

CIEP 503: Culturally Relevant Literature for Children and Adolescents
School of Education, Loyola University Chicago, Fall Semester 2016

Instructor:	Amy J. Heineke, Ph.D.	Office hours:	Before class & by appointment
Email:	aheineke@luc.edu	Class details:	Tuesdays, 7:00 – 9:30pm
Office:	Lewis Towers, Room 1060	Class location:	Water Tower Campus

Course Description

Culturally relevant literature refers to texts (e.g., picture books, chapter books, poetry) and materials (e.g., word problems, debate topics, scientific inquiries) that portray themes, ideas, and individuals specific to a particular culturally and linguistically diverse group. This course provides teachers with extensive opportunities to select, read, enjoy, ponder, discuss, and apply culturally relevant texts and materials. In this course, teachers learn about (a) culturally relevant texts and materials, (b) the diverse and unique backgrounds of English learners (ELs), and (c) the use of culturally relevant texts and materials to support the language and literacy development of ELs. Organized into these three overarching sections of the course, teachers begin by analyzing culturally relevant literature to develop criteria for text and material selection that authentically portrays the cultural and linguistic nuances of unique and dynamic groups. Next, teachers utilize culturally relevant and authentic texts to explore the social, emotional, cultural, and linguistic backgrounds, strengths, and needs of ELs, engaging in literature discussions with colleagues around selected texts that feature ELs as protagonists. Finally, teachers connect learning about culturally relevant texts and ELs to consider classroom applications for using and sharing literature to build the language and literacy skills of ELs.

Readings

- Required text: Cloud, N., Genessee, F., & Hamayan, E. (2009). *Literacy instruction for English language learners: A teachers' guide to research-based practices*. Portsmouth, NH: Heinemann.
- Optional supplemental text: Clark, E. R., Flores, B. B., Smith, H. L., & Gonzalez, D. A. (2015). *Multicultural literature for Latino bilingual children: Their words, their worlds*. Rowman & Littlefield.
- Required articles and chapters:
 - Barrera, R. B., & Quiroa, R. E. (2003). The use of Spanish in Latino children's literature in English: What makes for cultural authenticity? In D. L. Fox & K. G. Short (Eds.), *Stories matter: The complexity of cultural authenticity in children's literature*. Urbana, IL: National Council of Teacher of English.
 - Ching, S. H. D. (2005). Multicultural children's literature as an instrument of power. *Language Arts*, 83, 128-
 - Christensen, L. *Reading, writing, and rising up: Teaching about social justice and the power of the written word*. Milwaukee, WI: Rethinking Schools.
 - Day, D., & Ainley, G. (2008). From skeptic to believer: One teacher's journey implementing literature circles. *Reading Horizons*, 48.3, 157-176.

- Green, C., & Oldendorf, S. B. (2005). Teaching religious diversity through children’s literature. *Childhood Education, 81*, 209-218.
 - Gutierrez, K. D., & Orellana, M. F. (2006). The “problem” of English learners: Constructing genres of difference. *Research in the Teaching of English, 40*, 502-507.
 - Heineke, A. J. (2014). Dialoging about English learners: Preparing teachers through culturally relevant literature circles. *Action in Teacher Education, 36*, 117-140.
 - Medina, C. L. (2006). Interpreting Latino/a literature as critical fictions. *The ALAN Review*.
 - Morgan, H. (2009). Gender, racial, and ethnic misrepresentation in children’s books: A comparative look. *Childhood Education, 83*, 187-191.
 - Roxas, K. (2011). Creating communities: Working with refugee students in classrooms. *Democracy & Education, 19*, 1-8.
 - Suarez-Orozco, C., & Carhill, A. (2008). Afterword: New directions in research with immigrant families and their children. *New Directions for Child and Adolescent Development, 121*, 87–104.
- Supplemental books for children and adolescents (based on candidate selection)

Course Outcomes

Teachers will:

- Describe pertinent theories to explain why relevant literature texts enhance student reading. (ISBE A: 1e; ISBE F: 1b)
- Analyze texts and materials 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)
- Build a classroom library of culturally relevant texts and materials that reflect the cultural and linguistic diversity of the school, community, and world. (ISBE A: 1a, 1g; ISBE F: 1g)
- Utilize literature in the classroom to support ELs’ language and literacy development. (ISBE A: 1e, 1g; ISBE F: 1f)

Related Standards

- **1.a.4.** Demonstrate proficiency in English and serve as a good language model for ELs.
- **2.a.** Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.
- **2.b.** Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.
- **2.c.** Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELs’ learning.
- **2.e.** Understand and apply concepts about the interrelationship between language and culture.
- **2.f.** Use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.

