Course Introduction

“Urban education” is both a very accurate term and a misnomer. Urban education is, in plain language, schooling that takes place within urban areas. Still, many associations with the term involve underperforming, underfunded and lawless schools, struggling (or unmotivated, or unqualified) teachers, teacher unions at odds with district administrators and elected officials, dysfunctional districts and disadvantaged students. While these phenomena are definitely part of the world of urban education, they make up only a part of it (also, these phenomena are by no means limited to urban communities). The sociological perspective on cities, and on city schools, requires us to look broadly at what is involved in urban education now and over time. Such an examination of city schools’ complex ecology must consider the history of schooling in cities, urban demography and politics, and how (and why) urban educational policy is developed and implemented. In this context, one can take a more measured, holistic approach to understanding contemporary phenomena such as graduation rates that are lower than the nation’s average, the proliferation of charter schools in cities and the increasing emphasis on student test scores as a component of teachers’ performance evaluations. We will consider schooling in a number of American cities including Chicago, a city with a rich and complicated history of school reform and the topic of a number of excellent studies of urban education.

Essential Questions

As the instructor, I assume that each student brings their own questions to this course and will pursue answers to those questions. I invite you to take in all that you can in this course and make use of it in ways that help you to get answers to, or further develop, your own questions. In addition, the following specific questions (to which I refer as “essential questions”) will guide our inquiry this semester:

- How does the urban setting—the “urban” in “urban schools”—impact teaching, learning, policymaking and policy implementation?
- To what degree do urban educational policies and reform efforts acknowledge, incorporate and address the characteristics of urban schools and their settings?

School of Education Conceptual Framework
This course applies the School of Education’s Conceptual Framework—Social Action through Education—in its consideration of how we as educators and educational researchers engage with complex social environments (demographic, political, economic, professional and organizational) with a focus on equity and social justice as we develop, analyze and carry out urban education policy. Our pursuit of this course’s essential questions (listed above) should further develop students’ abilities towards these ends.

Course Goals
Given this course’s focus and essential questions, my goal as your instructor is to provide you with analytic tools that will help you to study and make sense of urban schools and efforts to influence them. As such, this course’s specific goals are that:

- Students will be able to analyze and critically evaluate ideas, arguments, and points of view related to urban education by placing them in historic, political and demographic context, and by employing policy analysis skills. (This goal will have students analyzing issues in urban education during class discussions as well as through observational and written assignments.)
- Students will expand their factual knowledge of contemporary events, issues and movements in urban education. (This goal will have students learning about a variety of relevant events, issues and efforts to impact urban schools and school districts.)
- Students will learn to apply course materials and experiences to improve their thinking, problem-solving and decision making about practice and research in urban education. (This goal will have students identifying an issue of concern to them, and doing independent research resulting in a paper.)
- Students will develop their ability to collect, synthesize and communicate information about urban education. (This goal will have students identifying an issue of concern to them, and doing independent research resulting in a paper, and also going out into the field to observe public education in action and writing about what they see.)

Assigned Texts:
Because of the always-shifting nature of urban education policy, texts for this class include peer-reviewed journal articles and books, newspaper and magazine articles, non-profit organization publications, and district-published materials. Please plan on approximately 150 pages of reading per week, which will combine these types of texts (with varying per-page density).

The following books are required texts for this course. All are available for purchase at the Loyola University Bookstore, Water Tower Campus (Baumhart Hall, 26 E. Pearson). These texts are also available on reserve (as hard copies) at the Lewis Library.


Other readings are either available through LUC’s electronic library holdings (accessible through the LUC libraries website at http://loyola-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?mode=Basic&vid=01LUC&tab=course_reserves). The LUC Libraries’ course reserve webpage requires a LUC sign-in and then identification of this course by the instructor’s last name. Readings available on electronic course reserve are available as either “Electronic Course Reserve”), as PDF documents posted on LUC’s Sakai website (designated as “Sakai”), or via the internet (with a link provided on this syllabus). Links sometimes change after the time of the syllabus’ publication; please inform me if a link does not work so that I can provide a correct link to all class members.

