UTTyler
THE UNIVERSITY OF TEXAS AT TYLER

READ 5301
Language, Literacy, and Culture
The University of Texas at Tyler
School of Education

Course:	READ 5301-060 (50637)
Semester & Year:	Summer 1 2024
Location:	Graduate **-** Online
Instructor Information:	Dr. Gina M. Doepker
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Course Description: *"Examination of the critical roles of language and culture on the literacy development of all students, including English learners."*

Knowledge Base(s) and Rationale:

This graduate level course explores children's literacy development with particular emphasis on cognitive, linguistic, and socio-cultural factors. Course content focuses on understanding the ways in which literacy practices are closely linked with linguistic, socio-cultural, and political circumstances. These understandings challenge autonomous models of literacy (Street, 1995) in which reading, and writing are viewed in technical terms as cognitive accomplishments unrelated to any particular social or political context. Issues and questions addressed draw from theories and research that describe processes, forces, and tensions among the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development.

Course content incorporates the following standards for the preparation of reading professionals:

- *International Literacy Association* (ILA, 2017)
- *Texas Examination of Educator Standards* (TExES, 2012)
- *Texas Educator Standards* (TES Title 19: Chapter 149, Subchapter AA, Rule: 149.1001),
- *Texas State Board for Educator Certification Standards* (TSBECS, 2016)
- *Texas Prekindergarten Guidelines* (TPG 2015),
- *International Society for Technology in Education Standards for Educators* (ISTE),
- *Interstate New Teacher Assessment and Support Consortium* (InTASC) Standards,
- *College and Career Readiness Standards* (CCRS)

Student Learning Outcomes (SLOs):
Upon successful completion of the requirements of this course, teacher candidates will have opportunities to:

1. Develop an understanding of language, its acquisition and role in first and second language literacy development.
2. Develop an understanding of historical and current research, policy, and practice related to children's literacy development.
3. Critically examine the ways in which language, culture (and society) transacts with literacy in the lives of children, youth, as well as adults, both in and out of classrooms.
4. Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings

Standards Matrix:

Student Learning Outcomes	Readings	Assessment	Standards Alignment
1. Develop an understanding of language, its acquisition and role in first and second language literacy development.	Course Readings Self-Selected Research Articles	Reading Response Poll & Post Portfolio Artifact	ILA: 1.3, 1.4, 4.1 TExES: Standard I11 TES: 2:Biii TSBECS:IV (4.1k) TPG: ii InTASC: 1 CCRS: EIA(2A)
2. Develop an understanding of historical and current research, policy, and practice related to children's literacy development.	Course Readings Self-Selected Research Articles	Reading Response Practice Possibilities Portfolio Artifact	ILA: 1.1, 1.2 TExES: Standard I11 TES:2:Ci TSBECS:I (1.1k) ISTE: 1c
3. Critically examine the ways in which language, culture (and society) transacts with literacy in the lives of children,	Course Readings Self-Selected Research Articles	Reading Response Neighborhood Walk Portfolio Artifact	ILA: 4.1, 4.2 TExES: Standard I11

youth, as well as adults, both in and out of classrooms.			TES: 2:Biii
			ISTE: 2.1c
			InTASC:2
			CCRS: ELA(2C)
4. Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings	Course Readings Self-Selected Research Articles	Literacy Research Synthesis	ILA: 4.4
			TexES: Standard I11
			TES: 2:Ci
			TPG: ii
			CCRS: ELA (VB)

COURSE EVALUATION AND REQUIREMENT DESCRIPTION
Performance Assessments

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including exams, assignments, and class activities.
The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

1. Reading Response (10 points).
Description: As graduate students it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) to grow. Through weekly assigned opportunities for discussions over readings and/or videos, podcasts, and the like, you will practice giving and receiving responses to your ideas and connections with material and to those of fellow classmates. For this, we will use the course's Canvas Discussion Forum feature for whole class discussions.

Main Tasks: Engage deeply with class texts; respond actively, substantively, thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.

Because this is a graduate level course, expectations for active engagement and substantive contributions to class activities—with timely completion of readings and related activities—are high and critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking critical questions, collaborating with others, and exploring implications and applications of knowledge gained for your own professional work.

