

**CIEP 503**  
**Culturally Relevant Literature for Children and Adolescents**  
**School of Education**  
**Loyola University Chicago**  
**Fall Semester 2011**

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Class sessions: Tuesdays, 7:00 – 9:30pm  
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**Course Description:**

This course will provide graduate students with opportunities to read, enjoy, ponder, discuss, and select culturally relevant literature for children and adolescent students. Culturally relevant texts portray characters or themes specific to a particular culturally and linguistically diverse group. These texts include, but are not limited to, picture books, chapter books, and poetry. Course participants will become familiar with the resources, authors, illustrators, and texts available in the United States, specifically focusing on literature written by and for Latinos, African Americans, Asian Americans, and Native Americans. The course will also provide opportunities to develop criteria for the selection of such literature that authentically portrays the cultural and linguistic nuances of unique and dynamic groups. The various experiences will build a foundation for using and sharing literature with children and adolescents in culturally and linguistically diverse classrooms.

**Course Texts:**

- Fox, D. L., & Short, K. G. (2003). *Stories matter: The complexity of cultural authenticity in children's literature*. Urbana, IL: National Council of Teacher of English.
- Wolf, S. (2004). *Interpreting literature with children*. Mahwah, NJ: Lawrence Erlbaum.
- Various picture and chapter books (*to be outlined on another document and selected in class*)
- Supplemental articles: Posted on Blackboard

**Academic Honesty:**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility:**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

**Harassment (Bias Reporting):**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

**Conceptual Framework:**

This course addresses the following conceptual framework standards throughout the course.

- CF3, Candidates demonstrate an understanding of issues of social justice and inequity.
- CF4, Candidates demonstrate skills that will enable them to work with diverse clients.
- CF6, Candidates demonstrate professional decision making skills and behaviors in advancing social justice and service.

**Technology:**

This course relies consistently on technology; teachers will use Blackboard, Google applications (e.g., documents, forms, and presentations), Web.2.0 technologies, and multiple other technological tools to guide learning in this course.

**Diversity:**

This course focuses on literature for culturally and linguistically diverse students; due to the nature of the course topic, issues of diversity will be woven through the entire course.

**Course Outcomes:**

Teachers will be able to:

- Describe pertinent reading theories to explain why relevant literature texts enhance student reading enjoyment and comprehension. (ISBE A: 1e; ISBE F: 1b)
- Analyze texts for cultural and linguistic authenticity. (ISBE A: 1a; ISBE F: 1g)
- Select appropriate culturally relevant texts to support student learning in the classroom. (ISBE A: 1c, 1g; ISBE F: 1g)
- Engage in critical dialogue about pertinent issues to teaching culturally and linguistically diverse students, using literature as windows into lived realities. (ISBEA:1a,1c,1e; ISBEF: 1b)
- Utilize literature in the classroom to creatively connect text with writing, art, and drama. (ISBE A: 1e, 1g; ISBE F: 1f)
- Build a classroom library of culturally relevant texts that reflect the cultural and linguistic diversity of the school, community, and world. (ISBE A: 1a, 1g; ISBE F: 1g)

**Course Topics:**

- Culturally and linguistically relevant teaching & Research
- Analyzing texts for cultural authenticity
- Cultural difference in literature
- Language difference in literature
- Identity themes in literature
- Family themes in literature
- Immigration themes in literature
- Borderland themes in literature
- Connecting literature with writing
- Connecting literature with drama
- Connecting literature with art
- Connecting with social justice
- Selecting and using literature in the classroom

**Expectations and Requirements:**

Students are enrolled in this course because they are professionals who want to learn. Accordingly, students are expected to attend all class sessions and be ready to participate in learning. Participation is more than presence. It means that students read all materials and come to class ready to share comments and questions based on previous class discussions, readings, and personal experiences and observations. As professionals, students demonstrate academic honesty—that is, the work of others must be properly cited. Plagiarism will simply not be tolerated.

