Loyola University Chicago
CIEP 540 – Undocumented Students: Schooling, Teaching and Learning
(The Inaugural Course)
Summer 2015 – Tuesdays & Thursdays, 5-8pm, School of Communication Room 10
June 30<sup>th</sup> – August 6<sup>th</sup>

Instructor: Dra. Aurora Chang, Ph.D.
Contact Information: achang2@luc.edu 312-339-4008
Office/Office Hours: By appointment (phone, Skype, FaceTime, in-person)
Course Information: Course materials are available on Sakai

Course Description
This course examines the issues of undocumented students in the United States within educational contexts. This course will address the causes of and circumstances around undocumented immigration with a specific focus on Latinas/os; undocumented students’ schooling experiences (including DACAmented students and DREAMers); what educators need to know to successfully engage and teach undocumented students; and specific classroom practices that allow for safe learning environments and authentic student learning. This course will draw from mixed methods research studies including: quantitative census and educational data, ethnographical accounts, testimonios and theoretical texts to make meaning of the experiences of undocumented students. Students will be required to write a research paper addressing a specific curricular issue directly related to undocumented students, schooling, teaching and learning.

DACA – Deferred Action for Childhood Arrivals
DREAM Act – Development, Relief, and Education for Alien Minors Act

The School of Education’s Conceptual Framework
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. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course will focus on three components of our conceptual framework:
CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
Dispositions
This is a new requirement: Each syllabus is required to have a statement describing what SOE dispositions will be assessed in this course. These dispositions, *Professionalism, Fairness, and the Belief that all students can learn*, are indicators of growth for different levels in the program. Full transparency will be critical to ensure that candidates are able to meet the expectations of the developmental disposition standards. Please be sure to state the disposition that will be assessed in the course along with the rubric that will be used. Developmental disposition data will be available every semester to programs (or as needed) so programs can handle issues as they arise.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Course Objectives
Candidates will be able to demonstrate:

- an understanding of undocumented students in the United States within educational contexts
- an understanding of the causes of and circumstances around undocumented immigration with a specific focus on Latinas/os; undocumented students’ schooling experiences (including DACAmened students and DREAMers)
- how educators can successfully engage and teach undocumented students
- how specific classroom practices promote safe learning environments and authentic student learning
- strong research practices, including writing, that address a specific curricular issue directly related to undocumented students, schooling, teaching and learning

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

Diversity
This course supports the School of Education’s conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to undocumented students.
Technology
Students will use technology to conduct research and access information from the course Blackboard site in order to complete assignments.

Texts and Resources
Required Texts (Books):

Other Required Readings (Journal Articles) can be found on Sakai:

University Policies and Information
Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml
Accessibility
Students who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act, should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Course Grades
There are a total of 200 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), D- (60 – 62%), F (59% and below).

Assignments and Evaluation

General Evaluation Criteria
- No late work will be accepted.
- All assignments need to be typed and double-spaced with 1” margins in 12-point font. Please be sure to include your identifying information.
- Students are expected to follow the guidelines of the APA (6th edition) for citations and references. Papers that have three or more APA errors will not be graded.

Daily Requirements
- Check the announcements on Sakai every day. You are responsible for knowing the content of all announcements. This will be the primary communication mechanism in this course.
- Check your Loyola email account every day. You are responsible for promptly responding to all emails.
- Stay on top of and complete all the readings and come prepared to articulately discuss your point of view.
Assignments

Participation (20%) - This is a condensed summer course. Your participation as assessed by your contributions to a healthy class environment, substantive discussion and overall positive demeanor, is the centerpiece of this course. Each missed class, regardless of reason, will result in an overall grade reduction. Lateness is unacceptable. Two tardies equate to an absence.

Current Event with Analysis & Discussion (Group) (10%) - In small groups (3-4 people), students will choose a current event about undocumented immigrants and lead a 20-minute in-class discussion based on this current event. Groups will be required to develop a visual that represents the issue and 1-2 major discussion questions. This assignment will be assessed according to the relevance of the current event to undocumented students and education, the research involved in developing the visual and discussion questions, and your effectiveness as group facilitators. Provide enough handouts of the visual and question(s) for everyone in the class and submit an electronic copy to the Assignments folder in Sakai.

Educational Autobiography (Individual) (20%) – Students will have 10 minutes to CREATIVELY present their educational autobiography. This can be presented in any format – the only requirements are that you: use CREATIVITY, explore your social identities within your educational context, and feel proud about the final product. This assignment will be assessed according to its level of creativity, the inclusion of multiple social identities (that must include race and immigration status), and your effectiveness in presenting it to the class. Submit an electronic copy to the Assignments folder in Sakai.

Discussion Facilitation (Pair) (20%) - Students will have the opportunity to lead a class discussion. Students will be assigned an evening where they will facilitate or co-facilitate the discussion of an assigned reading. This will include submitting a 500-750 word summary of the assigned readings and 4-6 discussion questions. As you facilitate, you will need to pose questions, promote dialogue, and offer your analysis and critique of the reading(s). You will have one hour and 15 minutes to 1 hour and 30 minutes for your facilitation. This assignment will be assessed according to the quality of your summary, the effectiveness of your discussion questions, your ability to promote dialogue among all students, your skill in keeping the class engaged throughout the given time, and the sophistication of your analysis and critique of the readings. Provide enough handouts for everyone in the class and submit an electronic copy to the Assignments folder in Sakai.

