

**THE UNIVERSITY OF UTAH**  
**DEPARTMENT OF EDUCATION, CULTURE & SOCIETY**  
**THE COLLEGE OF EDUCATION**  
**ECS 5709 & 6709**

**FALL 2015**

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Office Hours: By Appointment ONLY

Meeting Location: Rose Park Community School  
Meeting Time: Wednesdays - 10:45 AM to 1:45PM

**COURSE SUMMARY**

This course is designed to meet current state standards for teacher licensure and designed to acquaint learners with the necessary background for effective partnership development and facilitation involving families, schools and communities. This course carries with it a Community-Engaged Learning (CEL) designation that is designed to promote the connections among: *scholarship, human relationships, and community praxis*. In this course students will learn promising methodologies of community engagement and practice and will facilitate research and/or teaching with youth and families in the community. Specifically, students will use course material to assist them in developing and implementing teaching or research projects in collaboration with students and families in the Rose Park community of Salt Lake City. The overall purpose of this course is to assist students, youth, school personnel, and families in working together to solve and address issues that are directly impacting their school and community. Students will engage in teaching and/or research that will assist them in developing *engaged relationships* with youth and families while learning how to facilitate partnerships with *critical inquiry, reflexivity, and reciprocity*.

**TEACHING PHILOSOPHY**

I strongly believe in a modern, transformative, and equitable educational praxis. This occurs when educators and families work collaboratively to redress historical inequity; dismantle systemic power and privilege, promote equity and justice for communities; transform the landscape of discourse and practice in public schools, and center the lives of minoritized individuals and families through policy and practice. Additionally, I believe in the opportunity for students to connect their personal experiences and identity to the issues, ideas, and content discussed throughout the course. *Understanding and accepting that conflict is inherent to progressive educational praxis and that all conflict can be facilitated through knowledge, persistence, patience, presence, and a genuine desire to understand*. With this in mind, it becomes imperative for students to think about how their ‘positionality’ impacts the way they interpret course material and the way they interact with fellow learners. Therefore, learning should be challenging yet humanizing— meaning that everyone in the classroom has knowledge that should be valued while simultaneously bringing into question knowledge that may cause harm to human experience or identity. Because the work that I do involves community partners, families and residents of west Salt Lake City, students get a unique opportunity to engage with families and organizations for the purposes of relationship building. In order to build relationships, we must challenge what we (think we) know and transform that knowledge so that it can genuinely involve others – oftentimes those vastly different from ourselves. We are here to develop discourses that center people living in west Salt Lake City as holders of knowledge, cultural wealth and social assets; *leaving little room for deficit thinking and practice*.

## COURSE GOALS & OBJECTIVES

Course goals and objectives are an opportunity for students to better understand the ideas that will be presented in this particular course. This course, with an emphasis on the interdisciplinary nature of exemplary educational praxis, places objectives into three major categories of focus. Therefore, the goals and objectives include opportunities to:

KNOWLEDGE	INTERPERSONAL	POLITICAL
Understand the basic terminology and history related to facilitating youth and family partnerships in urban community settings.	Investigate the impact of personal behaviors on the ability for a community to engage in collective learning and adopt behaviors that promote <i>humanizing pedagogies</i> .	Develop verbal and written skills to negotiate issues of power, domination, and oppression as they relate to facilitating family-school partnerships.
Become familiar with the research knowledge base needed for family-school partnerships and how that translates knowledge into an <i>engaged praxis</i> .	Evaluate, examine, and question personal strengths, weaknesses, and interests in facilitating community partnerships with youth and families.	Engage in collective inquiry and action with fellow university students, youth and families on <i>community identified</i> issues of importance or concern.
Observe and reflect on the roles played by teachers, students and families in today's urban schools.	Build <i>sincere relationships</i> with fellow students, youth and families as connected to your course work; <i>accepting</i> the temporary realities of our work together.	Develop an asset-based, critically-engaged language base that describes the experiences of families in the community.

## COURSE EXPECTATIONS AND NORMS

### Course Changes, Additions and Revisions

The professor reserves the right to make changes, additions and revisions to the content of the course and to the syllabus. Sufficient advanced notice will be given for any changes impacting students.

### Individual Behaviors

- **Turn OFF or (set to) silent your cell phones!**
- **Laptops, tablets, and other electronic devices are allowed in class with explicit approval of the course instructor. These devices will significantly hinder our ability to live and learn together in this course when we are engaging in humanizing dialogue.**
- Students must be prepared with all readings BEFORE class.
- Food and drink are welcome. Please clean up after yourself and recycle (when possible).

