



CARTHAGE
COLLEGE

EDUCATION DEPARTMENT (EDU) 5120: Urban Issues in Education

Fall 2021–In Person Class (**Mask Wearing per CDC guidelines is Required per Carthage Policy**)

<https://www.carthage.edu/carthage-covid-19/protocols/face-coverings/>

October 27 – December 13, 2021

Location: Straz Room 159

America is still in the grips of the COVID 19 pandemic! Engaging in the social distance and mask-wearing safety practices are of critical importance to the lives of human beings. The results of the pandemic on human lives mental health are acknowledged and support services are available. Note the Carthage message:

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details - including info about appointments - can be found at carthage.edu/health-counseling.

Uwill is a free teletherapy platform for Carthage students. Uwill connects students with licensed therapists from all 50 states. Support is available in a variety of formats -- video, chat, messaging, or phone. Counselors are available nights, weekends, and during holidays. Access is quick and easy: app.uwill.com. Suggested email signature: Students receive free, immediate access to teletherapy through Uwill. It's private, secure & confidential. Click [here](#) to get started.

HCC Hours and Location

TARC 2240 / 262-551-5710

M-F 8:30-4:00

PROFESSOR: Dr. Michele Hancock
Professor of Practice in Education
(262) 551-6113 work
mhancock1@carthage.edu

Equity and Inclusion Statement

Every individual of every culture, race, ethnicity, socioeconomic status, gender, age, ability, and talent deserves to have an equal opportunity to be successful. In this class, respect for diverse ways of engaging and learning that promote and protect each individual's dignity is vital to creating a classroom environment that fosters trust, safety and a sense of belonging. Each individual has a right to be heard within the context of active listening that is positive, thoughtful, and conscious of varied lived experiences.

OFFICE HOURS: By Google Meets Calendar Appointment

REQUIRED TEXT:

- Gorski, Paul C. (2018). Reaching and Teaching Students in Poverty; Strategies for Erasing the Opportunity Gap: 2nd Ed. Beacon Publications. Teachers College Press. New York, NY.

COURSE DESCRIPTION: This course examines key topics of the intersection of race, socioeconomic status and political factors that influence urban education within the context of urban field experiences through the equity literacy analytical framework to draw self-efficacy conclusions of how to become an effective urban educator. The course is developed using theory, research, practitioner literature and case studies.

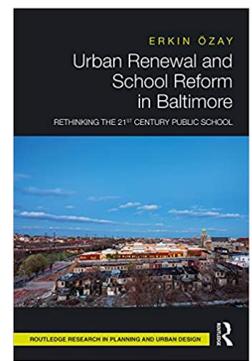
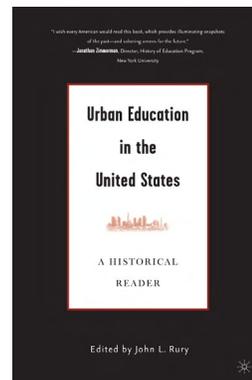
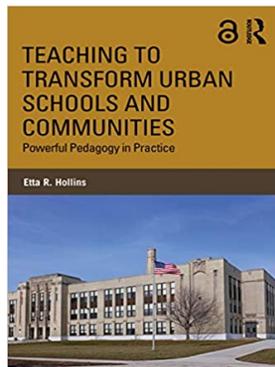
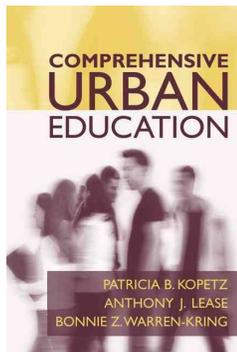
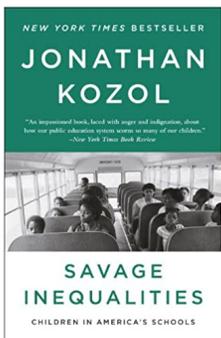
COMMUNICATION:

Please post all course-related questions in the General Q&A Discussion forum so that the whole class may benefit from our conversation. Please email me for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours.

