

Loyola University Chicago
CIEP 469 - Teaching and Learning in Urban Communities

Fall 2015

Instructor: Dra. (Doctora) Aurora Chang

Class Location: Cuneo Hall Room 107

Class Time: Tuesdays, 7:00-9:30pm

Contact Information: achang2@luc.edu, 312-339-4008

Office/Office Hours: LT 1063/By appointment

Course Information: Course materials are available on Sakai .

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 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):

Chang, A. (2011). Undocumented to Hyperdocumented: A Jornada of Protection, Papers, and PhD Status. *Harvard Educational Review*, 81(3), 508-520.

Coates, Ta-Nehisi (May 21, 2014). The Case for Reparations: Two Hundred Fifty Years of Slavery. *The Atlantic*, Retrieved July 16, 2014, from <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>.

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

Duncan-Andrade, Jeffrey. (Summer 2009). Note to Educators: Hope Required When Growing Roses in Concrete, *Harvard Educational Review*, 79(2), 1-13.

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

Hannah-Jones, Nikole. (April 16, 2014). Segregation Now...Sixty Years after Brown v. Board of Education, *The Atlantic*. Retrieved July 16, 2014, from <http://www.theatlantic.com/features/archive/2014/04/segregation-now/359813/>.

Lutton, Linda. (July 17, 2014). The Big Sort: How Chicago's school choice system is tracking kids into different high schools based on achievement. *The Hechinger Report*. Retrieved July 20, 2014, from http://hechingerreport.org/content/big-sort-chicagos-school-choice-system-tracking-kids-different-high-schools-based-achievement_16731/.

Noddings, N. (2012). The Caring Relation in Teaching. *Oxford Review of Education*, 38, 6, 771-781.

Orfield, Gary. (September 2012). E Pluribus...Separation. Deepening Double Segregation for More Students. *The Civil Rights Project*. Retrieved July 20, 2014, from

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.

Takacs, D. (2002). Positionality, epistemology, and social justice in the classroom. *Social Justice*, 29(4), 168-181.

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

Alexander, M. (2011). *The new Jim Crow: Mass incarceration in the age of colorblindness*.

Milner, H. R., & Howard, T. C. (2015). *Rac(e)ing to class: Confronting poverty and race in schools and classrooms*. Cambridge, Mass: Harvard Education Press.

Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany, N.Y: State University of New York Press.

Recommended Readings

Anyon, J. (2005). *Radical possibilities: Public policy, urban education, and a new social movement*. New York: Routledge.

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>.

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>.

Catalyst Chicago. (September/October 2008). *Catalyst In Depth: Making Connections*. Retrieved on July 27, 2014 from <http://www.catalyst-chicago.org/sites/catalyst-chicago.org/files/assets/20080910/091008catalyst.pdf>.

Crowson, R.L. & Boyd, W.L. (2001). The new role of community development in educational reform, *Peabody Journal of Education*, 76(2), 9-29.

Fergus, E., Noguera, P., & Martin, M. (2014). *Schooling for resilience: Improving the life trajectory of Black and Latino boys*. Cambridge, MA: Harvard Education Press.

Ferguson, Chris. (September 2005). *Reaching Out to Diverse Populations. What Schools do to Foster Family-School Connections*. National Center for Family and Community Schools. Retrieved on July 27, 2014, from <http://www.sedl.org/connections/resources/rb/rb5-diverse.pdf>.

Ferguson, Chris. (July 2005). *Engaging Families at the Secondary Level: What Schools can do to Support Family Involvement*. National Center for Family and Community Schools. Retrieved on July 27, 2014 from <http://files.eric.ed.gov/fulltext/ED486338.pdf>.

Guinier, L. (2015). *The tyranny of the meritocracy: Democratizing higher education in America*. Boston, MA: Beacon Press.

Kennedy White, K., Zion, S., & Kozleski, E. (2005). *Cultural Identity and Teaching*. Tempe, AZ: National Institute for School Improvement, Arizona State University.

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.

Payne, C. (2008). *So much reform, so little change: The persistence of failure in urban schools*. Cambridge, Mass.: Harvard Education Press.

Rodriguez, Abraham (1999). *The Boy Without a Flag: Tales of the South Bronx*, Milkweed Editions.

Schmidt, Jon & Jones, Jerryelyn. (February 2010). Personal Power and the Common Good. Principal Leadership. 46-51. Retrieved July 27, 2014, from https://www.principals.org/Content/158/PLFeb10_SchmidtJones.pdf.

