Required Texts


Additional text materials will be provided through electronic reserve.

Course Description
Literacy learning and development within a thriving community requires attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English Language Learners (ELLs) and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and acknowledges the influences of social institutions and conditions.

Course Goal
Develop a level of instructional competency based on sociocultural theories and systems thinking for the purpose of increasing literacy and language skills in diverse populations.
Course Objectives

Students will:

• Demonstrate proficiency of sociocultural theory and systems thinking in the context of the development of the four modes of language: reading, writing, listening, and speaking.
• Examine the unique challenges faced by traditionally marginalized groups of students, including English Language Learners (ELLs) and students who do not identify with a school’s mainstream culture.
• Utilize differentiated instructional strategies for independent and group learning to promote literacy development within the context of a culturally and academically diverse group of students.
• Analyze effective communication methods that link staff, students, families, and communities to ensure all stakeholders are valued: All communication begins with positive intent and is purposeful in nature with the primary goal of meeting the needs of a diverse school community.
• Defend the implementation of school-based systems that rely on collaborative, data-based decisions to scaffold instruction, set goals, and implement best practices for student support.
• Engage in inquiry-based practices and reflective thinking to demonstrate self-propelled growth, including examination of current research and formulating questions for dialogue.

Instructional Methods

Course sessions will include lecture, small group work, discussion, case study analysis, and opportunities to engage in problem-based learning. Students will engage in projects directly related to the ongoing, practical work of literacy educators. Assignments will include reading and sharing materials, analytical and reflective writing, oral presentations, and hands-on application of learned skills.

Academic Expectations

• Arrive to class on time, ready to engage in activities.
• Complete all assignments within the required time period. (Submitting late assignments without prior permission may result in a lowered score.)
• Demonstrate an increasing comprehension of class objectives and goals.
• Weekly attendance is expected. Provide prior notice through email if absence or late arrival is necessary.

Writing Expectations

In regard to written assignments, students will:

• Write at a collegiate level. (Check for accurate grammar and spelling.)
• Use the following format: Double spaced, 12 font, 1 inch margins.
• Follow APA writing and reference citation guidelines.
## Course Requirements

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Description</th>
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</table>
| Personal Literacy Narrative          | 75     | Reflect on your personal literacy journey from childhood through the present, incorporating the four modes of language: listening, speaking, reading, & writing. Narrative may include ideas such as skill development, language difficulties and advantages, influence of mentors, confidence & attitude, landmark moments & memories, and personal impact.  
  *Suggested Length: 3 pages*                                                                 |
| Chapter Presentation                 | 75     | Bring a chapter to life through creative presentation, making the chapter applicable to the education field. Students may use dialogue, video, PowerPoint, role-playing, diagrams, current events, etc.  
  *Time: 1 hour*                                                                                                                                   |
| Article Presentation                 | 25     | Locate and provide a professional development article significant to the class, and lead a professional conversation about the article.  
  *Time: 20 minutes w/ partner*                                                                                                                   |
| Practical Application Activity       | 50     | Design an activity for the purpose of enhancing literacy development while supporting equity practices. The topic may be applicable to your major. Target the activity towards the student population of your choice.  
  *Suggested Length: 2 pages*                                                                                                                     |
| Scenario Analysis                   | 50     | Analyze the provided school related legal case using the multi-faceted lens you have developed throughout the semester. Specific questions will be provided to guide your analysis.                                                                                 |
| Final: Personal Reflection          | 100    | Provide a personal reflection on how this course impacted your view of student learning and literacy development. Consider the complex dynamics within communities in regard to sociocultural theory and systems thinking, especially among traditionally marginalized groups of students. What will you take away from this course that will apply to your everyday life and career?  
  *Suggested Length: 3-5 pages*                                                                                                                   |
| Attendance & Participation          | 75     | This is an interactive course. Students are expected to complete weekly readings and assignments on time and fully participate in class activities.                                                                 |

**TOTAL 450**
# Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 8/30 | Syllabus Review  
Introductions/ Team Building  
Collaborative Development of Norms  
Defining Literacy & Text | | |
| 9/6  | Establishing A Growth Mindset  
Foundation of Positive Relationships  
Systems Thinking  
Mental Models | Mindset Ch. 1 & 7 | |
| 9/13 | History of English  
Building A Sociocultural View of Literacy  
Mainstream Culture & Marginalization  
Dialects & Registers  
Early Childhood Literacy Practices | Other People’s Words  
Introduction & Ch. 1-4 | Personal Literacy Narrative |
| 9/20 | Active Inclusion of All Stakeholders  
Equity Based Communication Strategies  
Functional Illiteracy  
Authentic & Meaningful Literacy Activities | Other People’s Words  
Ch. 5-9 | Articles 1 & 2 |
| 9/27 | Maintaining High Expectations For All  
Validating Home Language  
Code Switching  
Straddling Multiple Cultures | Trilingualism (The Skin That We Speak) | Articles 3 & 4 |
| 10/4 | A Closer Look At English Language Learners  
Second Language Acquisition Factors  
WIDA- Criteria & Proficiency Levels  
Fusing The 4 Modes of Language | Cultivating Knowledge  
Building Language Ch. 1 | Articles 5 & 6 |
| 10/11 | Gender Dynamics  
Providing Effective Feedback  
Vocabulary Development Activities | Negotiating Gender  
Through Academic Literacy Practices (What They Don’t Learn In School) | Articles 7 & 8 |
| 10/18 | Social Equity Literacy Teaching  
Confronting Bias, The Role of Allies  
Grappling with The Concept of Privilege | Bridging Literacy & Equity Ch. 1 | Practical Application |
| 10/25 | Different Doesn’t Mean Deficit  
Poverty Dynamics & Facets of Trauma  
Effects of Institutionalized Racism  
School Funding | Bridging Literacy & Equity Ch. 2 | Presentation 1 |
| 11/1 | The Complexity & Relevance of Culture  
Windows & Mirrors  
Developing an Inclusive Curriculum  
Cultural-Esteem & Legacy | Bridging Literacy & Equity Ch. 3 | Presentation 2 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/8</td>
<td>Providing A Cultural Bridge Language, Identity, &amp; Power Benefits of Bilingual Education Formative Assessments &amp; Learning Targets</td>
<td><em>Bridging Literacy &amp; Equity</em> Ch. 4</td>
<td>Presentation 3</td>
</tr>
<tr>
<td>11/15</td>
<td>Literacy As A Tool For Social Equity Empowering Students To Take Action Restorative Practices &amp; Social Justice Multicultural Curriculum Reform</td>
<td><em>Bridging Literacy &amp; Equity</em> Ch. 6</td>
<td>Presentation 4</td>
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<tr>
<td>11/22</td>
<td>Thanksgiving Break</td>
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<tr>
<td>11/29</td>
<td>Migrant Learners Transforming Teachers Importance of Professional Development Using Critical Literacy To Examine Texts</td>
<td><em>Bridging Literacy &amp; Equity</em> Ch. 7</td>
<td>Presentation 5, Scenario Analysis</td>
</tr>
<tr>
<td>12/6</td>
<td>Teaching In The Third Space Teacher As Facilitator/ Scaffolding Learning Collaborative Learning Ensuring Everyone Is Present At The Table</td>
<td><em>Bridging Literacy &amp; Equity</em> Ch. 5</td>
<td>Reflection Paper</td>
</tr>
</tbody>
</table>

*Curriculum may be adjusted to meet the needs of the class.