

Loyola University Chicago
CIEP 469 – Teaching and Learning in Urban Communities
Fall 2011
Tuesdays 7:00-9:30pm – Corboy Law Center 302

Instructor:	Marlon C. James, Ph.D.
Email:	mjames7@luc.edu
Phone:	630 701 0850 (M) 312 915 6852 (O)
Office:	Lewis Towers,1056
Office Hours:	Tuesday and Wednesday by appointment
Course Information:	Course materials are available on Blackboard

Course Description

This course examines teaching and learning in urban communities. Through course readings, discussions, activities and assignments, students consider the social, economic, political, cultural and historical factors that shape urban teaching and learning. The course emphasizes the importance of educators understanding themselves as members of the communities they work in and therefore, students examine the relationship between social and cultural identities and pedagogical practices. A central aspect of the course is a field experience working with a local community organization on educational initiatives and researching the relationship between such organizations, communities, and local schools. This community-based research component is designed to assist students in developing a complex understanding of urban communities and their educational resources.

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 assesses the following framework standards:

- CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.
- CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

Diversity

This course supports the School of Education’s conceptual framework in preparing teachers in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching and learning in diverse urban communities.

Technology

Students will use technology for a variety of purposes in this course. Students will access information from Blackboard in order to complete assignments. Students will also use internet-based resources to

access readings, conduct research, and develop curriculum. These activities are designed to enhance students' ability to use technology as a teaching and learning tool.

Important 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 demands 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/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

Course Objectives

Students will:

- Explain how broader social and historical issues affect teaching and learning. (NCATE 4; IPTS 3E)
- Describe the affect that race, class and culture have on teaching and learning. (NCATE 4; IPTS 3C)
- Articulate the implications contemporary urban school reform has for teaching and learning. (NCATE 1: IPTS 11)
- Become familiar with contemporary urban schools and school systems. (NCATE 1; IPTS 11B)
- Demonstrate a commitment to learning about schools and communities. (NCATE 4; IPTS 3E)
- Reflect on the relationship between one's cultural identity and pedagogical practice. (NCATE 1, 4; IPTS 3F, 10)
- Reflect on field experiences and how one's choices and actions affect others and self. (NCATE 3; IPTS 10)
- Conduct a community-based research project and demonstrate a complex understanding of urban communities and their educational resources. (NCATE 3, 4; IPTS 3C, 3E, 9A)
- Design a service learning project that incorporates students' experiences, cultures, and community resources and engages youth in their communities. (NCATE 1; IPTS 3E, 4)

Texts and Resources

Required Texts

- Payne, C. (2008). *So Much Reform, So Little Change: The Persistence of Failure in Urban Schools*. Cambridge, MA: Harvard Education Press.
- Gay, Geneva (2010). *Culturally Responsive Teaching: Theory, Research, and Practice 2nd Edition*. New York, NY: Teacher's College, Columbia University Press.
- Gonzalez, N., Mall, L., & Amanti, C. (2005). *Funds of Knowledge: Theorizing practices in households, communities, and classrooms*. New York, NY: Routledge.

Participation & Attendance

In order to create a constructive learning environment, it is essential for each student to attend class, be on time, and participate. Class activities are planned with the assumption that all students will be in attendance. Please be sure to contact me ahead of time if you will be absent, or late. Participation also includes constructive, respectful, and meaningful engagement in class discussions and exercises. The assignments are designed to foster participation among students.

Attendance is required for each class, and absences require documented medical and personal reasons or 5% of total points will be deducted for each absence.

Submitting Assignments

All assignments will be posted on Blackboard or LiveText, and should be submitted online either as a word attachment or by copying/pasting into the whiteboard area. The due dates are listed in the COURSE SCHEDULE section of the syllabus. All assignments must be submitted in Blackboard and the Final in both Blackboard and LiveText, no paper or emailed submissions are accepted. **All assignments have full descriptions and rubrics posted in Blackboard.**

- Late submissions must be approved 24 hours in advance.
- Unapproved late submissions will penalized 5 percentage points per day late.
- Assignments need to be typed double-spaced with 1" margins in 12 point font.