When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:

   a.   What are the main point(s) made or issue(s) raised in the assigned readings?

b. What are some of your own connections to the readings via your life experiences, your observations, your readings, or viewings of other text/film/media?
c. What are the strengths and weaknesses (or limitations) of the main points outlined, arguments made, or solutions provided?
d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher, reading specialist, or literacy coach?
e. What are you thinking about *differently* because of this/these reading(s)? What questions does it raise for you?

Evaluation: Your discussion responses will be evaluated on the level of engagement (how often and when you contribute to the discussions), the quality of the contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

2. Poll & Post (Poll = 1 point & Post = 4 points)
Poll & Post Description — During the first week of class you will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. At an appropriate time, you will complete a post assignment that specifically addresses the same topic.

3. Anchor Book Study – Practice Possibilities (10 points).
You will read the program anchor textbook, *Culturally Responsive Teaching: Theory, Research, and Practice*, and participate in practical application exercises that will push your thinking regarding culturally responsive teaching.

4. Neighborhood Walk (10 points).
Description: You will conduct a neighborhood walk around the school in which you currently teach. (If you are not currently teaching then choose a school with a diverse student population.) You will come to know the community in which the school population is located.

Goals: The goals for this project are:
- To experience the community through the eyes of someone who knows it intimately.
- To view the community through cultural, symbolic, and political lenses.
- To make friendly, face-to-face contact with the diverse individuals you encounter in the neighborhood as a first step in developing sustainable relationships.
- To scan the neighborhood for agencies that may interact with or serve the school's diverse students and/or families.
- To begin to construct a strengths-base understanding of the diverse families and the neighborhood in which the school is located.
- To consider the funds of knowledge that students in this neighborhood may bring to the classroom.

Main Tasks: Your task consists of the following:
(a) Do not walk alone! Ask a parent and student (a.k.a. neighborhood insider) to escort, or guide, you on your neighborhood walk.

(b) During the neighborhood walk make sure to visit formal institutions such as churches, synagogues or mosques, public library, post office, etc. Seek places where people congregate, such as playgrounds, coffee shops, barbershops or beauty parlors, local grocery stores or bodegas.

(c) Whenever possible, introduce yourself to those you encounter. Explain why you are walking the neighborhood and seek information about what makes the neighborhood so unique to the people who live there.

(d) Take photographs of interesting people, places, things. Consider powerful images that will help you to tell a story about this neighborhood. (People may not be photographed unless they give permission.)

(e) Create a photo essay that tells the story of this neighborhood. A photo essay is simply a series of photos organized around a central theme that are chosen to tell a story. Your photo essay should contain the following elements:

    a. **The story:** Your photo essay should be able to stand alone, without a written narrative, and make logical sense to the viewer.

    b. **A range of photos:** A variety of photos (wide-angle, detailed, portraits etc.) should be included.

    c. **The order of the photos:** It is important that the order of your photos effectively tell a story, in an interesting and logical sequence.

    d. **Information and emotion:** Your photos should include both informational and emotional photos. Those essays that effectively evoke emotion while providing information tend to convey their messages the best.

    e. **Captions:** In a photo essay, captions (written or audiotaped) are your best opportunity to describe what is happening in words and ensure that the viewer understands. Include informational content in these captions if necessary.

(f) Submit your neighborhood photo essay in Canvas to share with your classmates.

(g) Visit your classmates photo essays and describe the thoughts, feelings, emotions that you experienced while viewing their photo essays.

Timeline:
- **Week 1:** Choose the neighborhood. Contact a parent/person, or "insider", who will serve as your escort/guide for your neighborhood walk. Discuss and confirm the date/time and meeting place to start the neighborhood walk.
- **Week 2:** Go on your neighborhood walk with your escort/guide. Take photos during your walk that you think will help to tell the story. Stop and talk with people along the way to get their thoughts of the neighborhood.
- **Week 3:** Create your photo essay with pictures and captions. Submit in Canvas. View your classmates photo essays and describe your responses to their neighborhood stories.

5. Literacy Research Synthesis/Literature Review (50 points)

Description: In this assignment, that spans the whole five weeks of the summer l session, you will have the opportunity to investigate a question or issue and expand your knowledge of this through the completion of a literature review. You will participate in weekly assignments to ask questions, share ideas, and share drafts.

Main Tasks: Your task consists of the following:

Design a research question that addresses ways in which culture, language, and literacy interact for learners. Example research questions include:

- How do religious traditions impact language and literacy learning of K-12 students?
- How does home language impact language and literacy learning of K-12 students?
- How does geography/regionality impact language and literacy learning of K-12 students?
- How can experiences out in the world impact language and literacy learning of K-12 students?
- How does socio-economic status (not only low) impact language and literacy learning of K-12 students?