**Assessments of Learning and Course Grade**

This course’s assignments seek to build your practical and analytic understanding of urban schools through a number of channels. Assessments of learning include papers whose topics I select, papers whose topics students select, and observations that inform reflection papers. The assignments and the proportion that they contribute to your final grade are as follows.

Assignment 1: Urban education autobiography: 5%
Assignment 2: Closure proposal hearing paper: 10%
Assignment 3: Policy/Initiative analysis paper topic proposal: 2.5% (for on-time submission)
Assignment 4: Board meeting paper: 15%
Assignment 5: Classroom observation paper: 15%
Assignment 6: Policy/Initiative analysis paper topic proposal: 32.5%
Attendance: 10%
Participation: 10%

These items total to 100 points, and final course grades will be determined using the following scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
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<td>67-69</td>
<td>D+</td>
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<tr>
<td>63-66</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>59 or below</td>
<td>F</td>
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Students can track their course grade on Sakai under “Gradebook.” For the final grade, I will round total points to the closest whole number (e.g., 88.2 points would round to 88, 88.7 points would round to 89).

**Assignment descriptions (including grading criteria):**

**Assignment 1: Urban education autobiography**

This first assignment is intended to get you reflecting on your direct experiences with urban schools. I ask you to reflect upon whether or how our week 1 readings help to frame your educational experiences, but this paper should primarily be descriptive rather than analytic. For this reason, a thesis statement is not required. Please prepare an approximately 1-2 page, double-spaced urban education autobiography. Please include the following information:

- Your experiences with urban schools as a student (If you have had none, that is of course fine; please note that if that is the case.)
- Your professional experiences with urban schools (If you have had none, that is also fine; please note that if that is the case.)
- Any connections you drew to course readings from week 1
- Questions or concerns that you have about urban education

This paper will be graded on a pass/revise basis—you will receive full credit (worth 5% of your course grade) if you meet all of the requests above. If you don’t, you will be asked to revise the paper. I understand that some people’s papers will be longer (or shorter) than others’, and this is fine. All I ask is that you provide the full extent of your experiences with and questions about urban education in this paper. It is due on **Friday, January 19, by 6 pm.**

**Assignment 2: Englewood school closure proposal hearing paper**

A powerful and unique learning opportunity has presented itself this semester. Chicago Public Schools (CPS) has issued a proposal to close four schools (Harper, Hope College Prep, Robeson and Team Englewood Community Academy) in the Englewood community. The proposal is described in this online publication: [http://chicagotonight.wttw.com/2017/12/01/cps-announces-school-action-plan-closures-consolidations-proposal](http://chicagotonight.wttw.com/2017/12/01/cps-announces-school-action-plan-closures-consolidations-proposal). Community members have generally reacted negatively to this proposal. CPS will hold a public hearing about this proposal from 5:30 to 8 pm on Tuesday, January 30, at its central office, 42 West Madison Street. Because this falls during our class time on a week when we are scheduled to meet online, I ask that students attend the public hearing.

In response to what you see and hear in the hearing, please prepare a 3-5 page, double-spaced paper that addresses the following questions:

- What points were made in favor of, and also against, the proposed closures? (3 points)
- What did you hear that evoked our readings so far on contemporary American cities, the history of U.S. schools, or the evolution of schooling in Chicago? (3 points)
- What did this experience make you want to learn about school closures, about the schools in question and/or about Englewood? (2 points)
This paper will also be assessed for quality of writing (clear organization, effective editing for clarity of expression, effective organization, and the absence of errors) (2 points). It is due on Sunday, February 4 at 6 pm.

Assignments 3 and 6: Policy/initiative analysis paper topic proposal and paper
This is your major assignment for this semester. The paper topic will be graded on a credit-no credit basis (on time topics will be given credit; late topics will not). The paper will be graded on a 100-point basis and then converted to 32.5% of your course grade. The proposal is due on February 25, and the paper is due on April 17. There are two options for this paper.

Option 1 (Highly structured): This topic is intended for people who are still learning the art of crafting a longer research paper, who want a semi-guided experience of analyzing a urban education policy’s or initiative’s context and how it influences policy selection and implementation, or who just like the assignment.