LEARNING OBJECTIVES:

1. Compare and contrast equity frameworks to derive meaning of personal, institutional, professional and moral equity.
2. Synthesize equity literacy, the dangers of deficit-thinking and grit to formulate a holistic approach to improve student opportunity and learning applicable to real world urban schooling.
3. Identify and relate specific pedagogical methods that orchestrate optimal student learning in urban environments.
4. Analyze diversity and social justice case studies in education.
5. Describe personal journey of opportunity and learning in schools connected to historical and contemporary issues, and express its impact on professional practice.
6. Make a distinction between school culture and climate, and summarize its influence on creating positive conditions for student learning.

SUPPLEMENTARY TEXTBOOKS Reduced price books available on [Google Play](https://b-ok.cc/) or free book access at <https://b-ok.cc/>



Carthage offers free access to equipment for rental through the library. If you are having technical difficulties or are in need of equipment with a camera (iPad, laptop) please contact one of the people below. He or she will gladly help:

Chris Grugel

Instructional Services Librarian
 Hedberg Library
 262-551-6555
cgrugel@carthage.edu

Carol Sabbar

Director of Information and Instruction Services
 Hedberg Library
 262-551-5789
www.carthage.edu/library
csabbar@carthage.edu

COURSE ASSIGNMENTS

1. **Select a case study.** Diversity and social justice education to review and analysis using Gorski’s Protocol
2. **Chapter Readings, Questions and Reflections.** Read all assigned chapters before class sessions. Students answer reflection guide questions and identify relevant quotes from assigned readings. Responses must be uploaded to Schoology.
3. **Presentations.** Presentation on equity literacy delivered to school educators and presentation on equity-minded teacher effectiveness.
4. **Equity Literacy Note-taker Handbook.** Record and maintain weekly equity literacy information in digital note-taker handbook.
5. **Equity Literacy Weebly Website.** Design an informational website to share on UTPP webpage.

The proof is growing that all teachers- regardless of race, ethnicity, or gender- who care about, mentor, and guide their students, can have a dramatic impact on their students’ futures, even when the students face tremendous barriers related to poverty, racism, and other social skills. Profoundly Multicultural Questions, Best of 2002-2003 – Educational Leadership

ASSIGNMENT METRICS AND DETAILS/SCHEDULE

ASSIGNMENT	DUE DATE
(Pre-work) Read Gorski’s Chapters 1 & 2	Oct.25-Nov1
WEEK 1 –Nov.1	

Course Syllabus Review	
Reflections – Chapters 1 and 2	Nov. 1
Social Justice Case Study	“ “
WEEK 2- Nov. 8	
Read Chapters 3 & 4	Nov. 8
In-class Performance Activities	“ “
Instructor Feedback	“ “
WEEK 3 – Nov. 15	
Read Chapters 5 & 6	Nov. 15
In-class Performance Activities/ Equity Minded Teacher Effectiveness Presentations	“ “
Instructor Feedback	“ “
WEEK 4 – Nov. 22	
Instructional Lesson and Delivery of Chapters 7 & 8	Nov, 22
Field Experience Activity	“ “
Instructor Feedback	“ “
WEEK 5 – Nov.29	
Instructional Lesson and Delivery of Chapters 9 & 8	Nov. 29
Field Experience Class Presentations	“ “
Instructor Feedback	“ “
WEEK 6 – Dec. 6	
Instructional Lesson and Delivery of Chapters 9 & 10	Dec. 6
Peer Feedback	“ “
Instructor Feedback	“ “
WEEK 7- Dec 13 Final Week	
FINAL: News BLOG DUE	Dec. 13
	“ “

Grading:

A	90 - 95	96 -100 (A+)
B	80 – 85	86 - 89 (B+)
C	70 – 75	76 –79 (C+)
D	60 – 65	66 – 69 (D+)
F	Below 65	

COURSE METHODS: The learning format for this course will include a variety of instructional methods. The class depends upon the full participation of the students. Each student is expected to share experiences or ideas that will enrich the class. Student will be expected to apply what they learn to the class posts and assignments. Naturally, students in this class with varying degrees of experience and skills, create different levels of ease and ability. The instructor will prepare the students for the assignments through presentations, assigned readings, and individual meetings.

Attendance Criteria

Attendance is required for this course. Weekly attendance will be validated through Schoology documentation beginning with the first week of class and continue through the last day of class. Excused absences will generally not be given after the absence has occurred, except under very unusual circumstances.