(a) Submit your research questions in Canvas for final approval by the course instructor. (Week 2)

(b) Find no fewer than **TEN highly relevant empirical research studies** published within the **last ten years (2013-2024)**, that you find in high-quality, academic journals. In addition to these ten current empirical research studies, you can also use supplementary sources (i.e. book chapters, research articles, etc…) which may be older than ten years. (Hint – When searching for relevant research articles, identifying the grade levels of the students you are interested in learning more about will help to narrow your search results.)
    i. **TEN Empirical Research Studies** may be found from various journal publications (see sample journals below).
        a. *Journal of Adolescent and Adult Literacy*
        b. *Journal of Literacy Research*
        c. *Language Arts*
        d. *Reading Research Quarterly*
        e. *The Reading Teacher*

(c) Read your **TEN research articles** and create a table-synopsis for each (**TEN individual tables**). This exercise will help you learn to quickly grasp each article as a whole and to identify salient features of each including the findings and conclusions. You will find that you become able to better see the "skeleton" of a research article as a result.

(d) Submit your completed tables in Canvas for feedback from the course instructor. (Week 3)

(e) Prepare a research synthesis of the literature reviewed. The synthesis should be a distillation of what research says about the selected topic and the implications of this research on literacy practice, not just a summary or an annotated bibliography of the studies reviewed.

(f) You are highly encouraged to send your research synthesis draft to the UT Tyler Writing Center for help with formatting, edits, and revisions**. (Schedule this appointment the first week of classes.)** (Week 3 or 4) https://www.uttyler.edu/writingcenter/.

(g) Submit your **research draft** in Canvas for feedback from the course instructor. (Week 4)

(h) The final research synthesis paper/literature review should be no fewer than 5 pages and no more than 10 pages long (not including the cover page, abstract page, or References page) –

Times New Roman font, size 12, black, double-spaced, paginated, and formatted using **APA style**.

- **Include:**
  - **Cover page** formatted according to **APA style**
  - **An abstract:** *100-word limit.*
- **In the body of the paper:**
  - **Introduction** to the topic, to its importance; to your interest in it and reason for reviewing: *at least* 250 words.
  - **Thematic discussions separated by headings (done according to APA style)** of the ten+ research articles and up to five other sources – how they relate to your topic and question; and whether and how the articles "talk to each other". This is the "meat" of the paper – *most of the page count should be here.*
  - **Implications and Conclusion**. So, what do you think now that you've discussed all this research? What did you "used to think, but now you know"? What more do you need to investigate? Is there a study that you, yourself, might like to do? This section should be *at least* 250 words.
  - **References** page formatted according to **APA style**.
  - **Appendices.** Include all **TEN table synopses of articles**.

(i) Submit your final research synthesis in Canvas. (Week 5)

Evaluation: You will be evaluated on how you adhered to the weekly process of developing your topic and drafts; the quality of your finished product in terms of focused discussion and meeting the tasks outlined above; and to the degree to which you adhered to **APA style**.

5. Final Exam (10 points)
The final exam will consist of a final course reflection. This is a structured reflection geared toward uncovering applications of concepts that you have learned in this course. I will provide questions centering on your own learning, learning processes, and salient take-aways for the enhancement of your practice as a teacher and reading professional.

6. Program Portfolio Artifact (QEP) (5 points)
Portfolio Artifact Description: This assignment is designed to assure that you successfully and competently build your Program Portfolio the goal of which is to show ways in which your work in this program has enabled you to provide evidence, aligned with state and national standards, of your preparation to become a literacy leader. As you already know, the successful completion and presentation of your portfolio is a requirement for graduation from this program. Creating your portfolio will be an incremental process spanning the entirety of your time at UT Tyler. That is, this assignment is present in each course in your Master of Education in Reading program. In each course, including this one, you will (1) select your artifact from work already accomplished in this course this semester; (2) select an ILA national standard AND a TExES state standard for Reading Specialists about which this artifact is evidence of your mastery; (3) write your description of the course artifact; and (4) write your argument/rational for the course artifact.

