

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	CIG 603 - 1001
Title	URBAN EDUCATION
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	Online
Office Hours	
Prerequisites	
Course Description (Course Introduction)	CIG 603 is a graduate course designed to deepen your understanding of urban education. It is designed for teachers who wish to improve their ability to meet the diverse needs of their students and to improve the achievement of all students through the implementation of engaging curriculum. Factors that influence decision making about curriculum and instruction in urban educational contexts will be explored through course readings, online discussions, and assignments.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course INTASC Principles Addressed in this Course (please insert three subcomponents to them)	Standards 1, 2, 3: Learner and Learning (1) The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (2) The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (3) The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

<p>(performance, essential knowledge, and critical dispositions</p>	<p>Standards 4 and 5: Content Knowledge.</p> <p>(4) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>(5) The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Standards 6, 7, and 8: Instructional Practice</p> <p>(6) The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>(7) The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>(8) The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>Standards 9 and 10: Professional Responsibility</p> <p>(9) The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>(10) The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>
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Objectives

Course assignments are organized based on the following objectives:

1. Analyze the needs and problems of pupils in urban schools.
2. Examine the relevant issues unique to schools in urban settings.
3. Investigate ways that contemporary society influences education in the urban setting.

4. Examine issues specific to educating students in Southern Nevada urban society.
5. Develop an awareness of ways in which teachers can be effective in working with students in urban settings.

Required Textbook

- Milner IV, R. H. & Lomotey, K. (eds) (2014). Handbook of Urban Education. New York, NY: Routledge.
- Haberman, M. (2004). Star Teachers of Children in Poverty. West Lafayette, Indiana: Kappa DeltaPi Publications

Course Requirements

Course assignments and discussions are designed to provide you the opportunity to demonstrate your mastery of the stated course objectives. It is expected that you will demonstrate mastery through submission of quality assignments, active participation in discussions, and through effective use of technology.

There are 6 assignments for this semester. Quick Overview: Assignment 1 is to tell the class about you. Assignment 2 is weekly responses to the reading and responding to 2 classmates each week. Assignment 3 is a paper about urban education issues in the news. Assignments 4, 5, and 6 build on each other. You first find 10 journal articles and do a literature review about a topic of your choice. Then you are going to do a case study, which creates the context for your research plan (that is informed by your literature review). So choose a topic that you are interested in for these three assignments....you have to stick with it for all three assignments!

1. Introduction Discussion (10 points)
2. Weekly Reading Responses (15 x 20 points = 300 points)
3. Current News Related to Urban Education Reaction Paper (40 points)
4. Urban Education Issue Literature Review (100 points)
5. Urban Education Issue Case Study (50 points)
6. Urban Education Issue Research Plan (100 points)

Total = 600 points

Detailed Description of Assignments:

- 1. Introduction Discussion (10 points).** Each student will be required to make an introduction post. Take a moment to provide some background about yourself, including such things as where you are from, where and what you are teaching, your primary interests/hobbies, etc. This is an opportunity for us to get to know one another.
- 2. Weekly Reading Responses (10 points your original post, 5 points for each response).** Read the assigned chapters in the course books and respond (approx. 2-3 paragraphs) with your thoughts/impressions in the discussion link for each module. These weekly

assignments are about your opinions. Everyone is reading the same text, so no re-cap or description of the text is necessary.

After posting your response, reply to at least two other students' initial responses as well. Your replies to other students should be salient and directly address their thoughts/ideas. Comments such as, "Good job!" "I agree!" and/or "I really enjoyed reading your thoughts" are neither helpful nor adequate; so please put some thought behind your replies to your peers. One paragraph is sufficient. Max points for this assignment is 20 points and is set up to be a discussion about the readings. Your writing should be scholarly in nature and not read as a text message to your BFF; therefore, **do not use "text messaging" jargon/shorthand** (e.g., b/c, LOL, IDK, IIRC, etc.).



Your initial post is DUE THURSDAY of each module.
Your response to 2 classmates is DUE SUNDAY of each module.



3. Current News Related to Urban Education Reaction Paper (40 points). Each student will be required to write a paper (minimum of two pages) discussing your reaction to five articles related to current news in Urban Education. Articles should be current and in the media (mainstream or not). The articles are not from journals! This is a NEWS assignment.

Below are guiding questions for the paper:

- In regard to the five articles you read, why did you choose these articles? What about them appealed to you?
- In regard to the five articles you read, did you notice any of the same themes present in all the articles?
- What surprised you overall regarding the current news in urban education?
- Did you notice any similarities from the current urban education news and issues in Clark County School District?
- Do you feel it's possible for all children in urban schools to be academically successful?

