

**Faculty-Student Collaborative Action Seminar in Urban University-
Community Relations: Penn and West Philadelphia as a Case Study in Progress
Fall 2024**



Core Question: How can Penn most effectively realize Franklin's revolutionary vision for higher education through helping to solve universal problems manifested locally?

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I. Seminar goals

One of the short-term goals of the seminar is to help stimulate a radical transformation of the Penn undergraduate experience – a transformation in which undergraduates would, in the first instance, significantly, appropriately, and actively participate in the construction and operation of the seminars and courses in which they are members, and secondarily, in the construction and operation of all aspects of the undergraduate experience. Another goal of the seminar is to help students develop their interactive, democratic, empathetic, and altruistic values.

The main long-term goal of the seminar is to contribute to the radical transformation of research universities to function as democratic, civic, and community-engaged institutions (democratic civic universities) dedicated to advancing learning and knowledge for democracy, social change

and the continuous betterment of human life. William R. Greiner, former President of the University of Buffalo in the State University of New York system, wrote, “The great universities of the twenty-first century will be judged by their ability to help solve our most urgent problems.” Students will spend significant time discussing the ways in which universities could and should work to solve these problems.

II. Class requirements

Our class can be broken down into three major components:

1. Work associated with the seminar itself. This includes class discussions, weekly reflection papers, and your own thoughtful engagement with the readings and class material.
2. Your participation in the College Application Coaching Program at Paul Robeson High School.
3. Your Problem-Solving Learning (PSL) Paper. ***This paper will be the primary basis of final grades. It will be due on Sunday, December 15 at 11:59 pm.***

III. Readings

All readings listed on the syllabus for a given day should be completed before class. Readings will be essential to our discussions in seminar as well as helpful to you in your work; your own unique reaction to these readings will guide class discussions, as you explore the complex relationship between Penn and West Philadelphia and the role that you, as a Penn student, play.

Readings will consist of historical and theoretical literature, current news articles concerning Penn and West Philadelphia, and other documents related to the Netter Center and its goals. In addition, there will be previous students’ PSLs for you to read through as you begin to think about your paper. Though we may not get to discuss every reading in class, they will be useful to you in your work at the high school and in preparing to write your paper.

Some weeks you will choose which PSL’s you want to read from the PSL Bank, linked here:

https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing.

IV. Reflection guidelines

Reflections should be typed in response to the reflection prompts. You should aim to thoroughly and honestly answer the questions; this will help you to prepare for discussions during seminar as well as to prepare to write your PSL (Problem-Solving Learning Paper). ***All reflections should be emailed as Microsoft Word Documents to the entire teaching team. Please do not send as Google Docs, PDFs, or any other format.***

V. Grading

Again, seminar grades are based **largely on your final PSL**. The PSL is a culmination of your work and reflection over the course of the seminar. More information about the PSL will be shared throughout the semester and we will dedicate a significant portion of seminar time to helping you with its development.

VI. The role of the Teaching Associate (TA)

If you have any general questions or concerns about seminar, reach out to Brody (via email). He is here to help you all semester, facilitate seminar, and offer peer support throughout the PSL process.

Furthermore, please check Canvas and your emails for announcements and more information regarding the course as we move along. Discussion boards and further resources are all located on the Canvas site.

VII. Office hours

Brody will hold office hours sessions throughout the semester to support you for your PSL process and to answer any questions you may have concerning this course. Keep an eye on Canvas for when these sessions are announced. You can also contact the instructors to schedule meetings (they do not have set office hours).

VIII. College Application Coaching Program

A crucial theme of this course is the importance of developing meaningful, mutually beneficial relationships with members of the West Philadelphia community. For this reason, students will participate in the College Application Coaching Program at Robeson High School. You must obtain clearances to work with minors. It is of the utmost importance that you promptly take the steps to complete the required background checks so that you can begin working with your student as soon as possible. Any questions or issues regarding this should be relayed to the teaching team.

