Division: Teacher Education Division  
Program Area: Elementary and Secondary  
Course #: TED 2250  
Course Title: Becoming an Urban Educator  
Section #: 903  
Course Reference Number (CRN): 26497  
Term/Year: Winter 2013  
Course Location: Oakland Center in Farmington Hills, MI (room 328)  
Day: Saturday  
Time: 9:30 a.m. – 12:20 p.m.  
Instructor: Allia L. Carter, Ph.D.  
Office Address: 441.2 Education  
Office Hours: M-F, 8-5.  
Office Phone #: (313) 577-1638  
E-mail: allia.carter@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. The course includes a 40-hour service learning field experience.

Course Outcomes:

**Outcome 1:** 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. 
**Assessment:** Comparison Chart

**Outcome 2:** Students will explore pedagogical and curricular approaches that influence education and explain how these approaches influence their personal emerging approach to teaching. 
**Assessment:** Checklist of effective teacher characteristics.

**Outcome 3:** Students will engage with diverse communities and explore their social and cultural resources.  
**Assessment:** Service Learning Log (case study).

**Outcome 4:** Students will develop understandings about achieving social justice through
the process of education.  
**Assessment:** Reflective Essay on Social Justice.

**Outcome 5:** Students will explore the quality of education in urban schools.  
**Assessment:** Through selected readings, students will compare and contrast the resources in urban schools and discuss and post their findings online  
(Discussion Posting #3: Inequality in Urban Schools).

**Outcome 6:** Students will examine the causes and consequences of prejudices and inequalities (e.g. racism, sexism, ableism, classism, etc.).  
**Assessment:** Discussion Posting #1: A Moment of Reflection and Discussion Posting #2: A Moment of Prejudice

**Outcome 7:** Students will develop understandings of additive education models that build on the local expertise of families, communities and cultures.

**Outcome 8:** Students will explore and develop a sense of personal voice in becoming a teacher advocate.  
**Assessment:** Discussion Posting #4: Teacher as Advocate

**Required Texts:**


Course pack of articles. Please see Blackboard for links to articles

**Course Assignments:** (Total: 510 points)

<table>
<thead>
<tr>
<th>Course Assignments/Descriptions</th>
<th>Maximum Points</th>
<th>Points Received</th>
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<tbody>
<tr>
<td><strong>Professional Commitment</strong> (preparation, participation,</td>
<td>140 points</td>
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<td>professionalism) (10 points x 14 sessions)</td>
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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. The class will benefit collectively and as individuals if each member arrives:

- Regularly and promptly.
- Willing and able to discuss the week’s assignments (readings complete, assignments current);
- With a mind open to the ideas and perspectives of others;
- Willing to share knowledge and ideas;
Reflective paper on Social Justice Education
Students will discuss why social justice education is a practical undertaking for teachers. The paper will be 5-7 pages in length and include more than four scholarly (peer-reviewed) references.

Service Learning: This course requires 40 hours of a “learning through doing and reflecting” service learning field experience. This meaningful service within the community will “intentionally prepare you for active civic participation in a diverse democratic society” (Howard, 2001). A Case study on a target student will be a part of this experience.

Best Practices Chart for Urban Educators

Written Assignments/Discussion Postings
- #1: A Moment of Reflection 20 points
- #2: A Moment of Prejudice 20 points
- #3: Inequality in Urban Schools 20 points
- #4: Teacher as Advocate 20 points

Written Assignments/Personal Educational Philosophy
- #1: Initial Reflection on education: Respond to the purpose of education, the role of the student in education, the role of the teacher in education, the role of the teacher in the community. 20 points
- #2: Final draft of Personal Educational Philosophy. 30 points

Class Policy:
- All policies stated in the Wayne State University Undergraduate/Graduate Bulletin, will be followed.
- Students are expected to attend class, and be respectful and constructive in their communication with classmates and the instructor.
- 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 reading, written assignments and discussion board postings on time.
- Students will be expected to use Blackboard in order to access all course documents, assignments, announcements. Online discussions will take place in Blackboard. Any student needing help with Blackboard please contact the Computing & Information Technology (C&IT) http://www.wayne.edu/cit/

Plagiarism:
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. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To
enforce this policy, all outside references must be submitted with assignments.

**Class Schedule:**
See Attached Course Outline

**Grading System:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tr>
<td>A</td>
<td>510</td>
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<td>B</td>
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<td>B-</td>
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**Withdrawal Policy:**
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. Withdrawals can be requested at any point from the fifth week of class through the study day.

**Attention Students with Disabilities:**
Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. If you have a disability that limits your participation in class in any way, please inform the professor and alterations in the course will be made. All printed materials are available in alternative formats. If you feel that the limitations imposed by your disability will interfere with your ability to successfully fulfill the requirements of this course, you are strongly encouraged to contact Student Disability Services in room 1600 Undergraduate Library to request an accommodation. Phone: (313) 577-1851. Email: eas@wayne.edu The SDS (EAS) Student Handbook, found online at the link below, includes departmental procedures and policies, in addition to the many forms that may be used to request the services and accommodations that you desire. [http://www.eas.wayne.edu](http://www.eas.wayne.edu)

**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.

**Writing Center:**
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. 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, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/)

