Course Introduction
In this course we will explore the development of urban education through the social, historical and political shaping of urban education policy and practice in the United States. We will gain a deeper understanding of the ways education policy shapes practice in American public schools through a combination of field experiences and scholarly reflection, often using Chicago as a touchstone for our inquiry and analysis.

As you prepare for this course, consider some of the questions we will need to ask in order to understand what makes schooling in cities unique. What is urban education, exactly? Who is educated in urban schools? What differences are there in how various groups are educated, and why? Who educates urban students, and who educates which urban students? As we begin to answer these questions, we will investigate current issues and policies in urban education
such as school choice, school closure, and standardized testing and equity initiatives, developing the ability to analyze the multiple and contested factors that influence urban education in the US.

**School of Education Conceptual Framework**
This course is grounded in the School of Education’s Conceptual Framework (CF)—*Social Action through Education*, which emphasizes that our mission is social justice, but our responsibility is social action through education. As we engage with issues of race, class and power, the social justice framework allows us to bring a critical lens to our analysis of education policy and practice. Rather than simply accept policy as written, we will learn to interpret, analyze and critique policy as it is put into practice in diverse urban learning environments.

**Diversity**
In support of the SOE Conceptual Framework, this course honors and respects diversity within our class group, in class topics and in class discussion. Class participants are encouraged to engage their own intersectional social identities (e.g., class, gender, ethnicity, race, sexual and gender identity, and age) through our collective inquiry. As an instructor, I ask that all participants respect the diversity of identities, views and experiences in our class, and agree to engage respectfully with one another at all times. If, at any time, you have concerns about your ability to safely express your social identity, views or experiences in class, please do not hesitate to contact me.

**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.

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed:

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.
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Assigned Texts
The following texts are required for this course. They can be purchased at the Loyola University Bookstore, Lake Shore Campus, 6435 N. Sheridan Road. You can also order books online at www.luc-lsc.bkstr.com. Full text of both books can be found online through LUC libraries website.


All other readings will be available as PDF documents on the ELPS 240 Sakai page, or are accessible via the internet (links are provided in the syllabus under Class Sessions). Please refer to the Class Sessions section of the syllabus for information on readings for each class meeting.

Course Site
The ELPS 240 Sakai page is integral to your success in this course. Please make sure to access this page during the first week of class and contact the course instructor if you have difficulty accessing the page or its contents. You will need to refer to the Sakai page at least weekly in order to download readings, submit assignments and receive class updates.

Course Requirements
Each assignment for this course is designed to increase your awareness, understanding and ability to think critically about issues in urban education. The following is a summary of each assignment type, due dates and contribution to the overall course grade. All papers (including exams) must be double-spaced, 12-point font (Times New Roman, Cambria or Calibri, preferred), with 1” margins.

Grading scale
The grade ranges in terms of percentage are:

- 93.0 to 100.0: A
- 92.0 to 90.0: A-
- 89.0 to 87.0: B+
- 87.0 to 82.0: B
- 82.0 to 80.0: B-
- 79.0 to 77.0: C
- 77.0 to 70.0: C
- 69 to 60: D
- 59 & below: F
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Class Participation (20%)
This is a discussion-based seminar. Each of us plays a role in collaborating towards a collective understanding of complex issues and ideas. We need you! To receive points for class participation you must be present, prepared (i.e. do the readings), and actively engaged. As students have a variety of learning styles, there will be opportunities for many kinds of engagement (i.e. individual reflection, small group work, large group discussion). Your attendance will count for 10% of the final grade and your participation will count for 10%, for a total of 20% of the final course grade. If you are going to be absent from class, please notify me in advance. You will still be held accountable for all readings, assignments and course updates.

Electronic devices will be allowed for in-class use only as it pertains to your direct participation in course-related activities. Please silence all cell phones and electronic devices. Let me know if you have any extenuating circumstances that require you to be on call (i.e. work, family). If you must take a call, text, email or some other form of electronic communication while in class, please exit the room to do so.

