

**Loyola University Chicago**  
CIEP 469 – Teaching and Learning in Urban Communities  
Fall 2017

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Office/Office Hours:	Lewis Towers, Room 1001: Office hours are available by appointment.
Course Information:	Course materials are available on Sakai.
Meetings:	Monday, 7:00 – 9:30; Corboy 303

## Course Description

This course examines teaching and learning in urban communities. Through course readings, discussions, activities, assignments, and a service-learning placement, 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 are therefore challenged to examine the relationship between social and cultural identities and pedagogical practices in communities of color.

The course is guided by an essential question: *How does the urban context impact a student's ability to learn and grow and a teacher's orientation to teaching and learning?* The course is driven by five related questions. Each question will guide our inquiry and discussion during three weeks of the course.

1. Do race and culture matter in teaching?
2. How do socio-political issues impact teaching and learning?
3. Do schools hold proprietary power over education?
4. What are ways to engage young people effectively?
5. How do we make change in the ecosystem of schools?

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.

This course is designed with a framework for significant learning in mind. I am borrowing from the work of Dr. D. Fink who has developed the following taxonomy that aligns with Bloom but also takes into account social-emotional and civic learning. Fink's six elements are:

1. Foundational knowledge
2. Application
3. Integration
4. Human dimension
5. Caring
6. Learning how to learn

For each one of these domains, I will have specific learning outcomes, assessment activities, and learning activities.

## The School of Education's Conceptual Framework

The Loyola University School of Education's conceptual framework – **Social Action through Education** – is at the heart of CIEP 469: Teaching and Learning in Urban Communities. The School's conceptual framework is embedded throughout the course as our learning community will seek to understand our own positionality relative to our communities, schools, and students, work to understand the "back

story” of our students and their communities, endeavor to explore promising models and strategies that have potential to impact our students positively, and to better understand how we can embody and promote social action for ourselves, our peers, and our students through education. To that end, this course also supports and lives into Loyola University Chicago’s 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 of Social Action through Education 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 Sakai 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

### Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, inquiry and social justice. The specific dispositions for CIEP 469 are inquiry and social justice. Descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted on Sakai and in LiveText for this course.

### Harassment

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>. If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

## Course Objectives

- 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 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)

## IDEA Evaluation Objectives

To facilitate the process for online course evaluations, these are the core course objectives that are rated as critical to this course:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principals, generalizations, theories) **Essential**
- Developing ethical reasoning and/or ethical decision making **Important**
- Developing skill in expressing oneself orally or in writing **Important**
- Learning to apply course material (to improve thinking, problem solving, and decisions) **Essential**
- Learning to apply knowledge and skills to benefit others or serve the public good **Essential**

## Texts and Resources

### Required Texts

- Oakes, J. & Lipton, M. (2013). *Teaching to change the world* (4<sup>th</sup> ed.). New York: McGraw-Hill Companies.

### Other Required Reading Available on Sakai

- Alexander, Michelle. (2011). The new Jim Crow: Mass incarceration: Causes, consequences, and exit strategies. *Ohio State Journal of Criminal Law*, 9(1), 7-26.
- Bartsch, J. (2001). *Community Lessons: Promising Curriculum Practices*, Community Service-Learning, Massachusetts Department of Elementary and Secondary Education.
- Billig, S.H. (May, 2000). Research on K-12 school-based service-learning: The evidence builds, *Phi Delta Kappan*, 658-664.
- Catalyst Chicago: In Depth. 25<sup>th</sup> Anniversary Issue. (2015). 27(1).
- Catalyst Chicago. (September/October 2008). *Catalyst in Depth: Making Connections*, 20(1).
- 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/>.
- Conner, J., Ebby-Rosin, R., & Brown, A. Introduction to student voice in American education policy. *National Society for the Study of Education*, 114(1), 1-18.
- Crowson, R.L. & Boyd, W.L. (2001). The new role of community development in educational reform, *Peabody Journal of Education*, 76(2), 9-29.
- Duncan-Andrade, Jeffrey. (March 2005). Developing Social Justice Educators, *Educational Leadership*, 70-74.
- Duncan-Andrade, Jeffrey. (Summer 2009). Note to Educators: Hope Required When Growing Roses in Concrete, *Harvard Educational Review*, 79(2), 1-13.
- Farmer-Hinton, R. (2002). The Chicago context: Understanding the consequences of urban processes on school capacity. *The Journal of Negro Education*, 71(4), 313-330.
- Friend, J. & Caruthers, L. (2012). Reconstructing the cultural context of urban schools: Listening to the voices of high school students. *Educational Studies*, 48, 366-388.
- 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/>.