No Shows/Withdrawal for Attendance

Students will be withdrawn from the course for non-attendance, untimely submission of assignments, non-

participation in discussions. *Late assignments are reduced by 50%.*

Schoology

This class will use Schoology. Everyone registered for this class should have immediate access. The Schoology site for this class can be accessed at lms.carthage.edu or with the Schoology app on a mobile device. Schoology will provide you with access to a variety of course related things including announcements, course documents (e.g., the syllabus, class assignments, PowerPoint slides, selected course readings, etc.), video links, and gradebook access. As a student, **it is your responsibility to check Schoology every day.** Barring a rare technical problem with the system, you will have access to course materials 24 hours a day – either through the site or the mobile app. Feel free to download these materials or print them out at your convenience. *If you have any difficulty accessing Schoology, please contact me immediately.*

Minimum Technology Requirements

Computer Requirements:

- Operating System: Windows 7+ or Mac OS X 10.6+
- Computer Processor: 2+ GHz Dual Core or Intel
- Computer Memory: 512 MB
- Available Disk Space: 500 MB

Software Requirements: Microsoft Office

Recommended Browsers:

- Google Chrome
- Mozilla Firefox

Browsers Plugins:

- Adobe Reader X
- Adobe Flash Player 10+

Instructor Responsibilities

- Post weekly content agenda prior to class session
- Develop discussion and exercise materials
- Arrange for supplemental materials as needed
- Read and comment on student assignments
- Evaluate student work and provide feedback
- Be available to respond to questions by individual students

Student Responsibilities

- Each student is asked to read thoroughly, reflect upon and assimilate all of the required readings assigned prior to assignment due dates as indicated in the “Assignments by Due Date” table in the syllabus.
- Present an online visual and background professional appearance!

Other Requirements

- You are required to complete all the weekly in-class assignments.
- Share ideas, learning, and experiences with the class through your posts and feedback.
- Complete all assignments.

Plagiarism – The submission of work done by another with the intent that it be viewed and evaluated as one’s

own. Thus, copying on an examination, turning in a term paper or homework assignment done by someone else, intentionally using or presenting false data, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.

Incompletes – A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with his/her instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class. If the student does not meet the agreed deadline for the submission with an incomplete, the grade can automatically become an “F.”

Online Course Evaluations

The course evaluation is designed to assess the quality of the course, the instruction, and the effect that both had on your learning. You will receive an email one week prior to the last day of classes reminding you that end-of-semester evaluations will soon be available on line. The email will also specify the timeframe for completion. The evaluation serves several important functions. Personally, it allows you to reflect on the course and how it impacted your learning. Educationally, it allows for assessment of the quality of the course in the overall programming. Administratively, faculty use the feedback to improve instruction. Therefore, it plays a significant role in the school, and your full and careful attention is appreciated.

ACADEMIC CALENDAR

Key Dates from the Academic Calendar (<https://www.carthage.edu/academics/calendar/>)

Term begins date: Sept. 7, 2021

Last date to add/drop: Nov. 3, 2021

Term end date: Dec. 13, 2021(Final)

Locating Course Documents – Coursework (Schoology)

Required texts are available in the campus bookstore. Additional resources and PowerPoints can be found on the Coursework (Schoology) site. How to videos for Schoology located at <http://carthage.libguides.com/schoology>.

Statement on Disability

Students with special needs (physical handicaps, learning disabilities, English as a second language) should identify themselves so that appropriate arrangements can be made. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the campus Learning Specialist in the Advising Center (x5802.) This information will be kept confidential. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation.

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. Again, to establish reasonable accommodations, you also need to register with Learning Accessibility Services.

Student Support

Support is available for students through the Center for Student Success (<http://www.carthage.edu/student-success/>).

Microsoft Office

Microsoft Office is available for free on (nearly) all public computers on campus. Students may also get a one-year license for office 365 through the Library computer center. See <https://www.carthage.edu/live/news/4252-get-ms-office-365-for-free> and contact Carol Sabbar (csabbar@carthage.edu) for the license.

Discussion Board Participation

Students are expected to participate in all discussions.

Guidelines for a Productive Course

Students are expected to conduct themselves in the course (for example, on discussion boards, online and in email) in compliance with the university's regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this remote learning course, paying particular attention to the following:

- Unless indicated otherwise, please review the readings and other instructional materials for each week before participating.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.