- Include appropriate identifying information.
- Students are expected to use APA style (6th ed.) for citing references for all assignments. There
- are a number of online APA resources:
 - o www.stylewizard.com
 - o <http://www.youtube.com/watch?v=9pbUoNa5tyY>

Assignment Descriptions

Entrance Reflections:

Overview of Assignment

Each class meeting is designed as a space for critical thinking, discussion and application of multicultural and social justice education. This will require that every student be prepared to offer their insights on course materials and readings. The *Entrance Reflection* (ER) is a short reflective essay based on the assigned reading for the week. ER's must be submitted by midnight the day before class is scheduled. Section 2 of the reflections will require sharing sensitive information about your personal and professional experiences. Please be honest and self reflective, so as to share situations that are meaningful, and represent the struggles of educators around issues of multicultural and social justice education. Although there are 9 scheduled *Entrance Reflections* students who are scheduled to present on any given week will not be required to complete a reflection. Instead each student that is presenting should submit the group PowerPoint or activity summary as their *Entrance Reflection* for that week. Students presenting should also create opportunities for students to share and apply weekly readings during their presentations. Reading assignments and associated ER's are detail in the *Course Schedule*. A complete description of the assignment requirement can be found in Blackboard. ER's will be worth 10 points each.

Completing the Entrance Reflections

Part 1

In 500 words analyze and synthesize three key themes across the assigned readings. These meta-themes are key ideas, theories or constructs that the author(s) develop throughout a text. They create the intellectual backbone of an academic piece, and multiple examples and applications of these themes are offered to emphasize their complexities, implications and limitations. Identify and define three meta-themes, then provide examples of each from each assigned chapter.

Part 2

For Reflections 1-3

From your experience provide an example of how a meta-theme has played out in your experiences in schools. This is your evaluation of practices that you have witnessed which exemplify the concepts, theories and constructs detailed in course readings. As you describe the examples change names, schools, and any other information necessary to decrease the identifiability of people and places. In 250 words.

For Reflections 4-9

In this section detail how you may have participated in structures and practices that reproduce situations exemplified by your meta-themes. Then discuss a situation in which you resisted the reproduction of such practices. In 250 words.

Part 3

Use online databases to find a research article related to each of the meta-themes you select. Cite the complete reference in part 3 with a link to the article included in the citation. Be sure that your article citations are in APA 6th edition.

Chapter Discussant:

Overview of Assignment

This course is designed to be a critical space for sustained engagement around issues related to equity pedagogy, social justice and urban education. We all play a key role in creating, sustaining and nurturing this environment. Equally important is fostering the skills necessary for meeting the needs of diverse learners through creating, critiquing, implementing and assessing culturally responsive curricula and pedagogy in a supportive yet critical environment. Such a goal requires student practice and experimentation to be central to the course rather than Professor lectures.

Completing Chapter Discussant Assignment

Each group will officially lead the course at two points during the semester by posing key questions about assigned chapters, and facilitating thought provoking learning experiences (video discussions, case studies, activities, curriculum audits, debates, skits, etc.). Groups will have a time limit of one hour and fifteen minutes for your chapter discussion presentations. Ensure that your discussions have the following key components, which should be submitted for grading in Blackboard.

Part 1 – Ignatian Dialogue.

Groups should provide an overview powerpoint or handout detailing what the group feels are the critical meta-themes of the chapter without serving as a low level review of readings. To be clear, the review should only be 30 minutes of the total presentation, and provide students the opportunity to share and discuss the metathemes detailed in their entrance reflections, personal, professional and fieldwork experiences. Groups are permitted only 5 minutes for direct lecture during the overview to stress key constructs foundational to the remainder of their presentation. This discussion should be an application of the four phases of Ignatian Pedagogy (<http://www.luc.edu/facultycenter/ignatianpedagogy/>). Potential questions could include the following:

- Connection Questions: These questions should lead the group to analyze and synthesize key themes within the context of current events in urban schooling, and experiences within field placements.
- Critique of Knowing Questions: Offer questions that promote critique of knowledge glean from events and experiences by employing multicultural, social justice and moral lens as evaluative tools.
- Moral Commitment Questions: Offer questions that promote consideration of personal commitments to social justice & multicultural education.

Part 2 – Multicultural Demonstration.

In the remaining time (1 hour), groups should use various methods and theories of multicultural education to facilitate deeper understanding and application of chapter content. Groups should select from one of the following strategies as a starting point, and incorporate others:

- Narrative Analysis – Create activities centered on the most significant or memorable experiences related to ethnicity and other forms of diversity among students.
- Cultural Group Analysis - Come to class prepared to report on research related two cultural groups educational experiences using Saville-Troike's Questions about Culture. Locate and review resources that study the cultural groups history, educational experiences and cultural

practices. Discuss similarities and differences between the two cultural groups in terms of cultural influences on academic goals, instructional strategies, instructional activities or academic development.

