CIEP 503
Culturally Relevant Literature for Children and Adolescents
English Language Teaching & Learning Graduate Program
School of Education
Loyola University Chicago
Fall Semester 2018

Instructor: Amy J. Heineke, Ph.D.
Email: aheineke@luc.edu
Phone: 312-915-7027
Twitter: @DrAJHeineke
Office: Lewis Towers, Room 1060
Office hours: Before class & by appointment
Class details: Tuesdays, 4:15 – 6:45pm
Class location: Sullivan High School, Chicago, IL

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 texts:
- Supplemental readings:


Books for children and adolescents:

- **Nazario, S.** (2013) *Enrique’s journey (adapted for young people)*. New York: Random House. (@SLNazario)
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 TESOL Standards: Teachers can...
- Demonstrate proficiency in English and serve as a good language model for ELs. (1A)
- Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning. (2A)
- Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning. (2B)
- Understand and apply knowledge about cultural conflicts and home events that can have an impact on ELs’ learning. (2C)
- Understand and apply concepts about the interrelationship between language and culture. (2E)
- 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. (2F)
- 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. (2G)
- Select, adapt, and use culturally responsive, age-appropriate, and linguistically accessible materials. (3C)
- Select materials and other resources that are appropriate to students’ developing language and content-area abilities, including appropriate use of L1. (3C)
- Demonstrate ability to read and conduct classroom research. (5A)

Related ISBE Standards: The competent ESL teacher...
- Demonstrates and applies knowledge of current research, principles and theories of culture to the context of teaching and learning. (2A)
- Understands the differences between home and school cultures and builds connections between them by implementing culturally
and linguistically responsive strategies to support student achievement. (2C)

- Demonstrates and applies knowledge about negative effects of prejudice, stereotyping and discrimination on teaching and learning. (2E)
- Evaluates, selects and adapts a range of materials, resources and technologies that meet the content and language needs of ELs. (3C)
- Uses materials, methods and approaches that are culturally responsive, linguistically and academically rigorous, and developmentally appropriate, including the use of primary language resources. (3C)

**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.

In addition to integration of the standards throughout the course, teachers will be assessed on CFS2 in the final inquiry project: Candidates apply culturally responsive practices that engage diverse communities.

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

**Dispositions**
In addition to knowledge and skills central to this course, you will be assessed on dispositions related to professionalism, inquiry, and social justice. **Professionalism** will be assessed using the class participation and attendance rubric. **Inquiry** and the **social justice** will be connected to and assessed as part of your final inquiry project. You can find the dispositions rubrics on [LiveText](http://luc.edu/idea/).

**IDEA Objectives**
At the end of the class, you will complete an evaluation using your student log-in on the IDEA Campus Labs website: [http://luc.edu/idea/](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]

**IDEA Course Evaluation Link for Students**
Each course you take in the SOE 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 course evaluation go to: [http://luc.edu/idea/](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, Inquiry, and Social Justice**. 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. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is 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.

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<tr>
<th>Assignment</th>
<th>Assignment Description</th>
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<tr>
<td><strong>Course Participation</strong></td>
<td>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.</td>
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<tr>
<td><strong>Personally Relevant Literature Share</strong></td>
<td>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).</td>
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<td><strong>Resource Share</strong></td>
<td>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.</td>
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<td><strong>Classroom Text &amp; Resource List</strong></td>
<td>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.</td>
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<td><strong>Strategy Share</strong></td>
<td>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.</td>
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<td><strong>Inquiry Project</strong></td>
<td>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.</td>
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<td><strong>FINAL GRADE</strong></td>
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<td>100</td>
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### Tentative Weekly Schedule: The professor reserves the right to change this schedule. Changes will be made with ample time in advance.