- Kahne, Joseph & Westheimer, Joel. (2005). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, (41(2), 237-269.
- Kennedy White, K., Zion, S., & Kozleski, E. (2005). *Cultural Identity and Teaching*. Tempe, AZ: National Institute for School Improvement, Arizona State University.
- Lukacs, Karrin & Galluzzo, Gary. (2014). Beyond empty vessels and bridges: Toward defining teachers as the agents of school change. *Teacher Development*, 18(1) 100-106.
- Kretzmann, J.P., McKnight, J.L., Dobrowolski, S., & Puntenney, 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.
- Logan Square Neighborhood Association. (January 2009). *Opening the Schoolhouse Doors: Replicable Models for School Community Partnerships*, (January 2009). Retrieved on August 22, 2016, from [http://www.lsna.net/content/2/documents/education\\_brochure\\_2008-2009\\_for\\_web.pdf](http://www.lsna.net/content/2/documents/education_brochure_2008-2009_for_web.pdf).
- Miner, Barbara and Peterson, Bob. (2000/01) *Diversity v. White Privilege*. Rethinking Schools. <https://pantherfile.uwm.edu/giay/www/Whiteness/sleeterinterview.html>.
- Moore, Kim & Sandholtz, Judith. (1999). Designing successful service-learning projects for urban schools. *Urban Education*, 34(4) 380-398.
- Orfield, G. (September 2012). E Pluribus...Separation. Deepening Double Segregation for More Students. *The Civil Rights Project*. (Foreword, Introduction, pp. 1-27.)
- Payne, A. & Welch, K. (2015). Restorative justice in schools: The influence of race on restorative discipline. *Youth and Society*, 47(4) 539-564.
- Rodriguez, A. (1999). *The Boy Without a Flag: Tales of the South Bronx*, Milkweed Editions.
- 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.
- Sleeter, C. (2017). Critical race theory and the whiteness of teacher education. *Urban Education*, 52(2), 155-169.
- Stovall, D. (2013). Against the politics of desperation: Educational justice, critical race theory, and Chicago school reform. *Critical Studies in Education*, 54(1), 33-43.
- Schmidt, J. & Jones, J. (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](https://www.principals.org/Content/158/PLFeb10_SchmidtJones.pdf).
- Shipp, D. Pulling Together: Civic Capacity and Urban School Reform. *American Educational Research Journal*, 841-878.
- Shirley, D. (1997). *Community organizing for urban school reform*. Austin: University of Texas Press.
- Teel, Karen Manheim & Obidah, Jennifer E. (2008) *Building Racial and Cultural Competence in the Classroom*. New York: Teachers College Press.
- Voices of Youth in Chicago Education (VOYCE). (2011). Failed policies, broken futures: The true cost of zero tolerance in Chicago. Retrieved on August 22, 2016, from <https://www.documentcloud.org/documents/216318-voyce.html>.
- Zeichner, K., et al. (2016). Engaging and working in solidarity with local communities in preparing the teachers of their children. *Journal of Teacher Education*, 67(4), 277-290.

#### Required Media

- Sakai: [www.sakai.luc.edu](http://www.sakai.luc.edu)
- LiveText: [www.livetext.com](http://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.
- Marsh, John. (2011). *Class dismissed: Why we cannot teach or learn our way out of inequality*. New York: Monthly Review Press.
- 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.
- Oakes, J & Rogers, J. (2006). *Learning power: Organizing for education and justice*. 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](http://www.isbe.net)

## Evaluation and Assignments

In addition to the general criteria listed, work needs to address assignment specific criteria. Rubrics with these criteria are available on Sakai under "Assignments".

- Assignments submitted after the due date will receive a lower grade unless prior agreement with the instructor has been reached concerning extenuating circumstances.
- 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 (6<sup>th</sup> ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources must be cited.
- Any inclusion of text that has not been appropriately cited will result in zero points for that assignment.
- **Submit all assignments using Sakai unless otherwise noted.**

*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 generate one in response to a topic that is compelling for the student. 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 beginning on the second of class and continuing through the twelfth week. A total of 5 entries must be submitted in order to be considered complete. **Submit through Sakai.** Feel free to submit more than the required number.

*Class Activity Facilitation (20 points)* – Students will read one chapter from a text and present key learnings from that chapter using interactive pedagogical techniques. You should be prepared to facilitate learning about the key ideas in the text and any important sub-themes.

*Personal Reflection 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 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? **Submit through Sakai.**

*Research Review (30 points)* – Summarize and review three research articles on a particular topic in urban education. Include complete citations for the articles. Use APA 6<sup>th</sup> edition for formatting and citations. **Submit through Sakai.** This assignment expects that you will:

- 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; and
- explain how these studies contribute to your understanding of this topic in urban education.