Please choose a specific educational initiative happening in a specific urban district (using the Council for Great City Schools criteria\(^1\) for selecting a district, or, if you prefer to do research on schooling in a city outside of the U.S., a city that meets these criteria as closely as possible, determined in consultation with me). Your selection may be current or historical, as long as you have sufficient resources to inform your paper. Some examples (which you may use, but which are not intended to limit your choice) include: The movement to return to an elected school board in Chicago, homeschool education initiatives in San Diego and Dallas, tensions over charter schools in New York City, the opt-out movement in a number of large U.S. cities, the role of teacher evaluation in teacher union contracts in many cities, including Baltimore, Boston and Chicago, or the proliferation of charter schools in Detroit or New Orleans.

Please write a 10-15 page paper (double-spaced, 1” margins, 12 point font) in which you address all of the following points, which also comprise the paper’s evaluation criteria:

1. Please describe the initiative/policy’s basic characteristics: Whom it targets, what it provides, and what its intended outcomes are (15% of grade).
2. The initiative’s/policy’s origins (How did it come to be? Who brought it to the city/district? Why? Was its initiation wanted, contested, both?) (15% of grade)
3. Assumptions built into this policy (5% of grade)
4. Recent historical, political and/or economic contextual information that you think is pertinent to the initiative/policy (15% of grade)
5. Relevant demographic trends in the city (e.g., population increases, decreases, or proportional shifts relative to race, ethnicity, language, socioeconomic, or immigrant status) that you think are pertinent to the initiative/policy (10% of grade)
6. Given the initiative’s/policy’s basic characteristics (#1), origins (#2), assumptions (#3) and context (#4 and 5), what outcomes do you anticipate? For current policies, will the policy be able to unfold as intended? What potential resources or obstacles can you

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\(^1\) The Council’s membership requirements (https://www.cgcs.org/Page/623) read: “School districts eligible for membership must be located in cities with populations over 250,000 and student enrollments over 35,000. School districts located in the largest city of any state are also eligible for membership, regardless of size.”
identify? If you are considering a historic case, you can consider instead the policy/initiative’s outcomes compared to its intended outcomes, and what you think led to the former. Please make sure that this aspect of your paper connects explicitly to your paper’s earlier sections (20% of grade).

7. Quality of writing: the degree to which your paper is well-organized (including a thesis paragraph with an identifiable argument, body paragraphs/sections that clearly articulate your findings, and a summarizing conclusion), clearly written (with accessible language that effectively conveys your findings and points), and error-free. (20% of grade)

Your paper’s grade will be based on how completely you address each of the above points. Your responses will need to be informed both by class readings and by the research you conduct on your chosen topic. Please incorporate at least 6 sources of empirical information on your chosen topic (e.g., journalistic accounts, research literature, census data and/or historic narratives).

Option 2 (Less structured): This option is intended for students who have specific interests in urban education AND who feel comfortable developing a thesis-driven paper that goes beyond reviewing available literature and makes an original argument based on their analysis.

Develop a paper topic of your choice that is clearly connected to urban education (again, using the Council for Great City Schools criteria if you are focusing on a particular city). This project demands more student initiative and independent structuring of the paper, and will require more extensive research and preparation to submit the 1-2 paragraph proposal, in which you inform me of your chosen topic and how you plan to study it (e.g. what kinds of resources you will use). This paper will be graded according to the following rubric:

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<tr>
<th>Content</th>
<th>Possible Points (Out of 100)</th>
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<tbody>
<tr>
<td>Argument clarity and coherence: An original argument (that draws from your research and analysis) is clearly stated and builds throughout the paper in a fashion that is steady, well-developed and easy to follow.</td>
<td>25</td>
</tr>
<tr>
<td>Argument and claims are substantiated with credible evidence.</td>
<td>20</td>
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<tr>
<td>Paper reflects thorough efforts to gather and analyze relevant evidence</td>
<td>10</td>
</tr>
<tr>
<td>Topic and resources used connect clearly to the topic of urban education</td>
<td>10</td>
</tr>
<tr>
<td>Quality of writing</td>
<td></td>
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<tr>
<td>Writing is clear and easy to understand, even if concepts communicated are complex.</td>
<td>15</td>
</tr>
<tr>
<td>Paper is well-organized, and is broken into sections that mirror the procession of the author’s argument.</td>
<td>15</td>
</tr>
<tr>
<td>Conventions of writing are followed (spelling, grammar, sentence structure, punctuation, citations).</td>
<td>5</td>
</tr>
</tbody>
</table>

