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**Course proposal for EDT&L 559: Urban Teaching and Learning, 5 Credits**

**Autumn Quarter 2009, Monday and Wednesdays, 10:30-12:48pm**

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**1. GEC Summary Sheet.**

See Electronic Course Approval new course request and attached documentation.

**2. Addressing the general principles of the ASC Model Curriculum:**

The course is offered at the 500-level thereby reaching more advanced undergraduates, preferably at the junior or senior levels. This course builds on knowledge students would have learned in introductory social science and history courses and extends into courses that provide more depth into issues of gender, race, class and immigration-status. This course also extends the experiences and knowledge base of students who have or may be interested in majoring in middle grades education, or who are majors in the social sciences or humanities but who may desire to one day become a teacher or have a general interest in educational issues. Finally, this course provides an opportunity for students to engage both the theory and practice of urban education through the interactions with practitioners from the Columbus City School District who will visit the class as guest speakers. In this way, the course draws on a variety of formats to engage students and deliver content effectively. Finally, this course meets the learning objectives for **Category 2, Breadth and Social Science and Category 4, Diversity** by examining more closely, the complexities of teaching and learning in an urban context.

**3. Rationale:**

**a. Course Goals:**

1. Students will develop an informed and nuanced understanding of the complexities of teaching in urban schools.
2. Students will understand the complex relationship between historical, social, political and economic factors and urban education.
3. Students will develop an understanding of the relationship between multiple factors, e.g., race, class, gender, native language, and teaching and learning in urban schools.

This course goals address the general and specific learning objectives by examining urban teaching and learning *in situ*. That is, students will have an opportunity to read the scholarly literature on urban education and relate it immediately to real life context using Columbus City Schools as the context. This format makes it possible to both raise awareness of issues prevalent in urban schools and allow students to think more carefully about solutions and interventions.

**b. Course Readings:**

*Required*

1. Anyon, J. (2005). *Radical possibilities: Public policy, urban education and a new social movement*. New York, NY: Routledge.
2. Ayers, W., & Ford, P. (1996). *City kids, city teachers: Lessons from the front row*. New York: New Press.
3. Irvine, J.J. (2002). *Educating teachers for diversity: Seeing with a cultural eye*. New York, NY: Teachers College Press.
4. Jacobs, G.S. (1998). *Getting around Brown: Desegregation, development, and the Columbus Public Schools*. Columbus: Ohio State University Press. (Available for free at, <http://www.ohiostatepress.org/>)
5. Ladson-Billings, G. J. (1994). *Dreamkeepers: Successful teachers of African American students*. San Francisco, CA: Jossey-Bass.
6. Lewis, A. E. (2003). *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities*.
7. Suarez-Orozco, C. & Suarez-Orozco, M. (2002). *Children of immigration (The Developing Child)*. Cambridge, MA: Harvard University Press.
8. Course reader available at Zips publishing.

Select one for your text analysis:

9. Evans-Winters, V. (2005). *Teaching Black girls: Resiliency in urban classrooms*. New York, NY: Peter Lang Publishing.
10. Ballenger, C. *Teaching Other People's Children*
11. Brown, C.S. *Ready From Within: Septima Clark and the Civil Rights Movement*
12. Foster, M. *Black Teachers on Teaching*
13. Gutstein, E. *Reading and Writing the World With Mathematics*

The readings feature a variety of scholars who use sociological and/or anthropological perspectives to examine economic as well as socio-political issues like immigration and their impact on urban education. Specifically, Suarez-Orozco and Anyon are sociologists of education. Suarez-Orozco is a sociologist who examines the schooling experiences of immigrants and specifically Latino immigrants. Anyon is a sociologist who looks at the impact that economic policies have on educational equity. Ladson-Billings and Irvine, draw on the anthropological lens of culture to argue for the connection between culture and teaching especially as it relates to working with low-income students of color. Jacobs is an educational historian who has written the only full length text on the history of desegregation in Columbus, OH. These readings provide a broad perspective on urban education that will give shape to how students understand the complexities and nuances of urban education.

### **c. Course Topics:**

Unit 1: History of Urban Education, Unit 2: Research on Urban Education and immigrant populations, *Unit 3: Key Issues in Urban Teaching*

The course topics are organized to help students situate the readings and information around the particular issues that impact teaching in urban schools. We begin with a wide lens looking at the history of urban schools, economic policies that have impacted school funding and looking more closely at school desegregation in Columbus, OH. These readings help to address the ways

in which institutions shape the experiences of individuals and the impact of social policies on individuals and institutions.

The next section of the course focuses on immigration as that particular issue has had a significant impact on urban schools. This focus on immigration brings to light, along with the issues relative to school desegregation, the impact of social diversity on urban schools. The last section of the courses focuses specifically on the complexities of teaching in urban schools. We look specifically at the impact of race and culture on teaching and learning. This focus addresses the social diversity outcome by helping students understand the role of race, class and gender in urban schooling contexts. Moreover, in this section of the course, we look more closely at how students' identities shape their beliefs about teaching and learning in urban contexts.

#### **d. Written assignments:**

##### Text analysis and Response Journal

The written assignments challenge students to analyze texts, craft an argument and defend it using materials from this course and others that are relevant. The film group presentation affords students the opportunity to develop their oral communication skills by creating a presentation on film that portrays urban schools. Students are asked to analyze the film and speak to the ways in which the film accurately represents urban schools in light of the course materials, their own experiences and from engagement with Columbus City School teachers who come to the class as guest speakers. The Response Journal has feedback built into it in that the nature of a journal allows for reflection and dialogue between the instructor and the student. The students will submit their journals three times during the quarter and will receive feedback on their entries from the instructor. In this way, instructors are able to monitor the extent to which students are engaging with the materials, making connections to the materials and their own educational experiences and beliefs. If students are struggling or not putting forth the expected effort, this assignment allows the professor to address those issues directly. In addition, students are encouraged to use this assignment to think through the Text Analysis and Film Group assignment in the sense that they are to address issues relative to all course materials.

#### **e. Communication Skills:**

Given the variety of assignments that address both oral and written communication, students are afforded the opportunity to sharpen their skills in these areas. The final examination will include an essay portion that will ask students to analyze an educational issue and draw on information they learned from the course and in their engagement with the guest speakers. Analysis skills are key for not only further study in urban education, but certainly as an educational professional who has to make sense of federal, state and local policies and implement them into their teaching practice.

#### **4. Course assessment plan:**

Taken in totality, the assignments will help the professor evaluate the effectiveness of the course topics, materials and requirements. Each assignment addresses critical components of the course concepts and experiences and allows the instructor to evaluate the extent to which they are

effectively engaging the students and what students are able to glean from the materials and experiences. In addition, the instructor will use an informal mid-term assessment to gauge the effectiveness of the course materials and the guest speakers. The instructor will use the University Course evaluation and an informal evaluation on the course to evaluate the overall effectiveness of the course. The informal assessment will take the form of a short written response that asks students to identify the features of the course they found most informative and least informative. The assessment will ask students to be specific about how materials and experiences were informative or not.

## **5. Course syllabus.**

Please see attached.