

<b>LTCY 527: Diversity and Equity in Literacy Education Spring 2021 Syllabus</b>	
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Class Location: Online	
Instructor's Office Hours: Email Dr. Hulan with questions and to set up a time to speak on the phone. Online office hours: Monday and Wednesday 5:30-6:30	

**\*Note:** This document and other class related materials are available at <https://blackboard.wku.edu>.

**Course Description:** Introduction to social factors, cultural factors, and aspects of language that affect teaching and learning of literacy, particularly in reading, writing, and the language arts; application of multicultural perspectives and culturally responsive instruction to curriculum development and classroom literacy practices.

**Learning Outcomes:** Upon completing this course, students will be able to:

1. Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.
2. Demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals.
3. Create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and society.
4. Advocate for equity at school, district, and community levels.

**Textbooks and Required Materials:**

Hammond, Z. (2015). *Culturally responsive teaching and the brain*. Thousand Oaks: California: Corwin. ISBN: 978-1-4833-0801-2

Articles, webinars, and recordings will be provided by the instructor on Blackboard ranging in topics from Universal Design for Learning (UDL), Social Justice in education, Culturally Responsive Literacy Instruction, Linguistics for teachers, etc. <http://www.cast.org/impact/universal-design-for-learning-udl>

In addition, students will be required to access literature at a public library or book store for analysis of multicultural literature. During the semester, students will select a book among four choices to read for an online literature circle. Students are responsible for acquiring a copy of their selected book. Sources include the local public library or book store.

**Major Course Topics:**

- Literacy as “reading, writing, speaking, listening, viewing, and visually representing (ILA, 2016).
- Creating and implementing curricula and instruction that are inclusive, differentiated, and responsive to cognitive, social, emotional, cultural, and linguistic needs of students.
- Differentiation of instruction to meet the needs of individual learners, including but not limited to English learners; students with literacy learning disabilities, physical disabilities, dyslexia, emotional needs; the gifted and talented.
- Diversity as an asset.

Kentucky Teacher Standards/InTasc Standards addressed in this course:

**Standard 2. Learning differences.** The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3. Learning environments.** The teacher shall work with others to create environments that:

1. Support individual and collaborative learning; and
2. Encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard 9. Professional learning and ethical practice.** The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

**Description of Course Assignments:****Participation and Professionalism**

Active participation through email, discussion board forums, and other means required in this course is mandatory! This also includes participation in submitting assignments, collegiality, effort, etc. Professionalism is expected with regard to your electronic communications to one another and to the professor. Your communications should be polite and professional. All tasks will be explained via email, video, and discussion boards as they are introduced in the course. **You cannot work ahead of the class, as we are "traveling" together as a unit through this course.**

**Identity Paper (ILA 4, 5; KTS 2,3,9)**

After completing a variety of readings and online activities, you will write a 2-page paper in which you reflect on ways your own identity impacts your teaching, as well as ways your students' identities impact their ability to learn and ways you should be teaching. 1) How does my identity impact my instruction? In positive ways and also in negative ways? 2) What realizations (aha moments) have I come to in completing these readings/explorations? 3) How can I improve my instruction based on the readings and explorations so that aspects of my identity do not negatively impact my students? 4) How can I improve my instruction to insure that my students' identities are validated and respected?

**Reading and Engaging with Multicultural Literature (ILA 2,4,5; KTS 2,3)**

It is important that we continuously read literature so we can learn more about the world around us and so we can find more literature that will engage our students. You will participate in an online literature circle with fellow classmates. You will choose from one of the following book titles:

Woodson, J. (2016). *Brown Girl Dreaming*. New York: Puffin Books.

Stone, N. (2017). *Dear Martin*. New York: Crown Books for Young Readers.

Gonzalez, C. (2011). *The Red Umbrella*. New York: Yearling.

Draper, S. (2012). *Out of My Mind*. New York: Atheneum Books for Young Readers.

Coates, T. (2015). *Between the World and Me*. New York: Spiegel & Grau.

Participation will involve reading the book, posting on online literature circle forum (on Blackboard), preparing questions for particular sections of the book, and writing a final reflective response in the form of a paper or online questionnaire. Literature circles are required to have regularly scheduled discussions (can be asynchronous via Discussion board or other portal) but including at least one synchronous (at the same time- seeing one another via Zoom, Google Hangout, Skype, etc.) meeting.