Your topic proposal (option 1 or 2) is due on February 25 at 6 pm. Late submissions will not receive credit, but will receive feedback. Your paper (option 1 or 2) is due on Tuesday, April 17.
at 6 pm. All students will have the opportunity to revise this paper (using the track changes function in Microsoft Word). *Revisions will be due on Tuesday, May 1 by 6 pm.* Papers not revised in track changes will only be graded if you highlight all changes made to your paper.

**Assignment 4: Classroom observation paper**

For this assignment, you are required to conduct a thorough observation in an urban classroom, located either within Chicago or in another urban district that meets the Council for Great City Schools eligibility criteria (see footnote 1 in this syllabus). This school can be private, charter or traditional public, and can range from pre-K to 12th grade. I am glad to help you locate a school. Your paper will be based on your single observation, so it is of critical importance that you observe very thoroughly and take meticulous, detailed field notes. Discussion of field note taking will take place early in the semester. Please plan to observe a classroom for 30-45 minutes.

When you go to the school, please make note of everything you see and hear, including your observations and interactions your approach to the school, entrance into the school, travel to your classroom (via the school office and/or hallways), and departure from the school. While in the classroom, please take notes on the classroom’s physical appearance (including but not limited to the classroom’s arrangement, learning materials, student work on walls and bulletin boards), the individuals present in the classroom, the interactions between students and teachers (including but not limited to instruction). Please also make note of connections to what you have learned so far in our class about: 21st century American cities, the history of education in urban areas in general and, more specifically, in Chicago, school governance, student and teacher experiences in urban schools, and/or portfolio models in urban districts. I suggest that you keep these items in mind when you are observing. Please draw at least two connections these course topics, grounding them in the citation of evidence from both your class readings and from your observations.

Evaluation criteria for this paper are:

- Author makes clear, thoughtful connections to course readings: 6 points
- Author substantiates claims with specific evidence from classroom observation: 6 points
- Paper demonstrates clarity of written expression, follows conventions of grammar and an absence of errors, and is effectively organized according to its thesis statement: 3 points

Your paper should be 3-5 pages in length, and is due at 6:00 p.m. on Friday, March 2. Please turn in your transcribed field notes and pdfs of any sketches of the classroom or school that you draw. Your assignment will be considered complete when both the paper and field notes are submitted.

**Assignment 5: Board meeting paper**

For this assignment, students are required to watch (via internet video, accessible at http://www.cpsboe.org/meetings/past-meetings), or attend in person, the February 28 Chicago Public Schools Board of Education meeting, which begins at 10:30 am. This meeting will take place at the CPS offices, 42 West Madison Street, Garden Level Board Room. Advance registration to attend is highly recommended because the meetings fill and attendees who cannot
fit into the main room are asked to watch the meeting from the overflow room (itself a rich experience). The CPS Board of Education guidance for advance registration reads: “advance registration will open the Monday preceding the Board meeting at 10:30 a.m. and close Tuesday at 5:00 p.m., or until all slots are filled, and is available by visiting www.cpsboe.org, by calling 773-553-1600, or in person at 1 North Dearborn, Suite 950. . . A picture ID must be shown to enter Board Room and must match the name given at the time of advance registration.” If you attend the meeting in person, please keep notes that make it possible for you to write a brief reflection paper and for you to discuss your impressions in class. This paper should be 3-5 pages in length. Please address three of the following points in it:

- How did you see forms of urban school governance represented?
- How did different constituencies—such as teachers, students, parents, Chicago residents, Chicago businesses—participate? What differences did you notice across these groups’ participation?
- How, if at all, was teaching addressed (e.g., instruction, curriculum, teacher performance evaluation)?
- What, if any, evidence did you see of the portfolio model of school district management?
- In what ways did participants discuss the proposed closure of the four high schools in the Englewood community (the focus of assignment 2)?