IX. Approach of the seminar

The approach of the seminar might be described as democratic, place-based implementation research, involving the integration of theory and practice. The primary test of the effectiveness of place-based implementation research is whether it contributes to the solution of locally manifested universal problems, such as poor schooling, educational attainment gaps, eroding environments, inadequate healthcare, poverty, and high levels of economic inequality. This approach assumes that human beings “learn by doing,” and from and through implementation. It also assumes that research designed to realize large societal goals through developing and implementing programs on the ground with partners, improving these programs, and engaging in an iterative process leads to significant learning, high-level theoretical advances, and improved practice. The core rationale for implementation research is perhaps best expressed in a well-

known maxim attributed to psychologist Kurt Lewin: "If you want to truly understand something, try to change it."

X. Seminar expectations

- Be committed to your work at the high school. Prepare for and attend all scheduled sessions.
- Complete all assignments and readings on time. You will be expected to have completed the readings listed under each week prior to that week. **Weekly reflections should be submitted by 11:59 PM on Mondays by email. Weekly discussion questions should be posted on the Canvas discussion board by 11:59 PM on Mondays. All emails should be sent to Dr. Harkavy, Dr. Simmonds, and Brody.**
- Class participation, both providing your insight and listening to others, is encouraged.
- Be attentive and respectful of your peers' comments and discussion by listening and avoiding the use of technology.
- Expect to come to class on time to ensure a productive three hours.
- There is one text, *Knowledge for Social Change* (Lee Benson et al.), which can be accessed through PennText and/or purchased at the Penn Bookstore or ordered from Amazon. All other readings can be found on Canvas.

"Knowledge is power. . . for the relief of man's estate." – Francis Bacon

Course Schedule

Week 1 – August 28: —An Introduction to Penn’s Commitment to Civic Engagement, the Netter Center for Community Partnerships, the Role of Higher Education in Democratic Societies and Brief Introduction to the PSL Paper (PSL)

Week 2 – September 4: Context Overview of the School District of Philadelphia

Week 3 – September 11: Approach — Overview of the Netter Center’s Work; more on the PSL

Week 4 – September 18: Approach — University-Assisted Community Schools (UACS)

Week 5 – September 25: Context — Penn and West Philadelphia

Week 6 – October 2: Approach – Problem Solving Learning Initiatives

Week 7 – October 9: Approach — More on the PSL Process: Problem Statement Workshop and Dissection of PSLs; Community Advisory Board Panel

Week 8 – October 16: Approach — A reflection on higher education: making an impact through democratic university-community partnerships; midterm reflection

Week 9 – October 23: PSL Work

Week 10 – October 30: PSL Discussion

Week 11 – November 6: Dissection of PSL; Student Panel

Week 12 – November 13: PSL Discussions

Week 13 – November 20: Summation— Peer Review of PSLs

Week 14 – November 27: *No Class – Thanksgiving alternate schedule*

Week 15 – December 4: PSL Discussions & End of Semester Evaluation

11:59 pm, December 15: PSL due

Week 1 – August 28: An introduction to Penn’s commitment to civic engagement, the Netter Center for Community Partnerships, the role of higher education in democratic societies and a brief introduction to the PSL

Theme: *This session serves as an introduction to the course and to the Netter Center overall. The readings provide primary sources that describe some of the Netter Center’s initiatives and Penn’s (historic and modern) commitment to service, which will inform the seminar discussion. This session will also briefly discuss the PSL paper.*

Readings (before first class)

The Role of higher education

- “Why Teaching Civic Engagement is a Shared Responsibility in Colleges and Universities”: <https://scholars.org/brief/why-teaching-civic-engagement-shared-responsibility-colleges-and-universities>
- “In Principle and Practice”, <https://in-principle-and-practice.upenn.edu/iPaP.pdf>
- “While America Dithers over Climate Change”, https://docs.google.com/document/d/1pKBSON9L91WF-8eHexS3oqqIHbDZ-FTK/edit?usp=drive_link&oid=107429996765296678867&rtpof=true&sd=true

