

## URBAN EDUCATION I

05:300:450 (MC) – PART 1

FALL 2021

1.5 Credits

<b>Dr. Esther O. Ohito</b> <i>pronouns: she/her/elle/ella</i>	<a href="mailto:esther.ohito@rutgers.edu">esther.ohito@rutgers.edu</a>
<b>Phone Number:</b> (848) 932-0827	<b>Location:</b> Online ( <i>primarily synchronously</i> ) <b>Class Meeting Times:</b> Tuesdays, 5:35 - 8:35 pm ET
<b>Office Hours:</b> Wednesdays, 4:15 - 5:15 pm and by appointment.	<b>Prerequisites or other limitations:</b> Admission to the Teacher Education Program
<b>Mode of Instruction:</b> <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	<b>Permission required:</b> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes  <b>Directions about where to get permission numbers:</b> Office of Academic Services (OSAS) <a href="mailto:ken.tufo@rutgers.edu">ken.tufo@rutgers.edu</a>

### Dr. Ohito's Personal Meeting Room

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**Rutgers University Land Acknowledgment:** *We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora- past, present, and future- and honor those that have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous [and Black/African] peoples.*

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**1. COURSE CATALOG DESCRIPTION:** This course deepens students’ understandings of the strengths and complexities of urban schools and communities, with the ultimate goal of developing the knowledge, skills, and dispositions essential to socially just teaching in urban and diverse settings. Through school- and community-based inquiry and critical reading, students will become more knowledgeable about the contexts of students and the issues facing urban schools and communities.

**2. FACULTY SYLLABUS STATEMENT FOR DISABILITY SERVICES:** *(last checked on ODS 3/8/21):* Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [Documentation Guidelines | Office of Disability Services](#). If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the registration form found here: [Access and Disability Resources](#).

**3. LEARNING GOALS:**

**3a. New Jersey Professional Standards for Teachers (NJAC), 2014:**

STANDARD	ESSENTIAL KNOWLEDGE	CRITICAL DISPOSITIONS
<b>One: Learner Development.</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	2, 4	1, 2, 3, 4
<b>Two: Learning Differences.</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	5, 6	1, 2, 3, 4
<b>Three: Learning Environments.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	4	
<b>Nine: Professional Learning.</b> The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement,	1	1, 2, 3, 4

action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.		
<b>Ten: Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.		1, 2, 3, 4

**3b. Council for the Accreditation of Education Professionals (CAEP), 2013: Standard 1. Content and Pedagogical Knowledge**

1.1	Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
1.2	Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
1.3	Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).
1.5	Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

**4. COURSE INTRODUCTION:** This course is the first part of the GSE's two-part Introduction to Urban Education. The course is designed to deepen your understanding of the strengths and complexities of urban schools and communities, with the ultimate goal of developing the knowledge, skills and dispositions essential to socially just teaching in urban and diverse settings.

We will examine urban education from a variety of disciplines and perspectives. Course readings, discussions and activities will develop your understandings of the historical and structural underpinnings of inequality in U.S. society, and the implications for educational settings. We will interrogate commonly accepted ideas about urban education, learn about how youth form identities amid classroom, community and society, and develop capacity-based approaches to teaching in urban settings. Through a series of assignments, you will get to know a particular urban community and its schools, sharing your research with your peers. By the end of the semester, you will have an understanding of the strengths and needs of students in urban settings, and a foundation on which to build a set of general and content-specific pedagogical practices.

This course is the first in a two-course sequence. The two-module sequence is centered around the following **key questions**:

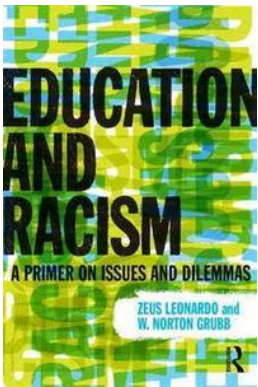
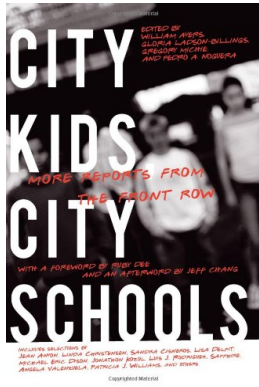
1. *What defines urban? What constitutes an urban community?*
2. *How do urban contexts shape schools and schooling?*
3. *What are the historical, political, social and economic contexts in which urban schools are*

situated? How might understanding urban schooling within these larger frameworks help educators?