### Active Class & Community-Based Engagement

What will you contribute to the class and to the partnerships? It is critical that you come to class *on time and attend partnership meetings on time*; prepared to discuss the readings, to raise questions related to your concerns, and to add your insights on the topics raised based on your experiences. The intention is to create an atmosphere of collegial discussion and constructive criticism in which everyone feels free to share their perspective. In order to participate, you must be present. In the event that you miss a class, please notify the professor before class if it is a planned arrangement or as soon as possible in case of an emergency. *Failure to be present and/or lack of notification for an absence will result in lost participation points.*

## Community-Engaged Learning Requirements

The service learning experience (or community engaged research experience) will be facilitated through the Rose Park Community School and involve at least 32 hours of participation in this designated school and community setting (time outside of class). Each student will be evaluated on their participation within the community-based experience. Throughout the semester, students will be guided in individual reflection and class time will be provided to adequately connect and analyze the value of community-engaged learning; specifically as it relates to teaching. *Students who do not fulfill the 32 hour requirement, will automatically receive a C- in the course; regardless of performance on other course requirements.*

## Academic Journals

Throughout the semester you will be required to reflect on key questions which will become your personal (yet academic) journals for the course. As specified in the syllabus, you will spend time writing in your journal based upon readings, course topics and your community partnership work. This is an opportunity for you to critically and consciously reflect on your emotions, thoughts and reactions to the discussion and your experiences inside the classroom and in the community. Specifically, the content of the journals is essential to ensuring that all students have a positive educational experience and to ensure that the information presented is being considered and internalized in positive and beneficial ways.

- Journals must be single spaced and must not exceed the page limits listed below.
- It will be important for you as the student to determine if you are analyzing, considering, critiquing and thoughtfully engaging yourself with the subject matter of the course and be able to reflect on those issues in your journal.
- Journals must also include relevant supportive evidence (citations) from course materials and/or course discussions; a minimum of 6 different references are necessary. *No outside sources will be allowed.*

Academic Journal Type	Due Date	Length 5709	Length 6709
Journal #1: Culture, Identity, & Power	October 21, 2015	2 Pages	3 Pages
Journal #2: Human Relationships	November 11, 2015	2 Pages	3 Pages
Journal #3: Partnership Action	December 9, 2015	3 Pages	4 Pages

## Readings

Completion of the readings should provide you with an opportunity to think about the meaning of the readings, how they connect and integrate with one another, and how they apply to your learning and experiences regarding the teaching profession. Students are expected to engage with the readings – meaning that you come to class with critical questions and with thoughts regarding how your personal life experiences and identities line up with or come into conflict with the ideas being presented in the literature.

## Written Assignments

LATE ASSIGNMENTS WILL NOT BE ACCEPTED. All written assignments need to be emailed/posted to Canvas on time, 11:59 PM the day they are due. *Only electronic copies of journals and assignments will be accepted.*

Criteria & Assignments	Percentage of Grade	
	ECS 5709	ECS 6709
Sincerity & Engagement	30%	20%
Academic Journals (3 Total)	20%	20%
Community Engaged Internship	30%	30%
Final Partnership Collage	20%	20%
Facilitating Class Discussions		10%

### Grading Scale

A	100% - 96%	C	75% - 72%
A-	95% - 91 %	C-	71% - 69%
B+	90% - 87%	D+	68% - 66%
B	86% - 83%	D	65% - 63%
B-	83% - 80%	D-	62% - 60%
C+	79% - 76%	F	59% or Below

## UNIVERSITY POLICIES AND PROCEDURES

### Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

### Students' Rights and Responsibilities

In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

### Academic Honesty

Student Code states: "Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."*

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at: <http://regulations.utah.edu/academics/6-400.php>

## COURSE OUTLINE, ASSIGNMENTS DUE AND READING LIST

DATES	CLASS DISCUSSION & READING ASSIGNMENTS	ASSIGNMENTS DUE
August 26, 2015	Introductions / Syllabus / Partnerships	
September 2, 2015	<u>Discussion</u> Bridge I - Understanding & Engaging in Critical Thinking	<ol style="list-style-type: none"> <li>1. Yellow-Bird – Tribal Critical Thinking</li> <li>2. Toyosaki – Love as Critical Labor</li> <li>3. Goodman – Helping Students Explore Their Privileged Identities</li> </ol>
September 9, 2015	<u>Discussion</u> Bridge II - Hope and Freedom as Essential Foundations for Community Engagement	<ol style="list-style-type: none"> <li>1. Nolan &amp; Stizlein – Meaningful Hope for Teachers</li> <li>2. Irizarry – Buscando La Libertad Latino Youths in Search of Freedom in School</li> <li>3. Ice, Thapa &amp; Cohen – Recognizing Community Voice and a Youth-Led School-Community Partnership</li> </ol>
September 16, 2015	<u>Discussion</u> Bridge III – Starting Up and Reaching Out: Foundational Strategies and Ideas for School Partnerships	<ol style="list-style-type: none"> <li>1. Van Velsor &amp; Orozco – Involving Low Income Parents in Schools: Community-centric Strategies</li> <li>2. Anderson-Simons &amp; Curtis – Connecting with Communities: Four Successful Schools</li> <li>3. Davies – Schools Reaching Out: Family, School, and Community Partnerships for Student Success</li> </ol>
September 23, 2015	<u>Discussion</u> Bridge IV – The Barriers (and Opportunities) to Family & Community Participation  <i>“There is huge diversity in the human experience. Schooling is no different. Everyone experiences school differently and this is our opportunity to seek understanding.”</i>	<ol style="list-style-type: none"> <li>1. Dotson-Blake, et al – Ending the Silence of Mexican Immigrant Voice in Public Education</li> <li>2. Agocs – Institutionalized Resistance to Organizational Change: Denial, Inaction, and Repression</li> </ol>
September 30, 2015	<u>Discussion</u> Bridge V – Being Present in Urban Education: The Importance of Relationships  <i>“It’s hard to teach without first establishing a hopeful relationship.”</i>	<ol style="list-style-type: none"> <li>1. Clark &amp; Clark – Middle School Leadership: The Leadership Challenge of Building...Relationships.</li> <li>2. Roland – Educating for Inclusion: Community Building Through Mentorship &amp; Citizenship</li> <li>3. Ullucci – This Has to be Family – Humanizing Classroom Management</li> <li>4. Downey- “They Kicked Him Out” – Teachers’ Student Stories as Counterstories</li> </ol>

