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.

Course Objectives
Candidates will be able to:
- 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)
- Conduct a community-based research project and demonstrate a complex understanding of our urban communities and their educational resources. (NCATE 3, 4; IPTS 3C, 3E, 9A)
- 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)
- Design a service-learning project that incorporates students’ experiences, cultures, and community resources and engages youth in their communities. (NCATE 1; IPTS 3E, 4)
- 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)

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.

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.

www.luc.edu/education/syllabus-addendum/
This link directs you to the college-wide required statements on the following topics: academic honesty, accessibility, conceptual framework, EthicsLine Reporting Hotline, and Electronic Communication Policies and Guidelines. You are responsible for knowing and abiding by the content of these statements.

Course Format
Given the nature of a graduate level course, I will expect you to co-construct the course based on your particular interests and experiences, and on the goals you’ve articulated in your program of doctoral studies. One way to construct the course is through the topics you present in class; another is through your facilitation of readings (both of these are discussed in more detail below). Also, although you will have received the syllabus and course schedule on the first day of class, these represent just my initial thinking about the significant topics we should discuss. These are subject to revision. Please bring any ideas, resources or activities that you think are particularly relevant to class for us to discuss.

Attendance Policy
Your attendance/participation in class is critical to your success. Because life happens, you will have one permitted absence, no questions asked, in the semester – choose it wisely. If an emergency arises outside of this absence, contact the instructor as soon as you are able. For
every class you miss beyond the one allowed absence, 5 percentage points will be deducted from your overall grade.

**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).

**General Evaluation Criteria**
- There will be a 10% reduction in your assignment grade for every day it is late.
- 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 your Loyola email account every day before class. You are responsible for promptly responding to all emails and for the information within each message.
- Stay on top of and complete all the readings and come prepared to articulately discuss your point of view.

**Course Assignments (100 possible points)**

**Participation (20 points)** - This is a rigorous, masters-level course. As such, your participation as assessed by your contributions to a healthy class environment, substantive discussion, scholarly growth, and overall positive demeanor, is the centerpiece of this course. Participation is comprised of several components:
1) Supporting and cultivating new colleagues.
2) Encouraging others to contribute to class discussions by being cognizant of the power relationships within the classroom environment and working towards equity of voices being heard.
3) Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.
4) Courageously raising issues and engaging in discussions that feels risky or uncomfortable.
5) Engaging in difficult conversations, seeking to understand others before being understood.
6) Bringing food and drinks to share with the class 😊.

**Educational Autobiography (Individual) (10 points)** - 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 of your product to the Assignments folder in Sakai.

**Facilitate Scholarly Class Discussion (10 points)** - Students will have the opportunity to lead a scholarly 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 handout for each person in class that includes the following: (1) a 500-750 word summary of the assigned readings, (2) five of the most important quotes from the reading, and (3) 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 (7:15-8:15). This assignment will be assessed according to the scholarly quality of discussion, the effectiveness of your discussion
questions, your ability to promote equitable 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 by the beginning of class.

Your facilitation must engage your community so that we are all co-constructors of knowledge by employing effective pedagogical practices (i.e. – don’t lecture).

Upon the completion of your facilitation, you will submit a 1-2 page reflection paper that:
1) Reflects on the effectiveness of your facilitation style.
2) Identifies ways you would re-mediate your teaching practices.
Submit an electronic copy to the Assignments folder in Sakai by the Friday that follows your facilitation.

Weekly Reflection Paper (20 points) – You will write weekly reflection papers due each Monday by 9pm in Sakai. Drawing from that week’s readings, your reflection papers should inform your final community-based research project. Whether you use the reflection papers to explore a theory, connect readings to the context of your community organization, examine the intersection of your social identities with the week’s reading(s), and/or use each weekly paper to write different components of the project proposal – be sure to be intentional in the utility of these papers. Create a plan that will serve as a scaffold for your final project. Each paper should not exceed 500 words (approximately 2 double-spaced pages). Be prepared to discuss your reflection paper in small groups on the day it is due – while we may not discuss these each class session, it is important that you are at least prepared to do so. These papers are meant for YOUR use, not as performative pieces for me to evaluate.

Service Learning Project Plan (P/F) – Students will submit a 1-page project plan indicating the specific project they plan to explore for their final project. Students will identify and describe the project they plan to propose that includes: a tentative project overview, the need(s) addressed by the project and the service component. Submit through Sakai.

Service Learning Project Proposal (25 points) – 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 Sakai. 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

Final Reflection: Service Learning Project (5 points): Each student will write a 500-750 word reflection that discusses what he/she learned from the project.
Final Presentation: Service Learning Project Proposal (10 points) – You will have 10 minutes to present your community-based research project to your colleagues. Students will provide a one-page handout to distribute to the class (see samples).

Required Readings
Articles & Chapters (can be found in Sakai under Resources folder by second week of class):


Community Engaged Research at Loyola - http://www.loyno.edu/community/our-scholarship


Duncan-Andrade, Jeffrey. (March 2005). Developing Social Justice Educators, Educational Leadership, 70-74


Required Books (can be found in bookstore and online):


**Recommended Readings**


**Schedule**

**Week 1:** August 25th
- Consensus on syllabus (Fieldwork Location – begin to think about it)
- Introductory PPT – Class Norms, Teaching Philosophy
- Social Identities Exercise

**Week 2:** September 1st
- Community Engaged Research at Loyola - [http://www.loyno.edu/community/our-scholarship](http://www.loyno.edu/community/our-scholarship)
- Community Engaged Research & Identification of Fieldwork Location
- Educational Autobiographies

**Week 3:** September 8th
- **Facilitator:** Lindsay
- Weekly Reflection Paper due Monday, September 7th by 9pm

**Week 4:** September 15th
- **Facilitator:** Katie
- Service Learning Project Plan Due by Friday, September 18th on Sakai

**Week 5:** September 22nd
- **Facilitator:** Jenny
- Sharing of Potential Service Learning Project Plans in Class
- Weekly Reflection Paper due Monday, September 21st by 9pm
**Week 6:** September 29th
**Facilitator:** Erica
**Weekly Reflection Paper due Monday, September 28th by 9pm**

**Week 7:** October 6th
NO CLASS – FALL BREAK

**Week 8:** October 13th
**Facilitator:** Michael
**Weekly Reflection Paper due Monday, October 12th by 9pm**

**Week 9:** October 20th
**Facilitator:** Yadira
**Weekly Reflection Paper due Monday, October 19th by 9pm**

**Week 10:** October 27th
**Facilitator:** Megan
**Weekly Reflection Paper due Monday, October 26th by 9pm**

**Week 11:** November 3rd
**Facilitator:** Jill
**Weekly Reflection Paper due Monday, November 2nd by 9pm**

**Week 12:** November 10th
INDEPENDENT WORK DAY – NO CLASS

**Week 13:** November 17th
**Facilitator:** Ellen
**Weekly Reflection Paper due Monday, November 16th by 9pm**

**Week 14:** November 24th
**Facilitator:** Priya
**Weekly Reflection Paper due Monday, November 23rd by 9pm**

**Week 15:** December 1st
**Final Presentations: Community Based Research Projects**