**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**EDU 201 – Education in Urban Environment**

**Course Outline**

**Course Number & Name:**  EDU 201 Education in Urban Environment

**Credit Hours:**  3.0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Pre- or Co-requisites**:  Grade of “C” or better in EDU 101

**Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course examines the educational and social forces affecting the learning process of the inner city student. Issues considered include multiculturalism and the educational system, the effect of social institutions on the educational process, and the role of the teacher in the urban school.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. describe the challenges for students living in an urban area;

2. describe teacher qualities that affect student achievement;

3. discuss important differences among urban schools; and

4. describe the social and economic way of life in an urban community.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Describe the challenges for students living in an urban area:

1.1 *describe multicultural education;*

1.2 *compare and contrast privileged individuals to those who are marginalized*;

1.3 *compare and contrast race and ethnicity;*

1.4 *describe the relationship between a school’s climate and academic success;*

1.5 *discuss the barriers between minority families and the expectations of the school;* and

1.6 *discuss the relationship between gender stratification and male achievement*

2. Discuss teacher qualities that affect student achievement:

2.1 *describe various ways teachers show empathy for students*;

2.2 *discuss cultural assumptions as it relates to teaching;*

2.3 *identify characteristics associated with self-efficacy;* and

2.4 *distinguish between effective and ineffective teaching*

**Measurable Course Performance Objectives (MPOs)** (continued):

3. Discuss important differences among urban schools:

3.1 *compare and contrast characteristics of succeeding and failing schools*;

3.2 *describe cultural deprivation theory;*

3.3 *analyze how education inequities are associated with the equality gap in society;* and

3.4 *discuss education reform as it relates to urban education*

4. Describe the social and economic way of life in an urban community:

3.1 *discuss how to integrate curriculum with that of the urban community;*

3.2 *analyze the role the urban community plays on education;*

3.3 *discuss the differences in attitude among immigrant students and those who are US born;* and

3.4 *discuss factors which lead to the socioeconomic status of the urban community*

**Methods of Instruction**: Instruction will consist of but not be limited to a combination of lectures, class discussions, group work, educational videos, and individual study. Specific choice of instruction is left up to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions are blueprinted to course objectives. Checklist rubrics are used to evaluate non-exam type assignments such as reaction papers, projects, and oral presentations. The result of this data analysis will be used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Read the textbook.
2. Maintain regular attendance.
3. Be an active participant in class discussions.
4. Complete all assignments when scheduled.
5. Take quizzes and exams as scheduled.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Preparation, Attendance and Participation 5 – 15%**

Students are expected to attend regularly, read required assignments, and be prepared to participate in class discussion.

* **Logs 5 – 15%**

Logs are written in-class and/or out of class assignments that are designed to heighten students awareness of various educational issues.

* **Reaction Paper 30 – 40%**

Reaction papers are 3 – 5 typewritten pages in which students must review a movie or read an outside source (e.g., newspaper, magazine, etc.) and discuss the emotional reaction to the issue or the author’s/director’s point of view. Critical thinking skills must be applied.

* **Oral Presentation 30 – 45%**

Presentations must be based on either discussed or non-discussed topics during the semester but related to the course objectives and to education in general.

* **Case Analysis 30 – 45%**

Case analyses are 5 – 7 typewritten pages in which students must identify and critically look at hidden or not-so-hidden obstacles to effective teaching.

* **Observation Paper 30 – 50%**

Observation papers are 3 – 5 typewritten pages in which students must write reflectively about their visit to an educational environment.

* **Interview Paper 30 – 50%**

Interviews are conducted with outside sources. Interview questions are based on discussed or non-discussed topics during the semester but relevant to education.

* **Quizzes 15 – 20%**

Quizzes will provide evidence of the extent to which students have mastered course objectives.

* Exams   30 – 35%

The number and dates of the exams are specified by the instructor. Exams may or may not be comprehensive and will provide evidence of mastery and synthesis of the course material and whether course objectives have been met.

Note: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text by Ayers, William, Billings-Ladson, Gloria, Michie, Gregory, and Noguera, Pedro (2008), City Kids City Schools. The New Press. Note: It is the instructor’s discretion to recommend other references as appropriate.

Unit Area/Topic

1 Introduction – characteristics of urban education, culturally relevant teaching

2 Social context – cultural marginalization, socio-economic, social class, classroom diversity

3 Student diversity– race, ethnicity, socio-economic status, gender, sexual orientation

4 Teacher – self-efficacy, characteristics, personal reflections, professional development, advocates

5 Urban schools – achievement gap, cultural deprivation theory, racial stratification, parental roles

6 Legal mandates – federal, state, local

7 Finance – sources of revenue, federal, state, private

8 Education reform – pedagogical skills, education policy, curriculum, advocacy, school choice

9 Societal issues – drop-out rate, emotional/physical well-being, crime, drugs, gangs

Note: In EDU 201, the instructor must cover 7 of the 9 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.