The Effective Urban Educator: Reflective, Innovative and Committed to Diversity

Course Syllabus

Division: Teacher Education
Program Area: Elementary and Secondary
Course Number: TED 2250
Course Title: Becoming an Urban Educator
CRN: 24381
Section: 003
Term/Year: Winter 2014
Location: Education Building, Room 149
Day/Time: Thursdays, 8:30 a.m.-11:15 a.m.
Instructor: Dr. Sabrina Smith-Campbell
Office Location: Education Building, Room 245
Office Hours: Thursdays, noon-2:00 p.m.
Phone Number: (313) 577-0964
Email: drsmithcampbell@wayne.edu

Course Description
An examination of issues surrounding social justice in urban schools and society through the exploration of the historical, political and social trends that influence education. Course includes a 40-hour service learning field experience.

Course Outcomes
- Students will investigate and discuss the historical, psychological, philosophical, and sociological approaches that influence education and explain how these approaches influence their personal emerging approach to teaching.
- Students will explore pedagogical and curricular approaches that influence education and explain how these approaches influence their personal emerging approach to teaching.
- Students will engage with diverse communities and explore their social and cultural resources.
- Students will develop understandings about achieving social justice through the process of education.
- Students will explore the quality of education in urban schools.
- Students will examine the causes and consequences of prejudices and inequalities (e.g., racism, sexism, ableism, and classism).
- Students will develop understandings of additive education models that build on the local expertise of families, communities, and cultures.
- Students will explore and develop a sense of personal voice in becoming a teacher advocate.
Required Texts

Additional readings available through Blackboard Various articles, links to which are provided in the syllabus. Students must login to the WSU library website to access them. It is the student’s responsibility to access the articles by the due date. If difficulty arises, contact the Computing & Information Technology Help Desk at 313-577-4778. If the link in the syllabus is broken, the student should search Google Scholar with the information found in the bibliography of readings provided on the course Blackboard (Bb) site.

Instructor and Student Communication Policy
• If you email the instructor, you should expect an email reply within 24 hours. If you receive an email, please respond within 48 hours.
• Students who are having difficulty with the course (e.g., accessing articles, completing assignments, arriving to class on time, etc.), should email the instructor right away BEFORE things get out of hand.

Class Policy
• All policies stated in the most recent Wayne State University Undergraduate/Graduate Bulletin will be followed. http://www.bulletins.wayne.edu/ubk-output/
• Students are expected to attend class, and be respectful and constructive in their communication with classmates and the instructor. Missed class sessions or late arrivals will have a deleterious effect on the student’s overall course grade.
• Students are expected to read the assigned material in order to participate substantially and intelligently in class and online discussions.
• Students are expected to complete all readings and written assignments on time in the manner described in the assignment instructions. All assignments must be submitted to the instructor on or before the date due for full credit. Late assignments will be lowered 1 (one) letter grade. Work that is plagiarized will not receive any credit. See plagiarism policy.
• Incomplete grade will be granted only in extreme extenuating circumstances.
• Students will be expected to use the Blackboard (Bb) to access course documents, assignments, and announcements. Online discussions will take place in Blackboard. Any student needing help with Blackboard should contact the Computing & Information Technology (C&IT) http://computing.wayne.edu/helpdesk/index.php
• Use of technology (i.e., laptops, iPhones, iPads, etc.) during class should foster engagement in the course rather than detract from it. Students consistently distracted from full participation by electronic devices during class will be asked not to use them. Silence all ringers during class.

Academic Dishonesty/Plagiarism
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct at this website: http://www.doso.wayne.edu/student-conduct-services.html). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html), the Undergraduate Student Handbook (http://comm.wayne.edu/files/undergradhandbook.pdf) and in print and online versions of the Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” It is every student’s responsibility to read these documents to be aware which actions are defined as
plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work. For more information, view the library’s video entitled *Are You Sure You Aren’t Plagiarizing?* located at this web address: http://www.lib.wayne.edu/blog/?p=3827

### Grading System

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### Enrollment/ Withdrawal Policy

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of **WP**, **WF**, or **WN**.

- **WP** will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- **WF** will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- **WN** will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

### Attention Students with Disabilities:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone).

Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.
Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Wayne State University Writing Center:
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources.

To make an appointment: http://www.clas.wayne.edu/writing/
To submit material for online tutoring: http://clasweb.clas.wayne.edu/writing/OnlineWritingCenter

Course Assignments: (Total: 1000 points)

I. Participation 200 points
   Students are to attend and actively participate in all class sessions. Preparation and professionalism are the hallmark of a good student and, therefore, expected.

