Course Outline

INSTRUCTOR: Norma Shorty, PhD
E-MAIL: nshorty@yukonu.ca
Class Time: 9:00 AM to 11:55 AM Thursday Mornings Via Zoom

COURSE DESCRIPTION

This course, Culturally Responsive Literacy Education, provides the broader spectrum of understanding the significance of the culturally responsive way of teaching language and literacy within the diverse political and social contexts. It examines the purposes of literacy and assessment and provides teachers with knowledge and experience to design and implement assessment, and instruction within the broader view of culture, literacy and assessment. Our classrooms are culturally and linguistically diverse where students from various backgrounds have their own way of learning literacy. In this context, this course will bring both pre-service and in-service teachers work together to learn how to dialogically engage in analyzing and working the diverse classrooms within K- 12 education.

STATEMENT OF RATIONALE

The University of Regina has committed itself to working with Aboriginal peoples toward more effective education for all students, naming Social Justice as one of its strategic themes. In response, the Elementary Program has articulated a theme appropriate to these times: Teaching is for possibility, for transformation, for social and ecological justice, for a better and healthier world. ERDG 425 introduces a framework for understanding the significance of decolonial approaches to language and literacy within differing social and political contexts. This includes issues in and around cognitive, affective, linguistic, and socio-cultural factors which influence literacy learning and teaching. This understanding challenges hegemonic curricula and models of literacy (Street, 1995) in which reading and writing are viewed in technical terms as cognitive accomplishments unrelated to any particular social or political context. Working with particular case studies, pre-and in-service teachers in this course will work together to learn how to dialogically engage in analyzing and working with diverse students in a variety of contexts that present themselves within the K-12 education.

COURSE REQUIREMENTS

Prerequisite(s): ELNG 200 or ELNG 310; ERDG 310

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:
https://www.yukonu.ca/admissions/transfer-credit

YUKON FIRST NATIONS CORE COMPETENCY

Students who successfully complete this course will have achieved core competency in knowledge of Yukon First Nations. By the end of this course, students will have greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination. For details, please see www.yukonu.ca/yfnccr

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Understand the concept of culturally responsive language and literacy teaching and use that knowledge in the practical classroom.
2. Understand the processes of literacy development and how those processes are affected by various factors in course of reading and writing.
3. Understand the importance of home reading and family literacy in children's literacy development and how the family literacy influences their learning
4. Familiar with various strategies of teaching literacy in culturally diverse classrooms.
5. Create a multi-literacy environment that fosters learners' identities.
6. Ensure that learners can use different text types or genres to improve reading comprehension and academic writing.
7. Foster self-reflective and critical postures on relevant social and political issues.
8. Select, evaluate and create instructional materials for multiliteracies and new literacies instruction and assessment.
9. Develop the knowledge and skills of teaching and assessing major aspects of literacy.
10. Familiar with the techniques used in locating and correcting reading difficulty.
11. Familiar with reading rescue and reading recovery program in the diverse classroom.
12. Understand the value of song, oral storytelling and poetry in literacy development.

COURSE FORMAT

Weekly breakdown of instructional hours

Lecture/discussion

Participation in on-line presentations of selected textbook chapters

Dialogue Aboriginal social justice exchanges with the course classmates and instructor

Delivery format

Synchronous and/or asynchronous. Students may be required to attend some face-to-face sessions on-campus and complete an assortment of synchronous and asynchronous online activities.

EVALUATION

Discussion Board (Check-in/Class Lectures/Course Readings)	20 %
Theme Based Annotated Bibliography	30 %
Chapter Presentations	30 %
Aesthetic Response to Learning	20 %
Total	100%

Brief Assignment Descriptions

Discussion Board (20%) includes a weekly check in and reflections on chapter readings, theme based annotated bibliography assignment, chapter presentations, learning outcomes and lecture. This occurs at the start of each class.

Theme Based Annotated Bibliography (30%) each student must hand in a place and theme based annotated bibliography towards building literacy acquisition and knowledge in a cross-cultural classroom (Due January 30, 2022).

Chapter presentations (30%) students will work in groups and present on selected chapters of Culturally Responsive Pedagogy: Working towards Decolonization, Indigeneity and Interculturalism (2017).