In addition, there will be opportunities for you to share multicultural children's books with fellow classmates in this course. You will need to access multicultural children's books at a local library, bookstore, or other venue so that you can analyze the text and provide feedback. You will be asked to address ways to use these as springboards for further reading, writing, listening, speaking, viewing, and visually representing.

### **Sharing Multicultural Literature and ways to incorporate it in literacy instruction (ILA 2,4,5; KTS 2,3)**

During the semester, you will identify and share children's books, poetry, or other genre that are representative of a non-dominant culture. These will be positive models for use in classes. You will discuss ways that this text could be used in literacy instruction to engage students in reading, writing, listening, speaking, viewing, and visually representing. In addition, you will use Guidelines for Evaluating Multicultural Literature in discussion of the text you have chosen. This will take place on Flipgrid.

### **Response opportunities: Professional Development preparation of presentations and Discussion Board responses (ILA 1, 2, 4, 5, 6; KTS 2,3)**

You will write reflective papers and/or submit responses to readings via Discussion Board, Google Docs, etc. on several topics in this class. Each of these will be based upon readings and activities that you complete within modules. These are further described within the modules on Blackboard.

### **Web of Best Practices for Working with Diverse Populations (ILA 1,2,4,5; KTS 2,3)**

As you read the assigned chapters, articles, and websites, you will create a web in which you use "best practices for working with diverse populations" for the inside of the middle circle and a line coming from that circle for each of the 8 most important teaching strategies/points for you personally that you gleaned from the above sources. Color-code the strategies with a key at the bottom of the page to indicate which resource the idea came from. If it came from multiple sources, you can either indicate that with the key or choose the source that was most useful on the specific strategy. Draw lines from each of those 8 strategies to describe exactly how you will enact or enforce the strategy you listed. You will then present this web via Flipgrid.

**Presentation to Combat a Deficit Viewpoint: (ILA 1,4,6; KTS: 3,9):** You will read Chapter 3 of McIntyre, Hulan, Layne; the Rist HER Classic and chapter 2 of Culturally Responsive Teaching and the Brain first. Then read the "Myth of the Culture of Poverty".

Using information from the readings above, you will create a 20-minute presentation that you could share with your school faculty (or a school faculty) using Powerpoint, Google Slide presentation, or Prezi in which you use information from previous readings from this course to work against the myth of the culture of poverty and deficit views and toward a more positive view of students. Upload this presentation to Discussion Board. Please respond to at least 2 peers and provide feedback on ways that

they can improve their work or provide specific feedback on what you found useful in their presentation.

**Strategic Plan to Address a Literacy Issue** (ILA: 4,6; KTS: 2,3,9)

Students will review the National Council for Teachers of English Position Statement on *Supporting Linguistically and Culturally Diverse Learners in English Education* (2005). From this document's Eight Beliefs for Supporting Linguistically and Culturally Diverse Learners in English Education, students will select at least one of these beliefs to tackle, which they see as a need or weakness in their current teaching position. In conjunction, students will read *Using Digital and Media Literacies to Expand Global Perspectives* (Branson & Jones, 2018) to begin to think of ways to engage learners and communities using Digital Literacies toward their goals. Students will prepare a strategic plan to address at the state, community/county, or school level.

**Purpose:** The purpose of this task is to allow students to synthesize and construct a strategic plan that details specific solutions, ideas, and considerations for a barrier that has been identified for one of the levels indicated above that is related to literacy and diversity; while also incorporating a variety of technological tools to enhance the distribution or engagement of the plan. As reading professionals our charge is to contribute our expertise not only in the classrooms with our students, but also to recognize that our specialized talents and knowledge base put us in a position to serve others and make an impact in the literate lives of others - close at home or around the globe.

**Materials/Resources Needed:**

- The culminating event can take the form of a paper (not to exceed 15 pages) or you may conduct a professional development session for your school and send the recording of the session and copies of materials (with references cited) to Dr. Hulan.
- Information for this task should come from previous reading in this course, independent research you have done, discussion boards, and instructional conversations we have had during this course.
- A minimum of five (5) research articles must be referenced and included in the bibliography. Articles provided by the instructor of this course are not counted as part of the 5 required references.
- All other resources from electronic and print materials should be referenced (APA style) within the strategic plan and included in the bibliography.