Evaluation criteria for this paper are:

- Author makes clear, thoughtful connections between meeting observations and course readings about urban education: 6 points
- Author’s claims are substantiated with evidence from board meeting (direct quotes and/or rich description): 6 points
- Paper demonstrates clarity of written expression, follows conventions of grammar and an absence of errors, and is effectively organized according to its thesis statement: 3 points

This paper is due on Thursday, March 29 (just as the LUC Easter break begins) at 6 pm.

About written assignments

Paper length
Please adhere to the stated page length requirements (which do not included pages dedicated to reference lists). Pages should be double-spaced with a 12-point font and 1-inch margins. Please note that if your paper exceeds the stated page length requirement, I will complete reading the paragraph that continues immediately past the assignment’s maximum page number (e.g., first paragraph of page 6 of a 3-5 page assignment) and will then stop reading your paper, assigning a grade to the material I have read up to that point.

Reference lists and citation
Please prepare reference lists for all written assignments where you cite other published work. Please follow your academic discipline’s format for in-text citations and reference lists. In the field of education, this is usually APA, but if you use another style (such as MLA), that is fine as well.
Submission of assignments
Please submit all written assignments by uploading them to the appropriate link on this course’s Sakai page.

Due dates
As your instructor, I expect timely submission of assignments or clear, proactive communication if alternative arrangements are needed. If you need to extend an assignment date due to pressing circumstances, please contact me before the assignment is due and we will negotiate a workable date. If you do not make arrangements with me before the assignment’s due date, late assignments’ grades will be reduced by one-third of a grade (3 points on a 100 point scale) per day. The one exception is the major paper topic due date, for which extensions are not offered. Written assignments turned in on the due date, but after the due time, will be considered late unless prior arrangements have been made.

Assignment revisions
You are allowed 1 week from when your graded assignment is returned to revise any written assignment (except for the policy/initiative analysis paper, which has a specified revision due date). While revision is the best way to improve anyone’s writing, please note that the submission a revised paper does not guarantee a higher grade. Please revise your assignments using the track changes function in Microsoft Word, so that I can clearly see where you have revised your original work. If you do not revise in track changes or otherwise note where you have changed your paper, I will not be able to grade your revision.

Class Attendance
Since this class is discussion-based, your attendance at each session represents a critical part of your learning experience. Full attendance credit is given for full class attendance (arriving to face to face or online class meetings on time, staying for the entire class, returning promptly from any class breaks), with partial credit awarded for partial attendance. Attendance represents 10% of your course grade, and is calculated based on the percentage of class meetings you attend. One missed class will be allowed with no penalty. Only required military service and documented personal or family medical emergencies will not count against a student’s attendance points.

Please notify me in advance if you must miss part or all of any class meeting. You will still be held responsible for all assigned readings, due dates for assignments, and course requirements or updates discussed in class. Please check in with one of your colleagues if you miss a class meeting to see what you missed. All power points from class will be posted on the class Sakai page.

Class Participation
This is a highly interactive course, which makes every student’s participation very important. For this reason, participation is worth 10% of your final grade.

Please arrive on time to class, having read and brought to class all assigned materials (either the text hardcopy or an electronic copy where you have taken notes either on the document or separately), and ready to discuss assigned texts with your colleagues. If you are using an
electronic copy of the text, please make sure it is accessible to you at the beginning of class. If you come late and/or unprepared, you will have a difficult time fully participating in class, which will impact the entire group.

The use of electronics (cell phones, computers, tablets) is often a necessity of modern life, but also interferes with engagement and participation in class, particularly in this interactive course. *Cell phone use of any sort is not welcome in this class.* If you find yourself dealing with an urgent situation that cannot wait for your attention until class break or the end of class, please step out of the classroom briefly to use your phone. Laptop or tablet use is welcome only for class-related purposes such as reading electronic texts or doing internet research in class (when called for). Please refrain from using electronic devices in class if their use (e.g., surfing the internet, checking and/or deleting email, typing other than taking notes) does not pertain directly to your participation in our course. Use of electronics in ways that violate these agreements will negatively impact your course participation grade without warning.