Brief introduction to the PSL process

- *Problem-Based Learning: Where Did it Come From, What Does it Do, and Where is it Going?*, Gallagher (Canvas)

Discussion

- Who are you and why are you in this seminar?
 - Hometown, year, school, major, academic interests, hobbies
- What is an ABCS course?
- Clearances
- Review goals, expectations, class structure and thematic structure of the seminar: theory, context, approach
 - Theory: Introduction to some of the key theories discussed in seminar
 - Context: Introduction to the relationship between Penn and West Philadelphia
 - Approach: Introduction to Netter Center’s work + PSL – practically applying seminar theories/approaches to improve Penn’s relationship with/impact on West Philadelphia
- Role of community engagement/service in the course (Robeson)
- Review the syllabus
- Group discussion

- Do universities have a responsibility to their surrounding communities? If yes, what responsibilities do they have?
- What should universities teach and why? How should they teach it?

Assignment

- Reflection: Write an “educational autobiography” in which you discuss the following:
 1. What is your philosophy of education? What do you believe is the purpose of an education?
 2. What role has your education played in shaping who you are?
 3. Why are you pursuing an undergraduate education? What are your goals for your Penn education? Have you met your goals at Penn? Has Penn itself helped you meet your goals?
 4. What are your goals and expectations for the seminar?

Week 2 — September 4: Context — Overview of the School District of Philadelphia

Theme: The readings and discussion will provide background on Philadelphia public schools (demographics, finances, and daily life in the schools), which will be useful in understanding Netter’s work with its partner K-12 schools and in helping to prepare for placements at Paul Robeson High School.

Readings

School District of Philadelphia building conditions and facilities

- Laker, B., Ruderman, W., and Purcell, D. (2018, May 3). “Toxic City: The Ongoing Struggle to Protect Philadelphia’s Children From Environmental Harm”, parts 1, 2, and 3. <https://www.inquirer.com/news/inq/lead-paint-poison-children-asbestos-mold-schools-philadelphia-toxic-city-20180503.html>
- Graham, K. (2024, August 13). “These 10 Philly schools are getting AC thanks to Jalen Hurts. But 63 schools citywide are still sweltering.”
- Graham, K. (2023, December 8). “A third of Philly elementary schools have no playgrounds. Here’s how one school made a \$2.1 million miracle happen.” <https://www.inquirer.com/education/philadelphia-school-playgrounds-bregy-20231208.html?query=kristen%20graham>
- Graham, K. (2023, November 21). “Philly school bathrooms take 50 days to fix when broken. Here’s how that looks from the inside.” <https://www.inquirer.com/education/philadelphia-school-district-bathroom-repairs-20231121.html?query=kristen%20graham>
- Mezzacappa, D. (2024, August 9). “Alliance to bring back Philadelphia school libraries gets \$150,000 federal grant.” <https://www.chalkbeat.org/philadelphia/2024/08/09/school-libraries-poised-for-comeback-due-to-federal-grant/>

Charter schools

- Pennsylvania Department of Education." What is a Charter School?" <https://www.education.pa.gov/K-12/Charter%20Schools/Pages/What-is-A-Charter-School.aspx>

Students

- Ross, A. (2024, August 18). "Philadelphia officials and advocates urge school district to do more to help homeless students." <https://www.chalkbeat.org/philadelphia/2024/08/08/hearing-focuses-on-school-district-support-for-homeless-students/>