**Due from Students:**

Your charge in this task is to provide possible solutions, ideas, and considerations regarding a specific "problem" associated with literacy within the construct of diversity. You might approach this as though you were applying for financial support to help address the problem you have identified. Use all you know and all you have learned to make the case of why this issue should be addressed and how your ideas would help address the problem. Use the following as a framework and include headings within your paper for each of these categories:

**Paper:**

1. A justification statement must be written for why the problem needs to be addressed
2. The population must be identified and described (which school, district, community; what makes them unique or need this targeted work)
3. A review of the literature regarding this issue must be written. For information on how to write a literature review and examples, visit <http://www.apa.org/gradpsych/2012/03/literature.aspx>
4. Considerations for addressing the issue must be identified, including addressing ways technology could be used to address the issue or enhance efforts.
5. Suggestions for addressing the issue must be enumerated and discussed. Suggestions should include in-person tools, as well as tools that could enhance literacy of the target population through technological tools.
6. Resources to aid in addressing this issue must be included

**Professional development:**

1. A rationale for the selection of the NCTE standard and the need for work in this area at your school, district, and/or community.
2. The population should be identified and described.
3. A handout for participants of the PD that includes relevant findings/information from the literature read in the course and beyond the course. This can include more theoretical findings and more practical 'how to' pieces. This should be written in APA format as an annotated bibliography. For an example of an annotated bibliography, see Sample APA annotated bibliography at [https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)
4. A handout for participants of the PD that includes suggestions for addressing the issue, including online or technological tools that can help in addressing the issue. This should be discussed during the PD and ideas shared with colleagues. Next steps should be addressed in the PD for ways to address the issue at school, community, or district level.
5. The Powerpoint/Google slide presentation that you use in the PD should be shared with Dr. Hulan.
6. An exit ticket or survey should be compiled and shared with Dr. Hulan.

**Theory Meets the Real World Field Experience: (ILA 4, 6; KTS 2,9) 8 hours are required outside of your classroom**

Purpose: The purpose of this aspect of the course is to have some experiences with diverse populations in an educational setting. Observations and interactions through instruction will allow LTCY 527 students to make connections between research, theory, and the first-person experience of application, synthesis, and internalization of key concerns in serving learners who are ethnically, culturally, socially, and otherwise diverse.

Activities for the field experience/service learning may include:

## Working with students:

- Observations (kidwatching, discourse analysis, journaling)
- Teaching students the strategies and skills needed for reading comprehension
- Teaching students the process of writing
- Leading book clubs featuring multicultural literature and instructional conversations
- Digital Storytelling using multicultural literature

## Working with parents:

- Meetings, home visits, and/or focus groups
- Interviews
- Field notes
- Leading book clubs featuring literature/material of interest to parents

## Working with caregivers

- Focus groups
- Observations
- Interviews
- Field notes
- Leading book clubs featuring literature/material of interest to professionals
- Leading professional development sessions/activities for professionals

Before making a final choice among the options for your field experience, discuss/email this with Dr. Hulan and obtain approval. Students are expected to make arrangements for their own field experiences. Field experience should occur in community areas where there are diverse populations. Possible programs and areas to explore include community Head Start programs, local housing authority learning centers, classrooms in area schools, the Foundry (if in Bowling Green) and other programs that serve diverse populations.

When conducting field experience in a location other than your own classroom, you must obtain permission/agreement to allow you to conduct your field experience in the site. Submit a letter or ask the director of the program to email Dr. Hulan granting you permission to conduct your field experience at your chosen site. This email should include a brief description of the site and the population served. A minimum of eight (8) hours is required to accomplish the goals for this assignment.

**Due from you for this assignment:**

Entries will be submitted in the "Field Experience Electronic Notebook" section of Blackboard. Each time you go into the field, you will submit a reflection. The entries in your notebook will, in part, depend on the selected field experience project, however, all notebooks will contain some similarities. For instance, entries should be **dated and include demographic information regarding the site and the people and the intended purposes of the project**. Additionally, entries should include **planning details and information, any research conducted, development of interview questions (if applicable), all field notes, and conclusions and reflections drawn from the project**. **You must include a log/record of the hours you complete for the project**. The electronic notebook is an open-ended document but should be written in a manner that is clear and coherent so that another researcher could understand and even replicate your work.

