

**CIEP 503: Culturally Relevant Literature for Children and Adolescents**  
**School of Education, Loyola University Chicago, Summer Session A 2015**

*Tuesdays 5:00-8:00 pm, Corboy 203*

*Blended Online Course*

*May 19-June 23, 2015*

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### **Course Description**

Culturally relevant literature refers to texts that portray characters or themes 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. In this course, teachers learn about (a) culturally relevant literature, (b) the diverse and unique backgrounds of English learners (ELs), and (c) the use of culturally relevant literature 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 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.

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### **Course Outcomes**

Teachers will:

- Describe pertinent theories to explain why relevant literature texts enhance student reading. (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)
- 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)
- 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.

### **Required Texts:**

**Textbook:** Cloud, N., Genessee, F., & Hamayan, E. (2009). *Literacy instruction for English Language learners: A teachers' guide to research-based practices*. Portsmouth, NH: Heinemann. ISBN: 978-0325022642

### **Journal Articles on Sakai:**

- 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.
- Bishop, R. S. (2003). Reframing the debate about 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.
- Green, C., & Oldendorf, S. B. (2005). Teaching religious diversity through children's literature. *Childhood Education*, 81 (4), 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., & Martinez-Roldan, C. (2011). Culturally relevant literature pedagogies: Latino students reading in the borderlands. In J. C. Naidoo (Ed.), *Celebrating cuentos: Promoting Latino children's literature and literacy in classrooms and libraries*. Santa Barbara, CA: ABC-CLIO.
- 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.
- Sano, J. (2009). Farmhands and factory workers, honesty and humility: The portrayal of social class and morals in English language learner children's books. *Teachers College Record*, 111, 2560-2588.
- 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.

### **Children/Adolescent Texts:**

#### **Culture and Identity**

- Required: Bell, C. (2014). *El deafo*. New York, NY: Abrams.
- Required: Medina, J. (1999). *My name is Jorge: On both sides of the river*. Wordsong Publisher. ISBN: 978-1563978425

#### **Home & Family:**

- Choose 1: Alexander, K. (2014). *The Crossover*. HMH Books. ISBN: 978-0544107717
- Woodson, J. (2014). *Brown girl dreaming*. Nancy Paulsen Books. ISBN: 978 0399252518

#### **Borders:**

- Choose 1: Herrera, J. F. (2000). *Upside down boy*. San Francisco, CA: Children's Book Press.
- Jimenez, F. (1998). *Mariposa*. New York: Houghton Mifflin ISBN: 978-0618073177
- Tonatiuh, D. (2013). *Pancho rabbit and the coyote: A migrant's tale*. New York: Abrams. ISBN:978-1419705830

#### **Immigration:**

- Required: Bunting, E. (2006). *One Green Apple*. Clarion Books. ISBN: 978 0618434770
- Choose 1: Lai, T. (2011). *Inside out & back again*. New York: HarperCollins. ISBN: 978 0061962790
- Alvarez, J. (2009). *Return to sender*. New York: Random House.

#### **War & Trauma:**

- Required: Williams, M. (2013). *Brothers in Hope*. Lee & Low Books. ISBN: 978-1584302322.
- Optional: Ellis, D. (2009). *Children of war: Voices of Iraqi refugees*. Berkeley, CA: Groundwood. ISBN: 978-0888999085

Asgedom, M. (2004). *Of Beetles and Angels*. United States: Author

Religion & Spirituality:

Required: Senzai, N.H. (2010). *Shooting Kabul*. New York: Simon & Schuster. ISBN: 978- 1442401952

Required: Krishnaswami, U. (2006). *Closet Ghosts*. San Francisco, CA: Children's Book Press.

### **University and School Policies and Information**

**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/>

**EthicsLine Reporting Hotline:** Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. [www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

**Electronic Communication Policies and Guidelines:** The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

[http://www.luc.edu/media/lucedu/education/pdfs/SOE\\_Cyberbullying\\_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)

**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. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Specifically grounded in the principles of *Professionalism in Service of Social Justice*, this course addresses the conceptual framework in a variety of ways. Teachers will: analyze literature for cultural relevance and authenticity, specifically focusing on the 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.

### **IDEA Course Evaluation Objectives**

Course evaluations for this course will be completed online.

CIEP 454 goals are primarily to support candidates in:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

### **Dispositions:**

Each course in the Teaching and Learning Program (CIEP and TLSC) focuses on several professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth. The specific dispositions assessed in this course are listed below.

#### Dispositions Assessed in this Course:

The teacher candidate commits to appropriate professional and interpersonal behaviors by...

D4 Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.

D7 Valuing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments

D8: Demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation

**Technology:** Because this is a hybrid style course, technology plays a significant role. Sakai will be regularly utilized for all course documents and materials, online websites and resources, collaborative discussions, to communicate with the professor, and to check announcements and grades.

**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.

**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:

Percent	Letter Grade
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
62% and Below	F

**Assignments:**

Assignment	Assignment Description	%
<b>Participation</b>  <i>Ongoing</i>	Active participation, both in class and online, 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. Teachers are also expected to engage in thoughtful and collaborative conversation in online assignments. In order to do so, teachers are expected to complete all required readings, assignments, and preparation prior to each class session and for each online due date.	15%
<b>Personally Relevant Literature Share</b>	Teachers will find, read, and share a book that reflects their cultural and/or linguistic background. Using that personally relevant text, teachers will produce a one-page document that	5%