*Face-to-face class meetings* blend brief lectures, large group discussion, independent work and small group, interactive work. Your participation in these class sessions will evaluate your engagement in all of these activities. I ask that you strive to balance meaningful, on-topic contributions with a commitment to leaving space for others’ participation. Further, in keeping with SOE criteria for assessing students’ professional dispositions in all classes (please see additional detail at the end of this syllabus), I ask all students to engage with colleagues and myself in a manner that is collegial and respectful.

*Online class meetings* blend independent work using material that students will be able to access via Sakai with shared conversations where all class members will join together in an synchronous, online class format (using Zoom software, during our regularly scheduled class time). Our 1/30 class meeting will be asynchronous, meaning that it will feature a pre-recorded lecture, and will require online forum posts. There will be a deadline for participation activities, but you can complete them any time before the deadline. During online class meeting weeks in particular, please check your email regularly for communications from me and/or from colleagues with whom you are collaborating. Participation in these sessions will be evaluated by the quality of comments made and completion of all tasks assigned during online sessions (or by the designated due date).

To fully participate in synchronous online class discussions, which will take place on the Zoom online platform, you will need headphones with a microphone function (most headphones for use with a cell phone are adequate) and a device (phone, computer or tablet) that has camera capability. Please also ensure that your device is ready to use Zoom before the date of our first synchronous online class session (February 6), using the following link: https://www.luc.edu/itrs/teachingwithtechnology/zoom/zoomparticipantsupportinstructions/#d.en.435710. All of these steps are necessary for you to take part in online class and breakout small groups, which are an important part of building knowledge together in our class. Please purchase and test headphones if necessary before the first synchronous online class session (February 6). Headphones are also available for checkout via LUC Libraries.
Online forum participation will contribute to your participation grade for all four online class meeting weeks. For each of these four weeks, all students will be required to post at least once on our class’ online forum (part of Sakai site). I will post discussion prompts to which each student is required to respond in a way that demonstrates a thoughtful approach to both course material and the discussion prompt. These forum posts are due the day of our online class session by 12 pm.

**Communication between instructor and students**

In addition to updates I may give verbally in class, I will occasionally send updates to the class via email, using the LOCUS system. I will assume that if I have sent email updates to you at the address provided on LOCUS, and the email has not bounced back to me, that you have read it.

If you wish to reach me, the best way to do so is by my Loyola email address. I will respond within 48 hours between Monday and Friday. I hold office hours, by appointment only, on Tuesdays from 2:30 pm to 4 pm.

**Class meeting dates, themes and assigned readings**

**Week 1, January 16**

*Class will meet face-to-face.*

Course and student introduction

What is urban?; The 21st century American city; Discussion of proposed school closures;

Preparation for assignment 1.


Sharkey (required text for course), chapters 3 and 4 (p. 47-116).


Friday, January 19: Urban Education Autobiography due, 6 pm.

**Week 2, January 23**

*Class will meet face-to-face.*


Cuban: pages 1-2, 21 (beginning with “Why pick Austin?”)-53.
Tyack, "From village school to urban system: Bureaucratization in the 19th century," (p. 28-59), “Functions of schooling” (p. 72-77) and “Inside the system: The character of urban schools, 1890-1940”) (pp.177-255).


Week 3, January 30
The history of schooling in Chicago: What’s in our peat bog and why does it matter?
This class session will combine participation in the CPS... a brief, pre-recorded online lecture about the history of schooling in Chicago, and an online discussion forum. The paper you will submit based on your attendance of the CPS... and your contribution to at least one discussion forum thread will inform your participation grade for this week’s class.


Sunday, February 4: Englewood school closure proposal hearing paper due, 6 pm.

Week 4, February 6
*Class will meet online.*
History of urban schooling, part 2; Urban school governance

Cuban, 54-133 and 140-170.


Week 5, February 13
*Class will meet face-to-face.*
Teaching in the city: Conditions of teaching, the teacher workforce, and labor issues

For class tonight, please locate a teacher (but not a teacher enrolled in our class) who works in an urban school (any school in any city that meets the council for Great City Schools criteria). Please ask them the following questions (by Zoom, phone or email is fine) and take note on their responses, as you will be required to share this information in class on 2/13. If you need help locating a teacher to interview, please let Dr. Phillippo know by 2/7.