PORTFOLIO NARRATIVE DIRECTIONS - You will write an entry, accounting for your COURSE ARTIFACT assignment, for your end-of Program Portfolio. You will write two dense (at least 6 sentences each), well-written paragraphs:

1: DESCRIPTION of the COURSE ARTIFACT assignment and how YOU completed it. (One Paragraph)

2: ARGUMENT/RATIONALE for the inclusion of your COURSE ARTIFACT as EVIDENCE of you meeting one of the ILA Standards (1-7) and one of the TExES Standards (l-lV). In other words, what standards and why (how) does your COURSE ARTIFACT PROVE that you are competent in the chosen standards? Provide specific evidence from your project in support of your argument for why various aspects prove your competency. Directly tie your argument/rationale back to the ILA and TExES Standards. (One Paragraph)

Evaluation and Grading Guidelines and Criteria: All written work should be typed (double-spaced, using 12 pt. New Times Roman font, one-inch margins, & page numbers), properly labeled, and carefully proofread and edited. Use **APA style** when citing references used in your work. The criteria for determining your final grade are outlined below.

Last day to Withdraw from Course: Wednesday, June 21st

Projects & Grading Criteria

Assignment	Weight	Points	Due Dates
Reading Response	10%	10	On-going
Poll & Post	5%	5	Week 1
Practice Possibilities	10%	10	Week 2 & 4
Neighborhood Walk	10%	10	Week 3
Research Synthesis	50%	50	On-going
Final Exam	10%	10	Week 5
Portfolio Artifact	5%	5	Week 5
TOTAL=	100%	100 Points	

Performance standards			
Points	**Percent**	**Grade**	**Standard**
93-100	93%	A	(Excellent) Superior
84-92	84%	B	(Good) Above Average
75-83	75%	C	(Undeveloped)Average
66=74	66%	D	(Poor) Below Average
00-65	65% or below = "F"	F	(Unacceptable)Mediocre

Required Texts, Materials, & Supplies:
NOTE: ALL BOOKS ARE REQUIRED FOR MULTIPLE PROGRAM COURSES.
  *Get the edition noted – older editions are not acceptable.
  1. Honig, B., Diamond, L., Gutlohn, L., Cole, C. L., El-Dinary, P. B., Hudson, R., Lane, H. B., Mahler, J., & Pullen, P. C. (2018). *Teaching reading sourcebook*. Arena Press.
  2. Geneva, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). New York: Teachers College.
  3. Publication Manual of the American Psychological Association: 7th Edition, 2020 Copyright APA 7th Edition

Note: *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. **The same textbook may also be available from an independent retailer, including an online retailer.***

  3. Additional readings to supplement course content will be selected from various journal publications (see sample journals below), book chapters and reports.
      a. *American Educational Research Journal*
      b. *Educational Leadership*
      c. *Journal of Adolescent and Adult Literacy*
      d. *Journal of Educational Psychology*
      e. *Journal of Learning Disabilities*
      f. *Journal of Literacy Research*
      g. *Language Arts*
      h. *Reading Research Quarterly*
      i. *Tapestry Journal*
      j. *The Reading Teacher*

Course Alignment:

Learning Outcomes	Course Topics	Readings & Projects
1. Develop an understanding of language, its acquisition and role in first and second language literacy development.	**Lecture:** Overview of first & second language acquisition; Key components of language (phonology, morphology, semantics, and pragmatics)	• Specific readings will be assigned weekly from course texts, articles, and videos.
Develop an understanding of historical and current research, policy, and practice related to children's literacy development.	**Lecture:** What research says about children's literacy development; impact of policies; research-based literacy instruction	• Specific readings will be assigned weekly from course texts, articles, and videos. • Poll & Post • Practice Possibilities
Critically examine the ways in which language, culture (and	**Lecture:** Roles of language, culture, and society in children's literacy development and learning	• Specific readings will be assigned weekly from course texts, articles, and videos.

society) transacts with literacy in the lives of children, youth, as well as adults, both in and out of classrooms.		• Neighborhood Walk
Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings	**Lecture:** Theory Meets Practice - Designing learning environments and invitations that are research-based for diverse learners	• Specific readings will be assigned weekly from course texts, articles, and videos. • Literacy Research Synthesis

READ 5301-060: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule SUMMER 2024

Topical Outline & Schedule: The following tentative course calendar is subject to change due to the nature of the course, which emphasizes wide reading, reflection, and critical inquiry. Adjustments to class sessions and modules will be made as determined by progress made in accomplishing the objectives of each class session.