Teachers

- Graham, K. (2024, August 7). "On the first day of orientation, 800 new Philly teachers were met with cheers and a request: Please don't quit." <https://www.inquirer.com/education/philadelphia-school-district-new-teachers-hiring-20240807.html?query=kristen%20graham>
- Sitrin, C. (2024, August 16). "Philadelphia's newest teachers share their hopes and fears for the coming school year." <https://www.chalkbeat.org/philadelphia/2024/08/16/new-teachers-share-hopes-and-fears-for-school-year/>
- Graham, K. (2023, November 30). "Jobs are rewarding, workload is horrible. Here's what Philly district and charter teachers said in a new survey." <https://www.inquirer.com/education/philadelphia-teachers-salary-workload-survey-satisfaction-20231130.html?query=kristen%20graham>

Penn and the School District

- Graham, K. A. "Sadie Alexander's daughter is 'heartbroken' at the state of the Philly school named for her mother." <https://www.inquirer.com/education/penn-alexander-sadie-minter-alexander-gentrification-20230815.html>
- Graham, K. (2022, January 17). "Penn to invest nearly \$5M over 5 years in another West Philly school." <https://www.inquirer.com/news/penn-lea-school-penn-alexander-support-20220117.html>
- [Snyder, S.](#), [Graham, K.](#), and [Goodin-Smith, O.](#) (2020, November 17). "Penn to donate \$100 million to Philadelphia School District to help with asbestos, lead abatement." <https://www.inquirer.com/education/penn-gift-school-district-asbestos-millions-20201117.htmlhttps://www.inquirer.com/education/basic-education-funding-commission-results-20240111.html?query=kristen%20graham>

Discussion

- Newspaper Article Class discussion
- Educational Autobiography
- SDP Overview

Assignment

- Reflect on the following:
 - What did you learn from seminar this week that was most interesting/important to you?

- What would you change about this class/presentation? Is there anything that you would add, delete, and/or emphasize more?
- Submit one discussion question based on the readings (under week 3)
- Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody **along with** submitting the discussion question on the Canvas Discussion Board by **Monday, September 9 11:59 PM**

Week 3 – September 11: Approach — Overview of the Netter Center’s work; more on the PSL

Theme: *This session provides a more detailed look at Netter’s work and the theories informing its operations. Netter staff will speak with students about their work.*

Readings

Theory behind the Netter Center

- *Knowledge for Social Change* by Lee Benson et al.
 - “Chapter 1: Francis Bacon and the Advancement of Learning.”
 - “Chapter 2: Benjamin Franklin’s Revolutionary Theory of Education,” (pp. 18 – 31).
 - “Chapter 6: The Netter Center for Community Partnerships: Intellectual and Practical Roots” (pp. 87 – 96).
 - “Chapter 7: Penn and West Philadelphia: From Conflict to Collaboration” (pp. 97 – 111).
 - “Chapter 8: The Netter Center and the Global Society: Outreach to the Nation and the World.”
- Dewey, J. “The School as Social Center” (Canvas).

The Netter Center

- Netter Center Mission Statement: <https://www.nettercenter.upenn.edu/about-center/our-mission>
- Netter Center Website: <https://www.nettercenter.upenn.edu/>
- Community Engaged Scholarship Report (Canvas)
- Netter Center Organizational Chart, https://drive.google.com/file/d/1MXJKSn1rsum_gjzbwORcR7R7xCUJb9ra/view?usp=drive_link

More on the PSL

- PSL Framework (Canvas)

Discussion

- Clearances check-in
- Know-Want to Know-Learn for Netter Center and (West) Philadelphia

- Teaching team introduces the Netter Center and walks through Netter organizational chart
- Netter panel
- Readings based on student questions
- PSL Framework

Assignment

- Reflection: Discuss your responses to the following:
 - How did your thoughts concerning Penn and the Netter Center change after today's session on the Netter Center?
 - What ill-structured problem(s) in Philadelphia are you particularly interested in? Why?
- Submit one discussion question based on the readings (under week 4) and tell us why you are asking this question.
- Submit 1-2 questions for next week's UACS Panel
- Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody *along with* submitting the discussion questions on the Canvas Discussion Board by **Monday, September 16 11:59 PM**