Urban Schools in the News (5%)
Urban education has become an increasingly “hot” news item. For this assignment, you will examine local media sources to find a particular article that is relevant to schooling in urban communities. For example, you may examine the recent announcement by Mayor Lightfoot to reexamine school funding (https://chalkbeat.org/posts/chicago/2019/08/02/5-big-questions-for-mayor-lori-lightfoot-about-chicago-school-funding-reform/): or student activism relating to gun violence (https://www.chicagoreader.com/Bleader/archives/2018/04/19/chicago-students-plan-another-walkout-friday-despite-suspension-threat). For the presentation, you will need to create a simple 1 pager to share with your colleagues. The 1 pager handout should include: The article’s main points, connections to readings, and implications to the future of urban schools. Please come to class with enough copies of your 1-pager for each of your colleagues.
School Site Visit Reflection Papers (20% total) ***
We will visit four public schools in Chicago during our work together. School visits will take place during our regular class meeting time. Each site visit is within a 30 minute commute of Loyola LSC using the LUC shuttle or CTA. You are required to write a short reflection paper (2-3 pages) for each of these site visits. The goal of these reflection papers is not to summarize, but to make connections between our in-class readings and discussions on policy and practice, and what you actually see, hear and experience at each school. Papers will be graded out of 5 points, with up to 2 points awarded for your development of connections between the observation and course content (both readings and discussions), up to 2 points awarded for the substance of your description of what you observed, and up to 1 point for editing and organization.

School Site Visit Reflection Papers will be due on September 17th, September 26th, October 26th and November 7th. (Due dates may be adjusted if school site visit dates change).

Capital and Urban Schooling Paper (15%)
The development of urban communities has been impacted by access to and distribution of capital. As wealth and poverty shift in the urban landscape, decisions about where to live and attend school are at the core of many families’ lives. This assignment will allow you to develop a deeper understanding of families’ experiences with Chicago Public Schools and will give you an opportunity to apply the knowledge you have gained about history, economy and privilege in urban schools to real, lived experiences.

For this assignment, please read and analyze the article, How Rich Parents Can Exacerbate School Inequality: Fundraising efforts often give their kids an academic edge by Laura McKenna
How does McKenna’s article complicate school fundraising? In what ways do the various forms of capital manifest themselves in parental fundraising? In crafting your analysis, please use course readings to support your examples and argument. Criteria for grading include your development of a clear, coherent and well-supported argument (4 points), clear examples of different forms of capital on the blog (4 points), your use of course readings to inform your response (4 points) and the organization, clarity and editing of your writing (3 points).

Capital and Urban Schooling Papers will be due on October 15 at 11:55 PM via Sakai.

**Midterm Exam (20%)**
The midterm exam will be a take-home exam. There will be four essay questions, from which you will choose two. Each response should be 4-5 pages and must include a reference list. Your essays will each be graded on a 10-point scale. Criteria for grading include your development of a clear, coherent and well-supported argument (8 points), your use of course readings to inform your response (8 points) and the organization, clarity and editing of your writing (4 points).

Midterm exams will be distributed in-class on September 26th and will be due on October 3rd at 11:55 PM via Sakai.

**Final Paper & Presentation (20%)**
The final assignment is an opportunity to learn more about a topic of particular interest to you. For this assignment, you will draw on concepts and literature that we have explored in class and will extend your inquiry beyond the scope of our work together. For example, you may want to investigate recent budget shortages and cuts in Chicago Public Schools, or the implementation of SB100 (anti-suspension law) within the district. Once you have determined a topic, you will craft a research question and present your findings in class and in a final paper. There are three components to this assignment:

1) **Final Paper Topic & Question** (ungraded). You will be required to submit your final paper topic via Sakai on November 7 at 11:55 PM. Your submission only needs to be a paragraph or two about the topic you intend to research and a proposed research question; it does not need to be a full paper. Although this assignment is ungraded (and, thus, may be ignored by some participants) you are encouraged to submit it in order to get feedback from the instructor. If you do not submit by the assigned date, you are not guaranteed timely feedback on your proposed topic.

2) **Final Presentation** (5%). Please prepare a visual presentation about your final paper topic using PowerPoint, Prezi, or another presentation tool that is visually accessible to everyone in class. Your presentation should reflect your progress on your Final Paper and describe your research in its current state. The goal of the presentation is not to present a final product, but to present your work in progress. The Final Presentation should include:
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- Topic: A description of your final topic and how it connects to urban education, course readings and discussions, and school site visits (1 point)
- Research Question(s): A description of your research question(s). What did you want to find out? (1 point)
- Research Process Description: How did you go about finding information? What kinds of sources did you use? (3 points)
- Research Findings: A description of the information you found in your research process. You should look for and present this information thematically (i.e. look for patterns in your research) (3 points)
- Questions & Discussion: What do your findings mean? What questions do you have for your colleagues as you move towards your final paper? (2 points)

Final Presentations will occur in class December 3rd and 5th. Presentation materials should be uploaded to Sakai the day before you present.