WEEK # MODULE # Begin Date	Activities and Assignments	DUE DATE
	Important: *The instructor reserves the right to change/adjust any assignments and/or due dates in the best interest of the class. Ample notice will be given to students for any such changes.* **START of WEEK:** For READ 5301, the start of each week is Monday. This means that materials and the lecture should be posted by Midnight (12:00 a.m.) on each Monday. **END of WEEK:** All your work is due BY Sunday nights at 11:59pm. This means that each week's work must be completed and turned in by Sunday night by 11:59pm. It is up to you to organize your time and assignments to accomplish this. **EXCEPTION:** Week 5 – Last week of Summer l – see below.	
Week 1 **Module 1** **T 6/3**	**Thematic Overview I:** Develop an understanding of language, its acquisition and role in first and second language literacy development. **READ**: -**Honig et al. Textbook:** Chapter 1 – Structure of English -**Honig et al. Textbook:** Chapter 2 – Structure of Spanish -**Article:** Saeed Al-Harbi, S. (2020) Language development and	**6/9** **11:59 pm**

acquisition in early childhood. *Journal of Education and Learning.*

-**Article:** Ehri. L. C. (2020). The science of learning to read words: A case for systematic phonics instruction. *Reading Research Quarterly*.

-**Position Statement:** (2020) – Phonological awareness in early childhood literacy development. *International Literacy Association*.

LECTURE:
-**Content:** Key components of language (phonology, morphology, syntax, semantics, pragmatics, etc.)

VIEW:
-**Video 1:** What is Linguistics?: Crash Course Linguistics #1
 (11:12 minutes) https://youtu.be/3yLXNzDUH58

-**Video 2**: Morphology: Crash Course Linguistics #2 (10:49 minutes) https://youtu.be/93sK4jTGrss

-**Video 3:** Syntax – Morphosyntax: Crash Course Linguistics #3 (10:32 minutes) https://youtu.be/B1r1grQiLdk

READING SYNTHESIS OVERVIEW CLASS ZOOM MEETING
 DR. DOEPKER'S PERSONAL ZOOM MEETING ROOM LINK
https://uttyler.zoom.us/j/9070338407
WEDNESDAY, JUNE 5TH @ 6:00 P.M.

READING RESPONSE: Engage deeply with class texts; respond actively, substantively, thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.

POLL & POST: You will participate in a survey to discuss your thoughts about a particular topic that will be addressed throughout the course. You will then complete a post assignment that specifically addresses the same topic.

NEIGHBORHOOD WALK:
Choose the neighborhood. Contact a parent/person, or "insider", who will serve as your escort/guide for your neighborhood walk. Discuss and confirm the date/time and meeting place to start the neighborhood walk.

RESEARCH SYNTHESIS:
Begin to consider THREE RESEARCH QUESTIONS or ideas that

	you might undertake in your research synthesis. Draw from your own teaching experience; or draw from ideas you've encountered in your program here at UT-Tyler. What are your burning questions that have to do with the intersection of language, literacy, and culture? Begin to complete a preliminary investigation of your research questions to see which question has the most relevant, substantive, and current research that will 1) help you to answer your question, and 2) help you to complete this research synthesis project. You are highly encouraged to send your research synthesis draft to the UT Tyler Writing Center for help with formatting, edits, and revisions**. (Schedule this appointment the first week of classes to submit your draft either the third or fourth week.)** https://www.uttyler.edu/writingcenter/ NEXT WEEK be prepared to share: • your three research questions • identify your final research question based on your preliminary investigation • draft outline for your research synthesis • preliminary findings	
Week 2 **Module 2** **M 6/10**	**Thematic Overview II:** Develop an understanding of historical and current research, policy, and practice related to children's literacy development. **READ:** **-Geneva Textbook**: Chapter 1 – Challenges & Perspectives **-Geneva Textbook**: Pages 209-217 – Funds of Knowledge & Cultural Self-Study **-Article:** Moll, C. Amanti, C., Neff, D., & Gonzalez. (1992). Funds of Knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice.* **-Research Brief:** (2019) Right to policies that ensure equitable literacy instruction. *International Literacy Association.* **LECTURE:** **-Content:** What research says about children's literacy development; impact of policies; research-based literacy instruction **VIEW:** -**Video 1:** Syntax – Trees: Crash Course Linguistics #4 (10:42 minutes) https://youtu.be/n1zpnN-6pZQ	**6/16** **11:59 pm**