October 7, 2015	<u>Discussion</u> Bridge VI – Trauma Informed Schooling – Healing Communities from the inside, out.	1. Cole et al – Helping Traumatized Children Learn: Supportive School Environments for Children Traumatized by Family Violence
October 14, 2015	<u>Discussion – Continued</u> Bridge VI – Trauma Informed Schooling – Healing Communities from the inside out.	1. Cole et al – Helping Traumatized Children Learn: Safe, Supportive Learning Environments that Benefit all Children
October 21, 2015	<u>Reflection</u> Speaking Openly and Honestly: Participating in a Community School  <i>“Are we here to open our mind and our hearts to community? The process may be difficult but the outcomes are humanizing.”</i>	<u><b>Journal #1: Culture, Identity &amp; Power</b></u> <b>Describe the issues of culture, identity and power, and trauma that must be understood and negotiated when facilitating family-school partnerships in urban schools. What types of thinking and practice (praxis) are necessary for successful partnership development?</b>
October 28, 2015	<u>Discussion</u> Pillar I – Engaging and Transformative Methodologies: Participatory Action Research  <i>“The heart of family-school partnerships lies in the quality of action that occurs with youth, educators and families working side-by-side.”</i>	1. Hutzell – Reconstructing a Community, Reclaiming a Playground 2. Fuentes – Learning Power and Building Community: Parent Initiated Participatory Action Research. 3. Ginwright – Collective Radical Imagination: YPAR and the Art of Emancipatory Knowledge
November 4, 2015	<u>Discussion</u> Pillar II – Engaging and Transformative Methodologies: Restorative Justice  <i>“Restoration of hope and opportunity goes hand-in-hand with justice in process and outcomes. This is how communities learn to trust schools.”</i>	1. Evans et al – Restorative Justice in Education: What We Know So Far 2. Knight & Wadhwa – Expanding Opportunity through Critical Restorative Justice
November 11, 2015	<u>Reflection</u> Speaking Openly and Honestly: Participating in a Community School  <i>“In what ways do we remain invested and present? How have we transformed the life of someone else while also transforming our own?”</i>	<u><b>Journal #2: Human Relationships</b></u> <b>Describe the role that relationships play in building and maintaining family-school partnerships. What methods and practices ensure that we: build relationships, create change, and ensure justice in education?</b>

November 18, 2015	<p><u>Discussion</u> Pillar III – Engaging and Transformative Methodologies: Spirituality &amp; Activism</p> <p><i>“Never forgot the knowledge that families bring with them every day. Without it we would cease to exist.”</i></p>	<ol style="list-style-type: none"> <li>1. Dantley – Successful Leadership in Urban Schools: Principals and Critical Spirituality</li> <li>2. Revilla – Mujerista Pedagogy: Raza Womyn Teaching Social Justice</li> <li>3. Kim &amp; Slapac – Culturally Responsive, Transformative Pedagogy in the Transnational Era: Critical Perspectives</li> </ol>
December 2, 2015	<p><u>Discussion</u> Pillar IV – Engaging and Transformative Methodologies: Parent &amp; Family Narratives</p> <p><i>“Activism enriches the spirit of those who participate in schools. It’s what keeps us passionate about our work.”</i></p>	<ol style="list-style-type: none"> <li>1. McKenna &amp; Millen – Look, Listen &amp; Learn: Parent Narratives</li> <li>2. Sanders – Parent Liaisons Bridging the Home-School Gap</li> <li>3. Bhargava &amp; Witherspoon – Parental Involvement Across Middle and High School</li> </ol>
December 9, 2015		<p><b><u>Journal #3: Partnership Action</u></b> <b>Utilizing course material, what methods, theories, knowledge, practices, and resources do you use to create and maintain a family-school partnership? Why do you choose these and how do they resonate with your own (transformed) epistemological understanding of education?</b></p>
December 14, 2015 (Week of)	<b>Final Partnership Collage</b>	Students will present their final partnership collage as our form of a final examination