COURSE OVERVIEW
The main goal of this course is to engage prospective teachers and others interested in community-based education initiatives in the study and work of community organizations that support the positive development of young people in informal settings.

We explore three main topics:
(1) the resources youth can draw from their communities
(2) the role community-based organizations play in youth development and what formal educators can learn from them
(3) considerations to keep in mind when working with students from diverse backgrounds

Students will explore these topics through a combination of course materials, guest speakers, and on-the-ground work and research in community organizations that serve youth.

By the end of the course, students will have gained knowledge and experience that will enable them to
(1) more thoughtfully and meaningfully engage with youth in out-of-school settings and with community-based organizations whose focus is on the development of youth and (2), if they become teachers, apply useful ideas and practices from community-based organizations to their classrooms.

COURSE GOALS
The course also is guided by the Northwestern University Conceptual Framework for teaching programs and consistent with the Illinois Professional Teaching Standards (2013), particularly the first three standards:

Standard 1: Teaching Diverse Students
The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural,
linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2: Content Area and Pedagogical Knowledge
The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3: Planning for Differentiated Instruction
The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

COURSE REQUIREMENTS
Expectations are high for participation, professionalism, and engagement in class activities and in the internship. Both – the class and the guided internship – are integral to the course. You will need to complete a minimum of 25 hours in the internship. Several components make up the course requirements.

Attendance and participation (20%)
Attendance at each class session is required and will be documented with sign-in sheets. Students are expected to arrive at each class session on time and to have read the materials assigned, prepared to participate constructively in class discussions. One absence is excused without penalty – no questions asked. An absence beyond that will affect your grade.

Groups will take turns each week facilitating a class discussion of the readings for that week. This will involve developing discussion questions and other class activities that relate the readings to the themes/goals of the course, identify salient topics/issues that connect to other readings in the course, and attempt to connect to learning in the guided internship experience. Groups will send a quick preview of their activities to the TA by Monday of the week of their presentation. Students will sign up in class on January 9, 2019.

Organizational analysis (10%)
- This analysis has three parts: 1) situating the internship site within the community that it serves, providing background and information on the community’s history, demographics, schools, and relevant institutions and assets (1-2 pages); 2) describing the site itself, including the organization’s history, mission, structure, major funding sources, and relationship to schools and other community assets (1-2 pages); and 3) sharing your initial wonderings about the site as a context for learning for youth and within its community (½ -1 page). DUE JANUARY 30.

Reflection paper 1 (15%)
- Reflect on your internship experience to date. Draw on a minimum of four readings assigned for this course and your field notes to highlight particular themes in your
internship observations and experiences. Use both the readings and your experiences (as documented in your field notes) to support your perspectives. Cite course readings in American Psychological Association (APA) style (3-5 pages). DUE FEBRUARY 13.

Internship Showcase (20%)
- The Internship Showcase is an opportunity for students to share, highlight, and celebrate an aspect of the work being done at their internship that speaks to the ideals of our readings and discussions. This is an opportunity for students to share with classmates and site hosts (who will be invited!) specific practices, artifacts, experiences, etc., that exemplify issues relevant to learning in informal contexts, such as accessing funds of knowledge, designing culturally-relevant experiences, leveraging community assets in the service of learning, etc. Students are encouraged to be creative and interactive. For example, the showcase could involve a demonstration of an activity, video documentation of learning, a poster that visualizes how key concepts play out at the site, etc. Instructors are available for consultation. MARCH 13.

Reflection Paper 2 (25%)
- Reflect on the entire guided internship and class experience. What, if anything, has shifted in your understandings and perspectives: e.g., how community-based organizations (CBOs) function for young people, relations of schools and CBOs, views about teaching and learning, views of youth from different communities, views of your work with youth. Include a primary source that is connected to your wonderings and the questions you have been pursuing. Primary sources could include interviews, surveys, etc. Draw on the organizational analysis, interview, field notes, first reflection paper, your primary sources, and a minimum of four course readings to support your ideas (3-5 pages). DUE MARCH 20.

Field notes (Checked)
- During your field experience at the internship site, you will be expected to keep field notes documenting your observations and reflections. You will be expected to draw on these notes for your papers and final showcase presentation. The first half of field notes will be DUE FEBRUARY 13. The complete set of field notes will be submitted with your final paper, DUE MARCH 20.

Guided internship site experience log (Checked)
- A signed log documenting a minimum 25-hour field experience over the quarter is required to receive a grade. Satisfactory participation and attendance are expected. You will receive an incomplete in the course until you have completed all 25 hours and turned in the signed log. DUE MARCH 18.

Guided internship supervisor evaluation (10%):  
- The site supervisor will complete an assessment for each intern based on performance at the guided internship site. Site supervisors will evaluate attendance, dependability, initiative, and effort.