	-Video 2: Semantics: Crash Course Linguistics #5 (10:39 minutes) https://youtu.be/6geQjY8b7sA **-Video 3:** Pragmatics: Crash Course Linguistics #6 (9:57 minutes) https://youtu.be/MPwpk-YgvjQ **READING RESPONSE:** Engage deeply with class texts; respond actively, substantively, thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community. **PRACTICE POSSIBILITIES:** You will read the program anchor textbook, *Culturally Responsive Teaching: Theory, Research, and Practice*, and participate in practical application exercises that will push your thinking regarding culturally responsive teaching. **NEIGHBORHOOD WALK:** Go on your neighborhood walk with your escort/guide. Take photos during your walk that you think will help to tell the story. Stop and talk with people along the way to get their thoughts of the neighborhood. **RESEARCH SYNTHESIS:** Post the research question that you have chosen and a short outline of your research synthesis (see directions above for project details). Share your progress (i.e., early draft). Name articles and key findings, questions you are still having, and begin to address how these articles will help you answer your question. Begin to search for and select current **(2012-2023)** research articles that will answer your research question and that addresses aspects of language, literacy, and culture. Read the **TEN ARTICLES** and create a **TABLE SYNOPSIS** for each article.	
Week 3 Module 3 M 6/17	**Thematic overview III:** Critically examine the ways in which language, culture (and society) transacts with literacy in the lives of children, youth, as well as adults, both in and out of classrooms. **READ:** **-Article:** Delpit L. D., (1992). Acquisition of literate discourse: Bowing before the master? *Theory Into Practice*. **-Article:** Seidl, B. (2007). Working with communities to explore and personalize culturally relevant pedagogies. *Journal of Teacher Education.* **-Literacy Leadership Brief**: (2019) The Role of bilingualism in	**6/23 11:59 pm**

improving literacy achievement. *International Literacy Association*.

LECTURE:
-**Content:** Roles of language, culture, and society in children's literacy development and learning

VIEW:

-**Video 1:** Sociolinguistics: Crash Course Linguistics #7 (11:22 minutes) https://youtu.be/of4XzrbkknM

-Video 2: Phonetics – Consonants: Crash Course Linguistics #8 (11:30 minutes) https://youtu.be/vyea8Ph9BOM

-Video 3: Phonetics – Vowels: Crash Course Linguistics #9 (11:24 minutes) https://youtu.be/qPTL5x0QW-Y

READING RESPONSE: Engage deeply with class texts; respond actively, substantively, thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.

NEIGHBORHOOD WALK:
Create your photo essay with pictures and captions. Submit in Canvas. View your classmates photo essays and describe your responses to their neighborhood stories.

RESEARCH SYNTHESIS:
Share your TEN ARTICLE TABLES. Name articles and key findings, questions you are still having, and continue to address how these articles are helping you to answer your research question.

Begin to work on your research synthesis draft. Make sure to look at the project directions, rubric, and samples in Canvas.

Week 4 **Module 4** **M 6/24** ==LAST DAY TO WITH-DRAW 6/21==	**Thematic Overview IV:** Apply the knowledge gained about language, literacy, and culture to develop a research-based orientation to literacy and its teaching in K-12 settings **READ:** - **Geneva Textbook –** Chapter 2 – Pedagogical Potential of Cultural Responsiveness **-Article:** Delpit, L. (2006). Lessons from teachers. *Journal of Teacher Education.* **-Article:** Ladson-Billings, G. (1995). But that's just good teaching!	**6/30** **11:59 pm**