4. What is the role of schooling in urban settings? How might schools reproduce or reduce economic inequality?
5. How do youth develop as learners in urban settings? What practices push this development in a positive direction?

In this first module (first semester), our main objective is for students to be able to articulate a nuanced understanding of the word “urban,” describe and discuss the historical and political contexts that shape urban communities, understand the ways in which racial and socioeconomic oppression affect current conditions in urban schools, and consider their own positioning within urban schools and communities. Ultimately, our goal is that students will be able to describe and adopt a capacity-oriented approach to teaching in urban communities.

**4a. Required Texts:**



Ayers, W.; Ladson-Billings, G.; Michie, G.; Noguera, P. (2008). *City kids, city schools: More reports from the front row*. The New Press.

Leonardo, Z., & Grubb, W. N. (2019). *Education and racism* (1<sup>st</sup> or 2<sup>nd</sup> edition). Routledge. Accessible via Canvas.

Note: Supplemental readings will be posted on Canvas.

**4b. Assignments:**

**AT-A-GLANCE**

ASSIGNMENT	STANDARDS	DUE DATE	POINTS
1. “Teach Us” (collaborative assignment)	NJAC 3, 10	Per weekly schedule on same day as class discussion facilitation	10
2. Class Discussion Facilitation (collaborative assignment)	NJAC 10	<ul style="list-style-type: none"> <li>● Per weekly schedule</li> <li>● <b>Visual anchor</b> (<a href="#">Google slides</a> is preferred) and electronic/soft copy of <b>one-pager</b> due by 11:55 pm on eve of assigned day.</li> </ul>	20
3. Reading Responses/Discussion Forum Posts	CAEP 1.3	<ul style="list-style-type: none"> <li>● Per weekly schedule</li> <li>● A total of 4 responses will be required (5 pts each)</li> </ul>	20

4. Educational Autoethnography	CAEP 1.2, 1.3, 1.5	<ul style="list-style-type: none"> <li>Written draft of essay (10 pts) - due 10/5 or 10/12</li> <li>Multimodal essay (20 pts) - due 10/19</li> </ul>	30
5. Attendance & Participation	NJAC 9	Assessed weekly	15
6. Self-Assessment	CAEP 1.1	10/26	5
TOTAL			<b>100</b>

