

Loyola University Chicago
CIEP 469 – Teaching and Learning in Urban Communities
Spring 2011
Thursdays, 7:00-9:30pm – Corboy Law Center 423

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Office:	1326 W 14 th Place, Room 215
Office Hours:	By appointment
Course Information:	Course materials are available on Blackboard. Assignments should be submitted electronically on Livetext.

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)

- 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. (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

- Oakes, J. & Lipton, M. (2007). *Teaching to change the world* (3rd ed.). New York: McGraw-Hill Companies. ISBN-13 9780072982008
- Mediratta, K., Shah, S. & McAlister, S. (2009). *Community Organizing for Stronger Schools*. Cambridge: Harvard Education Press. ISBN-9781934742341
- Payne, Charles. (2008). *So Much Reform So Little Change*. Cambridge: Harvard Education Press. ISBN-13 9781891792885

Other Required Reading Available on Blackboard

- 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>.
- Berliner David (2010). *Rational Responses to High Stakes Testing and the Special Case of Narrowing the Curriculum*, Retrieved on January 13, 2011 from: http://conference.nie.edu.sg/2009/downloads/david_berliner_2009_rp_keynote_fullpaper.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.
- Communities for Excellent Community Schools (2010). *Our Communities Left Behind: An Analysis of the Administration's School Turnaround Policies*, pp. 1-12: Retrieved August 29, 2010 from http://www.ceps-ourschools.org/pdfs/Communities_Left_Behind.pdf
- Duncan-Andrade, J.M.R. (2005). Developing social justice educators, *Educational Leadership*, 62(6), 70-73.
- Ferguson, Chris. (September 2005). *Reaching Out to Diverse Populations*, National Center for Communities and Schools.
- Ferguson, Chris (July 2005). *Engaging Families at the Secondary Level*, National Center for Communities and Schools.
- Freire, Paolo, (1990). *Pedagogy of the Oppressed*. New York: The Continuum Publishing Company. ISBN 0-8264-0047-7, pp. 57-74.
- Herr, Melody, (2007). *Where the Neighborhood Ends*. Retrieved January 05, 2011, from <http://greatchicagostories.com/neighborhood/>.
- 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., & Puntteney, 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 (2009). *What is service learning?*, Retrieved August 11, 2009, from <http://www.nylc.org/>. (Select green tab on right entitled "What is service learning?".)
 - Orfield, Gary (July 2001). *Schools More Separate: Consequences of a Decade of Resegregation*. The Civil Rights Project: Harvard University, 1-49.
 - Our Communities Left Behind: An Analysis of the Administration's School Turnaround Policies, Retrieved August 29, 2010, from http://www.ceps-ourschools.org/pdfs/Communities_Left_Behind.pdf, pp. 1-12
 - Principal Leadership (February 2010). Work that is Real. Retrieved August 15, 2010, from <http://www.principals.org/KnowledgeCenter/Publications/PrincipalLeadership/PrincipalLeadershipArchives/PLVol10Sept2009May2010/Feb2010No6WorkThatIsReal.aspx>. Refer to series of articles about 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.
 - Shippy, 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.
 - Voices of Youth in Chicago Education (November 2008). *Student-Led Solutions to the Nation's Dropout Crisis*. Retrieved January 05, 2011 from <http://voyceproject.org/sites/default/files/voycereport111308.pdf>.

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.
- Bryk, A.S., Bender Sebring, P., Allensworth, E., Luppescu, S., Easton, J.Q. (2010). *Organizing Schools for Improvement*. Chicago: University of Chicago 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.
- Shirley, Dennis (1997). *Community Organizing for Urban School Reform*, Austin: University of Texas Press, ISBN: 0292777183
- Semel, Susan F., & Sadovnik, Alan R. (September 2008). *The Contemporary Small School Movement: Lessons from the History of Progressive Education*. 110 (9), 1744-1771.
- Steinberg, S.R. & Kincheloe, J.L. (Eds.). (2004). *19 Urban questions: Teaching in the city*. New York: Peter Lang.
- *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/>

Evaluation and Assignments

General Evaluation Criteria - In addition to the general criteria described below, each assignment needs to address specific criteria. Rubrics with these criteria are available on Blackboard under "Assignments".

