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|   | School of Health, Education and Human Services |
| | ERDG 425 Culturally Responsive Literacy Education |
| | Winter 2024 3 credits |
| Course Outline | |

INSTRUCTOR:

Dr. Marjorie MacDonald

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CLASS DATES/TIMES:

| JANUARY | FEBRUARY | MARCH | APRIL |
|---|--|---|--|
| Thursday, January 4 th 6:00 pm – 8:50 pm Face-to-Face | Thursday, February 1 st 6:00 pm – 8:50 pm Face-to-Face | Thursday, March 7 th 6:00 pm – 8:50 pm Face-to-Face | Thursday, April 4 th 6:00 pm – 8:50 pm Face-to-Face |
| Thursday, January 11 th 6:00 pm – 8:50 pm Face-to-Face | Thursday, February 8 th 6:00 pm – 8:50 pm Face-to-Face | Thursday, March 14 th 6:00 pm – 8:50 pm ASYNCHRONOUS | |
| Thursday, January 18 th 6:00 pm – 8:50 pm Face-to-Face | Thursday, February 15 th 6:00 pm – 8:50 pm Face-to-Face | Thursday, March 21 st 6:00 pm – 8:50 pm Face-to-Face | |
| Thursday, January 26 th 6:00 pm – 8:50 pm ASYNCHRONOUS | Thursday, February 22 nd READING WEEK – no class | Thursday, March 28 th 6:00 pm – 8:50 pm Face-to-Face | |

COURSE DESCRIPTION

This critical multicultural literacy assessment and instruction course examines the purposes of **literacy** and **assessment** and provides teachers with knowledge and experience to design and implement assessment and instruction within broader views of **culture**, literacy and assessment. Normally in this course, students engage in instructing school-aged learners.

COURSE REQUIREMENTS

Prerequisite(s): One of ELNG 200 or ELNG 325, and ERDG 310

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

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 the 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 programs in the diverse classroom.
12. Understand the value of song, oral storytelling, and poetry in literacy development.

TOPIC OUTLINE

Topics include but are not limited to:

- Culturally Responsive Pedagogy
- Aspects/Kinds of Literacy and Literacy Learning

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- Assessment Practices
- Learning Resources
- Teaching Strategies

COURSE FORMAT

Weekly breakdown of instructional hours

It is expected that this course will require 3 hours/week of homework and additional reading. It is important to note that the time required will vary by individual. Some time will be given during class time to start readings/assignments.

Delivery format

This course will be delivered in a mostly face-to-face format. Several course dates will be asynchronous which are noted in the course outline. During these asynchronous times, students will be expected to complete various activities such as course assignments and readings. There will be guest speakers periodically during the course either via Zoom and/or face-to-face.

EVALUATION

| | |
|--|------|
| Self as Learner | 10 % |
| QQC – Quote, Question, Comment (from book chapters) | 40 % |
| Exploring Resources and Presentation | 25 % |
| In Class Assignments | 25 % |
| | |
| Total | 100% |

Your evaluation will be based on clear standards and communicated using assessment tools that reflect the criteria. Comprehensive descriptions and expectations will be given before the assigned learning tasks. You are encouraged to ask for assistance or clarification if you are unsure how to proceed with assigned work.

TEXTBOOKS & LEARNING MATERIALS

The text for this course is:

Culturally Responsive Pedagogy: Working Towards Decolonization, Indigeneity, and Interculturalism by Pirbhai-Illich, Pete & Martin (2017)

It is available in the bookstore.

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

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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.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

ATTENDANCE

Students are expected to attend all classes as the activities done together are crucial for collective learning. Please email/text if you are not able to attend class.

LATE ASSIGNMENTS

Students are expected to hand in assignments on time. However, if you need an extension, please discuss this directly with me and we can make needed arrangements.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU and the University of Regina websites for important dates.

ASSIGNMENTS – assignments will be discussed in detail in class

Self as Learner (10%)

Please see handout for description.

Quote, Question, Comment (40%)

Please see handout for description.

| JANUARY | FEBRUARY | MARCH | APRIL |
|--|---|--|---------------------------------------|
| Thursday, January 4th | Thursday, February 1st Chapter 5 | Thursday, March 7th Chapter 8 | Thursday, April 4th |
| Thursday, January 11th Foreword and Ch. 1 | Thursday, February 8th Chapter 6 | Thursday, March 14th 6:00 pm – 8:50 pm | |

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|--|---|--|--|
| | | ASYNCHRONOUS Chapter 9 and 10 | |
| Thursday, January 18th Chapter 2 | Thursday, February 15th Chapter 7 | Thursday, March 21st Chapter 11 | |
| Thursday, January 26th 6:00 pm – 8:50 pm ASYNCHRONOUS Ch. 3 and 4 | Thursday, February 22nd READING WEEK – no class | Thursday, March 28th | |

Exploring Resources and Presentation (25%)

1. Identify 3 resources that are or could be beneficial in your own teaching.
2. Explain the resources in their function (how it works, its benefits its drawbacks)
3. Present your findings in a presentation format that you will share with the class (power point, voicethread etc.)

In Class Assignments (25%)

Each class we will be engaging in participation assignments that will be collected during that class. (responding to a video, annotating a text etc.). Please keep a portfolio collection of these assignments as they will be very useful as a reflective tool throughout your teaching career.