## DETAILS

ASSIGNMENT	DESCRIPTION
1. "Teach Us"	<p>We teach who we are. In addition to a learner stance, you bring to this classroom knowledge and expertise accumulated in your homes and communities, as well as from your life experiences in other arenas. The "teach us" assignment entails you teaching a brief (5-10 minute) lesson on a topic of your choosing that draws on that knowledge and expertise. You may, for example, choose to teach us (that is, those of us in the classroom community) how to write a type of poem, how to knit, or how to carve a soap sculpture. Logistically, your "teach us" will occur on the same day that you facilitate a class discussion. On that day, you should be prepared with necessary materials to teach us how to do something that you know and have learned how to do well. Your "Teach Us" can be prerecorded (on TikTok, for example), if preferred.</p>
2. Class Discussion Facilitation	<p>You will—in collaboration with a small group of peers—be responsible for the facilitation of one in-class discussion based on a specific section of <i>City Kids</i>, <i>City Schools</i>. On the day that you facilitate, you should prepare questions to lead a 20 - 25 minute discussion of the assigned reading(s). You do not need to create a lesson plan or prepare a lecture. The goal is to engage your peers in a conversation where you pose questions—firmly grounded in the readings—that encourage them to reflect on and to think critically about the issues raised. Consider utilizing hands-on activities that might lead to a deepened understanding of the material. I will support the evolution of this conversation with follow up questions and observations. Be CrEaTiVe in your approach; there are <a href="#">a variety of ways to provoke discussion</a> that will allow you to tap into your strengths as you facilitate a discussion of the readings. You must use technology to create a visual anchor (<a href="#">Google slides</a> is the preferred medium) to set up and control the discussion. You may <b>view a model here</b>. In your visual anchor, you must:</p> <ol style="list-style-type: none"> <li><b>Summarize</b> (briefly) the main arguments of the text(s).</li> <li><b>Contextualize</b> the text(s) within the other texts for the class. Talk about how the text(s) connect to other text(s) the class read for this class, and/or texts that we have already read this semester</li> <li><b>Elaborate</b> on the theories and/or arguments in the text; probe at the text by questioning, agreeing or disagreeing (or quarreling) with the ideas. Emphasize the "take away" from the text(s) or show how the argument(s) and/or findings could be used to understand/approach problems in urban education, or how the text could be used to analyze a problem in this context.</li> <li><b>Provide</b> discussion questions and facilitate a discussion. Discussion should be an effort to engage the course materials for any particular day from multiple perspectives and on levels that move beyond the superficial. Therefore, the reading material should always be central to the talk at hand. Discussions are not an opportunity to boast or show off what you know, but rather should be an attempt to deepen your (and everyone's) understanding of the material and illuminate its relevance. Ideas for discussion should be presented clearly and in ways that encourage others to participate. Be sure to contextualize and <b>explain</b> your discussion questions before launching into facilitating a dialogue among your peers.</li> </ol> <p>In addition to your visual anchor, you must turn in a (minimum) one-pager with your responses to the three questions below and be prepared to share your responses with the whole class.</p> <ul style="list-style-type: none"> <li>How do the readings respond or address the key questions guiding this course?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do the readings relate to the course learning goals? What can you draw out of the readings to emphasize those goals?</li> <li>• How does the reading fit into the design of the course? What has come before it? What follows? How is this reading foundational, building on existing knowledge, exploring a particular topic or problem, and/or inviting reflection on and critique of earlier materials in the course?</li> </ul> <p>Please use <a href="#">this checklist</a> to support your planning for this assignment. In order to receive a grade for this assignment, you will need to meet with me for 10 or so minutes at the end of class to discuss and receive feedback on your “Teach Us” and class discussion facilitation.</p>
3. Reading Responses/ Discussion Forum Posts	<p>You will need to respond to specific questions regarding key readings at four points in the semester (per the weekly schedule). Your responses should be roughly 500 words, and should be posted in the appropriate Discussion Forum by <b>12:00 pm (Noon)</b> on the day of class. Generally, your responses are spaces for you to build connections across the readings and with your experiences and observations of schooling. Reflections can include insights, moments that stood out, and lingering ideas or questions. Your writing will be graded per the criteria detailed below.</p>
4. Educational Autoethnography	<p>Teaching is autobiographical. We bring all of who we are into the classroom, and this includes our social identities (race, gender, class, visible and invisible disability, et cetera). Effective teachers reflect continually in order to understand how their social identities and positionalities are shaping their approaches to classroom teaching and learning. This assignment requires you to engage autoethnography as a vehicle for self-reflective writing and analysis of your educational experiences and teaching aspirations. View the assignment sheet <a href="#">here</a> for additional framing and scaffolding, as well as for the rubric.</p>
5. Attendance & Participation	<p>Attendance and participation are graded holistically each week. Please see “<b>4c. Course Expectations &amp; Grading Policy</b>” for detailed expectations.</p>
6. Self-Assessment	<p>Review the course learning goals in relation to your work/artifacts, attendance, and class participation, then respond to the following:</p> <ol style="list-style-type: none"> <li>1. <b>What stand out to you as your major achievements? What are you most proud of? Why? Conversely, what are you least proud of? Why? What grade do you think you have earned? Why?</b></li> <li>2. <b>What have you learned in this course about student, family and community assets or funds of knowledge, and how can these be leveraged in and beyond the urban classroom?</b></li> <li>3. <b>What ideas, skills, and/or dispositions do you want to hold on to from this class?</b></li> <li>4. <b>How do you plan to carry forth your learnings from this class into your career/life as a classroom teacher?</b></li> </ol>

#### **4c. Course Expectations & Grading Policy:**

##### **Expectations:**

As a future urban teacher in what is undeniably a charged socio-political climate, much is demanded of you. With that in mind, this course will be challenging (and hopefully, rewarding) academically, intellectually, and otherwise.

Attendance is mandatory. You are expected to (also) keep track of your own tardies and absences from class. Excused absences (except for religious observances or participation in University-sponsored intercollegiate athletics obligations) should have supporting documentation. More than one unexcused absence will result in a lower grade; **after two absences, you risk failing the course and should initiate a conversation with me.**

You are expected to be on time. If you are more than five minutes late to class, then you are late, and three times late equals one absence. If you are late or absent, I expect you to explain why in writing (i.e.,

via email), and to turn in assignments on the due date unless prior arrangements have been made and confirmed.

