

Loyola University Chicago
CIEP 469 – Teaching and Learning in Urban Communities
Summer 2015

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| Contact Information: | The best way to contact me is by email: pbaccellieri@luc.edu Cell - 773 426 8876 |
| Office/Office Hours: | Office hours are available by appointment. |
| Course Information: | Course materials are available on Sakai |

Course Description

This course examines teaching and learning in urban communities. Through course readings, discussions, activities and assignments, students consider the social, economic, political, cultural and historical factors that shape urban teaching and learning. The course emphasizes the importance of educators understanding themselves as members of the communities they work in and therefore, students examine the relationship between social and cultural identities and pedagogical practices. A central aspect of the course is a field experience working with a local community organization on educational initiatives and researching the relationship between such organizations, communities, and local schools. This community-based research component is designed to assist students in developing a complex understanding of urban communities and their educational resources.

The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Diversity

This course supports the School of Education's conceptual framework 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

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml

For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

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. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

Course Objectives

Students will:

- 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)
- 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)
- 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)
- 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)
- Design a service learning project that incorporates students' experiences, cultures, and community resources and engages youth in their communities. (NCATE 1; IPTS 3E, 4)

IDEA Objectives

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
2. Developing skill in expressing oneself orally or in writing
3. Developing a clearer understanding of, and commitment to, personal values

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, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

This course assesses all three dispositions. The behavior expected at the acceptable level for each is described below.

- **Professionalism:** Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.
- **Fairness:** Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs.
- **All Students Can Learn:** Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.

Texts and Resources

Required Texts

- Oakes, J., Martin Lipton, Anderson, L. & Stillman, J. (2012). *Teaching to change the world* (4th ed.). New York: McGraw-Hill Companies.

Other Required Reading Available on Sakai

- Bartsch, J. (2001). *Community Lessons: Promising Curriculum Practices*, Community Service-Learning, Massachusetts Department of Elementary and Secondary Education: Retrieved August 13, 2008, from <http://www.doe.mass.edu/csl/comlesson.pdf>
- Billig, S.H. (May, 2000). Research on K-12 school-based service-learning: The evidence builds, *Phi Delta Kappan*, 658-664.
- Catalyst Chicago, *Catalyst Reform History*, Retrieved August 7, 2008, from <http://www.catalyst-chicago.org/guides/index.php?id=46>.
- Crowson, R.L. & Boyd, W.L. (2001). The new role of community development in educational reform, *Peabody Journal of Education*, 76(2), 9-29.
- 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.
- National Youth Leadership Council (1999). *Essential elements of service learning*, Retrieved August 15, 2008, from http://www.nwrel.org/ruraled/learnserve/resources/essential_1.pdf.
- National Youth Leadership Council (2008). *What is service learning?*, Retrieved August 15, 2008, from <http://www.nylc.org>
- 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.
- Shipp, D. (2003). Pulling together: Civic capacity and urban school reform, *American Educational Research Journal*, 40(4), 841-878.

Required Media

- Sakai: www.Sakai.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.
- Baccellieri, P. (2010). *Professional Learning Communities: Using Data in Decision Making to Improve Student Learning*. Shell Education.
- Beaulieu, L. *Mapping the Assets of Your community: A Key Component For Building Local capacity*.
- 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.
- 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.
- 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
- *National Service-Learning Partnership*:
<http://www.servicelearningpartnership.org/site/PageServer?pagename=homepage>
- *Youth Serve America*: <http://www.ysa.org/>

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.
- 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 (6th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources must be cited.
- **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 one of their own. 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 by 11:55PM, Thursday and there needs to be 6 entries to be considered complete. **Submit through Sakai.**

Service Learning Project Proposal (60 points) – Individually or in pairs, students will design a proposal for a middle or high school 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

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, 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 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?
 - Reflection: What issues of social justice and inequity have been raised by your research? How has your research project informed your understanding of urban communities and their educational resources? How might schools use these resources to enhance student learning?
- 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.**

Course Grades

| Grade | Percent | Points |
|-------|---------------|---------------|
| A | 93% | 184 – 190 |
| A- | 90% | 171 – 284 |
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| B+ | 87% | 165 – 170 |
| B | 83% | 158– 164 |
| B- | 80% | 152– 157 |
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| C+ | 77% | 146 – 151 |
| C | 73% | 139 – 145 |
| C- | 70% | 133 – 138 |
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| D+ | 67% | 127 – 132 |
| D | 63% | 120 – 126 |
| D- | 60% | 114 – 119 |
| | | |
| F | 59% and Below | 113 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 printed and brought to class.