Aesthetic Response to Learning (20%) students will express their response to their learning in their own ways. These will be presented over the last two classes (I hope we may finish with a Spring potluck @ Yukon U's outdoor education space).

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Culturally Responsive Pedagogy: Working towards Decolonization, Indigeneity and Interculturalism edited by Fatima Pirbhai-Illich, Shauneen Pete, and Fran Martin (2017). Palgrave Macmillan: Switzerland. 261 pp. ISBN-978-331946327

Materials for response to learning assignment (learners' choice)

RELATED COURSE REQUIREMENTS

It is highly recommended that all students have access to a computer or other device and Internet to do their studies. The minimum specifications for a student device are as follows:

Requirement	Windows-based PC	Apple Mac/macOS-based PC
Operating System	Windows 10	macOS X

Web Browser	Firefox, Edge, or Google Chrome	Firefox, Edge, or Google Chrome
RAM/Memory	4 GB	4 GB
Storage	5 GB of available space	5 GB of available space

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@yukonu.ca.

TOPIC OUTLINE

Introduction to Language and literacy education
- A. Assumptions about language and literacy education
- B. Multiliteracies including multimodalities
2. Theory of Knowledge
- A. Culturally Responsive Pedagogies of Relation
- B. Funds of Knowledge
- C. Instruction in Language & Literacy Education Otherwise
- D. Object and Relational Ways of Doing Education
3. Decolonizing Pedagogies
- A. Teacher Ontologies
- B. Working with Space, Place, and Boundaries
- C. Working with Invitation and Hospitality
4. Academic English School Literacies
- A. What is Reading
- B. What is Writing
- C. Critical Multicultural Literature

D. Evaluation and Assessment of School-Based School Literacies (Reading and Writing)
5. Plural Knowledges: Multiliteracies and Multimodalities
    A. Critical Literacy
    B. Visual Literacy
    C. Digital Literacy
    D. Storytelling
    E. Poetry
    F. Music: Song and Drum
    G. Outdoor Learning: Place-based learning; environmental literacies
6. Assessment: Plural Knowledges
    A. Authentic Assessment

Supporting References and a Select Bibliography

Allen, R. Genre writing: Skeletons, scaffolding, structure and discovery.

Andreotti, V. (2007). Critical Literacy. *Open spaces for dialogue and enquiry* [Web]. Retrieved from
http://www.youtube.com/watch?v=MRDp6FNynm0

Biswass, S. (2014) How to teach multiliteracies? *The Canadian Journal for Teacher Research.* Available at:
https://www.teacherresearch.ca/detail/post/how-to-teach- multiliteracies

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Christopher-Gordon Publishers, Inc.

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https://www.youtube.com/watch?v=b29BjovWYAM (12.49 minutes) and
https://www.youtube.com/watch?v=8jdwIy7AxlU (14.24 minutes)

Gonzalez. N., Moll, L. C., Tenery, M. F., Rivera, A., Rendon, P., Gonzales, R., & Amanti, C. (1995). Funds of
knowledge for teaching in Latino households. *Urban Education, 29, p. 443-470*

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Analysing Miscues. *New York University Education Quarterly*, *12 (4), p. 14-19. .*

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Assessment Primer*, pp. 55-59. Peter Lang: New York, NY.

Kahl, D. H. (2013). Power in the classroom: How do teachers use it? *Communication Currents. Vol. 8, (4).*

King, A. (2017). The role of song and drum in schools: A response to questions about culturally relevant
practice. In Pirbhai-Illich, F., Pete, S. & Martin,F. (Eds) *Culturally responsive Pedagogy: Working*

Towards Decolonization, Indigeneity and Interculturalism, pp. 123-139. Palgrave Macmillan. – Chapter 11 can be accessed through the Archer Library website: http://shorturl.at/zJM23

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Multicultural children's literature websites: http://doors2world.umass.edu/

https://www.thesapling.co.nz/single-post/2017/11/01/Nicola-Daly-and-the-Pacific- Picture-Book-Collection

Navehebrahim, M. (2011). Multiliteracies approach to empower learning and teaching engagement. *Procedia-Social and Behavioral Sciences, Vol. 29, p. 863-868.*

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