



Graduate School of Education

Learning and Teaching
Graduate School of Education
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Rutgers, The State University of New Jersey

05:300:451 (M1) URBAN EDUCATION – PART 2

1.5 CREDITS

Spring 2021

THURSDAYS, 6:10-9:00PM

ONLINE

Instructor: Nicole Mirra	Email: Nicole.mirra@gse.rutgers.edu
Phone Number: 848-932-0803 (not in office this semester – please email)	Office Location: 10 Seminary Place, 229C
Office Hours: By appointment	Prerequisites or other limitations: Admission to the Teacher Education Program
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Office of Academic Services (OSAS) ken.tufo@rutgers.edu

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 documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. 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 on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Description

Learning Goals

New Jersey Professional Standards for Teachers (2014)¹

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

- Standard One: Learner Development. 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.
 - Essential Knowledge 2, 4
 - Critical Dispositions 1, 2, 3, 4
- Standard Two: Learning Differences. 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.
 - Essential Knowledge, 5, 6
 - Critical Dispositions 1, 2, 3, 4
- Standard Three: Learning Environments. 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.
 - Essential Knowledge 4
- Standard Nine: Professional Learning. 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, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.
 - Essential Knowledge 1
 - Critical Dispositions 1, 2, 3, 4
- Standard Ten: Leadership and Collaboration. 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.
 - Essential Knowledge 1, 2, 3, 4

Council for the Accreditation of Education Professionals (2013)²

- Standard 1: Content and Pedagogical Knowledge
 - 1.1: Learner Development
 - 1.2: Learning Differences
 - 1.3: Learning Environments
 - 1.9: Professional Learning and Ethical Practice
 - 1.10: Leadership and Collaboration

Course Catalog Description

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 http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

Course Introduction

This course is the second 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.

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 second in a two-course sequence.

The two-module sequence is centered around the following key questions:

- What defines urban? What constitutes an urban community?
- How do urban contexts shape schools and schooling?
- 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?
- What is the role of schooling in urban settings? How might schools reproduce or reduce economic inequality?
- How do youth develop as learners in urban settings? What practices push this development in a positive direction?

In this second module (second semester), our main objective is for students to be able to deepen and act upon the nuanced understandings of the word "urban" that they developed during the first part of the course through sustained inquiry about their clinical placement classroom. They will apply the historical and political knowledge that they have gained about urban communities to constructing justice-oriented views of curriculum, pedagogy, classroom environments, and teacher-student relationships. Ultimately, our goal is that students will be able to describe and adopt a capacity-oriented approach to teaching in urban communities.

Required Texts

Ayers, W.; Ladson-Billings, G.; Michie, G.; Noguera, P. (2008). *City kids, city schools: More reports from the front row*. NY: The New Press. ISBN: 978-1595583383

Emdin, C. (2017). *For white folks who teach in the hood . . . and the rest of y'all too: Reality pedagogy and urban education*. NY: Beacon Press. ISBN: 978-0807028025

Grading Policy

Evaluation of Written Work

These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
- Clarity and organization of writing.
- Conciseness – try to write in a non-repetitious way.
- Completeness and depth – Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment – Go beyond the information presented by others. Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance – Connections between your work and the content and organization of the class should be clear.
- Attention to professional style – Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>) Please use Times New Roman 12pt. font, 1-inch margins, and double-space all of your assignments.
- On lateness – If you need an extension of time on an assignment please contact me **AT LEAST 24 hours before the date when the paper is due**. If you do not contact me, your grade on the assignment will be dropped one letter grade for every class period it is late.

Letter Grade Equivalents

45-50 =	A
40-44.5 =	B
35-39.5 =	C
30-34.5 =	D
below 30 =	F

Academic Integrity Policy

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Web Site

<https://canvas.rutgers.edu/> A specific sakai page on this portal will be dedicated to this course.

Course Requirements

Attendance

If you are unable to attend a class, please contact me via email as soon as possible. This will allow me to send you materials from the missed class so you don't fall behind. In addition, please make sure that you talk to a fellow student who can collect extra handouts and help you catch up on what was discussed in your absence. **Because the module is only seven weeks long, you are in danger of failing the course if you miss more than one class during the semester without a bona fide medical reason (including a doctor's note).**

Participation

Class participation is crucial to your understanding and application of course content. You are expected to come to class prepared to discuss assigned readings, field placement experiences and to participate in class activities. I will take note of participation in every class. Please note that inappropriate use of technology (such as texting or using the internet for non-class related activities) will result in a lowering of your participation points for the day.

Major Assignments

Food for Thought/Spotlight Talks: Throughout the course, we will engage in Socratic discussions on the topic of the week. You will engage in these discussions in two ways:

1. Food for Thought – Before class begins each Thursday, you will pull ONE quote from EACH of the week's readings and post it in a discussion thread that I set up on Canvas. You should choose quotes that you find especially exciting, interesting, confusing, or troubling – these should be quotes that you are eager to discuss with your classmates. You do not need to explain your thinking or add any commentary to your post – just the quotes. We will use them to jumpstart class discussion. Participation in these discussions is a required component of your class participation.
2. Spotlight Talks – You will give a spotlight talk one time during the course – you will sign up for a slot through a Google doc I will set up. Depending on which day you choose to give your talk, you will be responsible for giving a 5-MINUTE TALK that captures the learning and connections that were sparked for you by the chapters you read from the Emdin book.