This course has been designed on the belief that learning occurs best with the support of others. Active participation and discussion are vital features of a community of learners. Class members will benefit collectively and individually if each member acts collaboratively. That includes:
   a. Consistent and punctual attendance. Being consistently late and/or absent will result in a lower grade.
   b. Preparation (i.e., readings complete, assignments current) and active engagement in class activities and discussions. All assignments should be completed on time and be ready to be shared in class.
   c. Arriving with a mind that is open to the ideas and perspectives of others.
   d. Willingness to share understandings and ideas.
   e. Students who are using their cellphones during class are considered to be disengaged.

II. Social Justice in Education Essay 200 points
   Students will discuss why social justice education is a practical undertaking for teachers. They will develop understanding about achieving social justice.

This assignment is an opportunity for you to find and analyze in writing research articles related to a social justice issue in education that may be of particular importance to you. Our guided workshop on library resources (6th week of class) will allow you to further familiarize yourself with the library’s research tools that are available to you for this assignment and throughout your academic career at Wayne State.
To complete this assignment:

1.) Pick a social justice issue in education that is particularly important to you. The potential list of social justice issues in education is limitless, but includes such topics as:
   - The impact of poverty on education
   - The educational rights of students with disabilities
   - Empowering young women to be successful in male-dominated subjects like math and science
   - What it means to have a truly “green” school
   - Healthy sustainable food service in schools
   - Equal access to quality education for English Language Learners
   - Respect for religious diversity in schools
   - What to do about cultural mismatch between schools and families
   - Supporting LGBTQ students, families, and teachers in the school
   - Connecting community issues to the school curriculum
   - Ensuring that every school can be a pathway to college

2.) Prepare for the library visit by working through the resources and quizzes that have been made available to you via Bb.

3.) As part of the library orientation during Week 6’s class, locate three scholarly articles related to your topic.

4.) On your own time, find and obtain two more scholarly articles on your topic.

5.) Thoroughly and critically read your scholarly articles.

6.) Write an essay in which you:
   a. Identify the social justice in education issue that you have chosen, and explain why it is important to you, and why is it something that all teachers should know about to be successful.
   b. Discuss the main points of each of the five articles you located, particularly in relation to how they speak to your topic.
   c. Synthesize what “the literature” (your five articles) says about your chosen topic.
   d. Reflect on the implications of these ideas for you as a budding urban educator, and for urban educators in general.
   e. Compose questions you have about this topic that you feel are still unanswered.
   f. Write a conclusion in which you summarize your experience with this research project.
   g. Visit the Writing Center or contact the instructors/peer mentors for assistance or clarification if needed.

Submit your completed essay on Bb by the due date. It should be in a 12-point font, double-spaced, and 1200-1500 words (about 4-5 pages) in length. An additional page should be a reference list of the bibliographic information for the five articles you used.

III. Reflections 200 points

Effective educators reflect on their experiences in multiple ways. This assignment offers you an opportunity to reflect on issues related to urban schooling and community-based practices as they relate to your own experiences and, as a way of building a community of learners, to consider the ways in which your peers have reflected on them as well.
There will be five reflections for the semester. The first reflection will take place in two parts (worth 20 points each) on the first and last day of class and will be written in class. The prompt will be given in class. Prompts for the other four reflections (worth 40 points each) will be posted on Bb. All reflections (except those done in class) will be posted so that others may read them. Each reflection should be 250-300 words (about 1 page), in a 12-point font, and double-spaced.

IV. Community Study (Group project)  
200 points

Effective urban educators know and strive to understand the communities in which they teach. This assignment offers you an opportunity to come to know the community in which you will serve in a more comprehensive way.

The purpose of this assignment is to document, describe, and engage with the community surrounding the community-based organization where you will be placed for your field experience. You will use a variety of observational research tools to help you better understand the value of considering the community as a strong factor that affects student learning, motivation and curriculum choices. This assignment will contribute to your own professional growth as you prepare to be a responsive teacher.

As part of a small group of your classmates who are serving at the same community-based organization site, explore, reflect upon, and learn about the neighborhood in which your field placement is located. Prepare a presentation (as a group) and a reflection narrative (individually) that synthesize your observations and reflections on your experiences.