3) Final Paper (15%). Your final paper should be 8-10 pages in length and should include the following items:
- Topic: A description of your final topic and how it connects to urban education, course readings and discussions, and school site visits (1 point)
- Research Question(s): A description of your research question(s). What did you want to find out? (1 point)
- Research Process Description: How did you go about finding information? What kinds of sources did you use? (1 point)
- Research Findings: A description of the information you found in your research process. You should look for and present this information thematically (i.e. look for patterns in your research) (3 points)
- Discussion: The meaning of your findings for a) students and families, b) urban education practice, and c) urban education policy (2 points)
- Organization and Clarity: Writing that reflects a clear research question, process and argument, and is effectively organized and edited. (2 points)

The final paper is due at 11:59 PM, December 5th on Sakai.

Class Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td><strong>Part 1: History and Purpose of Urban Schools</strong></td>
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</table>
| 8/27 | Course Introduction  
Guiding Questions: What is urban education? What do I know about urban education? |
| 8/29 | Guiding Questions: What are urban schools? How have they changed over time? |
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<tr>
<th>Guide Questions</th>
<th>Readings</th>
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## Part 2: Urban Education and the Complexities of Urban Life

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<tr>
<th>Guide Questions</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>9/5</strong> Guiding Questions: What kinds of relationships exist between urban transformation and urban schools?</td>
<td>Wilson, W.J. (2011). Understanding the emergence and persistence of concentrated urban poverty. In M. Chowkwanyun and R. Serhan (Eds), American Democracy and</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>9/12</td>
<td>School Site Visit: TBD</td>
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<tr>
<td>9/24</td>
<td>School Site Visit: Meet 8:30 AM at Nicholas Senn High School 5900 N Glenwood Ave, Chicago, IL 60660</td>
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<tr>
<td>Date</td>
<td>Guiding Questions</td>
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<td>10/8</td>
<td>NO CLASS – Midterm Break.</td>
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*Part 3: Teachers, Curriculum and Assessment*
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<tr>
<th>Date</th>
<th>Guiding Question</th>
<th>References</th>
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<tbody>
<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>10/24</td>
<td><strong>School Site Visit:</strong> Meet at 8:30 AM at Nettelhorst Elementary, 3252 N Broadway, Chicago, IL 60657</td>
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| 10/29 | Guiding Question: What kinds of curriculum do urban students encounter?  
**DUE: School Site Visit Reflection Paper by 8 AM via Sakai** |
| 10/31 | Guiding Question: What is so “high-stakes” about testing in urban districts?  
Visit from Associate Professor Kate Phillippo |
| 11/5 | **School Site Visit:** meet at New Field Elementary school at Meet 8:50 AM 1707 W Morse Ave, Chicago, IL 60626 |
| 11/7 | Guiding Question: Who is in charge of urban schools, and who ought to be?  
**ELPS 240: Urban Education Policy and Practice**


**DUE: School Site Visit Reflection Paper by 8 AM via Sakai**  
**DUE: Final Paper Topic, 11:55 PM via Sakai**

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<thead>
<tr>
<th>Date</th>
<th>Guiding Questions/Assigned Text</th>
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| 11/12 | Guiding Question: What is school choice policy? How does it impact urban students and districts?  
| 11/14 | Guiding Question: What is the relationship between school choice and urban communities?  
| 11/19 | Guiding Questions: In what ways does urban school reform impact schools?  
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| 11/26 | Guiding Question: Why do some urban schools close and/or merge, what are the impacts? | Articles on the Ogden Jenner Merger. Accessible at  
Articles on South Loop school merger plan. Accessible at  
| 11/28 | NO CLASS – Thanksgiving Break | |
Guiding Question: What are the implications of philanthropy and fundraising in urban education?


DUE: Final Presentations

DUE: Final Presentations

DUE: Final Paper due, 11:59PM via Sakai

Have a great winter break!

Loyola University Chicago
School of Education
Syllabus Addendum

**Syllabus Addendum Link**

- www.luc.edu/education/syllabus-addendum/

This link will direct you to University statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. I ask that you read each policy carefully. You should also be aware I regularly use turnitin software to check for academic integrity.