It is expected that as a mature student in a graduate school of education, you should need little extrinsic prompting to meet and exceed the course expectations. Much of the work related to these expectations will occur in whole and small groups. Hence, it is expected that you will move through the course displaying evidence of preparation and participation, and a willingness to make meaning individually and collaboratively. Please communicate to me (via email and/or in person) if you have specific desires regarding the use of gender pronouns, and/or preferred alternative names (i.e., those that are different from what is listed on the official course roster). Your presence and participation in all class activities is expected. These are important not only for your own learning but also for that of your colleagues. I expect that you will demonstrate professional behavior and contribute robustly to class discussions and activities.

Undergirding this course is the notion that teaching children who have been historically disenfranchised as a result of their race, class, sexual orientation, linguistic and cultural identities, et cetera—that is, learners with multiple, nuanced, intersecting identities—matters and is essential, not peripheral to, the larger project of securing an equitable, socially just, and humane world. In other words, the course explicitly attends to equity, and is premised upon the belief that “classrooms are sites of cultural and social re-production and therefore cultural and social hierarchies must be carefully examined for the ways inequality and injustice are produced and perpetuated within the curriculum, the classroom, and the school.”<sup>1</sup> As such, you should expect (to participate in) discussions and in-class activities that are designed to support the interrogation of pertinent issues such as racism, xenophobia, and white supremacy. These discussions and in-class activities may cause some discomfort; however, I operate this course from the perspective that discomfort can be generative for learning and expect that students will do the same.

## **Grading Scale:**

Percentage	Letter Grade	Qualitative Translation
90-100	A	EXCELLENT
87-89	B+	SATISFACTORY
80-86	B	
77-79	C+	
70-76	C	
60-69	D	UNSATISFACTORY
Below 60	F	INADEQUATE

<sup>1</sup> Oyler, C. (2011). Preparing teachers of young children to be social justice-oriented educators. In A. L. Goodwin & B. Fennimore (Eds.), *Promoting social justice for young children: Facing critical challenges to early learning and development* (pp. 147-161). New York, NY: Springer.



**Guidelines and Expectations for Written Work:** All written assignments in this course are expected to be clearly and coherently written, with attention given to the organization and structure of the paper/essay as a whole, as well as to the editing of basic mechanics of language usage such as spelling, punctuation, and grammar. The [APA style](#) (i.e., double-spacing, 12-point font and 1-inch margins) is preferred. Also, please use the APA guidelines for unbiased language (and be careful to use gender-inclusive language). You can access tips for improving your writing practice [on the St. Cloud State University and LEO: Literacy Education Online website](#). **All written assignments will be graded holistically based on the guidelines above and the criteria below, which should be used as a checklist. In this class:**

**THE EXCELLENT WRITTEN ASSIGNMENT:** The *excellent* written assignment reflects *exceptional* originality and excellence in all categories of rhetoric and writing style/conventions. It is highly engaging and/or provoking, extremely well-developed, detailed, fluent, and cogent. The excellent written assignment displays depth, criticality, and insightfulness of analysis, sophistication and richness of ideas, and/or an abundance of creativity. Specifically, it is characterized by the following:

- 1. a clearly defined thesis that is appropriate to the audience, occasion, and assignment
- 2. exceptionally strong development and support of the thesis
- 3. logical and effective organization
- 4. effective structure within individual paragraphs
- 5. logical and effective transitions between sentences and paragraphs
- 6. mature and varied sentence structure
- 7. appropriate usage and diction (stays away from clichés, jargon, or colloquialisms)
- 8. control of the conventions of standard written English, including punctuation, verb tense agreement, grammar, spelling, and mechanics
- 9. abundant evidence of originality and creativity/freshness of expression and ideas; abundant evidence of deep and robust critical analysis

**THE SATISFACTORY WRITTEN ASSIGNMENT:** The *satisfactory* written assignment is *adequate* with regard to originality and/or development of ideas. The writer makes a noticeable effort to push past the surface level. This essay is neither as original in its conception nor as fluent in its style as an excellent paper but is strong in organization, conveys well-developed and interesting ideas, and demonstrates solid college-level thinking and writing. It may have a few surface errors, but these errors do not obscure the writer's intended meaning. Specifically, it is characterized by the following:

- 1. a clearly defined thesis
- 2. strong support of the thesis that may be in need of additional development
- 3. logical and effective organization
- 4. clear structure of paragraphs
- 5. logical transitions between sentences and paragraphs
- 6. generally mature and varied sentence structure
- 7. usually appropriate usage and diction (little use of clichés, jargon, or colloquialisms)
- 8. few, if any, errors in the conventions of standard written English (including punctuation, verb tense agreement, grammar, spelling, and mechanics)
- 9. evidence of originality and creativity/freshness of expression and ideas; evidence of deep and robust critical analysis

**THE INADEQUATE WRITTEN ASSIGNMENT:** The *unsatisfactory* written assignment may be adequate in its demonstration of a student's competency in academic writing but *lacking* with regard to originality or development of ideas, organization, and/or fluency, particularly in comparison to the exceptional or



satisfactory paper. The major differences between the B and C writing assignment are the quality and quantity of detail used to develop the main idea or thesis, and the sophistication and relevance of the student's topic. In other words, this paper remains at the superficial or surface level. Errors in usage and mechanics, misuse of words, and awkward sentences in a few sections may be more noticeable in this than in the excellent or satisfactory essay. This essay is characterized by any number of the following:

- 1. a thesis that may be obvious or insignificant or that may not adequately anchor the essay
- 2. no more than adequate support of the thesis with important details possibly omitted
- 3. no more than adequate organization or with minor organizational deficiencies
- 4. no more than adequate paragraph structure or with minor structural deficiencies
- 5. no more than adequate transitions with a transition perhaps omitted or illogically chosen
- 6. fairly coherent sentence structure but with occasional awkwardness or lack of variety
- 7. generally appropriate usage and diction but with occasional vagueness or inexactness and perhaps too much reliance on clichés, jargon, and colloquialisms;
- 8. isolated serious errors and a few minor errors in the conventions of standard written English (including punctuation, verb tense agreement, grammar, spelling, and mechanics)
- 9. some evidence of originality and creativity/freshness of expression and ideas; some evidence of deep and robust critical analysis

This written assignment may also be unoriginal, uncritical, and/or poorly organized, and/or lack development (detail) in most sections. It may also wander from the topic or thesis. Sentence structure may be awkward; words may be frequently misused; the essay's meaning, for the most part, is unclear, and usage errors may be too numerous for the student to be considered a "competent" writer in an academic context. The written assignment/essay may be further characterized by one or more of the following:

- 1. a thesis that is unclear or inappropriate to the audience, occasion, or assignment
- 2. inadequate development of the thesis, e.g., asserting claims without support
- 3. illogical organization, e.g., body paragraphs out of logical order
- 4. inadequate transitions, e.g., most transitions omitted or illogically chosen
- 5. frequently incoherent or awkward sentence structure with a general lack of variety
- 6. frequently inexact, vague, or inappropriate usage and diction, with reliance on clichés, jargon, and colloquialisms
- 7. occasional serious errors and frequent minor errors in the conventions of standard written English (punctuation, verb tense agreement, grammar, spelling, and mechanics)
- 8. limited evidence of originality and creativity/freshness of expression and ideas; limited evidence of deep and robust critical analysis

**THE WRITTEN ASSIGNMENT 'FAIL':** This written assignment is *inadequate* and/or *severely lacking* in originality and excellence in all categories of rhetoric and writing style/conventions. Overall, it is unacceptable college-level academic writing. In addition to lacking development, the paper may not have addressed the assignment, and/or may be illegible, unintelligible, confusing, and contain flagrant errors of diction, style, and usage. The F written assignment/essay is characterized by one or more of the following:

- 1. an omitted thesis statement, or a thesis statement that is unclear or inappropriate
- 2. almost total lack of development of thesis; wanders away from the thesis
- 3. no sense of organization, e.g., no division into introduction, body, and conclusion;
- 4. no sense of paragraph structure
- 5. no transitions employed
- 6. a large number of incoherent or awkward sentences; no sentence variety;

- 7. a large number of inappropriate or unidiomatic usage and/or inappropriate diction
- 8. frequent serious and minor errors in the conventions of standard written English;
- 9. no evidence of originality and creativity/freshness of expression and ideas; no evidence of deep and robust critical analysis

**4d. Academic Integrity Policy:** Please provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to [Academic Integrity – Rutgers University](#) for a full explanation of policies.