	The case for culturally relevant pedagogy. *Theory Into Practice.*	
	-Article: Ladson-Billings, G. (2021). I'm here for the hard re-set: Post pandemic pedagogy to preserve our culture. *Equity & Excellence in Education.*	
	LECTURE: **-Content:** Discourses, Multimodal and Semiotic Approaches to Literacy	
	VIEW:	
	-**Video 1:** Phonology: Crash Course Linguistics #10 (12:06 minutes) https://youtu.be/imH7hdOgxrU	
	-Video 2: Psycholinguistics: Crash Course Linguistics #11 (11:03 minutes) https://youtu.be/A5uNFKEn4_A	
	-Video 3: Language Acquisition: Crash Course Linguistics #12 (10:52 minutes) https://youtu.be/Ccsf0yX7ECg	
	READING RESPONSE: Engage deeply with class texts; respond actively, substantively, thoughtfully, tactfully, and in a timely manner with classmates to books, articles, videos and more that are assigned within our classroom community.	
	PRACTICE POSSIBILITIES: You will read the program anchor textbook, *Culturally Responsive Teaching: Theory, Research, and Practice*, and participate in practical application exercises that will push your thinking regarding culturally responsive teaching.	
	RESEARCH SYNTHESIS: SUBMIT your research synthesis draft (minimum of three pages). What questions do you still have?	
	Keep going! You need to start working on the final draft for your research synthesis. The final research synthesis paper/literature review should be no fewer than 5 pages and no more than 10 pages long (not including the cover page, abstract page, or References page) – Times New Roman font, size 12, black, double-spaced, paginated, and formatted using **APA style**.	
Week 5 **LAST** **WEEK** **Module 5** **M 7/1**	**VIEW:** -**Video 1:** Language Change and Historical Linguistics: Crash Course Linguistics #13 (12:13 minutes) https://youtu.be/dNkMC92kFLA	**7/5** **11:59 pm**

| | **-Video 2:** World Languages: Crash Course Linguistics #14 (11:40 minutes) https://youtu.be/Nxyo83cQjhI

-Video 3: Computational Linguistics: Crash Course Linguistics #15 (11:23 minutes) https://youtu.be/3npuPXvA_g8

-Video 4: Writing Systems: Crash Course Linguistics #16 (11:46 minutes) https://youtu.be/-sUUWyo4RZQ

RESEARCH SYNTHESIS:
Submit your final draft research synthesis. Make sure that the research synthesis follows **APA guidelines** and is ONE complete document which includes:
• Cover Page
• Abstract
• Body (introduction, discussion, implications, and conclusion)
• References
• Appendices (ten individual research article synopsis tables)

FINAL EXAM:
Please respond to final exam response questions in Canvas by no later than June 30th at 11:59 p.m.

Portfolio Artifact:
• First, complete the major assignments for this course.
• Second, you will select one or more of those assignments as artifactual evidence of your standards-based professional growth.
• Third, you will select ILA and TExES standards for Reading Specialists that your work exemplifies.
• Fourth, you will substantively write both a description of the artifact and argument/rationale. | |

COURSE POLICIES:

This is a graduate course that is online and worth three graduate credits. If you are in the course, then it is up to you to meet the requirements and deadlines established. If you are traveling (for example) it still is expected that you will do what you must to meet course expectations.

CANVAS/EMAIL:

You will need Canvas learning management system; sound capacity; and to check your Patriot email daily for schedule changes or announcements. A Canvas course has been created for this class, and all the information, including the syllabus, course schedule, and any changes thereto, will be posted. Links to on-line readings will be posted periodically. **Students are responsible for accessing and reading all materials.**

In addition, students are **responsible** for checking **school email** as it is the primary method of communication for the course. This means students are **responsible** for 1) **immediately contacting the Information Technology services** to be certain any problem with email and/or access to Canvas is completely resolved; and 2) contacting me if either Canvas and/or email become a problem. If you experience technical problems or have a technical question about this course, you can obtain assistance by email **itsupport@patriots.uttyler.edu or phone (903)565-5555.**

TURNING IN WORK:

Unless otherwise stated, all work will be turned in completed via Canvas (as specified in each assignment's instructions) on the date/time it is due. All work must have your NAME, the DATE, and the ASSIGNMENT written clearly along the top. All assignments will be turned in as ONE document.

LATE ASSIGNMENTS:

Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating (e.g., emergency) circumstances may result in a lowering of the assignment grade.

Bibliography

Friere, P. (2014). *Pedagogy of the oppressed* (30th anniversary edition). Bloomsbury.

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard Educational Review, 84*(1), 74-84.

Martinez, R. A. (2010). *Spanglish* as a literacy tool: Toward an understanding of the potential role of Spanish-English code-switching in the development of academic literacy. *Research in the Teaching of English, 45*(2), 124-149.

Menyuk, P. (1999). *Reading and linguistic development.* Cambridge, MA: Brookline Books.

Paris, D., & Alim, H. S. (2017). What is culturally sustaining pedagogy and why does it matter? In D. Paris & H. S. Alim (Eds.), *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world* (pp. 1-25). Teachers College Press.

Street, B. V. (1995). *Social literacies: Critical approaches to literacy in development, ethnography and education.* Longman.