*Service Learning Project Proposal (50 points)* – Either individually or 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 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

*Local School Council (20 points)* – Students will submit a report from their Local School Council meeting. Students can choose an LSC meeting that best fits their schedule but are advised to attend an LSC meeting that is connected with their service-learning site placement. Students will report on the logistics of the meeting (attendees, agenda, etc.), the substantive discussion of the meeting, and interview at least two LSC members about their participation on the Council. Students will provide an assessment of the efficacy of the LSC and its relationship to urban school reform. **Submit through Sakai.**

*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, civic engagement, health, 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 gathering and analysis, interviews, observations, and/or working with the organization. **Submit through Sakai.**

*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?
- 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 Sakai and bring paper copy of one-pager to class.**
- Part III: Reflection on Community Field Experiences. Students will prepare a 750-1000 word reflection on their field experiences and conducting a community-based research project. **Submit through LiveText.**

## Course Grades

Grade	Percent	Points
A	93%	260-280
A-	90%	252-259
B+	87%	244-251
B	83%	232-243
B-	80%	224-231
C+	77%	216-223
C	73%	204-215
C-	70%	196-214
D+	67%	187-195
D	63%	176-177
D-	60%	168-175
F	59% and Below	167 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 Sakai site. These readings should be available to you in class either electronically or as a printed document.

<b>Date</b>	August 28
<b>Topic</b>	An Introduction to Teaching and Learning in Urban Communities
<b>Readings</b>	TCW Introduction and Chapter 1
<b>Assignment(s) Due</b>	N/A
<b>Date</b>	September 11
<b>Topic</b>	Race and Culture in Urban Education
<b>Readings</b>	TCW 2 Kennedy White, K., Zion, S., & Kozleski, E. (2005). <i>Cultural Identity and Teaching</i> . Tempe, AZ: National Institute for School Improvement, Arizona State University. Sleeter, C. (2017). Critical race theory and the whiteness of teacher education. <i>Urban Education</i> , 52(2), 155-169. Rodriguez, Abraham (1999). <i>The Boy Without a Flag: Tales of the South Bronx</i> , Milkweed Editions.
<b>Assignment(s) Due</b>	Field Placement Preferences <i>I Am From</i> poem
<b>Date</b>	September 18
<b>Topic</b>	The Impact of Race and Culture on Teaching and Learning
<b>Readings</b>	TCW 5 Assigned readings from Teel
<b>Assignment(s) Due</b>	Journal Entry #1 Classroom facilitation
<b>Date</b>	September 25
<b>Topic</b>	Socio/Political Issues and Urban Education: <i>Segregation/Integration/Re-Segregation</i>
<b>Readings</b>	TCW 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. Orfield, Gary. (September 2012). E Pluribus...Separation. Deepening Double Segregation for More Students. <i>The Civil Rights Project</i> . Foreword, Introduction, pp. 1-27. Hannah-Jones, Nikole. (April 16, 2014). Segregation Now...Sixty Years after Brown v. Board of Education, <i>The Atlantic</i> . Retrieved August 19, 2017, from <a href="http://www.theatlantic.com/features/archive/2014/04/segregation-now/359813/">http://www.theatlantic.com/features/archive/2014/04/segregation-now/359813/</a> .
<b>Assignment(s) Due</b>	Journal Entry #2
<b>Date</b>	October 2
<b>Topic</b>	Socio/Political Issues and Urban Education: <i>Housing</i>