<i>Due Tuesday 5/19/15 (in class)</i>	outlines the bibliographic information, book summary, and explanation of the cultural relevance (i.e., text-to-self connection).	
<b>Online Literature and Article Discussions</b>  <i>2 posts due by Monday, 5/25/15</i> <i>1 post due by Monday, 6/1/15</i> <i>1 post due by Monday, 6/8/15</i> <i>1 post due by Monday, 6/15/15</i> <i>(follow up due by 6/18/15)</i> <i>1 post due by Monday, 6/22/15</i>	Teachers will read and respond to six online discussions in the Sakai forum. Responses should engage other teachers in conversation. Teachers will also respond to at least two other posts each time unless otherwise noted.	25%
<b>Interactive Read Aloud</b>  <i>Due Tuesday, 6/9/15 on Sakai</i> <i>(bring book to class on 6/9)</i>	Teachers will select a text that corresponds with the course themes (e.g., family, immigration, etc.) for an interactive read aloud. Teachers will conduct the read aloud with their own class of students (if applicable) or in another teacher's classroom and will reflect on the experience.	15%
<b>Author/Illustrator Study</b>  <i>Due Monday, 6/15/15 on Sakai</i>	Teachers will select an author or illustrator to study: biographical information, overview of literary works, and important texts will be shared. Teachers will present the study online through a powerpoint or PDF document with information and list of sample texts. A visual of the books or a link to more information about each book is also provided within the presentation.	15%
<b>Library List</b>  <i>Due Sunday, 6/28/15 on Sakai</i>	Teachers will seek out resources to create a list of 15-20 culturally relevant texts to add to their current classroom library. The assignment will include: (1) the 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%

### Course Calendar

Date	Topics	Readings Due	Children's/Young Adult Literature Due	Assignment Due
Week One: 5/19/15	*Introductions *Overview of course(s) *Defining culturally relevant literature *Personally relevant lit share			Personally Relevant Literature Share
Review Week 1 Information on Sakai	Cultural Authenticity	<b>Choose 1:</b> *Gutierrez & Orellana, Article *Morgan, Article	<i>My Name is Jorge</i>	Online Forum Post due at 11:59 pm on 5/25/15: Post a response to one of the poems in <i>My Name is Jorge</i> .

	Linguistic Authenticity	<b>Read both:</b> *Christensen, Chapter-A *Christensen, Chapter-B		Online Forum Post due at 11:59 pm on 5/25/15 *Comment on two posts
Week Two: 5/26/15	*Insider/outsider debate *Introduction to Literature Circles & Collaborative Conversations *Lit Circle: <i>El Deafo</i>	<b>Read before class:</b> Heineke, article <b>Read before class-Choose 1:</b> Bishop, Chapter OR Ching, Article	<b>Read before class:</b> <i>El Deafo</i>	*Bring <i>El Deafo</i> and any notes you took as you read to prepare for Literature Circle
Review Week 2 Information on Sakai	Home & Family	CGH textbook, Chapter 1	<b>Choose 1:</b> <i>Brown Girl Dreaming</i> or <i>The Crossover</i> (for 6/2)	
	Borders	<b>Choose 1:</b> Medina & Martinez, article  OR  Medina article	<b>Choose 1:</b> <i>Pancho Rabbit</i> <i>Upside-down Boy</i> <i>Mariposa</i>	Online Forum Post due at 11:59 pm on 6/1/15 *Comment on two posts
Week Three: 6/2/15	*Home & Family Discussion *Lit Circle: <i>Brown Girl Dreaming</i> or <i>The Crossover</i> *Analysis of a text for cultural/linguistic authenticity	10ways Handout from Sakai  Evaluating Children's Texts handout from Sakai	<b>Read before class:</b> <i>Brown Girl Dreaming</i> or <i>The Crossover</i>	*Bring <i>Brown Girl Dreaming</i> or <i>The Crossover</i> and any notes you took as you read to prepare for Literature Circle  **Bring a children's or young adult book to analyze
Review Week 3 Information on Sakai	Immigration	<b>Choose 1:</b> Sano, Article OR Suarez-Orozco & Carhill, Article	<b>Required:</b> <i>One Green Apple</i> .  <b>Choose 1:</b> <i>Inside Out &amp; Back Again</i> . OR <i>Return to Sender</i> .	Online Forum Post: Immigration due at 11:59 pm on 6/8/15 *Comment on two posts
	War and Trauma	Roxas, Article	<i>Brothers in Hope</i>  (there are optional novels listed at the top of the syllabus—these are there for your reference/option but are not required readings).	
6/9/15	*War and Trauma discussion *Guest speakers *Sharing of Interactive	Review websites related to book awards (Newbery,		* Interactive Read Aloud assignment due on Sakai by 11:59 pm on 6/9/15 (in

	Read Aloud experience	Caldecott, Coretta Scott King, etc)		assignments) Bring book and electronic or hard copy of Assignment to share
Review Week 4 Information on Sakai	Religion	Green & Oldendorf, Article	* <i>Shooting Kabul</i> * <i>Closet Ghosts</i>	Online Literature Circle: Have one person from your lit circle create a new conversation to discuss <i>Shooting Kabul</i> . You only need to post within your own literature circle. Initial post due by 6/15/15; follow up post due by 6/18/15.
	Oral Language and Literature	CGH textbook, Chapter 2		
				Author/Illustrator Study due on Sakai at 11:59 pm on 6/15/15 *Comment on two
6/16/15	*Presentations *Informal group discussions on what you have completed so far on Library List			
Review Week 5 Information on Sakai	Biliteracy Reading Across Content Areas	CGH textbook, Chapters 3 and 4		
	Writing and Literature	CGH textbook Chapter 5		Online Forum Post due on Sakai at 11:59 pm on 6/22/15 *Comment on two
6/23/15	*Presentations *Course Reflections			
6/28/15	<b>Library List Due:</b> No class meeting; assignment due on Sakai by 11:59 pm			Post Library List in Assignments AND Forum to allow grades/ feedback privately, but also share the list publicly for classmates to access