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

Chang, A. (2011). Undocumented to Hyperdocumented: A Jornada of Protection, Papers, and PhD Status. *Harvard Educational Review*, 81(3), 508-520.

Takacs, D. (2002). Positionality, epistemology, and social justice in the classroom. *Social Justice*, 29(4), 168-181.

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

Community Engaged Research & Identification of Fieldwork Location
Educational Autobiographies

Week 3: September 8th

Noddings, N. (2012). The Caring Relation in Teaching. *Oxford Review of Education*, 38, 6, 771-781.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education*, 8(1), 69-91.

Facilitator: Lindsay

Weekly Reflection Paper due Monday, September 7th by 9pm



Week 4: September 15th

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

Orfield, Gary. (September 2012). E Pluribus...Separation. Deepening Double Segregation for More Students. The Civil Rights Project. Retrieved July 20, 2014, from <http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students> pp. 1-27.

Coates, Ta-Nehisi (May 21, 2014). The Case for Reparations: Two Hundred Fifty Years of Slavery. *The Atlantic*, Retrieved July 16, 2014, from <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>.

Facilitator: Katie

Service Learning Project Plan Due by Friday, September 18th on Sakai

Week 5: September 22nd

Bell, D. (1980). The interest-convergence dilemma and *Brown v. Board of Education*. *Harvard Law Review*, 93(518).

Lutton, Linda. (July 17, 2014). The Big Sort: How Chicago's school choice system is tracking kids into different high schools based on achievement. *The Hechinger Report*. Retrieved July 20, 2014, from http://hechingerreport.org/content/big-sort-chicagos-school-choice-system-tracking-kids-different-high-schools-based-achievement_16731/.

Hannah-Jones, Nikole. (April 16, 2014). Segregation Now...Sixty Years after *Brown v. Board of Education*, *The Atlantic*. Retrieved July 16, 2014, from <http://www.theatlantic.com/features/archive/2014/04/segregation-now/359813/>.

Facilitator: Jenny

Sharing of Potential Service Learning Project Plans in Class

Weekly Reflection Paper due Monday, September 21st by 9pm

Week 6: September 29th

Part 1: Milner, H. R., & Howard, T. C. (2015). Rac(e)ing to class: Confronting poverty and race in schools and classrooms. Cambridge, Mass: Harvard Education Press. Introduction & Chapter 1.

Facilitator: Erica

Weekly Reflection Paper due Monday, September 28th by 9pm

Week 7: October 6th

NO CLASS - FALL BREAK

Week 8: October 13th

Part 2: Milner, H. R., & Howard, T. C. (2015). Rac(e)ing to class: Confronting poverty and race in schools and classrooms. Cambridge, Mass: Harvard Education Press. Chapter 2.

Facilitator: Michael

Weekly Reflection Paper due Monday, October 12th by 9pm

Week 9: October 20th

Part 3: Milner, H. R., & Howard, T. C. (2015). Rac(e)ing to class: Confronting poverty and race in schools and classrooms. Cambridge, Mass: Harvard Education Press. Chapters 3 & 4.

Facilitator: Yadira

Weekly Reflection Paper due Monday, October 19th by 9pm

Week 10: October 27th

Part 1: Alexander, M. (2011). The new Jim Crow: Mass incarceration in the age of colorblindness. Chapters 1 & 2.

Facilitator: Megan

Weekly Reflection Paper due Monday, October 26th by 9pm

Week 11: November 3rd

Part 2: Alexander, M. (2011). The new Jim Crow: Mass incarceration in the age of colorblindness. Chapters 5 & 6.

Facilitator: Jill

Weekly Reflection Paper due Monday, November 2nd by 9pm

Week 12: November 10th

INDEPENDENT WORK DAY - NO CLASS

Week 13: November 17th

Valenzuela, A. (1999). Subtractive schooling: U.S.-Mexican youth and the politics of caring. Albany, N.Y: State University of New York Press. Chapter 3.

Facilitator: Ellen

Weekly Reflection Paper due Monday, November 16th by 9pm

Week 14: November 24th

Valenzuela, A. (1999). Subtractive schooling: U.S.-Mexican youth and the politics of caring. Albany, N.Y: State University of New York Press. Chapter 5.

Facilitator: Priya

Weekly Reflection Paper due Monday, November 23rd by 9pm

Week 15: December 1st

Final Presentations: Community Based Research Projects