- Assignments submitted after the due date will receive a lower grade.
- Assignments need to be typed and double-spaced 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.
- **Submit all assignments using LiveText unless otherwise noted.**
 - When using LiveText to submit group assignments, each member needs to submit the identical file.

Assignments

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. Participation points will be based on meaningful 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 – 10 points total for each set of four submissions) – Students will write weekly reflections of 200-300 words in length. Journal entries need to focus on course readings, relevant class 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 each week from Week 2 – Week 9.

Personal Reflection on Culture and Pedagogy (30 points) – In an 800-1000 (maximum) word 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 relationships, 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. Use the template provided in LiveText to complete the summaries and review.

- 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.

Review of a Local School Council (LSC) meeting (12 points) – Attend and summarize a meeting of an LSC meeting, preferably one in the community area of your field site placement. Summary must include basic information about the meeting, interviews of at least 2 persons in attendance (one must be an LSC member), and your analysis of the role this LSC plays in the functioning of the school.

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

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 need to address the following:

- Describe the work you engaged in during your field experience. What knowledge and skills did you pull on to engage in this work?
- What issues of social justice and inequity have been raised by your field experience?
- How has your work with the community reflected efforts to address these issues?
- How has your field experience and research project informed your understanding of urban communities and their educational resources?
- How might you use these resources in your teaching to enhance student learning?

This assignment assesses CF: 2, 3 and 6.

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 including its history, organizational structure, core programs, funding, and governance. 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.
 - 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.
 - 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?
- 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.

Course Grades

Grade	Percent	Points
A	93%	271 - 292
A-	90%	263 - 270
B+	87%	255 - 262
B	83%	241 - 254
B-	80%	233 - 240
C+	77%	225 - 232
C	73%	213 - 224
C-	70%	205 - 212
D+	67%	197 - 204
D	63%	185 - 196
D-	60%	177 - 184
F	59% and Below	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, 2011
Topic	An Introduction to Teaching and Learning in Urban Communities
Readings	TCW – Introduction and Chapter 1
Assignment(s) Due	N/A
Date	January 27
Topic	Historical Issues in Urban Education in the U.S.
Readings	TCW – 2 & 3; SMR – 1; 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.; Orfield, Gary, (2001). <i>Schools More Separate: Consequences of a Decade of Resegregation</i> . http://www.eric.ed.gov/PDFS/ED459217.pdf ;
Assignment(s) Due	Journal Entry #1
Date	February 3
Topic	Being an Urban Educator: Teaching and Learning in Urban Communities
Readings	SMR 2; Kennedy White, K., Zion, S., & Kozleski, E. (2005). <i>Cultural identity and teaching</i> . Tempe, AZ: National Institute for Urban School Improvement, Arizona State University; Miner, Barbara and Peterson, Bob. (2000/01). <i>Diversity vs. White Privilege</i> . Rethinking

	Schools. https://pantherfile.uwm.edu/gjay/www/Whiteness/sleeterinterview.html ; Rodriguez, Abraham (1999). <i>The Boy Without a Flag: Tales of the South Bronx</i> , Milkweed Editions; Herr, Melody, (2007). <i>Where the Neighborhood Ends</i> . Retrieved January 05, 2011, from http://greatchicagostories.com/neighborhood/ .
Assignment(s) Due	Field Placement Preferences; Journal Entry #2
Date	February 10
Topic	The Impact of Race, Class and Culture on Teaching and Learning
Readings	TCW 4 – 5; SMR – 3; Friere – pp. 57-74; Berliner, David (2009). http://conference.nie.edu.sg/2009/downloads/david_berliner_2009_rp_keynote_fullpaper.pdf
Assignment(s) Due	Journal Entry #3