1. Please describe your working conditions, such as your work space, available supplies, break time, and professional support for challenging aspects of your practice.
2. What are one or two policies that shape your every day work? How do they shape your work?
3. What do you love most about your job?
4. What do you find most difficult about your job?


Tyack, “Lady labor sluggers and the professional proletariat” (p.255-268, please also read 285-289).


Sunday, February 18: Major paper topic due, 6 pm.

Week 6, February 20
*Class will meet face-to-face.*
The experiences of students in urban schools.


Warren, C. (2017). *Urban Preparation: Young black men moving from Chicago’s South Side to Success in Higher Education*. Everyone read chapter 2 (p. 35-60), then please read either chapter 3, on years 1 and 2 at Urban Prep (p. 61-100) or chapter 4, on years 3 and 4, which focus on preparation for the college transition (p. 101-128). Cambridge, MA: Harvard Education Press. Sakai.


Sunday, February 25: Policy/Initiative analysis paper topic proposal due, 6 pm

Monday, February 26: Registration opens for February 28 CPS Board Meeting, 10:30 am (see Board Meeting Paper assignment description for more information).
Week 7, February 27
Class will meet online.
Recent models of reform: Portfolio models and school choice


Metzger, B. & Lutton, L. (2014). The big sort. WBEZ. Accessible online at http://interactive.wbez.org/schools/the-big-sort.html Please read both article and interactive display.

Wednesday, February 28: CPS Board of Education meeting (focus of Board Meeting Paper), 10:30 am. (see Board Meeting Paper assignment description for more information).

Friday, March 2: Classroom observation paper due, 6 pm.

No class March 6: Enjoy spring break!

Week 8, March 13
Class will meet face-to-face.
Recent models of reform: Charter schools


Class 9, March 20
*Class will meet face-to-face.*
Recent models of reform: school closures and turnarounds.


Tuesday, March 27: Class will not meet. Attendance at Loyola School of Education Wozniak Lecture (speaker: Dr. Amanda Lewis, UIC) is required. Lecture will take place during class meeting time. Attendance credit will be granted for on-time classroom forum post in response to lecture.

Thursday, March 29: Board meeting paper due, 6 pm.

Week 10, April 3
*Class will meet online.*
Recent models of reform: Additional urban school district responses to educational disparities.


Week 11, April 10
Class will meet face-to-face.
Recent models of reform: Safety and discipline in schools


April 17: Class will not meet, due to American Educational Research Association meeting, New York City. Policy/initiative analysis paper is due today at 6 pm.

Week 12, April 24
Class will meet face-to-face.
Recent models of reform: School-parent-community partnerships; course summary.


Tuesday, May 1, 6 pm: Optional policy/issue Analysis paper revisions due (no deadline extensions offered).

Have a wonderful summer!!

**Loyola University Chicago and School of Education policies that pertain to this course**

*Diversity*
This course addresses diversity in urban schools and districts through many of its assigned readings. In addition, I as instructor will encourage class members to include notions of diversity (e.g., social class, gender, ethnicity, race, age, physical ability sexual and gender identity) as we consider different topics throughout the course. Diversity among enrollees in the course is critical to this course’s success. As instructor, I will promote full participation and contribution by all class members, asking that varied viewpoints be thoroughly considered and respected by all members of our class.

*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.

**Student assessment: 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.

The following 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.

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

**Additional information about Academic Honesty policy**

In addition to University policies on academic honesty, please also note that all written assignments for this course are to be submitted on Sakai. At that time, each of your papers will be assessed, using the Turnitin program, for originality (comparing it to other papers submitted for this course, and available internet resources, including Wikipedia, academic and popular press articles, and other electronic texts). If you have any questions about properly citing and using other resources, please let me know.

**Student assessment: Conceptual framework standards**

Students in this course are assessed according to the following Conceptual Framework standard:

- **CFS1:** Candidates critically evaluate current bodies of knowledge in their field.

You can find the rubrics related to this standard in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.