25<sup>th</sup></p> <p>Upload to Sakai Assignment page and to Voice Thread for sharing with peers</p>
<p>Self-assessment, reflection, and goals for professional learning</p>	<p><b>Continuous Goals</b>  Create a personal goal statement for professional learning building on what you have begun to consider in this course and where you want to keep expanding your learning. You might want to frame this as a letter to your students to show the ways in which you continue to challenge yourself as a learner, or possibly with the parents of your students as the audience to demonstrate how you are a continuous learner and considering their children in your engagement with your studies.</p> <p>Make sure to include references to not only future goals, but also, the ways in which your perspectives on issues of advocacy, linguistic ideologies, culture, and pedagogy to support multilingual learners have changed/expanded referencing key research and theories learned throughout this course to support your goals.</p>	<p>JULY 3<sup>rd</sup></p> <p>Submit to Sakai Assignment page and to Voice Thread for sharing with peers</p>

### **Course Participation: 50% of Final Grade**

Participation is central to learning in this course and throughout the program, as teachers are seen as experts who support one another's learning, understanding, and application in classrooms. In this way, participation is subsequently reflected with a large percentage of the final grade for the course. Each week, you will receive a participation score based on your contributions to the online lessons as detailed below.

#### WEEKLY POINTS BREAKDOWN

<b>Initial Blog Reflection:</b> In order to share their own background experiences and funds of knowledge related to the topic and essential questions, teacher captures their initial thoughts and reactions in a preliminary blog post	2 points
<b>Initial Text/Multimedia Response:</b> Teacher uses provided prompts to thoughtfully respond to the lesson's focal texts/multimedia to initiate discussions with peers in each lesson's blog post.	3 points
<b>Conversation and Classroom connections:</b> Teacher actively engages in discussions with peers by thoughtfully and thoroughly responding to at least one group member's blog post for each blog post assignment.	2 points
<b>Application to Practice:</b> Using Voice Thread, teacher shares at least one idea to capture how the week's lessons could be applied to their teaching situation. This could be in the form of a picture of something you already do that connects to the week's ideas or it could be a slide with ideas you are beginning to formulate about how you could apply the week's learning to your school/teaching context.	3 points
<b>Total for Each Week</b>	<b>10 points</b>

### **GRADING POLICY & SCALE**

- Unless arrangements have been made with your instructor, assignments submitted after the date will receive a lower grade per the following: 1 day=5%, 3 days 10%, 4-7 days 15%
- Students are expected to use APA style (7<sup>th</sup> ed.) for citing references. When quoting and paraphrasing sources, or adapting an idea from a source, those sources **must** be cited.
- The final course grade is based upon the completion of course requirements, as weighted above and following this scale:

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%

D	63%-66%
D-	60%-62%

## DISPOSITIONS

In addition to knowledge and skills central to this course, you will be assessed on dispositions related to *professionalism*, *inquiry*, and social justice. *Professionalism* will be assessed using the class participation and attendance rubric. *Inquiry* and the *social justice* will be connected to and assessed as part of your final inquiry project. You can find the dispositions rubrics on [LiveText](#).

## CONCEPTUAL FRAMEWORK

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.

**Our mission is social justice, but our responsibility is social action through education.** 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.

This course focuses on social justice and educational equity for ELs, encompassing a broad array of culturally and linguistically diverse populations of students and families. Due to the nature of the course topic focused on ELs, issues of diversity will be woven through the entire course. Further, this course emphasizes the central role of the teacher in language development and education, supporting the negotiation of policies and practices to promote social justice in linguistically diverse schools and classrooms.

While not assessed due to the introductory nature of this course in the M.Ed. program, one particular conceptual framework standard will be prioritized: ***Candidates demonstrate knowledge of ethics and social justice (CFS3)***. Through completion of course readings and facets of the core assessments, candidates will delve into their role in promoting social justice for multilingual students in schools, reflecting upon biases and assumptions to make ethnically grounded decisions guiding practice in classrooms.

## SYLLABUS ADDENDA

### School of Education 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**

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### **Conceptual Framework Standards**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the 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.

Grounded in the principles of *Social Action in Education* ([www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)), this course addresses the conceptual framework in a variety of ways. Teachers will: (a) analyze literature for cultural relevance and authenticity, focusing on portrayal of culture, language, family, social class, gender, identity, immigration, borders, religion, spirituality, and more; (b) select and make decisions on the curricular materials, specifically children's and adolescent literature, which they utilize with to support student learning and development in current and future classrooms; and (c) complete a culturally responsive library proposal in which they select and use culturally relevant literature that makes meaning for current or future students.

In addition to integration of the standards throughout the course, teachers will be assessed on CFS2 in the final project: *Candidates apply culturally responsive practices that engage diverse communities.*

### **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 here on [LiveText](#).

### **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 in to how to improve their teaching and the department can learn how best to shape the curriculum.

### **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, racist or ethnic) comments, not limited to but especially comments directed at a classmate.

### **Student Support**

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](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

### **Center for Student Access and Assistance**

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.

### **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](mailto: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](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

**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***.