Week 4 – September 18: Approach — University-Assisted Community Schools (UACS)

Theme: *In this session we will discuss University-Assisted Community Schools and their role in West Philadelphia. Students will have a chance to discuss UACS and PSL ideas with UACS staff.*

Readings

The theory behind UACS

- “The School as Social Center”, John Dewey
- *Knowledge for Social Change* by Lee Benson et al.
 - “Introduction: University-Assisted Community Schools and the Expanding Global Movement of Democratic, Civically Engaged, Modern Research Universities.”
 - “Chapter 4: John Dewey and the Community School Idea” (pp. 48 – 67)

UACS in practice

- *The Community Schools Revolution*, Chapters 1, 2, 7, 10
<https://www.communityschoolsrevolution.org>
- Robeson work
- UACS Panel
- Discussion of PSLs

Assignment

- Complete questions 1-2 from the PSL framework; if working with others, you need to submit only one response for the group.
- Submit 2 discussion questions (Under Week 5)
 - One on the readings
 - One answering: How do the readings connect to your work at Robeson and the PSL process?
- Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody **along with** submitting the discussion questions on the Canvas Discussion Board by **Monday, September 23 11:59 PM**

Week 5– September 25: Context — Penn and West Philadelphia

Theme: *The assigned chapters from Pushing Back the Gates and Becoming Penn will provide context for your work in West Philadelphia as well as for class discussions and the PSL.*

Readings

- Harley, Etienne. *Pushing Back the Gates: Neighborhood Perspectives on University-Driven Revitalization in West Philadelphia* (Canvas).
 - “Chapter 2: West Philadelphia, the University of Pennsylvania, and the Rough Road to Revival and Cooperation” (pp. 13 – 49)
 - “Chapter 3: Early Returns on Dramatic Efforts to Change” (pp. 51 – 77)
- Puckett, J and Lloyd, M. *Becoming Penn: The Pragmatic American University, 1950-2000*. (Canvas).
 - “Chapter 10: Triumph in University City” (pp. 249 – 268).
- [West Philadelphia Collaborative History Project](#)
 - <https://collaborativehistory.gse.upenn.edu/discover/stories>

Discussion

- Robeson work
- Submitted questions (small groups then larger groups)
- PSL

Assignment

- Complete questions 3 – 7 of the PSL Framework, and revise answers to questions 1-2 based on last week’s feedback.
- Submit one discussion question on readings
- Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody **along with** submitting the discussion question on the Canvas Discussion Board by **Monday, September 30 11:59 PM**

Week 6 – October 2: Approach — Problem Solving Learning initiatives

Theme: *This session will also help with the development of your PSL through a discussion of theories behind problem-solving learning.*

Readings

More on the theory behind PSL

- [Harkavy, I. Dewey, Implementation, and Creating a Democratic Civic University, \(Canvas \).](#)
- [Knowledge for Social Change, "Chapter 9: Solving Complex Real-World Problems Through Academically Based Community Service: The Agatston Urban Nutrition Initiative."](#)

PSL readings

- PSL: Spring 2022, "Math and Munch: The Development and Expansion of the Hamilton After-school Math Club." Om Manghani.
- PSL: Summer 2021, "The Civic Ivy?: Changing the Way Penn Presents Community Engagement to Prospective Students Through the Lens of Admissions Programming." Steven Wren.