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| Date | June 29 |
| Topic | An Introduction to Teaching and Learning in Urban Communities |
| Readings | TCW – Introduction and Chapter 1 |
| Assignment(s) Due | |
| Date | July 1 |
| Topic | Conducting Community-based Research |
| Readings | Mapping the Assets of your Community Discovering community power: A guide to mobilizing local assets and your organization's capacity, Evanston, IL: Asset-based Community Development Institute, Northwestern University. |
| Assignment(s) Due | Reflection (Thursday) |
| Date | July 6 |
| Topic | Being a Teacher Today |
| Readings | TCW 2 |
| Assignment(s) Due | (Asset Maps) |
| Date | July 8 |
| Topic | Historical Issues in Urban Education |
| Readings | TCW – 3 & 4; 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. |
| Assignment(s) Due | Research Project Plan Reflection (Thursday) |
| Date | July 13 |
| Topic | The Impact of Race, Class and Culture on Teaching and Learning |
| Readings | TCW – 5, 6 & 7 |
| Assignment(s) Due | |
| Date | July 15 |
| Topic | The Impact of Race, Class and Culture on Teaching and Learning |
| Readings | TCW – 7& 8 |
| Assignment(s) Due | Reflection (Thursday) |
| Date | July 20 |
| Topic | Service Learning: Designing Curriculum to Engage Youth in Communities |
| Readings | Bartsch, J. (2001). <i>Community Lessons: Promising Curriculum Practices, Community Service-Learning</i> , Massachusetts Department of Elementary and Secondary Education: Retrieved August 13, 2008, from http://www.doe.mass.edu/csl/comlesson.pdf ; Billig, S.H. (May, 2000). Research on K-12 school-based service-learning: The evidence builds, <i>Phi Delta Kappan</i> , 658-664; National Youth Leadership Council (1999). <i>Essential elements of service learning</i> , Retrieved August 15, 2008, from http://www.nwrel.org/ruraled/learnserve/resources/essential_1.pdf ; National Youth Leadership Council (2008). <i>What is service learning?</i> |

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| | Retrieved August 15, 2008, from http://www.nylc.org/discover.cfm?oid=3152 . |
| Assignment(s) Due | |
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| Date | July 22 |
| Topic | Contemporary Urban School Reform and Its Implications for Teaching and Learning |
| Readings | TCW – 11 |
| Assignment(s) Due | Reflection (Thursday) |
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| Date | July 27 |
| Topic | Urban Education and Reform |
| Readings | Catalyst Chicago, Catalyst Reform History, Retrieved August 7, 2008, from http://www.catalyst-chicago.org/guides/index.php?id=46 . [Bd]; Shippo, D. (2003). Pulling together: Civic capacity and urban school reform, American Educational Research Journal, 40(4), 841-878; Crowson, R.L. & Boyd, W.L. (2001). The new role of community development in educational reform, Peabody Journal of Education, 76(2), 9-29. |
| Assignment(s) Due | Service Learning Project Proposal |
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| Date | July 29 |
| Topic | Educating Youth in Families, Schools, and Communities |
| Readings | TCW – 9 |
| Assignment(s) Due | Reflection (Thursday) |
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| Date | August 3 |
| Topic | Educating Youth in Families, Schools, and Communities; Research Project Presentations |
| Readings | TCW – 10 |
| Assignment(s) Due | Research Project Presentations |
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| Date | August 5 |
| Assignment(s) Due | Research Project Presentations Reflection (Thursday) |