Date	February 17
Topic	The Impact of Race, Class and Culture on Teaching and Learning
Readings	TCW – 7-8; SMR - 4 Voices of Youth in Chicago Education, <i>Student-Led Solutions to the Nation’s Drop-Out Crisis</i> (VOYCE Report 08), http://voyceproject.org/sites/default/files/voycereport111308.pdf .
Assignment(s) Due	Review of Research; Journal Entry #4
Date	February 24
Topic	Conducting Community-based Research (session with ABCD Institute)
Readings	COSS – 1-2; 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. http://www.abcdinstitute.org/docs/kelloggabcd.pdf
Assignment(s) Due	Fieldwork Part I: Action Plan; Journal Entry #5
Date	March 3
Topic	Urban Education and Reform
Readings	TCW - 11; SMR 5-6; Catalyst Chicago, <i>Catalyst Reform History</i> , Retrieved August 7, 2008, from http://www.catalyst-chicago.org/guides/index.php?id=46 ; Shipps, D. (2003). Pulling together: Civic capacity and urban school reform, <i>American Educational Research Journal</i> , 40(4), 841-878; Our Communities Left Behind: An Analysis of the Administration’s School Turnaround Policies, Retrieved August 29, 2010, from http://www.ceps-ourschools.org/pdfs/Communities_Left_Behind.pdf
Assignment(s) Due	Personal Reflection on Culture and Pedagogy; Journal Entry #6
Date	March 10 – Mid-Semester Break (No Class)
Date	March 17
Topic	Educating Youth in Families, Schools, and Communities Part I: Community Organizing

Readings	COSS – 3-5; SMR – 7
Assignment(s) Due	Journal Entry #7
Date	March 24
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 ; National Youth Leadership Council (2008). <i>What is service learning?</i> Retrieved August 15, 2008, from http://www.nylc.org/discover.cfm?oid=3152 ; Sudeck, M. & Hartman, T. (July, 2009). Service learning: The power to inspire [Electronic Version], <i>Educational Leadership</i> , 66 (See link above under “Other Required Readings”). Principal Leadership (February 2010). <i>Work That Is Real</i> . http://www.principals.org/KnowledgeCenter/Publications/PrincipalLeadership/PrincipalLeadershipArchives/PL_Vol10Sept2009May2010/Feb2010No6WorkThatIsReal.aspx .
Assignment(s) Due	Journal Entry #8
Date	March 31
Topic	Educating Youth in Families, Schools, and Communities Part II: Community Partnerships
Readings	TCW – 10; COSS – 6-7 & Conclusion; <i>Opening the Schoolhouse Doors: Replicable Models for School Community Partnerships</i> , (January 2009), Logan Square Neighborhood Association
Assignment(s) Due	LSC Meeting Report

Date	April 7
Topic	Educating Youth in Families, Schools, and Communities Part III: Youth and Families
Readings	TCW 9; Catalyst Chicago. (September/October 2008). <i>Catalyst in Depth: Making connections</i> , 20(1), Chicago, IL: Community Renewal Society; National Center for Family and Community Schools, <i>Reaching Out to Diverse Populations: What Can Schools Do to Foster Family-School Connections</i> , Ferguson, Chris. (September 2005); National Center for Family and Community Schools, <i>Engaging Families at the Secondary Level: What Schools can do to Support Family Involvement</i> , Ferguson, Chris.
Assignment(s) Due	N/A
Date	April 14
Topic	Teaching and Learning in Urban Communities
Readings	TCW – 12; Duncan-Andrade, J.M.R. (2005). Developing social justice educators, <i>Educational Leadership</i> , 62(6), 70-73.
Assignment(s) Due	Service-Learning Project Proposal
Date	April 21 – No Class – Maunday Thursday
Date	April 28
Topic	Community-based Research Presentations

Readings	N/A
Assignment(s) Due	Fieldwork Part II: Clinical Attendance Form
Date	May 05
Topic	Community-based Research Presentations
Readings	N/A
Assignment(s) Due	Community-based Research Project and Presentation; Fieldwork Part III: Reflection