**NOTE: To receive a final grade in LTCY 527 you must complete all components of the field experience and related assignments required for the course AND you must upload the critical performance to Chalk and Wire.**

**\*\*Professional Dispositions Portfolio:** If you are a Literacy Education MAE student, you are required to keep an online Professional Dispositions Portfolio in a Google Drive folder that will allow you to link documents to then demonstrate your knowledge that meets each of the Standards of Literacy Professionals. More information will be shared about this in class.

**Course Grading and Evaluation:**

Assignment Name	Point Value	Due Date
Identity Exploration paper	20	Dates provided in course calendar
Literature Circle participation and reflection	20	
Flipgrids (Sharing Multicultural Literature, Combatting deficit viewpoint presentation, Universal Design for Learning in lessons)	50	
Web of Best Practices	20	
Reflective response opportunities	70	
Theory Meets the Real World Field Experience Journals	20	
Key Assessment: Strategic Plan to address a Literacy Issue	25	
Participation and Professionalism	10	
Total	235	

The following represents the grade equivalent for accumulated points:

A = 134-145 (93-100%)

B = 123-133 (85-92%)

C = 111-122 (77-84%)

D = 101-110 (70-76%)

F = fewer than 101 points (<69%)

**Attendance and Participation Policy:** : Timely participation and punctual assignments are mandatory components to successfully completing this course.

**Student Disability Services** “In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.”

**Statement of Diversity:** We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

**Plagiarism:** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

**Formatting:**

All papers submitted in this course will be typed and formatted according to the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). **APA style will not be taught as a part of this course.** Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA's Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references:

<http://www.apastyle.org/electref.html>

**Classroom Communication:** When referring to classroom observation experiences, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. Please use "people first" language. That means, that you always refer to a person first and the disability as secondary. For example, person with Downs Syndrome is correct –downs syndrome student is incorrect. Points will be deducted for misuse of people first language.

You must use WKU email for all correspondence, except for when a google account is needed for various online tools. Your professor will email you at your WKU email address.

**Due dates/Late Policy:**

Due dates will be adhered to. The professor will not preview your work but is willing to answer pertinent questions prior to the due dates.

**Professionalism Policy:**

One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professionalism is expected in both the college classroom and your field experience

classroom.

You will be able to receive points for professionalism each week of classes and based upon reports from your field assignments. Points are earned by:

- 1) Participating in class/small group online discussions,
- 2) Treating both classmates and professor in a respectful manner in classroom discussions and emails,
- 3) Completing homework assignments as required.

**ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION  
(EPSB Program Level Requirements)**

**Course Required P-12 Classroom Observation or Clinical Experiences:**

(If none, put "N/A" and delete the table below. For others, use the table below to provide the number of observation hours and check each type of experiences candidates have during those hours. Note: The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 3(3).**)

<b>Total Number of Hours: 8</b>	
<b>EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)</b>	
<b>(a) Engagement with diverse populations of students which include:</b>	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	8
2. English language learners;	
3. Students with disabilities; and	
4. Students from the following grade levels:	
• Elementary	
• Middle School	
• Secondary	
<b>(b) Observation in schools and related agencies, including:</b>	
1. Family Resource Centers; or 2. Youth Service Centers	
<b>(c) Student tutoring</b>	
<b>(d) Interaction with families of students;</b>	
<b>(e) Attendance at school board and school-based council meetings;</b>	
<b>(f) Participation in a school-based professional learning community; and</b>	
<b>(g) Opportunities to assist teachers or other school professionals.</b>	