- Curriculum Critique (Group work)- You are expected to review, and critique an actual multicultural curriculum. In your report, you should describe the criteria you are using to evaluate it and demonstrate how you used it. The curriculum critique will be presented orally in class.
 - Case study method is another effective method to explore applications of multicultural education and social justice in various school settings. According to Marshall & Oliva (2009) case study method is used in education to: (1) Prepare for uncertain situations; (2) Identity the assumptions that inform action; (3) Evaluate values and commitment; (4) Critique educational tradition and practice; and (5) Generate a series of nuanced responses to key issues raised (p. 222). Based on the examples provided in Marshall & Oliva (2009) craft a case study drawn from your various experiences in education (See pages 222-236 for Sample Case Studies). The depth of the case study should allow for application/evaluation of theories and research detailed in readings. Each case study will be presented to the class, and facilitators are responsible for promoting critical dialogue that deconstructs the assumptions, practices, traditions, norms and values of the situation and characters in the case study. The issues presented in the case study should be compelling, complex, and necessitate a continuum of thoughtful responses by educators. Turn in your case study as a Word document in Blackboard, and bring copies for your classmates.
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Service Learning Project Proposal (60 points) – In a small group, students will design a proposal for a service learning project that incorporates students’ experiences, cultures, and community resources and engages youth in their communities. The proposal must include the following:

- Project Overview
 - Need(s) addressed by the project
 - Service Component
 - Learner Outcomes for the Project: Goals, Objectives and Standards
 - Academic Content and Skill Focus
 - Societal/Community Gains
 - Community Partners
 - Project Timeline
 - Possible Challenges
 - Introductory Lesson Plan: Goal, Objective, Standards, Materials and Resources, Learning Activities and Instructional Procedures, and Assessment.
 - Prepare a 10 minute presentation with a one page outline and be prepared to respond to questions and incorporate feedback into your project.
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Community-based Research Project and Presentation (75 points) – The final project for the course builds on the students’ field experiences. Students will conduct a community-based research project of the community where they were placed. This project needs to address each of the following:

- Part I: Students will write a research paper addressing the following:
 - Context and Background: Describe the organization and its mission; how long it has been in existence; and how it is funded and governed. Describe the demographics of the communities and clients it serves.
 - Teaching and Learning: Describe the educational programs offered by the organization and the needs these programs address. Discuss the goals, structure, and methods of these programs. Assess the impact these programs have on the communities and clients served. Support your discussion with observations and experiences from your fieldwork.

- o Communities and Community Organizations: Describe the relationship between the organization and the communities and clients served. Support your discussion with observations and experiences from your fieldwork.
 - o Community Resources: Provide a detailed community asset map, and examples of the various types of funds of knowledge in the community.
 - o Organizational Resources: Provide a detailed organization asset map.
 - o Analysis of Assets and Needs: How can the community organization utilize community and organizational assets to better meet the educational needs of the communities and clients served?
 - Part II: Students will prepare and deliver a 20 minute presentation of their project. Students will prepare a one-page handout with background information on the organization and their analysis of assets and needs.
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Fieldwork Assignments (45 points) - All students will complete 20 hours of fieldwork with a community organization in the Chicago area. Field placement descriptions for your review will be posted on Blackboard.

- *Fieldwork Part I: Action Plan (10 points)* - Students will submit an action plan after their first meeting with the cooperating organization. The plan **must include** contact information for the program supervisor, a schedule for the field hours, research plan and the fieldwork activities the student will be involved in.
- *Fieldwork Part II: Clinical Attendance Form (10 points)* – This assignment requires verification that the student completed 20 hours. A clinical attendance form will be posted on Blackboard. Students need to complete and sign the form and have it signed by the program supervisor.
- *Fieldwork Part III: Reflection (25 points)* – Students will prepare a 750-1000 word reflection on their field experiences and conducting a community-based research project. Students will present for 10 minutes each detailing their experiences with fieldwork. Students need to address the following:
 - o Describe the work you engaged in during your field experience. What knowledge and skills did you pull on to engage in this work?
 - o What issues of social justice and inequity have been raised by your field experience?
 - o How has your work with the community reflected efforts to address these issues?
 - o How has your field experience and research project informed your understanding of urban communities and their educational resources?
 - o How might you use these resources in your teaching to enhance student learning?

