

Teaching in and Learning from Underserved Communities: Engaging Assumptions, Values, and Beliefs

Winter

Instructors contact information

Catalog Description

Gateway course to integrative curriculum. Team-taught by faculty from two different departments. Topics vary, but emphasis is on critical thinking and application of interdisciplinary approaches to the study of a problem or issue.

Course description

This team-taught course explores the connections among areas of study, research, and practice from at least two perspectives. It offers an introduction to the integrative and interdisciplinary components of general education, preparing you to enter a world in which communication across specializations and the ability to place subjects in multiple contexts play an increasingly significant role.

To this end we will spend time exploring just what does it means for children to begin life in struggle, exposed to the daily pressures of social and economic hardships dealing with the complex problems of urban – and sometimes rural - communities? How and why are these children's experiences different from yours? What difference do race, ethnicity, and social class make? What must parents or caregivers of such children know in order to successfully help their children succeed? What do teachers of these children need to know in order to help these children succeed? In this seminar you'll develop a clearer understanding of the role community resources, schools, parents, and teachers play in influencing which students succeed and those that do not. You'll explore what it might be like to teach in underserved communities, learning how communities, families, and teachers work to lessen isolation and distress. You'll also test your own assumptions, values and beliefs as these are challenged by readings, experiences, and field trips to underserved communities.

Course Outcomes

Interdisciplinary Requirements

- Identify fundamental assumptions, values, or methods associated with two or more disciplines.
- Apply methods, values, or subject matter in two or more disciplines to further inquiry or to solve a problem;
- Demonstrate an awareness that different disciplinary theories, methods, or contexts influence understanding of a subject.

Students who need accommodations

If you are registered with the Disability Support Services you need to instruct that office to send a letter to us that indicates what accommodations are suited to you. If you have not registered, but wish to, please contact this office.

If you have emergency medical information to share with us, or if you need special arrangements in case the building must be evacuated, please inform us during the **first week** of the course.

A *Disabilities Support Handbook* can be found at [URL]

Method of Student Evaluation

Inquiry Project - You will design an experience that is relevant to the course content, enjoyable, and pertinent to your development as a professional. Some students choose experiences that enhance their personal-professional growth while others choose more traditional academic-professional experiences.

Assignment
Inquiry Project – 70% 1. Contract (10%) 2. Progress Memo (5%) 3. Annotated Bibliography (20%) 4. Final Project (35%)
Written Responses – 20% 1. Nealon and Giroux 2. Benbow and Lareau
Other Short Assignments – 10% 1. Cultural Artifact

Grading Scale

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	59-0

Re-submission

Projects (with the exception of the final project) receiving a **D** or lower grade may be resubmitted once for re-evaluation. Resubmission is to be **within the given due date** which will be noted on the bottom of each returned project. Hand in your **revision** with the **original graded project and scoring sheet**. Your original score and the resubmission score will be averaged. The average will be entered into the grade book/spread sheet.

Attendance

Regular and punctual class attendance is expected. Attendance will be taken.

Students who know they must be absent from class should notify the instructor or departmental office. Courtesy requires that students speak to the instructor and preferably present a signed and dated memo briefly stating the reason for absence.

You are responsible for completing any work missed.

Course activities and Project Descriptions

WEEK ONE		Wednesday 1/3	Friday 1/5
Topic: Self		Cultural True/False Introduction to the Course Introduction to cultural artifact	
Preparation			
Projects Due			Cultural Artifact
WEEK TWO			
Topic: Self	Monday 1/8 Brainstorm for Inquiry	Wednesday 1/10 Inquiry	Friday 1/12 Library – Group 1 Classroom – Group 2
Preparation	Read Nealon & Giroux, “The Theory Toolbox” Subjectivity		
Projects Due			
WEEK THREE			
Topic: Self and Home	Monday 1/15 Library – Group 2 Classroom – Group 1	Wednesday 1/17 Profile of the class	Friday 1/19 How do our early experiences shape us?
Preparation			Read: Benbow, A sociological critique of Meaningful Differences
Projects Due	Post aspect of family to Blackboard and response to Nealon & Giroux	Read Nealon & Giroux, “The Theory Toolbox” Culture	Inquiry contract DUE

WEEK FOUR	Monday 1/22	Wednesday 1/24	Friday 1/26
Topic Home		When did you realize that not all families were the same?	Speaker
Preparation	Chicago Tribune Mag - parent		
Projects Due			
WEEK FIVE	Monday 1/29/07	Wednesday 1/31/07	Friday 2/2/07
Topic Home and School		Speaker	
Preparation	Read Baldacci 1- 80		Read Baldacci 81-151
Projects Due			Post to Black board and response to Benbow and Lareau
WEEK SIX	Monday 2/5/07	Wednesday 2/7/07	Friday 2/9/07
Topic: School			Field Trip – meet in front of Stadium at 7:45
Preparation	Read Baldacci 152-228		
Projects Due			

WEEK SEVEN	Monday 2/12	Wednesday 2/14/	Friday 2/16
Topic		One-on-One Meetings- Literature support for Inquiry Project	One-on-One Meetings- Literature support for Inquiry Project
Preparation	Read Schooling in America		
Projects Due			
WEEK EIGHT	Monday 2/19	Wednesday 2/21	Friday 2/23
Topic: Community			
Preparation	Read Origins of the Underclass – Free Fall	Read Origins of the Underclass – European Norms	
Projects Due	Annotated Bibliography DUE		
WEEK NINE	Monday 2/26	Wednesday 2/28	Friday 3/2
Topic	One-On-One Meetings – Inquiry Project	One-On-One Meetings – Inquiry Project	TBD
Preparation			
Projects Due			
WEEK TEN	Monday 3/5	Wednesday 3/7	Friday 3/9
Topic	TBD		
Preparation			
Projects Due		Presentations	Presentations
FINAL'S March 12: 1:00-3:00 Finish presentation – Inquiry Projects DUE			

