

## WRD 377: Writing and Social Engagement: Language, Identity, Collaboration

In Writing and Social Engagement: Language, Identity, Collaboration, you will be working and collaborating with Chicago Public high school (CPS) students who have self-identified as Immigrant and/or Refugee. Throughout the course, we will examine the experiences and education of diverse immigrant communities in the U.S. as well as examine what it means to be an English Learner (English Emergent). We will work directly with students on literacy skills, and we will be collaborating with CPS high school students on writing *our stories*. Our work and collaboration will happen on site at their CPS high school.

This section of WRD 377, Writing and Social Engagement, will meet Monday, 6/24 through Wednesday, 7/31; 9am to 12:15 pm. The course will be meeting off campus at Sullivan High School on the North Side (6631 N Bosworth Ave). This course earns Experiential Learning credit in the Liberal Studies Program. The last week (M, July 29 and W, July 31 can be considered the SHOWCASE week and FINALS). We will have a showcase at the school.

In this course, we will begin by understanding some of the current issues that affect the student population with whom we will be working and collaborating. In addition to understanding some of the policies and instructional strategies developed for the education of students labeled as English Language Learners, we will also discuss and understand the importance of culturally relevant approaches to working with students who are newly acquiring English. We will seek to understand the connections between migration, identity, and language.

You will invest in your partnership with Chicago Public School students, research additive practices of working with and alongside students who identify as immigrant and/or are refugee youth. Through self-reflection and analysis of existing literature, you will engage in the everyday praxis of working with immigrant and refugee youth in Chicago Public Schools.

In addition to working with students on literacy development, you will collaborate with the Chicago Public School students in telling stories. At the end of the quarter, we will host a showcase at Sullivan to share the stories created.

Due to the sensitivity and vulnerability of the students with whom we will be working, there will be a volunteer form that we will fill-out week 1, and we will have to submit background and finger prints for working with Chicago Public Schools. Any questions, please feel free to contact Dr. Lydia Saravia at [LSARAVIA@depaul.edu](mailto:LSARAVIA@depaul.edu)



### Lydia A. Saravia, PhD

Dr. Saravia has a PhD from the University of Illinois at Chicago (UIC) College of Education. Her dissertation, titled *Soy Indígena: The Promise and Struggles of an Escuela Normal Bilingüe Intercultural in Guatemala*, analyzed the bilingual and intercultural curriculum of a predominantly indigenous teacher education site in the Western Highlands of Guatemala. In 2018, she was named a finalist for the Mellon Sawyer Seminar on Race and Indigeneity in the Americas at Brown University Postdoctoral Fellowship. Her research focuses on Language Rights, Indigenous Rights, Transnationalism, Multilingual Speakers, and English Language Learners to name a few. She has been published in *Linguistics and Education*, *Journal of Diversity in Higher Education*, *The Journal of Mujeres Activas en Letras y Cambio Social*. Most recently, she co-authored an article titled "The practice of *cariño* for emergent bilingual students: Latinx students in the U.S. and indigenous Guatemaltecos" that has been published in the book *Transforming schooling for second language learners: Policies, pedagogies, and practices* by Information Age Publishing. Furthermore, her interests directly align with the foci of WRD 377. In April 2019, she presented a paper at the American Educational Research Association (AERA) in Toronto, Canada titled *Guatemala's Current Educational Practices, Unaccompanied Youth, Families Separated: Immigration and Curriculum of Urgency*.

SUMMER QUARTER 2019

*WRD 377*  
*Writing and Social*  
*Engagement:*  
*Language, Identity,*  
*Collaboration*

Instructor: Dr. Lydia Saravia  
Email: LSARAVIA@depaul.edu

June 24 - July 31  
M/W from 9:00 AM- 12:15 PM

Work and collaborate with  
immigrant and refugee  
Chicago Public high school  
students.

**WRD**

WRITING RHETORIC & DISCOURSE

