Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Catalog Description
Study of how social, cultural, and linguistic factors affect the reading and writing practices of students and how school reading curriculum, instruction, and assessment can be designed to support students from differing sociocultural backgrounds. Special attention is given to the role that social class, dialect, gender, second language learning, and ethnicity play in literacy learning and teaching.

Objectives
1. Students will define multiple perspectives of literacy.
2. Students will examine the social and cultural contexts of literacy development.
3. Students will observe, study, and reflect on the literacy learning of diverse students.
4. Students will develop literacy instructional strategies for culturally/linguistically diverse students.
5. Students will describe how to create meaningful socio-cultural contexts for literacy.
6. Students will suggest ways that links can be build between home, community and school.
7. Students will examine and adapt literacy assessment strategies.
8. Students will examine programmatic responses (bilingual, ESL, newcomer centers, etc) to linguistic diversity.
9. Students will examine and critique language/literacy policies.

Texts - Required

Course Requirements
1. Attendance & participation - absence from more than two class meetings (excused or unexcused) will adversely affect your grade. Borderline cases (between A and B and C, etc.) will swing one way or the other dependent upon class attendance and participation.
2. Midterm & final exams - multiple choice and essay - 30% of grade.
3. Research Paper - 40% of grade
   A. Culturally Relevant Teaching Practices (for inservice teachers)
   B. Culturally Relevant Texts (for non-inservice teachers)
4. Book group discussions and presentations- 20% of grade.
5. Critical book review – 10 % of grade
6. Course evaluation.

**Course Assignments** - The assignments will provide opportunities for you to integrate and demonstrate your knowledge of the course content. Written assignments must be word-processed, double spaced, and of graduate level quality. Late assignments will be graded down.

1. For every class meeting, bring to share a children’s book that is culturally relevant for your classroom and appropriate for the class topic for that day.

2. Book group discussion - You will be assigned to a group and a book (Valdés, Ladson-Billings, or Purcell-Gates). Your group will lead interesting, informative, interactive class discussions for that particular book. All group members are responsible for the discussion of the whole book and will receive the same grade. 20% of grade.

3. Book Critique - Write a 4-5 page (typed, double-spaced) critique of one of the books (Valdés, Ladson-Billings or Purcell-Gates) not read for the group discussion above. The style and organization of the book critique must be of **graduate** work quality. Examine book critiques in one of your professional journals for a model of the quality and style expected. 10 % of grade.

4. Research Paper – (40% of grade) Choose A or B as most appropriate to your current circumstance.
   
   A. **Culturally Relevant Teaching Practices** – This is the major assignment for the course, it can be done with any level/community of learners (pre-K to adult, public, private, community center, etc).
      1. Identify a literacy learning/teaching practice (e.g. comprehension, guided reading, buddy reading, real alouds, word walls, phonics, fluency, letter writing, journaling, etc.) and read a minimum of five recent (published after 2000) research articles that study these practices with culturally diverse learners or English Language Learners (ELL). Based on the research articles read do the following:
         1. Develop or identify two or three teaching activities from the research articles
         2. Prepare activities and teach them to a small group of culturally diverse or ELL learners
         3. Collect data on student’s learning, motivation, etc. as result of teaching the identified activities. Measures of student’s performance (tests), checklists, or participant observation data are appropriate.
4. Evaluate and modify the activity based on your collected data
5. Re-teach the modified activities to the same group of learners
6. Collect additional data and evaluate the modified activity

2. Write a 12-15 page research paper that includes the following subheadings (topics)
   1. Rational for the selection of the teaching practice, why is this an important practice, what does it contribute to the literacy achievement of ELL learners, etc (5 points)
   2. Research bases for the teaching practice (literature review) (20 points)
   3. Procedures for and teaching of the literacy practice (20 points)
   4. Procedures for collecting data, analyzing, and evaluating student performance (10 points)
   5. Modification, and reteaching of the activity (15 points)
   6. Critique of the teaching practice and the process (15 points)
   7. Implications/recommendations for further study or development of the activity (10 points)
   8. References (5 points)

B. Culturally Relevant Texts – Alternate major assignment for non-inservice teachers.
   1. Identify a specific issue (e.g. critical race theory, critical social justice, cultural ways of talking, gender identities, cultural-historical perspectives, border/boundary crossings, multiple literacies, world-view perspectives) related to the selection of culturally relevant books/texts for culturally diverse learners or English Language Learners (ELL) and read a minimum of five recent (published after 2000) research articles that study this issue. Based on the research articles read do the following:
   a. Develop a rational for the selection of the issue (why is this relevant for diverse children?)
   b. Identify the theoretical framework or perspective (based on the articles read) used to study this issue and identify subtopics.
   c. Identify 10 children’s books (within the same 2-3 year developmental level-early childhood, middle childhood, pre-adolescent, adolescent) related to the issue and the theoretical perspective. Evaluate the quality of the books and analyze how the book relates to the issue and the theory.
   d. Analyze how the culturally relevant texts selected relate to and contribute to literacy learning (e.g. how can the text contribute to fluency development, comprehension, vocabulary, phonemic awareness, writing, efferent reading, etc.)
   e. Develop 3-4 culturally responsive literature activities that integrate all ten of the selected texts.

2. Write a 12-15 page research paper that includes the following subheadings (topics)
   a. Rational for the selection of the issue, why is this an important issue, what does it contribute to the literacy achievement of ELL learners, etc (5 points)
   b. Theoretical Perspectives and Research bases for the issue (literature review) (15 points)
   c. Identification of culturally relevant children’s books/texts (15 points)
d. Evaluation of the quality of the texts (15 points)
e. Culturally relevant texts contribution to ELL literacy (15 points)
f. Culturally responsive literature activities (20 points)
g. Implications/recommendations for further study (10 points)
h. References (5 points)