This assignment assesses CF: 2, 3 and 6.

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Course Grading Scale

Grade	Percent	Point Distribution
A+----A----A-	97%-----93%-----90%	261-----243
B+----B----B-	87%-----83%-----80%	234-----216
C+----C----C-	77%-----73%-----70%	207-----189
D+ ---D----D-	67%-----63%-----60%	180-----162
F	59% and Below	77---

Course Assignment Point Summary
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Assessment	Quantity	Total Point Value
Entrance Reflection	8 Total (Students Complete 6) 6 pts each	60 pts
Chapter Discussant	2 Discussion 15 pts each	30 pts
Service Learning Project Proposal	10 min Presentation 1 page Outline	60 pts
Fieldwork 1	Action Plan	10 pts
Fieldwork 2	Clinical Attendance Form	10 pts
Fieldwork 3	750-1000 word Reflection	25 pts
Community-based Research Project & Presentation	20 minutes Per Group	75 pts
		270 Points

Course Schedule

Date	Topic	Readings	Assignments
August 30 th	Course Introduction - Review of Syllabus, Group Selection, Case Study Facilitations selected, online course orientation.		Minority babies almost the majority http://usat.ly/nX7y8x
September 6 th	The Stratification of Underperformance and the Urban Condition		Exercise - So Much Reform (Payne) Intro & Chapter 1
September 13 th	Resource Day: Training on library resources and groups work to find multicultural resources for assignments.		
September 20 th	Structuring of Inequality: The Achievement, Resource and Power Gap in the US. Empowering Communities	Funds of Knowledge (Gonzalez et. al) Chapters 1,2,6,7	Case Study Facilitation1 Group 1 Entrance Reflection 1 Due Sept 19 th 11:59pm
September 27 th	Entering Communities with Respect	Funds of Knowledge (Gonzalez et. al) Chapters 3,8,9,12	<i>Fieldwork 1 Due Sept 20th Midnight</i> Case Study Facilitation 2 Group 2 Entrance Reflection 2 Due Sept 26 th 11:59pm
October 4 th	From Communities to Curricula	Funds of Knowledge (Gonzalez et. al) Chapters 4,10,14,15	<i>Service Learning Proposal Due In Class, turn in Oct 4th by Midnight</i> Case Study Facilitation 3 Group 3 Entrance Reflection 3 Due Oct 3 rd 11:59pm
October 11 th	Research and Fieldwork Day No Scheduled Class		
October 18 th	Funds of Knowledge and Empowering Responding to the needs of Latino students	Funds of Knowledge (Gonzalez et. al) Chapters 5,11,13,16	Case Study Facilitation 4 Group 4 Entrance Reflection 4 Due Oct 17 th 11:59pm

Course Schedule cont..

Date	Topic	Readings	Assignments
October 25 th	The Potential and Power of CRT	Culturally Responsive Teaching (Gay) Chapters 1&2 So Much Reform (Payne) Intro & Chapter 2	Case Study Facilitation 5 Group 1 Entrance Reflection 5 Due Oct 24 th 11:59pm
November 1 st	Caring, Community and Culture in Classrooms	Culturally Responsive Teaching (Gay) Chapters 3&4 So Much Reform (Payne) Chapter 2	Case Study Facilitation 6 Group 2 Entrance Reflection 6 Due Oct 31 st 11:59pm
November 8 th	The Nuts and Bolts of CRT	Culturally Responsive Teaching (Gay) Chapters 5&6 So Much Reform (Payne) Chapter 3	Case Study Facilitation 7 Group 3 Entrance Reflection 7 Due Nov 7 th 11:59pm
November 15 th	Responding to the needs of African American Learners	Culturally Responsive Teaching (Gay) Chapters 7&8 So Much Reform (Payne) Chapter 4	Case Study Facilitation 8 Group 4 Entrance Reflection 8 Due Nov 14 th 11:59pm
November 22 nd	Research and Fieldwork Day No Class		
November 29 th	Fieldwork 3 – Reflections Presentations		<i>Fieldwork 2 – Clinical Attendance Form Due Nov 28th at 11:59pm</i>
December 6 th	Achieving Community and School Synergy		In Class Group work on Final Presentations
December 13 th	Community-based Research Presentations Project Due 12/12/10 at Midnight		