Discussion

- Work at Robeson
- Assigned PSLs
- PSL ideas
- Readings

Assignment

- Discuss the following:
 - What would you change about this class/presentation? Is there anything that you would add, delete, and/or emphasize more?
- In 1-2 sentences, please state the problem that your group wants to help solve.
- Complete questions 8 – 11 of the PSL Framework, and revise answers to questions 1-7 based on last week's feedback and the work in class.
- Submit one discussion question based on the readings (under week 7)
- Submit one discussion question for the Community Advisory Board Panel (CAB)
- Begin research for your PSL – interviews, books, online sources.
- Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody **along with** submitting the discussion question on the Canvas Discussion Board by **Monday, October 7 11:59 PM**

Week 7 – October 9: Approach — More on the PSL Process: Problem Statement Workshop and Dissection of PSLs; Community Advisory Board Panel

Theme: *The session will feature the Community Advisory Board panel. Students will continue the work on their PSLs by developing their problem statements, a critical part of the PSL.*

- [Read about the Community Advisory Board \(Netter Center\)](#)

Higher education in urban environments

- [Harkavy, I. & Hodges, R.A. \(Eds.\) \(2024\). *Restoring the Public Purpose of America's Urban Universities*. \[White paper\]. Netter Center for Community Partnerships.](#)
<https://www.nettercenter.upenn.edu/sites/default/files/RestoringPublicPurposeUrbanUniversities.pdf> (Read Augsburg, Rutgers, University at Buffalo, University of Pennsylvania, and University of San Diego)
- Baldwin, D.L. (2017, July 30). "When Universities Swallow Cities."
- Baldwin, D.L. (2017). *In the Shadow of the Ivory Tower*, pp. 38-41.

PSL readings

- Summer 2023. "The Good Food Bags Expansion at West Philadelphia High School: A partnership between AUNI (Agatston Urban Nutrition Initiative) and West Philadelphia High School (a University-Assisted Community School)." Sophia Lee, Yeeun Yoo.
- Spring 2023. "SPARKLES: Student Performing Arts Reaching Kids in Local Elementary Schools: After-School Performance Programming in K-8 University Assisted Community Schools on Early Dismissal Days." Tim Dietrich, Hannah Lee, Madison Smith.

Discussion

- Weekly check-in
- CAB panel
- How the CAB panel might impact PSL work
- PSL dissection
- Problem statement workshop

Assignment

- In 1-2 sentences, please state your group's current problem statement.
- Prepare a list of scheduled/planned interviews, a list of secondary research articles/books you are planning to use, and an annotated bibliography for those sources. Include any research you have done up to this point to help us understand the direction in which you are heading.

- Submit one discussion question based on the readings (under week 8) and tell us why you are asking this question. Post your question on the Canvas Discussion Board. Also, select one reading and discuss how it connects to your PSL process.
- Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody **along with** submitting the discussion question on the Canvas Discussion Board by **Monday, October 14 11:59 PM**

Week 8 – October 16: Approach — A reflection on higher education: making an impact through democratic university-community partnerships; midterm reflection

Theme: *Class discussion will focus on exploring the many ways that solutions to urban and university problems can be initiated, as well as how the PSL functions as an example of this process.*

Readings

Democracy and higher education

- *Knowledge for Social Change*, “Chapter 10: Universities, Local Engagement, and Achieving a Democratic Devolution Revolution.”
- *Save the World on Your Own Time*, Stanley Fish (Canvas).
- [Universities After Neoliberalism: How to Build a Democratic Civic University](https://nonprofitquarterly.org/universities-after-neoliberalism-how-to-build-a-democratic-civic-university/): <https://nonprofitquarterly.org/universities-after-neoliberalism-how-to-build-a-democratic-civic-university/>.

Discussion

- Robeson work
- The relationship between democracy and higher education
- Readings
- PSL process thus far
- Implementation workshop
- PSL Calendar

Assignment

- Midterm reflection
 1. Have you realized your goals for the semester thus far? Why or why not?
 2. Have your goals been changing over the course of the semester thus far, and if so, how and why?
 3. What could you do to better realize your goals, and what could seminar do to help you better realize your goals?
 4. What concerns, if any, do you have about the PSL?