You can be creative with your use of the 5 minutes but you MUST time yourself to fill (and not overstep) the time limit. You can compose a poem or story, you can show photos or videos – your objective is to share a narrative of what you took from the reading and encourage reflection and discussion among your classmates.

(these tasks will be graded on a complete/incomplete basis)

Ethnographic Fieldnotes: In Urban Ed 1, you engaged in ethnographic analysis of your own schooling experiences and identity as a developing teacher. Now, in Urban Ed 2, you will take this same critical eye to the experiences you are having in your field placement. This assignment has three elements:

1. **Running Record:** Keep a detailed log of what you experienced during your week of field placement time on Tuesdays and Thursdays (ex. observing classes, meeting with teachers, tutoring students, attending professional development). You should write this as a narrative that establishes the major chronological events that occurred.
2. **Analysis:** Now move beyond the chronology to turn on the ethnographic lens. What is the MEANING behind what you are experiencing? What is exciting or confusing or troubling? How is what you're seeing relating (or not relating) to the themes and topics of the texts you have read in Urban Ed 1 & 2? You should reference at least one reading from the course as you reflect.
3. **Questions:** Pose at least one question that springs from your analysis. It should not be a simple yes or no question but rather a deeper one that will take more time to address.

You will have 5 entries in your field notes (approximately one single-spaced page per entry).

(see assignment sheet for rubric)

Theory into Practice Meditation Paper: As you begin to spend more time (virtually or in-person) in schools, you will witness the ways that the theories and concepts you read about urban education in our course do (and do not) translate into practice in the messy reality of day-to-day schooling. The pandemic adds another layer to the messiness, revealing the cracks in the familiar way of doing things.

In this 5-7 page double spaced paper, you will describe a challenge that you see reflected in your field placement, contextualize this problem with relevant literature from course readings, and explore potential approaches to address the problem.

(see assignment sheet for rubric)

Summary of Requirements

Food for Thought/Spotlight Talk	10 points
Ethnographic Fieldnotes	15 points
Theory into Practice Meditation Paper	15 points
Preparation and participation	10 points

Course Schedule by Week

Week	Topics to be Covered	Assignments & Readings
Week 1: January 21st	Taking an Inquiry Stance to Urban Teaching <i>What does it mean to be a successful teacher in urban contexts?</i>	<ul style="list-style-type: none"> • Course Preview <p><i>Confirm the date of your individual Spotlight Talk</i></p>
Week 2: January 28th	Capacity and Community-Based Approaches to Urban Education <i>How can we draw upon the cultures, strengths, knowledge, and capacities of our students and school communities?</i>	Read <ul style="list-style-type: none"> • Emdin, Introduction and Ch. 1-2 <p><i>Due: Food for Thought quote</i> <i>Due: Fieldnote #1</i></p>
Week 3: February 4th	Humanizing Classrooms and Schools: Rethinking Discipline and Classification <i>How do urban students receive and experience different forms of classroom discipline and classification? What are alternatives?</i>	Read: <ul style="list-style-type: none"> • Emdin, Ch. 3-4 • CKCS, Ch. 9 (Christensen) <p><i>Due: Food for Thought quotes</i> <i>Due: Fieldnote #2</i></p>
Week 4: February 11th	Pedagogical Approaches: Culturally Responsive (and Sustaining) Pedagogies <i>How can we teach in ways that honor and amplify the cultural and linguistic resources of our students?</i>	Read: <ul style="list-style-type: none"> • Emdin, Ch. 5-6 • CKCS, Ch. 18 (Ladson-Billings) <p><i>Due: Food for Thought quote</i> <i>Due: Fieldnote #3</i></p>
Week 5: February 18th	Pedagogical Approaches: Getting Critical (and Political) in the Classroom <i>How can we help students develop habits of critical thinking about the world</i>	Read: <ul style="list-style-type: none"> • Emdin, Ch. 7-8 • CKCS, Ch. 16 (Delpit) <p><i>Due: Food for Thought quote</i> <i>Due: Fieldnote #4</i></p>

	<i>around them in politically polarized times?</i>	
Week 6: February 25th	<p>Building Family, School, and Community Partnerships</p> <p><i>What are the elements of a strong community? How do we go about building community in schools?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> ● Emdin, Ch. 9-10 ● CKCS, Ch. 23 (Hurtig) <p><i>Due: Food for Thought quote</i> <i>Due: Fieldnote #5</i></p>
Week 7: March 4th	<p>Sustaining Ourselves and a Movement for Urban Schools</p> <p><i>How do we sustain ourselves and our students as we strive for equity and justice?</i></p>	<p>Read:</p> <ul style="list-style-type: none"> ● Emdin, Ch.11 and Conclusion <p><i>Due: Food for Thought quote</i> <i>Due: Ethnographic Fieldnotes</i> <i>Due: Theory into Practice Meditation Paper</i></p>