Current News Rubric (40 points)

- Describe why you chose the articles and what appealed to you (10 points)
- At least 5 articles are discussed in the minimum of two-page paper and cited correctly throughout the paper and the reference page (5 points)
- Describe the themes of the issues and connection to Southern Nevada schools (20 points)
- Describe your opinion about the issue and the possibility of students being academically successful in urban schools (5 points)

4. Urban Education Issue Literature Review (100 points). Each student will be required to write a literature review on a current issue in urban education. It should be constructed in cogent, concise, and well organized manner and include a minimum of ten quality sources. The paper should be about 7-9 double-spaced pages in length and follow APA formatting Students can

choose from the list of current issues or you can request one of your choosing from the professor. Select a topic that is of interest to you. The literature review will deepen your understanding of that specific issue in urban education. You will be required to submit your selected issue by the end of **MODULE 6**.

Below is a list of issues that might be of interest from the readings:

- Teacher inequality
- Access to quality early childhood education
- Teacher and/or Administrator Turnover
- Lack of Family Involvement
- Lack of Community Support Low Student Expectations
- Lack of Resources
- Safety, Hunger, Health
- Standardized testing
- English Language Learners
- Low Socioeconomic status
- Policy and politics
- Local culture and economy
- Low Student Achievement

Identify and read at least **10** educational journal articles about the urban education issue (You may include readings cited from the text for this course). The literature review should include an introduction to the issue, the context/background for the issue, and its significance in urban education and potentially its significance in Las Vegas and Clark County Public Schools. While writing your literature review, you will probably notice there are several themes/ideas central to your selected issue that should be analyzed and synthesized. Each one of these should have a section devoted to it where you explain and illustrate each with examples and quotes from the texts you read. At the end of your literature review, you should develop at least two research questions that you can develop your urban education issue research plan around.

Literature Review Rubric (100 points)

Introduction (10 points)

- Introduce the curriculum issue.
- Describe a context/background for the curriculum issue.
- Explain its significance in urban education, Las Vegas, CCSD.

Big Ideas (50 points)

- Each big theme/idea is written about in a section with a heading.
- In each section, the theme/idea is explained and illustrated with examples and quotes (if desired) from the different readings.
- Ideas referenced from other texts are synthesized and used to illustrate different aspects of the theme, as well as appropriately cited.

Conclusion (20 points)

- Write a conclusion that summarizes the big themes/ideas.
- State your research questions that were generated from the literature review.

Writing (10 points)

- Ideas are communicated clearly and presented in a well-organized manner.
- Mechanics and conventions of print (spelling, punctuation, grammar, etc.) are correct.
- In-text citations are used correctly according to APA style.

References (10 points)

- At least 10 educational journal references are included.
- References should follow APA style.

5. Urban Education Issue Case Study (50 points).

1. Describe the identified urban school in Southern Nevada (real name of the school) and describe the characteristics inside the school and explain how some of these characteristics positively AND negatively impact the learners in social, cultural, physical, and academic development and teachers' decision making about curriculum and instruction (at least two paragraphs).
2. Identify salient factors in the communities outside the school such as parents, religious organizations, neighborhood, business, etc., and describe how some of these factors in the community may positively AND negatively impact the learners in social, cultural, physical, and academic development and teachers' decision making about curriculum and instruction (at least two paragraphs).
3. Identify factors in the national and/or international context that positively and negatively impact educational policies and practices and further, influence school leadership, teachers' teaching, parental involvement and/or urban students' social, cultural, physical, and academic development and teachers' decision making about curriculum and instruction (at least two paragraphs).

Case Study Rubric (50 points)

- Describe characteristics inside the school and/or district (20 points)
- Describe salient factors in the surrounding community (parent involvement, community involvement, neighborhood, businesses, etc.) (20 points)
- Describe any state and/or national policies that impact practices at the school level including those related to school leadership, teachers' teaching, parental involvement (10 points)

6. Urban Education Issue Research Plan (100 points). Each student will generate research questions based on their literature review. To answer these research questions, students will develop a research plan that could potentially be implemented in Clark County School District or a specific urban school within CCSD. The research plan should be aimed at enhancing school improvement, improving student learning, curriculum, and/or instruction, or another important

issue related to urban education. You should clearly describe your research plan with the support of literature.

Summarize the research related to the urban education issue you selected and restate your research questions. Then specifically describe your research plan that will help to solve or deal with this issue in your school or district. For example, if your urban education issue was safety then you might decide to write a research plan related to a specific strategy for providing safe routes to and from school.