- On the Canvas discussion board, discuss the PSL that you chose to read. What did the author do well? Why did you choose to read that PSL? What could the author have improved?
- Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody **along with** submitting the Canvas Discussion item on the Canvas Discussion Board by **Monday, October 21 11:59 PM**

Week 9 – October 23: PSL work

Theme: *Focus on PSL Implementation strategies through Robeson Counselor talk and meetings with teaching team.*

Readings

- Read one new PSL from the PSL Bank (linked below).
 - https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Discussion

- Robeson work
- Implementation workshop
- Weekly PSL update
- PSL Calendar
- Midterm evaluation
- Develop a list of connections/resources that students have that would be beneficial for other students 'PSL's

Assignment

- Please submit your group's most current problem statement (1-2 sentences). How is your topic of choice a strategic problem?
- Each group should submit answers to the “who does what, when, where, and how” questions for each potential agent and catalyst (about 1-2 sentences per answer is fine).
- Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody by **Monday, October 28 11:59 PM**

Week 10 – October 30: PSL Discussions

Theme: *Students decide based on midterm reflection*

Readings

- Read one new PSL from the PSL Bank (linked below).
 - https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Discussion

- Robeson work
- Robeson Counselor talk
- Weekly PSL update (with teaching team)
- TBD

Assignment

- Tell us what you have done so far and what remains to be done. What is your plan going forward?
- Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody by **Monday, November 4 11:59 PM**

Week 11 – November 6- Dissection of PSL; student panel

Theme: *Students decide based on midterm reflection. Former students will come in to talk to current students about their PSL process.*

Readings

- Read one new PSL from the PSL Bank (linked below).
 - https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Also, read Brody's PSL, "Speech Masters: Creating a Public Speaking Crash Course Program at Paul Robeson High School".

Discussion

- Robeson work
- Weekly PSL update (with teaching team)
- Student panel

Assignment

- Each group should submit an outline of its PSL. This outline can be as detailed as you would like to make it - feel free to include sources and specific notes.
- Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody by **Monday, November 11 11:59 PM**

Week 12 – November 13: PSL Discussions

Theme: *Students decide based on midterm reflection. Students meet with Netter staff to get feedback on their PSLs.*

Readings

- Read one new PSL from the PSL Bank (linked below).

- https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Discussion

- Robeson work
- Weekly PSL update (with teaching team)
- PSL paper feedback session (with Netter staff)

Assignment

- Each group should submit an updated and detailed outline for your paper. We are looking to see an emphasis on clear steps/strategies for implementation (revisit your answers to who does what, when, where, and how?). Please also submit summaries (bullets or a few sentences are fine) of each of your previous interviews, as well as a list of planned ones.
- Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody by **Monday, November 18 11:59 PM**

Week 13 – November 20: Summation- Peer review of PSLs

Theme: *Students will perform a peer review of each other PSL's before the final submission.*

Readings

- Read one new PSL from the PSL Bank (linked below).
 - https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Discussion

- Robeson work
- Big Picture Lecture by Dr. Harkavy
- PSL peer review

Assignment

- Answer the following end-of-semester evaluation questions. When answering these questions, it may be helpful to look back at what your stated goals were at the beginning of the semester.
 1. Do you feel more or less efficacious as a result of the seminar? Why or why not?
 2. Has seminar made you feel more or less optimistic? Why or why not?
 3. Have your goals changed? If so, why, if not, why not?
 4. Have you reached your goals? If so, why, if not, why not?

Submit everything through email to Dr. Harkavy, Dr. Simmonds, and Brody by **Monday, December 2 11:59 PM**

Week 14 – November 27: No Class – Thanksgiving Alternate Schedule

Week 15 – December 4: PSL Discussions & end-of-semester evaluation

Theme: *Students will discuss their PSL progress with the teaching team, and Brody will conduct the end-of-semester course evaluation.*

Readings

- Read one new PSL from the PSL Bank (linked below).
 - https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Discussion

- Robeson work
- Group reflection
- Final PSL update (with teaching team)
- Course evaluation discussion with TA

Final PSL due Sunday, December 15 at 11:59 pm.