Process (50 points)

1. Working with the other members of your group, EXPLORE THE COMMUNITY in which your service-learning site is embedded. Look for important aspects of communities listed below. Describe and react to what you observe. You may want to begin your journey using electronic tools (e.g., Google Earth, Wikipedia, the community’s website, etc.). The starting point for this analysis is to explore the assets in the community and evaluate how these resources might impact your teaching. Consider the community challenges that might have an adverse effect on student learning. Include the following:
   - People you see as you explore; find out demographic information about the community.
   - Where people live (e.g., single residence, duplexes, apartment complexes, housing units).
   - Supports you notice for specific populations (e.g., curb cuts, museums that highlight a particular ethnic group, etc.).
   - Public or other institutions (e.g., churches, schools, libraries).
   - Health and social service agencies (e.g., hospitals, community centers, etc.). What is the role of these resources in the community?
   - Commercial uses of land (e.g., restaurants, grocery stores, gas stations, convenience stores).
   - Public and other transportation available in the community (e.g., busses, taxis, cars, etc.).
   - Recreation opportunities are available (e.g., parks, etc.).
   - Industry (e.g., manufacturing, other businesses).
   - Protective services (e.g., police, fire).
   - Billboards/signs.
• Other environmental factors (e.g., a library close to the school, new buildings, empty buildings, safety issues like traffic flow, etc.).

2. Using ARTIFACTS AND DOCUMENTARY EVIDENCE (e.g., pictures, sounds, material objects), describe the community. Please note that you are a guest—not a tourist—in this community. Respect the dignity and the privacy of those you see.

3. Explore the HISTORY OF THIS COMMUNITY using the library, online sources, informants/people, etc. Keep track of the sources you use. What is new in this community? What sources did you use to find out more? Explore changes over time in this community. What is its history? What is its trajectory?

4. Individually and with your group, REFLECT on what you have learned from this assignment. How might it inform your future work with children? Use examples from your group work with children and/or service learning experience. What assets have you discovered in this community? What do you think are some of the issues that the school(s) in this community address?

Presentation: (75 points)
Including what you found from the research above, work with the members of your group to create a 15-minute visual presentation (e.g., PowerPoint, Keynote, Prezi, etc.) in which you integrate what you have learned by exploring and reflecting on the community and its history and collecting artifacts and documentary evidence. The presentation will be given the 14th week of class. Assign one member of the group to post the presentation on Bb for the group.

Reflection Paper (75 points)
Each member of the group should individually compose a written reflection on his or her experience of the community study. The written reflection should be 2100-2400 words (about 7-8 pages) in length, in a 12-point font, double-spaced and submitted on Bb by the due date. This paper will help you consider the following important questions as you look forward to your career as a professional educator. Address any of the questions below that you think may be interesting to reflect upon:

• What have you learned about the community that might impact your actions as a teacher?
• How can you use the assets of a community to plan curriculum and support your teaching?
• What could your role be as a teacher in this community?
• How will you get to know your students and their families?
• How will you use what you learned from your observations to build relationships with students and families?
• How might you get to know more about this community?

V. Service Learning Project

**200 points**
Participating in service to a community is an effective way to "prepare you for active civic participation in a diverse democratic society" (Howard, 2001). The goal of this activity is to learn through doing and reflecting.

This course requires a 40-hour service-learning field experience. Please refer to the Service Learning Information Guide for information about each service-learning site and to find the necessary forms. There are three parts to completing the service-learning component of the
course. Full credit will be awarded when all three aspects of the assignment are completed.

1. **Service Learning Agreement.** Choose a service-learning site on the first night of class when you will be introduced to the service-learning sites and the site supervisors. Complete and submit the Service Learning Agreement by the 4th week of the course.

2. **Service Learning Log.** Find the Service Learning Log in the *Information Guide*. Use it to log your hours and make sure to ask the site supervisor to initial each day’s hours. Obtain the site supervisor’s signature at the completion of your hours and submit it no later than the 14th week of the course. Five hours of your required 40 hours may be fulfilled by exploring the community in which your chosen community-based organization is embedded. The data you gather during those five hours can be used in your Community Study.

3. **Service Learning Reflection Paper.** Reflect on your service learning experience and its value to you as a developing urban educator. First, describe the community-based organization in which you served, why you chose that site, and what you did while you were there. Then, elaborate on the insights you gained from the experience that you feel might help you as you move toward becoming an urban teacher. Your reflection should be 1500-2400 words (about 5-8 pages) in length, double-spaced, in a 12-point font. This paper should be submitted anytime *after* you have completed the 40-hour field experience, but no later than the 15th week of the course.