**Grades:**

Turning in assignments is not sufficient to obtain a passing grade. Content and quality of the work, as well as its timely completion, will be considered when assigning grades. Late assignments will result in a lower letter grade. Letter grades will be assigned as follows:

- A = 100 to 93 percent
- A- = 92 to 90 percent
- B+ = 89 to 88 percent
- B = 87 to 83 percent
- B- = 82 to 80 percent
- C+ = 79 to 77 percent
- C = 76 to 70 percent
- D = 70 to 65 percent
- F = 64 and below

**Course Requirements:**

*Assignment descriptions and rubrics will be provided on Blackboard for each assignment.*

<b>Assignment Title</b>	<b>Assignment Description</b>	<b>% of Grade</b>
<b>Assigned Reading and Course Participation</b>	Teachers will read assigned and supplemental readings to be provided by the instructor throughout the course. It is expected that teachers will read all selections thoroughly and deeply prior to class sessions. Class dialogue is an essential component of this course.	<b>15%</b>
<b>Personally Relevant Literature Share</b> <i>Due September 13</i>	Teachers will find, read, and share a children's book that reflects their cultural and linguistic background. Using that personally relevant text, teachers will produce a one-page document that outlines the bibliographic information, book summary, and explanation of the cultural relevance (i.e., text-to-self connection). Teachers will bring the text to share with the class.	<b>10%</b>
<b>Mini-Inquiry Proposal</b> <i>Due October 4</i>	Teachers will demonstrate their knowledge of culturally relevant literature as applied to classroom practice with culturally and linguistically diverse students. Topics are flexible, but need to be relevant to course focus. A 1-2 page proposal for this inquiry is due early in the class and is subject to approval by the professor.	<b>5%</b>
<b>Literature Strategy Share</b> <i>Due in November</i>	Teachers will facilitate peers in the use of a teaching strategy specifically geared towards using culturally relevant literature in the classroom. Research articles on specific strategy use in the classroom will be provided to guide teachers in modeling research-based strategy and literature use. Teachers will be responsible for giving an overview of the research, followed by simulating the strategies with the class.	<b>10%</b>
<b>Author Study</b> <i>Due November 1</i>	Teachers will select an author to study the following: biographical information (e.g., birthplace, personal history, path to becoming an author, current status), overview of literary works (e.g., themes, genres, cultural and linguistic affiliations and portrayals), and important texts (i.e., minimum of 3 texts). Students will prepare a handout and share study with the class.	<b>10%</b>
<b>Illustrator Study</b> <i>Due November 15</i>	Teachers will select an illustrator to study the following: biographical information (e.g., birthplace, personal history, path to becoming an illustrator, current status), overview of artistic approach (e.g., themes, mediums, cultural and linguistic affiliations and portrayals), and	<b>10%</b>

	important illustrated texts (i.e., minimum of 3 texts). Students will prepare a handout and share study with the class.	
<b>Annotated Bibliography</b> <i>Due December 6</i>	<p>Teachers will make a record of various culturally relevant texts with information to use the literature in the classroom.</p> <ul style="list-style-type: none"> <li>✓ The annotated bibliography will be completed online with the assistance of Web 2.0 technology and compiled as a class for the future use by all participants and teachers.</li> <li>✓ The bibliography will be made up of texts read for class, in addition to texts sought out and read outside of class.</li> <li>✓ Each person will contribute a minimum of 25 books, including picture, poetry, informational, and chapter books from various cultural and linguistic backgrounds.</li> <li>✓ The record of each text will include the following: Bibliographic information, genre, summary of main plot and themes, evaluation of cultural and linguistic authenticity, and potential teaching uses.</li> </ul>	<b>20%</b>
<b>Mini-Inquiry Project</b> <i>Due December 13</i>	<p>Teachers will conduct an inquiry project into a topic of their choice related to the course content.</p> <ul style="list-style-type: none"> <li>✓ Identify a question, topic, or issue related to culturally relevant literature on which to conduct an inquiry. Examples include: field-based project (teacher research) involving observation or interaction with children or adolescents as they respond to culturally relevant literature, an interview with an author or illustrator, writing and/or illustrating your own children's book, or analysis of a curriculum or literacy program for use of culturally relevant literature.</li> <li>✓ The final paper outlining the findings of the mini-inquiry will be 8 to 10 double-spaced typed pages in APA format.</li> <li>✓ Students will prepare a handout and present projects to the class.</li> </ul>	<b>20%</b>
<b>FINAL GRADE</b>		<b>100%</b>

**Tentative Weekly Schedule:**

*The professor reserves the right to change this schedule. Changes will be made with ample time in advance.*