**Course Assignments Serving as an Education Preparation Program "Key Assessment":**

Strategic Plan to Address a Literacy Issue

**Course Experiences and Assessments Addressing Learned Society (SPA) Standards:**

International Literacy Association Standards, 2017	Course Experiences and Assessments
1: Foundational Knowledge	*Reading responses (discussion boards, Flipgrid responses, etc.)
2: Curriculum and Instruction	*Reading responses (discussion boards, Flipgrid responses)
4.1: Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.	*Reading responses (discussion boards, Flipgrid responses)
4.2: Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside the school community.	*Identity exploration paper *Theory Meets the Real World Field Experience
4.3: Candidates create and advocate for inclusive and affirming classroom and school environments by designing and implementing instruction that is culturally responsive and acknowledges and values the diversity in their school and in society.	*Strategic Plan *Sharing ways to incorporate Multicultural Literature
4.4: Candidates advocate for equity at school, district, and community levels.	* Strategic plan to address an issue related to literacy and diversity.
5: Learners and the Literacy Environment	*Identity exploration paper
6: Professional Learning and Leadership	* Strategic plan to address an issue related to literacy and diversity. *Theory Meets the Real World Field Experience

Rubrics

Discussion Board Rubric:

- Total # of points: Thoughtful and thorough response to question and the required number of responses to peers' posts.
- Partial points: Thoughtful response to question but no feedback provided to peers.
- Fewer points will be assigned with less than thoughtful responses to questions and peers' posts.

Reflective Mini-papers

- Mechanics: All points if written with perfect spelling and grammar
- Half points if written with several spelling or grammatical errors
- 0 points if written with many spelling and grammatical errors that interfere with understanding of the content
- Content: All points if all questions are addressed thoroughly and thoughtfully with rationale from the text/experience

Half points if most of the questions are addressed but they are not addressed thoroughly or thoughtfully

0 points if only few of the questions are addressed and not thoughtfully or thoroughly

**Participation and Professionalism Rubric:**

10 points = All assignments turned in on time; thoughtful participation and attention to detail in work; respectful to/of others.

7 points= Most assignments turned in on time; participation and some attention to detail in work; could be more respectful to/of others.

0-6 points= Less than above requirements met

**Strategic Plan to Address Literacy Issue Rubric**

Criteria	1/ Beginning	2/ Developing	3/ Proficient	4/ Exemplary
A justification statement must be written for why the problem needs to be addressed	Little or no justification statement written for why the problem needs to be addressed	Somewhat appropriate justification statement written for why the problem needs to be addressed	Appropriate justification statement written for why the problem needs to be addressed	Thorough and thoughtful justification statement written for why the problem needs to be addressed.
The population must be identified and described	Little or no identification and description of targeted population	Somewhat appropriate identification and description of targeted population	Appropriate identification and description of targeted population	Complete and respectful identification and description of targeted population.
A review of the literature that informs regarding this issue must be written	Little or no review of the literature that informs regarding this issue	Somewhat appropriate review of the literature that informs regarding this issue	Appropriate review of the literature that informs regarding this issue.	Review of the literature that thoroughly informs regarding this issue must be written and include relevant sources (at least 5).
Considerations for addressing the issue must be identified	Little or no inclusion of considerations for addressing the issue must be identified	Somewhat appropriate inclusion of considerations for addressing the issue must be identified	Appropriate inclusion of considerations for addressing the issue must be identified including technology.	Thorough and thoughtful inclusion of considerations for addressing the issue must be identified including ways technology might be used to enhance the plan.
Suggestions for addressing the issue must be enumerated and discussed	Little or no Suggestions for addressing the issue must be enumerated and discussed	Somewhat appropriate Suggestions for addressing the issue must be enumerated and discussed.	Appropriate Suggestions for addressing the issue must be enumerated and discussed.	Thorough and thoughtful suggestions for addressing the issue enumerated and discussed.

Digital and Media Literacies effectively incorporated to Expand Global perspectives and engage participants in literacy.	Absent or inappropriate use of digital and media literacies	Appropriate use of digital and media literacies	Appropriate use of digital and media literacies that have the potential to expand global perspectives and engage participants in literacy acts.	Thoughtful and purposeful incorporation of digital and media literacies that have the potential to expand global perspectives and engage participants in literacy acts.
Resources to aid in addressing this issue must be included	Little or no Resources to aid in addressing this issue must be included	Somewhat appropriate Resources to aid in addressing this issue must be included	Appropriate resources to aid in addressing this issue, including but not limited to technological tools, must be included.	Appropriate Resources, including but not limited to technological tools, to aid in addressing this issue must be included.
Prescribed format, grammar, and neatness	Unacceptable	Somewhat acceptable	Acceptable	Excellent.