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Topic/s</th>
<th>Scholarly Readings</th>
<th>Children/Adolescent Books</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>Class 1</strong>&lt;br&gt;Aug 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Introduction</strong>&lt;br&gt;Course/syllabus overview&lt;br&gt;Community building&lt;br&gt;Goal setting for semester</td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
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<td><strong>Class 2</strong>&lt;br&gt;<em>Sept 4&lt;sup&gt;th&lt;/sup&gt;</em></td>
<td><strong>Relevance &amp; Authenticity, Part 1</strong>&lt;br&gt;Cultural relevance &amp; authenticity&lt;br&gt;Linguistic relevance &amp; authenticity&lt;br&gt;Relevant &amp; authentic resources</td>
<td>Fleming et al, Chapters 6, 7, 8</td>
<td><strong>n/a</strong></td>
<td><strong>PRL Share</strong></td>
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<tr>
<td><strong>Class 3</strong>&lt;br&gt;Sept 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Relevance &amp; Authenticity, Part 2</strong>&lt;br&gt;PRL assignment share&lt;br&gt;Insider/outsider considerations&lt;br&gt;Conceptual underpinnings</td>
<td>Fleming et al, Chapters 1 &amp; 2&lt;br&gt;Herrera, Chapter 1</td>
<td><strong>n/a</strong></td>
<td><strong>n/a</strong></td>
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<td><strong>Class 4</strong>&lt;br&gt;Sept 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Introduction to Lit Circles</strong>&lt;br&gt;Books as windows into ELs&lt;br&gt;Library list &amp; resource intro</td>
<td>Heineke, Article&lt;br&gt;Fleming et al, Chapter 5</td>
<td><strong>Zoboi, American Street</strong></td>
<td><strong>n/a</strong></td>
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<td><strong>Class 5</strong>&lt;br&gt;Sept 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Home, Family, &amp; Community</strong>&lt;br&gt;ELs' out-of-school experiences&lt;br&gt;Library list &amp; resource intro</td>
<td>Herrera, Chapters 2 &amp; 3&lt;br&gt;Medina, Article</td>
<td><strong>Garza, In My Family&lt;br&gt;Herrera, Grandma and Me&lt;br&gt;Pérez, My Very Own Room&lt;br&gt;Rodriguez, América is her Name</strong></td>
<td><strong>Resource Shares</strong></td>
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<tr>
<td><strong>Class 6</strong>&lt;br&gt;Oct 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>Immigrant Stories, Part 1</strong>&lt;br&gt;Push &amp; pull migration factors&lt;br&gt;Library list &amp; resource intro</td>
<td>Ye et al., Article</td>
<td><strong>Nazario, Enrique’s Journey&lt;br&gt;Park, Long Walk to Water&lt;br&gt;Perkins, Bamboo People&lt;br&gt;Saeed, Amal Unbound</strong></td>
<td><strong>Resource Shares</strong></td>
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<tr>
<td>Oct 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>FALL BREAK</strong></td>
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<td><strong>Class 7</strong>&lt;br&gt;Oct 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Immigrant Stories, Part 2</strong>&lt;br&gt;Acculturation &amp; documentation&lt;br&gt;Library list &amp; resource intro</td>
<td>Roxas, Article</td>
<td><strong>Alvarez, Return to Sender&lt;br&gt;Farish, The Good Braider&lt;br&gt;Lombard, Drita My Homegirl&lt;br&gt;Senzai, Shooting Kabul</strong></td>
<td><strong>Resource Shares</strong></td>
</tr>
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| Class 8  | Oct 23rd | **Culture, Language, & School**  
ELs’ in-school experiences  
Literature circles : Picture books  
Resource sharing | Herrera, Chapter 4 & 5  
Reyes & Her, Article | Choi, *The Name Jar*  
Jiménez, *La Mariposa*  
Medina, *My Name is Jorge*  
Mobin-Uddin, *My Name is Bilal* | Resource Shares |
| --- | --- | --- | --- | --- | --- |
| Class 9  | Oct 30th | **Borders & Identity**  
Borderland identities  
Literature circles : Chapter books  
Resource sharing | Day & Ainsley, Article | De la Peña, *Mexican Whiteboy*  
Khan, *Amina’s Voice*  
Lai, *Listen Slowly*  
Yang, *American Born Chinese* | Resource Shares |
| Class 10 | Nov 6th  | **Classroom Application**  
Library sharing & celebration  
ELs’ language development  
Inquiry project development | Heineke & Neugebauer, Article  
Fleming et al., Chapter 9 | n/a | Library List |
| Class 11 | Nov 13th | **Oral Language & Literature**  
Discipline-specific oral language  
Oral language strategy shares  
Inquiry project collaboration | Fleming et al., Chapter 4  
Herrera, Chapters 6 & 7 | n/a | Strategy Shares |
| Class 12 | *Nov 20th* | **Inquiry Project Support**  
Ongoing work on inquiry projects  
Conferences with professor  
Collaborative teacher groups | n/a | n/a | n/a |
| Class 13 | Nov 27th | **Literacy & Literature**  
Discipline-specific reading/writing  
Reading/writing strategy shares  
Inquiry project collaboration | Fleming et al., Chapter 3  
Herrera, Chapters 8 & 9 | n/a | Strategy Shares |
| Class 14 | Dec 4th  | **Conclusions**  
Inquiry project sharing  
Reflections & conclusions  
Final read alouds | Fleming et al., Chapter 10  
Herrera, Chapter 10 | n/a | Inquiry Project |