<b>Readings</b>	TCW 6 Coates, Ta-Nehisi (May 21, 2014). The Case for Reparations: Two Hundred Fifty Years of Slavery. <i>The Atlantic</i> , Retrieved August 20, 2017, from <a href="http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/">http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/</a> . Farmer-Hinton, R. (2002). The Chicago context: Understanding the consequences of urban processes on school capacity. <i>The Journal of Negro Education</i> , 71(4), 313-330.
<b>Assignment(s) Due</b>	Personal Reflection on Culture and Pedagogy
<b>Date</b>	October 16
<b>Topic</b>	Socio/Political Issues and Urban Education: <i>Criminal Justice and Restorative Practices</i>
<b>Readings</b>	TCW 4 Alexander, Michelle. (2010). The new Jim Crow: Mass incarceration in the age of colorblindness. <i>Ohio State Journal of Criminal Law</i> , 9(1) 7-26. View Prison State: <a href="http://www.pbs.org/wgbh/frontline/film/prison-state/">http://www.pbs.org/wgbh/frontline/film/prison-state/</a> . Voices of Youth in Chicago Education (VOYCE). (2011). <i>Failed policies, broken futures: The true cost of zero tolerance in Chicago</i> . Retrieved on August 22, 2016, from <a href="https://www.documentcloud.org/documents/216318-voyce.html">https://www.documentcloud.org/documents/216318-voyce.html</a> . Payne, Allison & Welch, Kelly. (2015). Restorative justice in schools: The influence of race on restorative discipline. <i>Youth and Society</i> , 47(4) 539-564.
<b>Assignment(s) Due</b>	Journal #3
<b>Date</b>	October 23
<b>Topic</b>	Socio/Political Issues and Urban Education: <i>School Reform and Its Implications for Teaching and Learning</i>
<b>Readings</b>	Shipp, D. (2003). Pulling together: Civic capacity and urban school reform, <i>American Educational Research Journal</i> , 40(4), 841-878; Catalyst Chicago: In Depth. (2015). 27(1) 1-20. Stovall, David. (2013). Against the politics of desperation: Educational justice, critical race theory, and Chicago school reform. <i>Critical Studies in Education</i> , 54(1), 33-43.
<b>Assignment(s) Due</b>	Community-Based Research Project Plan LSC Report
<b>Date</b>	October 30
<b>Topic</b>	Schools and Community: <i>Asset Based Community Development</i>
<b>Readings</b>	Kretzmann, J.P., McKnight, J.L., Dobrowolski, S., & Punttenney, 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. What is Asset Based Community Development? Mapping the Assets of Your Community.
<b>Assignment(s) Due</b>	Research Review
<b>Date</b>	November 6
<b>Topic</b>	Schools and Community: <i>Community Schools</i>

<b>Readings</b>	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. Logan Square Neighborhood Association. Opening the Schoolhouse Doors: Replicable Models for School Community Partnerships.
<b>Assignment(s) Due</b>	
<b>Date</b>	November 13
<b>Topic</b>	Schools and Communities: <i>Educating Youth in Families, Schools, and Communities</i>
<b>Readings</b>	TCW 11 Catalyst Chicago. (September/October 2008). <i>Catalyst in Depth: Making Connections</i> , 20(1). Selections from <u>Community Organizing for Urban School Reform</u> . Zeichner, K. (2016). Engaging and working in solidarity with local communities in preparing the teachers of their children. <i>Journal of Teacher Education</i> , 67(4), 277-290.
<b>Assignment(s) Due</b>	Journal Entry #4
<b>Date</b>	November 20
<b>Topic</b>	Engaging Young People Effectively: <i>Service-Learning and Civic Education</i>
<b>Readings</b>	Bartsch, J. (2001). <i>Community Lessons: Promising Curriculum Practices, Community Service-Learning</i> , Massachusetts Department of Elementary and Secondary Education. Billig, S.H. (May, 2000). Research on K-12 school-based service-learning: The evidence builds, <i>Phi Delta Kappan</i> , 658-664. Moore, K. & Sandholtz, J. (1999). Designing successful service-learning projects for urban schools. <i>Urban Education</i> , 34(4) 380-398. Schmidt, J. & Jones, J. (February 2010). Personal Power and the Common Good. <i>Principal Leadership</i> . 46-51. Kahne, Joseph & Westheimer, Joel. (2005). What kind of citizen? The politics of educating for democracy. <i>American Educational Research Journal</i> , (41(2), 237-269.
<b>Assignment(s) Due</b>	Journal Entry #5
<b>Date</b>	November 27
<b>Topic</b>	Engaging Young People Effectively: <i>Student Voice and Social Justice Education</i>
<b>Readings</b>	TCW 9 Friend, J. & Caruthers, L. (2012). Reconstructing the cultural context of urban schools: Listening to the voices of high school students. <i>Educational Studies</i> , 48, 366-388. Conner, J., Ebby-Rosin, R., & Brown, A. Introduction to student voice in American education policy. <i>National Society for the Study of Education</i> , 114(1), 1-18. Duncan-Andrade, Jeffrey. (2005). Developing Social Justice Educators. <i>Educational Leadership</i> , 70-74. Duncan-Andrade, Jeffrey. (2009). Note to Educators: Hope Required When Growing Roses in Concrete. <i>Harvard Educational Review</i> , 79(2), 1-13.
<b>Assignment(s) Due</b>	
<b>Date</b>	December 4

<b>Topic</b>	Making Change in the Ecosystem of Schools: <i>Teachers as agents of change.</i>
<b>Readings</b>	TCW 12 Lukacs, K. & Galluzzo, G. (2014). Beyond empty vessels and bridges: Toward defining teachers as the agents of school change. <i>Teacher Development</i> , 18(1) 100-106.
<b>Assignment(s) Due</b>	Service-Learning Project Design
<b>Date</b>	December 11
<b>Topic</b>	Student Presentations
<b>Readings</b>	
<b>Assignment(s) Due</b>	Field experience final documentation

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.