The New York City Department of Education is the largest public school system in the United States, educating approximately 1.1 million students each day in more than 1200 schools. In his 2007 State of the City speech, mayor Michael Bloomberg announced new reforms designed to empower building principals, ensure accountability, strengthen teaching, and provide equitable funding. Course registrants will experience the impact of these reforms firsthand as they spend one full day each week teaching and learning in a New York City public middle school. Students enrolled in this special topic course will also meet in a weekly seminar to discuss their teaching and their reading of *Other People's Children: Cultural Conflicts in the Classroom*, *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*, *The Power of Their Ideas: Lessons for America from a Small School in Harlem*, *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*, and *Literacy with an Attitude: Educating Working-Class Children in Their Own Self-Interest*. Prerequisites: EDUC 150 Education in American Culture, EDUC 155 Educational Psychology, EDUC 242. Including Students with Special Needs. Signature of Dr. Shosh required. $400 fee for bus and subway transportation.

**Essential Question:** What are the most effective methods for teaching and learning in our nation’s urban secondary schools? How do we know?

**Objectives**

1. To develop teaching approaches and teacher behaviors which promote student engagement and student achievement in diverse urban learners.

2. To articulate, defend, and enact a personal philosophy of urban education.

3. To design, implement, and reflect upon effective standards-based instruction that leads to demonstrable student engagement and achievement in the urban classroom.

4. To teach and learn in an environment where knowing is negotiated, distributed, situated, constructed, developmental, and affective.

**Required Texts**


Selected Resources


Key Web Links
Annenberg Media Teacher Resources
http://www.learner.org/

Association for Supervision and Curriculum Development (ASCD)
http://www.ascd.org/portal/site/ascd/index.jsp/

International Reading Association
http://www.reading.org/
Listen Up!
http://www.listenup.org/

Middle Web Curriculum Strategies & Links

Moravian College Reeves Library Web Sites for Education
http://home.moravian.edu/public/reeves/books/web/edu.htm

National Council of Teachers of English
http://www.ncte.org/

New York City Department of Education
http://schools.nyc.gov/default.aspx

New York Times Online
http://www.nytimes.com/

Pennsylvania Power Library
http://www.statelibrary.state.pa.us/libraries/cwp/view.asp?a=11&q=37628

Playbill On-Line
http://www.playbill.com/index.php

San Fernando Student Film Festival ICan
http://www.sfett.com/

Teen Ink
http://www.teenink.com/

United Streaming from Discovery Education
http://www5.unitedstreaming.com/index.cfm

Write Source
http://www.thewritesource.com/

Assignments and Grading
Assignments are due as indicated below. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each calendar day it is late, and any assignment not submitted within two weeks of the due date will receive a “0.” It is within the instructor’s purview to apply qualitative judgment in determining grades for an assignment or for a course.

1. Field Experience Journal 30%
   • Entries e-mailed weekly beginning 9/7

2. Response to Meier 15%
   • Due 9/14

3. Response to Delpit, Dowdy, & Tatum 15%
   • Due 11/2

4. Response to Finn 15%
   • Due 11/30

5. Final Exam: Teaching & Learning in NYC Public Schools 25%
   • Due no later than 12/14

Attendance
Attendance and participation in the field experience placement in New York City is an integral component of this course. If, for any reason, you are unable to attend school on a scheduled Friday, it is imperative that you notify
both the instructor and cooperating teacher as far in advance as possible. Due to the nature and structure of the special topics course, attendance at each weekly seminar is also crucial. If you must miss a session, please call me to explain. When an absence is unavoidable, a written response to the assigned readings must be submitted on or before the next regularly scheduled session. The written response will be evaluated as part of the journal. More than two absences may result in a failing grade for the course.

**Academic Honesty**
You are encouraged, and in some instances, required to use conventional and on-line secondary source materials, but all work that you submit must be your own. Be certain to cite the sources that you used, and take care to avoid plagiarism, which the *Moravian College Student Handbook* defines as “the use, deliberate or not, of any outside source without proper acknowledgement” (52). Consult *Writers Inc., The MLA Handbook for Writers of Research Papers*, and the student handbook for more information on this topic. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

**Course Schedule**
Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

**Friday, August 31:** Reforming New York City Public Middle Schools
Course Overview: Logistics & Academics
Mayor Bloomberg’s 8/13/07 Middle School Reform Memorandum
Course Assignments

**Friday, September 7:** Central Park East: An Alternative Story
Due: Meier, *The Power of Their Ideas*, preface – p. 90
Journal Entry #1

**Friday, September 14:** Small Schools & Learning Communities
Due: Meier, *The Power of Their Ideas*, p. 91–186
Journal Entry #2
Response to Meier

**Friday, September 21:** The Urban Schools Achievement Gap
Due: Steward, *Closing the Achievement Gap*, Literature Review & Findings, pp. xx-xx and xx-xx
Journal Entry #3

**Friday, September 28:** Language & Identity
Due: Delpit & Dowdy, *The Skin That We Speak*, Introduction – p. 30
Tatum, *Teaching Reading*, Chapters 4-6, p. 37–82
Journal Entry #4

**Friday, October 5:** Skills and Other Dilemmas of a Progressive Black Educator
Due: Delpit, *Other People’s Children*, p. 11–76
Tatum, *Teaching Reading*, Chapter 7, p. 83–107
Journal Entry #5

**Friday, October 12:** Language in the Classroom
Due: Delpit & Dowdy, *The Skin That We Speak*, 31–144
Journal Entry #6

**Friday, October 19:** Lessons from Home and Abroad
Due: Delpit, *Other People’s Children*, p. 77–134
Tatum, *Teaching Reading*, Chapters 8–9, p. 109–132
Journal Entry #7

**Friday, October 26:** Teacher Knowledge
Due: Delpit & Dowdy, *The Skin That We Speak*, 145–220
Friday, November 2:  Transforming Practice
   Due:  Delpit, *Other People's Children*, p. 135–184
   Journal Entry #9
   Response to Delpit, Dowdy, & Tatum

Friday, November 9:  Social Stratification
   Due:  Finn, *Literacy With An Attitude*, p. 1–38
   Journal Entry #10

Friday, November 16:  Oppositional Identity
   Due:  Finn, *Literacy With An Attitude*, p. 39–120
   Journal Entry #11

Friday, November 23:  NO CLASS: THANKSGIVING

Friday, November 30:  Critical Literacy
   Due:  Finn, *Literacy With An Attitude*, p. 121–208
   Journal Entry #12
   Response to Finn

Friday, December 7:  Reflecting on Teaching & Learning in NYC Public Schools

FINAL EXAM DUE VIA E-MAIL BY FRIDAY, DECEMBER 14.