- **2.g.** Understand and apply concepts of cultural competency, particular knowledge about how an individual’s cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.
- **3.c.1.** Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials.
- **3.c.2.** Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including appropriate use of L1.
- **5.a.3.** Demonstrate ability to read and conduct classroom research.

Course Topics

- Culturally and linguistically relevant teaching
- Analyzing texts for cultural authenticity
- Culture & cultural difference in literature
- Language & linguistic difference in literature
- Home, family, & social class themes in literature
- Borders and border crossing themes in literature
- Immigrant & refugee stories in literature
- Religious & spiritual themes in literature
- Connecting literature with oral language development
- Connecting literature with reading development
- Connecting literature with writing development
- Literature in the classroom: Research & practice

Expectations and Requirements

Teachers are enrolled in this course because they are professionals who want to learn. Accordingly, teachers are expected to attend and actively participate in all class sessions. Participation means that teachers 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, teachers demonstrate academic honesty—that is, the work of others must be properly cited. Plagiarism will 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. Late assignments will result in a lower letter grade. Letter grades will be assigned as follows:

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

IDEA Objectives

At the end of the semester, you will complete a course evaluation using your student log-in on the IDEA Campus Labs website:

<http://luc.edu/idea/>. Specific objectives are selected at the beginning of the semester that will guide the evaluation. This course aims for students to:

- Learn fundamental principles, generalizations, and theories related to culturally relevant literature (e.g., transactional theory, reader response theory, cultural and linguistic authenticity). [Basic cognitive background]
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course [Culturally relevant pedagogy]
- Gain a broader understanding and appreciation of intellectual/cultural activity (e.g., culturally relevant literature, including written, artistic, and dramatic literature extensions) [Intellectual development]

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. Specifically grounded in the principles of *Social Action in Education*, this course addresses the conceptual framework in a variety of ways. Teachers will: analyze literature for cultural relevance and authenticity, focusing on portrayal of culture, language, family, social class, gender, identity, immigration, borders, religion, spirituality, and more; select and make decisions on the curricular materials, specifically children's and adolescent literature, which they utilize with to support student learning and development in current and future classrooms; complete an annotated bibliography to select and apply specific culturally relevant literature that makes meaning for current or future students; and conduct a research project to select a topic related to culturally relevant literature.

Dispositions

In addition to knowledge and skills central to this course, you will be assessed on dispositions related to *professionalism*, *fairness*, and the *belief that all students can learn*. *Professionalism* will be assessed using the class participation and attendance rubric. *Fairness* and the *belief that all students can learn* will be connected to and assessed as part of your final mini-inquiry project. You can find the dispositions rubrics, as well as submit core assignments, on [LiveText](#).

Diversity

This course focuses on the theory, pedagogy, and practice for culturally and linguistically diverse students, specifically focusing on the use of children's and adolescent literature in classroom practice. Due to the nature of the course topics, issues of diversity will be woven throughout the entire course instruction and assessment.

School of Education Syllabus Addendum**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Fairness, and the Belief that All Students Can Learn.*** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data are reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***

Course Requirements: *Detailed descriptions and rubrics will be provided on Sakai for each assignment.*