Course Resources

Recommended Reading Available on Blackboard

- Adelman, H. & Taylor L. (2007). *Fostering school, family, and community involvement: Effective strategies for creating safer schools and communities*, The Hamilton Fish Institute on School and Community Violence and Northwest Regional Educational Laboratory: Retrieved June 6, 2009, from: http://www.cde.state.co.us/cdeprevention/download/pdf/fostering_involvementpdf.pdf.
- Bartsch, J. (2001). *Community Lessons: Promising Curriculum Practices*, Community Service-Learning, Massachusetts Department of Elementary and Secondary Education: Retrieved August 13, 2008, from <http://www.doe.mass.edu/csl/comlesson.pdf>.
- Catalyst Chicago, *Catalyst Reform History*, Retrieved August 7, 2008, from <http://www.catalyst-chicago.org/guides/index.php?id=46>.
- Catalyst Chicago. (September/October 2008). *Catalyst in Depth: Making connections*, 20(1), Chicago, IL: Community Renewal Society.
- Kennedy White, K., Zion, S., & Kozleski, E. (2005). *Cultural identity and teaching*. Tempe, AZ: National Institute for Urban School Improvement, Arizona State University. Available at <http://www.urbanschools.org/pdf/cultural.identity.LETTER.pdf>.
- Kretzmann, J.P., McKnight, J.L., Dobrowolski, S., & Punttenney, D. (2005). *Discovering community power: A guide to mobilizing local assets and your organization's capacity*, Evanston, IL: Asset-based Community Development Institute, Northwestern University.
- Duncan-Andrade, J.M.R. (2005). Developing social justice educators, *Educational Leadership*, 62(6), 70-73.
- National Youth Leadership Council (2009). *What is service learning?*, Retrieved August 11, 2009, from <http://www.nylc.org/>. (Select green tab on right entitled "What is service learning?".)
- Rury, J. (1999). Race, space, and the politics of Chicago's public schools: Benjamin Willis and the tragedy of urban education, *History of Education Quarterly*, 39(2), 117-142.
- Shipp, D. (2003). Pulling together: Civic capacity and urban school reform, *American Educational Research Journal*, 40(4), 841-878.
- Sudeck, M. & Hartman, T. (July, 2009). Service learning: The power to inspire [Electronic Version], *Educational Leadership*, 66: Retrieved August 11, 2009 from http://www.ascd.org/publications/educational_leadership/summer09/vol66/num10/Service_Learning@_The_Power_to_Inspire.aspx.

Required Media

- LiveText: www.livetext.com
- Citation Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

Recommended Texts and Resources:

- Anyon, J. (1997). *Ghetto schooling: A political economy of urban educational reform*. New York: Teachers College Press.
- Anyon, J. (2005). *Radical possibilities: Public policy, urban education, and a new social movement*. New York: Routledge.
- Bryk, A.S., Bender Sebring, P., Kerbow, D., Rollow, S. & Easton, J.Q. (2001). *Charting Chicago school reform: Democratic localism as a leverage for change*. Boulder, CO: Westview Press.
- Conchas, G.Q. (2006). *The color of success: Race and high-achieving urban youth*. New York: Teachers College Press.
- Green, G.P & Haines, A. (2007). *Asset building and community development*. Thousand Oaks, CA: Sage Publications.
- Kretzmann, J.P. & McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Evanston, IL: Institute for Policy Research.

- Lopez, N. (2003). *Hopeful girls, troubled boys: Race and gender disparity in urban education*. New York: Routledge.
- Murrell, P.C., Jr. (2001). *The community teacher: A new framework for effective urban teaching*. New York: Teachers College Press.
- Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education*. New York: Teachers College Press.
- Rothstein, R. (2004). *Class and Schools: Using social, economic, and educational reform to close the black-white achievement gap*. Washington, D.C.: Economic Policy Institute.
- Rury, J.L. (Ed.). (2005). *Urban Education in the United States: A Historical Reader*. New York: Palgrave Macmillan.
- Russo, A. (Ed.). (2004). *School reform in Chicago: Lessons in policy and practice*. Cambridge, MA: Harvard Education Press.
- *Chicago Tribune Community Profiles:*
<http://www.chicagotribune.com/classified/realestate/communities/chi-chicago-community-map,0,1450313.mapmashup>
- *School Report Cards:* www.isbe.net
- *National Service-Learning Partnership:* http://www.service-learningpartnership.org/site/PageServer?pagename=reus_homepage
- *Youth Serve America:* <http://www.ysa.org/>