<b>Class</b> Date	<b>Course Topic</b> Subtopics & Activities	<b>Content Readings</b> Children/Adolescent Book Selection	<b>Assignments</b> Ind. Assignments
<b>Class 1</b> 8/30	<b>Introduction</b> Personal Introductions Syllabus & Course Overview Terminology & Themes		
<b>Class 2</b> 9/6	<b>Culturally Relevant Literature</b> Responsive Teaching & Research Culturally Relevant Literature Personal Literature Share	<b>Wolf, Chapters 1</b> <b>Fox &amp; Short: #20</b> Picture book selection	<b>PRL Share</b>
<b>Class 3</b> 9/13	<b>Cultural Authenticity</b> Analyzing Texts for Authenticity Literature Discussion	<b>Wolf, Chapter 2</b> <b>Fox &amp; Short: #2</b> Chapter book selection	
<b>Class 4</b> 9/20	<b>Language</b> Language in Literature Book Analysis: Language Literature Discussion	<b>Wolf, Chapter 3</b> <b>Fox &amp; Short: #19</b> Picture book selection	
<b>Class 5</b> 9/27	<b>Culture &amp; Class</b> Culture & Class Portrayal in Literature Book Analysis: Culture & Class Literature Discussion	<b>Wolf, Chapter 4</b> <b>Sano, Social Class in ELL texts</b> Picture book selection	
<b>Class 6</b> 10/4	<b>Borders</b> Borders & Immigration in Literature Literature Discussion	<b>Anzaldua, Borderlands</b> <b>Medina, Latino Critical Fictions</b> Chapter book selection	<b>Mini-Inquiry Proposal</b>
10/11	No Class; Fall Break		
<b>Class 7</b> 10/18	<b>Family</b> Family Portrayals in Literature Literature Discussion	<b>Various Articles TBD by student</b> Picture book selection	
<b>Class 8</b> 10/25	<b>Identity</b> Identity in Literature Literature Discussion	<b>Wolf, Chapter 5</b> <b>Fox &amp; Short, #11</b> Chapter book selection	

<b>Class 9</b> 11/1	<b>The Right to Write</b> Right to Write Author Study Share	<b>Fox &amp; Short, #14</b> <b>Ching, Multicultural lit &amp; power</b> Picture book selection	<b>Author Study</b>
<b>Class 10</b> 11/8	<b>Writing</b> Genres of Writing Connecting Literature & Writing Writing Strategy Share	<b>Wolf, Chapter 6</b> <b>TBD, Writing &amp; Literature</b> Poetry book selection	Writing Strategy Share
<b>Class 11</b> 11/15	<b>Art</b> Connecting Literature & Art Art Strategy Share Illustrator Study Share	<b>Wolf, Chapter 7</b> <b>Carger, Art &amp; Literature</b> Graphic novel selection	<b>Illustrator Study</b> Art Strategy Share
<b>Class 12</b> 11/22	<b>Drama</b> Types of Drama Connecting Literature & Drama Drama Strategy Share	<b>Wolf, Chapter 8</b> <b>Medina, Drama &amp; Literature</b> Chapter book selection	Drama Strategy Share
<b>Class 13</b> 11/29	<b>Classroom Libraries</b> Building a Culturally Relevant Library Selecting & Using Literature	<b>Fox &amp; Short, #21</b> Informational text selection	<b>Annotated Bibliography</b>
<b>Class 14</b> 12/6	<b>Closure</b> Sharing of Mini-Inquiry Projects Closing Thoughts & Reflections Course Evaluations		<b>Mini-Inquiry Presentation</b>
<b>Final</b> 12/13	<b>Mini-Inquiry Project Due</b>		

Chapter books will be selected by students, including some of the following titles:

Authors	Titles
Julia Alvarez	Before We Were Free
Enrique Flores-Galbis	90 Miles to Havana
Pam Munoz Ryan	Esperanza Rising
Pam Munoz Ryan	Becoming Naomi Leon
Viola Canales	The Tequila Worm
Sherman Alexie	The Absolutely True Diary of a Part Time Indian
Rita Williams-Garcia	One Crazy Summer
N. H. Senzai	Shooting Kabul
Jewell Parker Rhodes	Ninth Ward