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Readings</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1* 1/13</td>
<td><strong>Watson, Preface, Chapters 1 and 2</strong>&lt;br&gt;<strong>Kliebard, Education at the Turn of the Century</strong></td>
<td>Course Introduction&lt;br&gt;Discussion of course syllabus and outline&lt;br&gt;Service Learning Agreement</td>
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<td>2 1/19</td>
<td><strong>Watson, Preface, Chapters 1 and 2</strong>&lt;br&gt;<strong>Kliebard, Education at the Turn of the Century</strong></td>
<td>Historical Context of Schools in Society: Colonial Education; early national education; religious schools vs. common schools; 19th century education; segregated schooling; 20th century education; desegregation; 21st century education; diversity in schools; organizations of schools</td>
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<tr>
<td>3* 1/26</td>
<td><strong>Labaree, The American Struggle over Curriculum Goals</strong></td>
<td>Foundations in Education: History of education; philosophical foundations; psychological foundations; pedagogical foundations; personal educational philosophy</td>
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<td>4 2/2</td>
<td><strong>Watson, Chapter 3</strong>&lt;br&gt;<strong>Giroux, Teachers as Intellectuals</strong></td>
<td>Defining Social Justice: Theoretical foundations; conceptual foundations; pedagogical foundations</td>
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<td>5 2/9</td>
<td><strong>Watson, Chapter 4 and 5</strong></td>
<td>History of Social Justice in Education: Racial categories and schooling; promises of assimilation; the other; Civil Rights Movement bilingual education; multicultural education</td>
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<td>6** 2/16 WSU</td>
<td><strong>Search Library Databases</strong>&lt;br&gt;<strong>Watson Chapters 6 through 8</strong></td>
<td>Library Resources Session with Veronica Bielat: Research articles on the challenges of urban education; teacher experiences in urban education; best practices in urban education</td>
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<td>7 2/23</td>
<td><strong>Freire, Pedagogy of the Oppressed, Chapter 1</strong></td>
<td>-Advising Session with Cassie Tackett, Academic Service Officer&lt;br&gt;-Social and Political Context of Social Justice in Education: Ethical issues; social power and privilege; dominance and subordination; reconsidering personal knowledge and experience</td>
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<tr>
<td>8* 3/2</td>
<td><strong>Smith and Sobel, Chapters 1, 2, and 3</strong></td>
<td>Teaching for Social Justice Part I: Understanding multicultural group dynamics; teaching in diverse classrooms; building on students’ diversity, prior knowledge; inequity, power and activism as curricular elements</td>
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<tr>
<td>9 3/9</td>
<td><strong>Smith and Sobel, Chapters 4, 5, and 6</strong></td>
<td>Teaching for Social Justice Part II: Social and political perspectives; contemporary manifestations of systems privilege and power; white privilege; marginalization of social groups in US society;</td>
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<td>defining social and cultural capital</td>
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<td>3/16</td>
<td>Hursh, Assessing No Child Left Behind</td>
<td>Reforms in Education: A nation at risk; standardization; NCLB; Race to the Top, Common Core curriculum, merit pay; teacher accountability; charter schools; homeschooling; technology integration; new education theories; teachers as reformers</td>
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<td>Ladson-Billings, From the Achievement Gap to the Education Debt</td>
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<td>Video Discussion</td>
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<td>3/23</td>
<td>Smith and Sobel, Chapters 7 and 8</td>
<td>Reflective Teaching: Historical roots of reflective teaching; reflections-on action; reflections-in-action; dimensions of reflection; traditions of reflective teaching; ethic of caring; constructivism; creative problem solving;</td>
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<td>Zeichner, Preparing Reflective Teachers</td>
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<td>3/30</td>
<td>Delpit, The Silenced Dialogue</td>
<td>Teaching Diverse Students: Multicultural Education; diversity in American culture and schools; social capital; cultural capital; white privilege; culture models; multicultural group dynamics</td>
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<td>Nasir, et al., Construction of Race and Identity</td>
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<td>4/6</td>
<td>Smith and Sobel, Chapters 9, 10, and 11</td>
<td>Roles, Rights &amp; Responsibilities of Students, Parents, Communities: Funds of knowledge; working with families and communities</td>
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<td>Moll, et al., Funds of Knowledge</td>
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<td>Course Evaluation</td>
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<tr>
<td>4/13</td>
<td>Reflection Projects: Being an Urban Educator</td>
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(**) **Session Mandatory Event**

**Session 1:** Monday, January 14, 2013 from 2:00-4:00 p.m.
Service-Learning Partnership Fair and Orientation on Wayne State’s main campus
Student Center, Hillberry A, B and 2nd Floor Ballroom

**Session 6:** Saturday, February 16, 2013
Library Resources with Veronica Bielat
Wayne State University Libraries on main campus (TRC/Purdy Library)

(*) **Session Extra-credit**

**Session 3:** Thursday, January 24, 2013 from 6:30-8:30 p.m.
Lecture on social injustices in America with Dr. James Loewen, sociologist, historian, and the author of several books, including *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* and *Sundown Towns: A Hidden Dimension of American Racism*
- Reception from 5:30-6:30 p.m. in the Alumni House Lounge
- Lecture immediately following from 6:30-8:30 p.m. in the Community Arts Auditorium. Lecture Title: *The Most Important Era in U.S. History That You Never Heard Of and Why It's Important Today*
*Session 8: Thursday, February 28, 2013 through Saturday, March 2, 2013

The College of Education will host its Second Annual Research Symposium and Educational Dialogue: Understanding the Impact of Poverty on Education. There is a registration fee associated with this event. However, if you are interested in presenting a workshop or poster you can submit a proposal online at: https://forms.wayne.edu/5073341d28c98/ (by January 18th).
TED 2250 Course Packet

Enclosed are persistent links to the Full-Text PDF articles and book chapters:


http://search.proquest.com.proxy.lib.wayne.edu/docview/212264098?accountid=14925


*Go to the following page, https://wayne.illiad.oclc.org/illiad/illiad.dll login with your AccessID and Password, and select Book Chapter as your type of request. Make sure you indicate pages 30-68 as your inclusive pages. Include the ISBN number 0826412769 in your request to assure pages are pulled from the correct edition.*


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