



CARTHAGE
COLLEGE

EDU 200-WI

Urban Education Immersion Experience January Term 2022

Professor:	Siovahn Williams	E-mail:	swilliams4@carthage.edu
Office:	Lentz 334	Office Phone:	262-551-5914
Office Hours:	M-W 9-12n	Class:	Clausen 205 9:00AM- 12:00PM 6:00AM-8:00 AM MWF - Walking Bus (See Schedule for meeting dates and times)

**Due to the COVID-19 protocols, there may be changes in the delivery of this course. You may be required to attend class via [Zoom](#) and you may be required to complete virtual field hours. Notifications of changes will be posted on Schoology.*

Required Text

None

Course Description:

Expert urban teachers are in high demand and teaching in urban schools can be a rewarding career. This course is designed to introduce Carthage students who are education or sociology majors and minors to a variety of topics and methods best used in urban schools. All students will observe in urban schools, be assigned a mentor teacher, and plan a needs-based learning experience for the selected urban school, and collect and analyze data on the community impact. Findings will be reported in a format to be shared with the Konar Foundation, Carthage faculty and classmates.

Course Format:

Field placement- there will be required field hours (9am-12pm) virtual or in person. The agreement of understanding is required. All students will have to complete a background check prior to in person field placement. **Mandatory Attendance Form: You must scan the QR Code at the field placement site to complete the attendance form at the beginning and end of your observation time.**

In class meeting time is centered around active learning. This means that your participation in discussions, group work, and activities critically impact the learning experiences. I will present a mix of lecture, media, writing, and activities to reinforce reading material and sociological materials.

Writing Intensive:

The process of revising, of seeing your work with new eyes and rethinking your response to a question, constitutes the bulk of what scholars and professional writers do. The process of revision should provide benefits beyond an improved grade. A successful revision will move beyond "fixing" local errors; a successful revision will present a reframed or refined thesis, amplified evidence, and a more nuanced discussion of its topic than was present in the original.

Essay- Students must submit/attend the following:

1. One preliminary essay (first draft due 1/6/22; final draft due 1/10/22)
2. One research essay (first draft due 1/12/22, second draft due 1/19/22, 1/25/22)
3. Instructor conferences for research essay (1/7, 1/13, 1/20)

This is a writing intensive course. After you revise your research essay, you must meet the following conditions:

- 1) Meet with me to discuss your original paper within one week of my returning it to you. I have the dates scheduled during our class time. (see dates above).
- 2) Submit the revised version within one week of that conference, with the original version—the one with my comments—attached.
- 3) **Attach to the revision a paragraph explaining how you have responded to my comments on the original essay.**

Course Expectations:

What You Can Expect: I will be attentive, fair, respectful, and available to all students in the course. I intend to learn from the class just as the students will. If you want to meet to discuss class content, climate, your progress, or specific assignments, I encourage you to come by office hours. I check email regularly and will usually respond within 24 hours on weekdays.

What I Expect From You: I fully expect everyone to adhere to the Carthage College's [Academic Honesty Guidelines](#). Your best success will come from regular class and placement attendance and engaged participation. Reading assignments *before* class will ensure you are aware of class content. Assignments must be turned in on time. Most importantly, I expect each student to treat everyone with respect.

Classroom Conduct:

Teaching and learning are acts of sharing and collaboration. They require individual responsibility and collective courtesy. Everyone in this class must work together to create a positive environment for learning. I expect everyone to put their best self forward—to act with honesty and integrity and to treat each other with respect. I also ask that in lecture you be mindful of how minor disruptions can cause major noise that results in other students missing important information. Please do not talk to others during lecture, read or receive phone calls and text messages, check email or social networking sites, listen to music, arrive late or leave early. *Technology is prohibited from use in class unless explicitly stated otherwise.*

Attendance:

You are responsible for everything that transpires in class, including assignments, changes in the course schedule, etc. There are no opportunities to make up missed points. Exceptions are made in the case of a documented medical issue or an approved official Carthage event as part of membership in a Carthage organization or membership on a Carthage athletic team. **More than 2 absences will result in points being deducted from your grade.**