Assignment	Assignment Description	%
Course Participation	Active class participation is a central component of this course. Teachers are expected to attend class regularly, arrive on time and stay for the duration, and actively participate in class discussions and activities. In order to do so, teachers are expected to complete all required readings, assignments, and preparation prior to each class session.	20%
Personally Relevant Literature Share	Teachers will find, read, and share a children's or young adult text that reflects their cultural and linguistic background and identity. 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).	10%
Resource Share	Teachers will select a text or other resource that corresponds with the course theme (e.g., family, immigration) for an interactive read aloud or other engaging application with the class. The interactive share-out should simulate the integration of culturally relevant texts and materials to support students' language development. Teachers will conduct a brief read aloud or explanation of the resource, followed by debriefing the language and literacy approach.	10%
Classroom Text & Resource List	Teachers will seek out resources to create a list of culturally relevant texts and materials to add to their current classroom. The assignment includes: (1) goals of the library and overview of students' backgrounds, (2) bibliography of 15-20 texts that match the goals, and (3) reflection on next steps for creating a culturally relevant library.	25%
Strategy Share	Teachers will facilitate peers with a teaching strategy geared towards culturally relevant literature in the classroom. Research articles on specific strategies will be provided to guide teachers in modeling research-based strategy and literature use. Teachers will give an overview of the research, followed by simulating the strategies with the class.	10%
Inquiry Project	Teachers will conduct an inquiry on a topic related to culturally relevant literature. Teachers identify a question, topic, or issue to conduct an inquiry, preferably in their own classrooms and schools. The paper must include the following sections of an APA style research paper: introduction, literature review, context, methods, findings, and implications.	25%
FINAL GRADE		100%

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

Class	Class Topic/s	Scholarly Readings	Children/Adolescent Books	Assignments
Class 1 Aug 30 th	Introduction Course/syllabus overview Culturally relevant literature	n/a	n/a	n/a
Class 2 Sept 6 th	Cultural & Linguistic Relevance The New Standards & ELs Conceptual underpinnings	Walqui & Heritage, Article CCS Articles, by content area	n/a	n/a
Class 3 Sept 13 th	Cultural Authenticity PRL assignment share Culturally authentic materials	Ching, Article Morgan, Article	n/a	PRL Share
Class 4 Sept 20 th	Linguistic Authenticity Literature & material analysis Language variety/authenticity	Barrera & Quiroa, Chapter Christensen, Chapters	n/a	n/a
Class 5 Sept 27 th	Home & Family Introduction to literature circles Home, family, & social class	Heineke, Article	Lombard, <i>Drita My Homegirl</i>	Library List Goals Resource Shares
Class 6 Oct 4 th	Border & Identity Teacher literature circles Borderland identities		Alexie, <i>Absolutely True Diary</i> Quintero, <i>Gabi: A Girl in Pieces</i> Saenz, <i>Aristotle and Dante</i> Yang, <i>American Born Chinese</i>	Resource Shares
Oct 11th	FALL BREAK			

Class 7 Oct 18 th	Immigration Teacher literature circles Immigrant experiences	Suarez-Orozco & Carhill, Article Medina, Article	Alvarez, <i>Return to Sender</i> Engle, <i>Enchanted Air</i> Lai, <i>Inside Out & Back Again</i> Senzai, <i>Shooting Kabul</i>	Resource Shares
Class 8 Oct 25 th	War & Trauma Teacher literature circles Refugee experiences	Gopalakrishnan, Chapter Roxas, Article	Asgedom, <i>Of Beetles and Angels</i> Ellis, <i>Children of War</i> Nazario, <i>Enrique's Journey</i> Satrapi, <i>Persepolis</i>	Resource Shares
Class 9 Nov 1 st	Religion Teacher literature circles Religion & spirituality	Green & Oldendorf, Article Day & Ainley, Article	Demi, <i>Buddha</i> Khan, <i>Muslim Child</i> Kimmel, <i>Gershon's Monster</i> Krishnaswami, <i>Closet Ghosts</i>	Resource Shares
Class 10 [Hybrid] Nov 9 th	ELs' Language Development Introduction to EL supports Setting purpose for classes 11-13	CGH text, Chapter 1 Boyd et al., Article	n/a	Library List Inquiry Proposal
Class 11 Nov 15 th	Oral Language & Literature Discipline-specific oral language Oral language strategy shares	CGH text, Chapter 2 Supplemental readings	n/a	Strategy Shares
Class 12 Nov 22 nd	Reading & Literature Discipline-specific reading Reading strategy shares	CGH text, Chapters 3 & 4 Supplemental readings	n/a	Strategy Shares
Class 13 Nov 29 th	Writing & Literature Discipline-specific writing Writing strategy shares	CGH text, Chapter 5 Supplemental readings	n/a	Strategy Shares

Class 14 Dec 6 th	Conclusions Literature reflection & conclusion Looking forward to next semester	CGH text, Chapter 6 Supplemental readings	Medina, <i>My Name is Jorge</i>	Inquiry Project
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