

Loyola University Chicago

CIEP 469 – Teaching and Learning in Urban Communities*

Spring 2011 (Thursdays / 4:15 – 6:45 p.m.)

Instructor: James J. Quaid, Ph.D.

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Office/Office Hours: OCS: Office hours are available by appointment (835 North Rush).

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, 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.

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, political, 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: IPTS11).
- 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).
- Conduct a review of research literature on an issue particular to urban education (NCATE 1; IPTS 3E).
- Reflect on field experiences and how one's choices and actions affect others and self (NCATE3; 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).

Text and Resources

Required Texts

- Oakes, J. & Lipton, M. (2007). *Teaching to Change the World* (3rd ed.). New York: McGraw-Hill Companies.
- Payne, C. (2008). *So Much Reform, So Little Change: The Persistence of Failure in Urban Schools*. Cambridge, MA: Harvard Education Press.

Additional Required Readings:

- Bartsch, J. (2001). *Community Lessons: Promising Curriculum Practices*, Community Service-Learning, Massachusetts Department of Elementary and Secondary Education: Retrieved August 14, 2008, from <http://www.doe.mass.edu/csl/comlesson.pdf>.
- Billig, S.H. (May, 2000). Research on K-12 school-based service-learning: The Evidence Builds, *Phi Delta Kappan*, 658-664.
- Catalyst Chicago, *Catalyst Reform History*, Retrieved August 7, 2008, from <http://www.catalyst-chicago.org/guides/index.php?id=46>.
- Crowson, R.L. & Boyd, W.L. (2001). The New Role of Community Development in Educational Reform, *Peabody Journal of Education*, 76(2), 9-29.
- 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.
- National Youth Leadership Council (1999). *Essential Elements of Service Learning*. Retrieved August 15, 2008, from http://www.nwrel.org/rurale/learnserve/resources/essential_1.pdf.
- National Youth Leadership Council (2008). *What is Service Learning?*, Retrieved August 15, 2008, from <http://www.nylc.org/discover.cfm?oid=3152>.
- Ravitch, Diane (2010). *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education*. New York: A Member of the Perseus Books Group.
- 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.
- Shippy, D. (2003). Pulling Together: Civic Capacity and Urban School Reform, *American Educational Research Journal*, 40(4), 841-878.
- Viteritti, J.P. (1999). *Choosing Equality: School Choice, the Constitution and Civil Society*. Washington D.C.: Brooking Institution Press.

Required Media:

- LiveText: www.livetext.com
- Citation Style Guide: <http://library.duke.edu/research/citing>

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/news/custom/information>
- *ISBE School Report Cards*: www.isbe.net
- *National Service-Learning Partnership*: <http://www.servicelearningpartnership.org/site/PageServer?pagename=homepage>
- *Youth Service America*: <http://www.ysa.org>

Evaluation and Assignments

In addition to the general criteria listed, work needs to address assignment specific criteria.

- Assignments submitted after the due date will receive a lower grade.
- 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 (5th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources must be cited.

Participation (20 points) – 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.

Reflective Journal (20 points) – Students will write weekly reflections of a ½ to full page in length. Journal entries should focus on course topics, readings, discussions, and field experiences. Students can choose to respond to prompts given in class or one of their own. Reflections should discuss students' experiences, observations, and intellectual and professional growth in relation to teaching and learning in urban communities. Journals are due on March 24 and there needs to be 8 entries to be considered complete.

Personal Reflections on Culture and Pedagogy (30 points) – In a three page essay, students will reflect on the relationship between their social identities and pedagogical practice. This essay should examine how your social identities affect your approach to content, pedagogy, teacher-student relationship, and classroom environment. The essay should address each element of the following question: How does who you are affect the way you teach, what you choose to teach, and how you understand your students and your expectations of them?

Research Review (30 points) – Summarize and review three research articles on a particular topic in urban education. Include complete citations for the articles.

- Identify and introduce a particular topic of importance in urban education.
- Provide a concise summary and review of *three* research studies on this topic.
- Assess the implications these studies have for teaching and learning in urban schools.
- Explain how these studies contribute to your understanding of this topic in urban education.

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. **Submit through LiveText.** 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

Research Project Plan (10 points) – Students will submit a project plan indicating the specific organization they plan to research for their final project. Students will identify and research a community organization that addresses the educational needs of urban youth (and their families if possible) through tutoring, academic enrichment, or after school care/programs. The plan needs to include the organization’s name, location and contact information, a *brief* description of the organization and the communities it serves, and the research activities the student plans to conduct, e.g. literature review, data analysis, interviews, observations, and/or working with the organizations. **Submit through LiveText.**

Community-based Research Project and Presentation (80 points) – Individually or in pairs, students will conduct a community-based research project on a community organization serving urban youth. The project and presentation will address each of the following:

- Part I: Students will write a research paper addressing the following elements:
 - 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 evidence from your interviews, observations, and experiences.
 - Communities and Community Organizations: Describe the relationship between the organization and the communities and clients served. Support your discussion with evidence from your interviews, observations, and experiences.
 - Community Resources: Provide a detailed community asset map.
 - Organizational Resources: Provide a detailed organization asset map.
 - 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?
 - Reflections: What issues of social justice and inequity have been raised by your research? How has your research project informed your understanding of urban communities and their educational resources? How might schools use these resources to enhance student learning?
- Part II: Students will prepare and deliver a short presentation of their project. Students will prepare a one-page handout with background information on the organization and their analysis of assets and needs. **Submit through LiveText.**

Course Grades

Grade	Percent	Points
A	93%	232-250
A-	90%	225-231
B+	87%	217-224
B	83%	207-216
B-	80%	200-206
C+	77%	192-199
C	73%	182-191
C-	70%	175-181
D+	67%	167-174
D	63%	157-166
D-	60%	150-156
F	59% and Below	149 and Below

Course Schedule

The following is a schedule of topics with required readings and assignment due dates for the course. Those readings available electronically can be accessed through the course's Blackboard site. These readings should be printed and brought to class.

Date	January 20
Topic	An Introduction to Teaching and Learning in Urban Communities
Readings	Oakes and Lipton – Introduction and Chapter 1; Payne – Introduction
Assignment(s) Due	
Date	January 27
Topic	Being an Urban Educator: Teaching and Learning in Urban Communities
Readings	Payne – 1, 2, 3
Assignment(s) Due	
Date	February 3
Topic	Historical Issues in Urban Education in the U.S.
Readings	Oakes and Lipton - 2 & 3; Rury, J. (1999). Race, Space, and the Politics of Chicago's Public Schools: Benjamin Willis and the Tragedy of Urban Education, <i>History of Education Quarterly</i> , 39(2), 117-142.
Assignment(s) Due	Personal Reflection on Culture and Pedagogy
Date	February 10
Topic	The Impact of Race, Class and Culture on Teaching and Learning
Readings	Oakes and Lipton – 4, 5 & 6; Payne – 4
Assignment(s) Due	

Date	February 17
Topic	The Impact of Race, Class and Culture on Teaching and Learning
Readings	Oakes and Lipton – 7 & 8; Payne 5
Assignment(s) Due	
Date	February 24
Topic	Conducting Community-based Research (session with CURL)
Readings	Kretzmann, J.P., McKnight, J.L., Dobrowolski, S., & Puntenney, D. (2005). <i>Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity</i> , Evanston, IL: Asset-based Community Development Institute, Northwestern University.
Assignment(s) Due	Research Review
Date	March 3
Topic	Contemporary Urban School Reform and Its Implications for Teaching and Learning
Readings	Oakes and Lipton – 11; Payne – 6
Assignment(s) Due	Research Project Plan
Date	March 17
Topic	Urban Education and Reform
Readings	Catalyst Chicago, <i>Catalyst Reform History</i> , Retrieved August 7, 2008, from http://www.catalyst-chicago.org/guides/index.php?id=46 . [Bd]; Shipps, D. (2003). Pulling together: Civic Capacity and Urban School Reform, <i>American Educational Research Journal</i> , 40(4), 841-878; Crowson, R.L. & Boyd, W.L. (2001). The New Role of Community Development in Educational Reform, <i>Peabody Journal of Education</i> , 76(2), 9-29.
Assignment(s) Due	
Date	March 24
Topic	Educating Youth in Families, Schools, and Communities
Readings	Oakes and Lipton – 9; Payne – 7
Assignment(s) Due	Reflective Journal
Date	March 31
Topic	Service Learning: Designing Curriculum to Engage Youth in Communities
Readings	Bartsch, J. (2001). <i>Community Lessons: Promising Curriculum Practices</i> , Community Service-Learning, Massachusetts Department of Elementary and Secondary Education: Retrieved August 13, 2008, from http://www.doe.mass.edu/csl/comlesson.pdf ; Billig, S.H. (May, 2000). Research on K-12 School-Based Service-Learning: The Evidence Builds, <i>Phi Delta Kappan</i> , 658-664; National Youth Leadership Council (1999). <i>Essential Elements of Service Learning</i> , Retrieved August 15, 2008, from http://www.nwrel.org/ruraled/learnserve/resources/essential_1.pdf ; National Youth Leadership Council (2008). <i>What is Service Learning?</i> Retrieved August 15, 2008 from http://www.nylc.org/discover.cfm?oid=3152 .
Assignment(s) Due	

Date	April 7
Topic	Educating Youth in Families, Schools, and Communities
Readings	Oakes and Lipton – 10; Payne-Epilogue
Assignment(s) Due	
Date	April 14
Topic	Teaching and Learning in Urban Communities
Readings	Oakes and Lipton – 12
Assignment(s) Due	Service Learning Project Proposal
Date	April 21 (Easter Holiday begins at 4:15 pm)
Date	April 28
Assignment(s) Due	Community-based Research Project and Presentation
Date	May 5
Assignment(s) Due	Community-based Research Presentations (continued)

***This course and syllabus were developed by Ann Marie Ryan, Ph.D./Associate Professor Loyola University.**