

## **UP 478: CDW on Mapping Equity Literacy Policies and Practices in Champaign County Schools**

### **Course Overview**

In this workshop students explore how equity literate educators center equity planning strategies to recognize, respond and redress academic achievement and structural opportunity gaps in Champaign schools. Specifically, they will work with formal Champaign Unit 4 educators and informal educators in First Followers (FF) re-entry project to explore how learner experiences, expectations and achievements are shaped by opportunities in differently segregated neighborhoods.. They will use local public archives and personal interviews to braid stories, statistics and statutes into compelling arguments for intergovernmental equity literate planning strategies responsive to opportunity gaps in differently resourced neighborhoods

### **Course Goals and Objectives**

By the end of this course, you will be able to:

- Understand how equity literate planners can help reduce educational opportunity gaps
- Understand relation between personal achievement and residentially shaped opportunity gap
- Create and exhibit a digital story map argument for inter institutional equity plans in Champaign
- Write a policy brief on the need for an intergovernmental equity cooperation council

### **Course Structure**

This is a **3 credit hour** course offered over **16 weeks as 8 content modules**. You should dedicate approximately **6–8 hours per week** to working on the course depending on your prior knowledge and personal study habits.

You should log on to the course website a minimum of 2 days per week, For additional information about student commitment, please see the policies

page <https://provost.illinois.edu/policies/policies/courses/credit-hour-definition/assigning-credit-hours/>

### **Required Texts**

**1) Reaching and Teaching Students in Poverty Strategies for Erasing the Opportunity Gap Second Edition [Paul C. Gorski](#) 2017 BUNDLE (PAPERBACK + EBOOK) \$37.94 EBOOK ISBN: 9780807776728 \$29.95 \$23.96**

You can order the textbook at this link and please be sure to order the correct edition and year of publication. [https://www.tcpress.com/reaching-and-teaching-students-in-poverty-9780807758793?page\\_id=536](https://www.tcpress.com/reaching-and-teaching-students-in-poverty-9780807758793?page_id=536)

**PAUL C. GORSKI**

**2<sup>ND</sup> EDITION**

# **REACHING AND TEACHING STUDENTS IN POVERTY**

**Strategies for Erasing  
the Opportunity Gap**



2) APA Planning for Equity Policy Guide at [Planning-for-Equity-Policy-Guide-rev 1 .pdf](#)

## **Course Components**

This course will consist of the following components:

### **Module Overviews**

Each module will begin with the module overview, which will explain what the module is about, what learning goals you are expected to achieve, how long the module will take, and in what activities you will

participate. Each module is designed with the same structure and activities unless otherwise specified. The module activities are explained in greater detail below. You can find the due dates of specific assignments on each module's Overview page.

### **Readings and Lessons**

Each module will contain a list of lessons (recorded lectures) and assigned readings. In some cases, optional or supplemental readings may be listed for further study. Lessons cover major topics from the readings but do not necessarily include all important information from the readings.

### **Discussions**

The discussion forums are a ripe place to engage with one another as you wrestle with the content covered in the week. In Modules 1–6, a number of students will act as “presenters” by posting questions related to the module content to the rest of the class. The rest of the class will act as “responders” by responding to the questions for that week. As the discussions evolve, both presenters and responders will contribute their thoughts to the threads that interest them.

### **Discussion Journals**

For Modules 1–6, students will write journal entries to reflect on insights gleaned from participating in group discussions on questions that they and peers request for clarity. Graded activities include presenting and responding to questions and reflecting on the learning process during discussions.

### **Project**

Students will produce virtual Social Justice Tours (SJT) to reveal how prior forms of school and neighborhood segregation in Champaign County shape present academic achievement, opportunities and future expectations. SJT center the lived experiences and stories of schooling to inform how equity literate activists should account for institutional and structural inequalities in redressing inequitable access to public health, jobs, education, and housing. They situate stories within larger histories and structural patterns of oppressive social relations and build shared strategies for overcoming historical and deeply rooted social inequalities. More detailed information about the project can be found on the **Course Project** page.

### **Accommodations**

To obtain disability-related academic adjustments and/or auxiliary aids, students should contact both the instructor and the Disability Resources and Educational Services (DRES) as soon as possible. You can contact DRES at 1207 S. Oak Street, Champaign, (217) 333-1970, or via email at [disability@illinois.edu](mailto:disability@illinois.edu).

### **Topic Outline**

1. Planning for Equity Policy and the Equity Literacy Framework to reframe education achievement gap as opportunity gap
2. Capabilities of EL Frame as Recognize, Respond and Redress
3. Mapping local responses
4. Exploring local redress strategies

5. Exploring regional and metro redress strategies
6. Exploring national and international redress strategies
7. Project Presentations
8. Project Peer Reviews