Provide a rationale for your research plan, which could include other studies in which your chosen strategy has been successful. You will also need to describe the type of data you might collect and from whom in order to determine if your strategy has been successful (interview data, observations, surveys, etc.).

Finally, describe the anticipated positive results of the research plan. Additionally, explain any anticipated problems, difficulties, and/or challenges you might encounter in implementing your research plan. You should refer to the literature whenever possible. Lastly, describe the possible significance of your research plan to your chosen urban school/district.

Curriculum Research Plan Rubric (100 points)

- Summarize the research related to your selected urban education issue (10 points)
- Describe your plan that will help to solve or deal with this issue (10 points)
- Provide rationale for your research plan (20 points)
- Describe data collected to determine effectiveness of research plan (20 points)
- Describe anticipated positive results (15 points)
- Explain anticipated problems, difficulties, and/or challenges you might encounter (15 points)
- Describe the significance of your research plan to your chosen urban school/district (10 points)

Grading Policy

Final grades will be determined by the amount of points earned during the semester. Total points possible is 600. Grading is based on meeting the criteria for each assignment as detailed on the evaluation rubrics and written description of expectations.

<i>Grading Scale</i>	
95% and above	A
90 to 94	A-
85 to 89	B+
80 to 84	B

75 to 79	B-
70 to 74	C+
65 to 69	C
60 to 64	C-
45 to 59	D
Below 45	F

Written Assignment Requirements. All formal written assignments should follow the guidelines outlined in the 6th Edition American Psychological Association (APA) style manual (More information about APA style will be found at: www.apa.org). Special attention should be directed towards spelling, grammar, reference form, aesthetics, and presentation styles. APA requirements dictate fonts, margins, spacing, page formatting, references, and citation.

- All written assignments should be double-spaced, 1 inch page margins, and 12 point font (Calibri, Times, Times New Roman).
- All written assignments should use professional academic language and avoid foul language and colloquial remarks.
- All assignments must be completed and submitted by 11:59 pm on the due date on WebCampus. No late assignment will be accepted unless it is due to an emergency or the provision of a university official notice that is provided prior to the due day.
- All written assignments (not weekly reading responses) must be submitted as Microsoft Word Documents. The file format must be .doc or .docx.

Tentative Course Schedule

Module/Date	Reading	Topic	Assignments Due
1	Syllabus Handbook (p. xi-xxiii) Foreword and Intro	• Urban Education in the United States	Self-Introduction Reading Response
2	Handbook: Ch. 1	• Serving Vulnerable Children and Youth in the Urban	Reading Response
3	Handbook: Ch. 3	• Health, Nutrition, and Physical Activity	Reading Response
4	Star Teacher (p. 3-43) Chapters I-VII (Part One)	• The Nature of the Setting	Reading Response

5	Handbook: Ch. 4	<ul style="list-style-type: none"> • Student Resilience in Urban America 	Current News in Urban Education Paper & Reading Response
6	Handbook: Ch. 7	<ul style="list-style-type: none"> • LGBTQQ People and Issues in Urban Education 	Submit Topic for Literature Review & Reading Response
7	Star Teacher (p. 47-72) Chapters VIII-IX (Part Two)	<ul style="list-style-type: none"> • The Nature of Traditional Urban Teaching Practices 	Reading Response
8	Handbook: Ch. 11	<ul style="list-style-type: none"> • Teacher Preparation for Urban Schools 	Literature Review Paper & Reading Response
9	Handbook: Ch. 9	<ul style="list-style-type: none"> • Community and Family Involvement 	Reading Response
10	Spring Break ☺		
11	Star Teacher (p. 75-110) Chapters X-XI (Part Three)	<ul style="list-style-type: none"> • Star Teachers: Their Ideology and Behaviors 	Reading Response
12	Handbook: Ch. 19	<ul style="list-style-type: none"> • Culturally Responsive Teaching Principles, 	Reading Response
13	Handbook: Ch. 23	<ul style="list-style-type: none"> • Race, Research, and Urban Education 	Case Study & Reading Response
14	Star Teacher (p. 191-216) Chapters XIV-XVI (Part Three)	<ul style="list-style-type: none"> • Star Teachers: Their Ideology and Behaviors 	Reading Response
15	Handbook: Ch. 26	<ul style="list-style-type: none"> • Charter Schools and Urban Education Reform 	Reading Response
16	Handbook: Afterword	<ul style="list-style-type: none"> • Urban Education Conclusion 	Action Research Plan & Reading
17	No Reading	<ul style="list-style-type: none"> • Finals Week 	

SPECIAL NOTES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course

requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here:

https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are

sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)