Final Paper/Project (Individual or Group) (30%) – Students will produce a final project that advocates for undocumented students that falls under one of these categories:

1. Research paper
2. Digital Film
3. Community Service Project
4. Other approved project
A project proposal (1500-2000 words) with the following minimum components will be due on July 16th by midnight.

I. A section explaining the purpose and significance of the project
II. A section that provides a rationale of how this project advocates for undocumented students
III. A timeline of the completion of project from start to finish
IV. An annotated bibliography of at least 10 potential scholarly references that you will use to support/inform your project
V. An assessment rubric for the final paper/project to be used by the instructor to assess your project

The purpose of the open-ended project is to draw on your strengths, satisfy a particular academic goal you may have and to explore an issue related to and advocating for undocumented students. I must approve each project before you can move forward with it. This assignment will be assessed based on the assessment rubric that is developed by you and approved by the instructor. Submit an electronic copy of the proposal and the final paper/project to the Assignments folder in Sakai.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment(s) DUE</th>
<th>Guest(s) &amp; Pair Facilitation</th>
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<tbody>
<tr>
<td>Tues July 7</td>
<td>Our Educational Autobiographies</td>
<td>Educational Autobiography Presentations (10 minutes each)</td>
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<td>Thurs July 9</td>
<td>How Dreamers Moved Us</td>
<td>Nichols, W., <em>The Dreamers: How the</em></td>
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<td>Guest: Mark Kuczewski, Stritch School of Medicine</td>
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<tr>
<td>Date</td>
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<td>Notes</td>
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<td>Tues July 14</td>
<td>Review “Websites” (see below) and create a table with at least four categories (i.e. purpose, resources, key terms, key resources, intended audience, etc.) – post on Sakai</td>
<td>Group 1: Current Event Karen, Nick, Lidia, Michelle</td>
<td>Guest: Flavio Bravo</td>
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| Thurs July 16 | Queer Issues in Immigration                                           | Project proposal due by midnight                                      | Guest: Karma Chavez  
Pair Facilitators: Brie, Mark |
| Tues July 21 | Undocumented Student Support Initiatives                             | Group 2: Current Event Sharrone, Lily, Jenny                          | Guest: Laura Bohorquez  
www.unitedwedream.org |
| Thurs July 23 | Teaching and Learning                                                | Groups 3: Current Event Brie, Jacob, Mark                            | Guest: Michelle Espino  
Group 4: Current Event Carolyn, Alyson, Adam |
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<tr>
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<td><strong>Guest: Lauren Heidbrink</strong></td>
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<td><strong>Pair Facilitators: Jacob, Allison</strong></td>
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<td>Thurs July 30</td>
<td>The Promise of Higher Education</td>
<td>Perez, <em>Americans By Heart</em> (2011)</td>
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<td><strong>Guest: William Perez</strong></td>
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<td><strong>Pair Facilitators: Adam, Jenny</strong></td>
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<td><strong>Guest: Leisy Abrego</strong></td>
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<td><strong>Pair Facilitators: Sharrone, Lily</strong></td>
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<td>Thurs August 6</td>
<td>NONE</td>
<td>Presentations of Research Project (15 minutes each)</td>
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<td><strong>Guest: Leisy Abrego</strong></td>
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<td><strong>Pair Facilitators: Sharrone, Lily</strong></td>
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<tr>
<td>Friday August 16</td>
<td>None</td>
<td>FINAL Research Project Due</td>
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**Websites**

- DREAMer Student Campus Centers  
  - [http://web.csulb.edu/divisions/students/ab540/](http://web.csulb.edu/divisions/students/ab540/)
- Border Justice Immersion Trips  
  - [https://www.borderlinks.org/](https://www.borderlinks.org/)
- United We Dream  
  - [http://unitedwedream.org/toolbox/](http://unitedwedream.org/toolbox/)
- DREAMer Ally Trainings  
- DREAMers of DACA Status Welcomed at Loyola University Chicago  
  - [http://ssom.luc.edu/daca/](http://ssom.luc.edu/daca/)
- MAGIS Scholarship Initiative  
  - [http://www.luc.edu/chrc/homenews/magisscholarshipfund](http://www.luc.edu/chrc/homenews/magisscholarshipfund)
- ICCIRR: Illinois Coalition for Immigrant and Refugee rights
  - Undocumented Student Guide
  - Counselor Guide
- Immigrant Youth Justice League
  - [http://www.iyjl.org/](http://www.iyjl.org/)
- College Advising Guide for Undocumented Students
  - [http://www.iacac.org/undocumented/](http://www.iacac.org/undocumented/)
- National Immigration Justice Center
  - [https://www.immigrantjustice.org/](https://www.immigrantjustice.org/)
- Reform Immigration for America
  - [http://reformimmigrationforamerica.org/#content-joinus](http://reformimmigrationforamerica.org/#content-joinus)
- Scholarships A-Z
  - [http://www.scholarshipsaz.org/wp/](http://www.scholarshipsaz.org/wp/)