**4e. Class Meeting Agenda:** Generally, our weekly class sessions will materialize as detailed below.

ACTIVITY	FACILITATOR	TIME ALLOTMENT
Warm-up/Mini-lecture/Close Reading	Instructor-Led	5:35 – 6:20 pm (45 mins)
“Teach Us”	Student-Led	6:20 – 6:30 pm (10 mins)
Class Discussion Facilitation	Student-Led	6:30 – 6:40 pm    Presentation on Readings (10 mins) 6:40 – 7:05 pm    Discussion (25 mins)
Workshop	Instructor-Led	7:05 – 8:20 pm (75 mins)
Prep for Next Class (exit slip, etc.) & Mtg with Class Discussion Facilitators	Instructor-Led	8:20 – 8:35 pm (15 mins)

## 4e. Course Schedule by Week:

WEEK	TOPIC(S)	"TEACH US" & CLASS DISCUSSION FACILITATOR(S)	READING(S) AND/OR ACTIVITIES	ASSIGNMENT(S) DUE	NOTES
1 9/7/21	Defining "Urban" in Urban Education	Dr. Ohito	Jaime's educational autoethnography ( <i>in class viewing</i> )  <a href="#">Oyler</a> ( <i>in class viewing</i> )		For next week's workshop, please bring a curricular text found in a school you are familiar with to class (e.g., text book, picture book, etc.)
2 9/14/21	Educating Citizens in a Diverse Democracy	Dr. Ohito	Schneider, " <a href="#">The Urban School Stigma</a> "  Leonardo & Grubb, <a href="#">Introduction</a> & <a href="#">Chpt. 1: Curriculum and Racism</a>  Anyon, " <a href="#">Social Class and School Knowledge</a> "  Hannah Jones, " <a href="#">Choosing a School for My Daughter in a Segregated City</a> "  Baldwin, " <a href="#">A Talk to Teachers</a> "  <b>Optional:</b> Ohito, "Mapping women's knowledges"  <a href="#">Precious Knowledge</a> ( <i>in class viewing</i> )	Reading Response #1	
3 9/21/21	Educating Citizens in a Diverse Democracy  Structural Inequality  Race and Racism in Educational Settings	Kayla Heron  Hannah Hollingsworth  Julie Troiano  Sabrina Dilollo  Hailey Dressel  Kaitlyn Ng	<i>City kids, city schools</i> Part IV: City issues - beyond the school's walls  Moll et al., "Funds of Knowledge"		<b>Workshop:</b> Starting with Self: Teacher Autoethnography to Foster Critical Knowledge of Socially Just Teaching in Urban Settings.  <b>Facilitator:</b> <a href="#">Shawn Reddy</a>  <b>Pre-reading:</b> <ul style="list-style-type: none"> <li>Camangian, "<a href="#">Starting with the Self</a>"</li> <li><a href="#">Assignment sheet and rubric</a></li> </ul>

		Jabina Willie			
4 9/28/21	Teaching and Learning in Urban Schools	Hannah Davis Alyssa Mullally Victoria Giamboi Natasha Darko Alexa Burica Kristen Hoelzel	<i>City kids, city schools</i> Part III: City classrooms, city schools  Leonardo & Grubb, Chpt. 3: School-Community Nexus  <a href="#"><u>Love Them First: Lessons from Lucy Laney Elementary</u></a> (in class viewing)	Reading Response #2	
5 10/5/21	Facing the Consequences of Inequality in Urban Schools	Stephanie Loy Deanna Foreman Christina Flynn Ronika Jain Juliana Cannata Cassandra Dill	<i>City kids, city schools</i> Part II: City teachers  Leonardo & Grubb, Chpt. 5: Funding, resources, and racism	Reading Response #3  Educational autoethnography: Written draft	<b>Workshop:</b> Conferencing with Dr. Ohito (re: autoethnography)
6 10/12/21	Youth Experience, Identity, and Resistance	Rachel Delcampo Gilana Levavi Panthi Patel Nicole Basile Jung Woo Park Alyssa Rosado	<i>City kids, city schools</i> Part I: City Kids  Leonardo & Grubb, Chpt. 4: Tracking, segregation, and racism	Reading Response #4  Educational autoethnography: Written draft	<b>Workshop:</b> Conferencing with Dr. Ohito (re: autoethnography)

7 10/19/21	Youth Experience, Identity, and Resistance		Educational Autoethnography Presentations	
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*Note: Teaching and learning are dynamic processes, and my aim as an instructor is to be responsive to the emergent needs of my students; as such, this syllabus indicates intention, and is always a work in progress. Updated versions of the syllabus will be made available via Canvas. I will signal any changes; however, it is your responsibility to remain up to date with the most current iteration of this syllabus.*