Written assignments, including the field notes, should be uploaded and submitted on Canvas by 11:59pm on the date due.
GRADING
The grading system used in computing a student’s grades will be a 100-point scale:

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<tr>
<td>A</td>
<td>100 to 94</td>
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<td>A-</td>
<td>93 to 90</td>
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<td>B+</td>
<td>89 to 87</td>
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<td>B</td>
<td>86 to 84</td>
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<td>B-</td>
<td>83 to 80</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>63 to 61</td>
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<td>F</td>
<td>60 to 0</td>
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Late assignments will be downgraded one step per day late, e.g., A- to B+.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

ACADEMIC INTEGRITY
Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: http://www.northwestern.edu/provost/policies/academic-integrity/index.html

COURSE MATERIALS
Readings can be downloaded from the online course-management system, Canvas, or found online at the links provided in the syllabus. As these readings will be the focus of class discussions, students should have access to digital or print copies during the class.

GUIDED INTERNSHIPS
A number of interesting and diverse guided internship opportunities have been identified. Students also are able to establish their own internship site. As part of the requirements for this course, you will complete a minimum of 25 hours at your field site. There are a variety of activities that you might undertake over that period of time, depending upon the needs of your site and your own interests, time, and abilities. Note that your time at the site is not only meant to increase your understanding of community-based organizations and work with youth, but also is designed to be of use to the field site. How can you help? What is needed? What are the roles that you can take? Be responsive and open to learning – and also to contributing. We expect you to be “participant observers” – engaging in activity, in addition to capturing what you find most interesting.

We expect that you will take field notes during each site visit. These field notes will be essential to your individual papers and to the final presentation about the organization. Below are some guiding questions to consider throughout the guided internship experience:

- How does the organization frame its relationship with the community? What is the nature of the partnership between your site and schools? Between your site and the community? Between your site and other community organizations, institutions, and individuals?

- Who are the players in the community of practice in which your site is situated? Draw/make a graphic of the site and its partners.
• What are you learning about teaching (e.g. planning, pedagogy, assessment) or policy at your site?

• What is the relationship, if any, of your site to school reform or school improvement efforts?

Look for connections between your site experience and the in-class experience. How do the readings, presentations by the instructors and guest speakers, and in-class discussions critique, extend, or inform your experiences and observations at the guided internship site?

It is important to begin the guided internship with a positive spirit. Once your internship site is confirmed, you will need to make arrangements with your site liaison to plan your first visit (ideally, the following week) and subsequent schedule. Your instructors are available to discuss your field site experiences, especially if you have difficulties, dilemmas, and/or concerns.

Welcome to the course!
COURSE MEETINGS

JANUARY 9  WELCOME, COURSE OVERVIEW, & GETTING SET
Introductions
Course overview
Site Selection
Discussion of initial assignments

DUE TODAY:  Sign-ups for leading class discussions

JANUARY 16  NO CLASS
Use this week to visit your internship site for the first time, take your first field notes, begin the readings, and work on your organizational analysis.

Readings:


JANUARY 23  UNDERSTANDING COMMUNITIES
What are historical trends influencing students’ relationship to their communities?
What strengths and resources can students draw from their communities?
How can these strengths and resources be maximized?

Readings:
Kretzmann, J.P., & McKnight, J.L. (1997). Introduction, Building communities from the inside out: A path toward finding and mobilizing a community’s assets. Skokie, IL: ACTA Publications.


Discussion Group 1

Guest Speaker: Natasha Walker, Executive Director, Project Exploration

JANUARY 30: FUNDS OF KNOWLEDGE IN HOUSEHOLDS AND COMMUNITIES
What does it mean to understand diversity as an asset, not a deficit?
How can knowing about children’s lives and the funds of knowledge of their households and communities help educators teach them well?

Readings:


DUE TODAY: Organizational analysis

FEBRUARY 6: TEACHING AND MENTORING OUTSIDE OF SCHOOL
What makes a community organization work well for youth?
What can schools learn from organizations working with youth outside of schools?
What can teachers learn from adults working with youth outside of school?

Readings


Discussion Group 2
FEBRUARY 13:  TEACHING AND MENTORING OUTSIDE OF SCHOOL
What makes a community organization work well for youth?
What can schools learn from organizations working with youth outside of schools?
What can teachers learn from adults working with youth outside of school?

Readings


Watch a television show or movie about out of school adult/youth relationships. Options: any 2 episodes of *Glee, Friday Night Lights, Akeelah and the Bee* or other show/movie based in an out-of-school learning context.

Discussion Group 3

DUE TODAY: Reflection Paper 1
Field Notes

FEBRUARY 20:  TEACHING WELL IN DIVERSE COMMUNITIES
What is the role of privilege in teaching in diverse classrooms and schools?
How might we think about community in our teaching?
What is culturally responsive/culturally relevant teaching?

Readings


Discussion Group 4
GUEST SPEAKER: Vanessa Sanchez, Director, Yollocalli Arts Reach, National Museum of Mexican Art
FEBRUARY 27:  TEACHING WELL IN DIVERSE COMMUNITIES

What are concrete ways educators can engage with students’ communities and learn from the successes of community based organizations?

Readings


Choose One:
Or

Discussion Group 5
DUE: Interview analysis and protocol

MARCH 6: TBD based on learning needs

GUEST SPEAKER: Nichole Pinkard, Ph.D., SESP Associate Professor and OCEP Faculty Director

MARCH 13: INTERNSHIP SHOWCASE NIGHT!

MARCH 20:
DUE: Reflection Paper 2
Field Notes
Signed experience Logs