Remote Synchronous Learning- There will be times we will have to meet online due to COVID-19 Protocols. CHECK THE SCHEDULE AND SCHOLOGY UPDATES FOR INFORMATION ON IN-PERSON AND SYNCHRONOUS LEARNING. Please note the remote learning requirement for attendance and participation-visibility on camera. *It is important to be visible during online class time, both whole group and breakout sessions. The camera on fosters better social discussions, interactions and creates an online environment of inclusivity*

E-mail:

Besides office hours, electronic mail is the best way for us to stay in touch outside of lecture. I usually respond to emails within 24 hours (M-F) and 48 hours on weekends, so if you have questions about an upcoming assignment, etc., make sure you contact us ahead of time.

Academic Dishonesty:

Cheating or plagiarism will not be tolerated in this course. Such conduct may result in a failing grade. You must abide by the College Academic Honesty Guidelines discussed in the Student Community Code which can be found at: <https://www.carthage.edu/community-code/>

Learning Accessibility Services:[Learning Accessibility Services:](#)

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 us know immediately so that I can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

Academic Success and Health:

The Writing Center, located on the upper level of the library (HL 213B), is a free resource for student writers. The center is staffed by undergraduate Writing Fellows who have been recommended by Carthage faculty and trained to work with other students on their writing. They can work with you at all stages of the writing process, including understanding the assignment, brainstorming ideas, drafting, revising, and proofreading. This semester they are offering in-person, live virtual (Zoom) and written feedback consultations. For more information and to schedule an appointment, visit carthage.edu/writing-center or carthage.mywconline.com.

Peer Tutoring is a free resource for student writers. The center is staffed by undergraduate students who have been recommended by Carthage faculty and trained to help students understand the concepts in this course. This semester they are offering one-on-one in-person and

live virtual (Zoom) sessions by appointment. For more information and to schedule an appointment, **visit carthage.edu/tutoring or carthage.mywconline.com.**

Good health can help you achieve academic success. The **[Health and Counseling Center](#)** (HCC) supports students by addressing physical, mental, and emotional ill-being. All services are free and confidential and are provided by experienced and licensed professionals. Services are available to all full-time, undergraduate students.

TARC 2240 | 262-551-5710 | [Ib site](#)
 Mon-Fri 8:00am-4:00pm

[Health Services](#) are available during walk-in hours (M-F, 8:30am-1:00pm) for 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 to students.

Suicide Prevention Lifeline: 1-800-273-8255
 Emotional Support TEXT Line: Text “HOPELINE” to 741741

Course Requirements

Item	Percent
Attendance/ Participation	10%
Preliminary Essay - Research essay on the foundations of urban education- identify challenges (one) Due Jan. 6	10%
Preliminary Essay Final Draft - Research essay on the foundations of urban education- identify challenges (one) Due Jan 10	10%
Reflection Journals (three- due on Sunday in Schoology)	10%
Research Essay-barriers in urban education (one) due Jan 12	10%
Instructor Conference (1st and final draft of preliminary essay) Jan 13	5%
Edits/Revisions of Essay- barriers/challenges in urban education- Peer edit in class Jan 17	10%
Edits/Revisions of Essay#2- barriers/challenges in urban education- Due Jan 19	10%
Instructor Conference (2nd draft)- Jan 20	5%
Final Essay Draft - Due Jan 25	10%

Research Presentation - Blog- Urban Education: Barriers/Challenges and Solutions for Urban Educators	10%
Total	100%

Extra Credit:

There are no opportunities for extra credit.

Grade Policy:

I will be using the +/- grading scale, to describe intermediate levels of performance between a maximum of A+ and a minimum of F. I will use the 100-point scale below.

A 93-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	F < 60
A- 90-92.9	B 83- 86.9	C 73-76.9	D 63-66.9	
	B- 80-82.9	C- 70-72.9	D- 60-62.9	