**Class Schedule:** This is a tentative schedule and is subject to change with notice from instructor.

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<th>Readings</th>
<th>Possible Topics</th>
<th>Assignments Due</th>
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<td><strong>Week 1 Jan 9</strong>&lt;br&gt;Watson, Preface, Ch 1 &amp; 2&lt;br&gt;<strong>Kliebard, Education at the Turn of the Century</strong></td>
<td>Course Introduction&lt;br&gt;Discussion of course syllabus&lt;br&gt;Service Learning Project</td>
<td><strong>Reflection #1a (in class)</strong></td>
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<td>Week 5</td>
<td>Watson, Ch 4 &amp; 5</td>
<td>• History of Social Justice in Education:</td>
<td>Reflection #2</td>
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<td>Feb 6</td>
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<td>• Racial categories and schooling;</td>
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<td>• Multicultural education</td>
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<td>Week 6</td>
<td>Search Library Databases</td>
<td><strong>Meet in the UGL Lab B, 2nd Floor of the Adamany Undergraduate Library:</strong></td>
<td>Reflection #3</td>
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<td>Feb 13</td>
<td><em>(Location of this session TBD)</em></td>
<td>• Library Resources Session with Veronica Bielat:</td>
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<td>Watson Ch 6,7 &amp; 8</td>
<td>• Research articles on the challenges of urban education;</td>
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<td>• Teacher experiences in urban education;</td>
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<td>• Best practices in urban education</td>
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<td>Freire, Pedagogy of the</td>
<td>• Social and Political Context of Social Justice in Education:</td>
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<td>Feb 20</td>
<td>Oppressed, Preface and</td>
<td>• Ethical issues;</td>
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<td>Chapter 2 (on Bb)</td>
<td>• Social power and privilege;</td>
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<td>• Reconsidering personal knowledge and experience</td>
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<td>Week 8</td>
<td>Smith &amp; Sobel, Ch 1, 2 &amp; 3</td>
<td>• Teaching for Social Justice Part I:</td>
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<td>Feb 27</td>
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<td>• Understanding multicultural group dynamics;</td>
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<td>• Inequity, power and activism as curricular elements</td>
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<td>Smith &amp; Sobel, Ch 4, 5 &amp; 6</td>
<td>• Teaching for Social Justice Part II:</td>
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<td>• Social and political perspectives;</td>
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<td>• Marginalization of social groups in US society;</td>
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<td>• Defining social and cultural capital</td>
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<td>• <strong>Spring Break</strong></td>
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<td>Week 10</td>
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<td>• Reforms in Education:</td>
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<td>Mar 20</td>
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<td>• <em>A Nation at Risk</em></td>
<td>Education Essay</td>
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<td><strong>Week 11</strong>&lt;br&gt;Mar 27</td>
<td><em>Smith &amp; Sobel</em>, Ch 7 &amp; 8&lt;br&gt;<em>Zeichner</em>, Preparing Reflective Teachers (on Bb)</td>
<td>• Reflective Teaching:&lt;br&gt;• Historical roots of reflective teaching;&lt;br&gt;• Reflections-on action;&lt;br&gt;• Reflections-in-action;&lt;br&gt;• Dimensions of reflection;&lt;br&gt;• Traditions of reflective teaching;&lt;br&gt;• Ethic of caring;&lt;br&gt;• Constructivism;&lt;br&gt;• Creative problem solving</td>
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<td><strong>Week 12</strong>&lt;br&gt;Apr 3</td>
<td><em>Delpit, The Silenced Dialogue</em></td>
<td>• Teaching Diverse Students:&lt;br&gt;• Multicultural Education;&lt;br&gt;• Diversity in American culture and schools;&lt;br&gt;• Social capital &amp; cultural capital;&lt;br&gt;• White privilege;&lt;br&gt;• Culture models;&lt;br&gt;• Multicultural group dynamics</td>
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<td><strong>Week 13</strong>&lt;br&gt;Apr 10</td>
<td><em>Smith &amp; Sobel</em>, Ch 9, 10 &amp; 11&lt;br&gt;<em>Moll et al.</em>, <em>Funds of Knowledge</em></td>
<td>• Roles, Rights &amp; Responsibilities of Students, Parents and Communities:&lt;br&gt;• Funds of knowledge;&lt;br&gt;• Working with families and communities</td>
<td>Reflection #5</td>
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<td><strong>Week 14</strong>&lt;br&gt;Apr 17</td>
<td>Course Evaluation</td>
<td>• Community Study Presentations</td>
<td>Community Study Presentations &amp; Reflection Paper&lt;br&gt;Service Learning Logs&lt;br&gt;Reflection #1b (in class)</td>
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<td><strong>Week 15</strong>&lt;br&gt;Apr 24</td>
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<td>Service Learning Reflection</td>
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</tbody>
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