



School of Health, Education, and Human Services
Culturally Responsive Literacy Education
ERDG 425

Term: Winter, 2025
Number of Credits: 3

Course Outline

INSTRUCTOR: Norma Shorty, PhD

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Dates: Fridays, 10 January – 11 April 2025

Time: 9:00 AM to 11:55 AM

Classroom:

COURSE DESCRIPTION

This course, Culturally Responsive Literacy Education, provides a broader spectrum of understanding the significance of the culturally responsive way of teaching language and literacy within diverse political and social contexts. It examines the purposes of literacy and assessment and provides teachers with knowledge and experience to design and implement assessment, and instruction within the broader view of culture, literacy, and assessment. Public School classrooms are culturally and linguistically diverse and students from various backgrounds have their way of learning literacy. In this context, this course will bring teachers together to learn how to engage, analyze, and work within the diverse classrooms within K-12 education.

COURSE REQUIREMENTS

Prerequisite(s): ELNG 200 or ELNG 310; 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 family literacy influences their learning
4. Familiar with various strategies for 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 rescue and reading recovery programs in the diverse classroom.
12. Understand the value of song, oral storytelling, and poetry in literacy development.

COURSE FORMAT

A weekly breakdown of instructional hours

ERDG 425 introduces a framework for understanding the significance of decolonial approaches to language and literacy within differing social and political contexts. This includes issues in and around cognitive, affective, linguistic, and socio-cultural factors that influence literacy learning and teaching. Working with particular case studies, students will work together to learn how to engage in analyzing and working with diverse students in a variety of community contexts that present themselves within K-12 education.

EVALUATION

Participation: Check-in/Class Lectures/Course Readings	20	Starts 10 Jan – 11 April 2025
Peer Teaching Archibald, et. Al (Eds.) <ul style="list-style-type: none"> • Presentation notes, research, Yukon correlations • PowerPoint Presentation 	10 10	Starts 10 Jan – 14 February 2025
Theme-Based Annotated Bibliography Poster presentation	30 10	Due 14 March Starts 21 March to 4 April
Aesthetic Response to Learning	20	Due 11 April 2025
Total	100%	

Participation (20%)

Includes a weekly check-in and reflections on chapter readings, discussions on the theme-based annotated bibliography assignments, learning outcomes, and lectures (Starts 10 Jan and ends 11 April 2025).

Peer teaching (20%)

Each student will present a chapter of the selected textbook of ERDG 425 (Starts 10 Jan and ends 14 February 2025)

Theme-Based Annotated Bibliography (30%)

Each student must hand in a place and theme-based annotated bibliography towards building literacy acquisition and knowledge in a cross-cultural classroom. This annotated bibliography must include a page on laws and protocols for working with local Indigenous cultures. (Due 14 March 2025).

Academic Poster of Theme-Based Annotated Bibliography (10%)

Each student will prepare an academic poster of their annotated bibliography themes (Starting 21 March to 4 April).

Aesthetic Response to Learning (20%)

Students will express their response to their learning in their aesthetic way (Due 11 April)

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

TEXTBOOKS & LEARNING MATERIALS

Archibald, J. Q.Q.X., Lee-Morgan, JBJ, & De Santolo J. (Eds.). *Decolonizing Research: Indigenous Storywork as Methodology*. Zed Books Ltd 2019.

SUGGESTED STORY GUIDES FOR THEME-RELATED ANNOTATED BIBLIOGRAPHY

Government of Yukon, Yukon Cultural Services Branch. (2010). *My Old People's Stories: A Legacy for Yukon First Nations, Part 1 Southern Tutchone Narrators, Part 2 Tagish Narrators and Part 3 Inland Tlingit Narrators* (McClellan, C.). Retrieved from http://www.tc.gov.yk.ca/publications_listing.html

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 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.

TOPIC OUTLINE

Introduction to Language and Literacy Education

- A. Assumptions about language and literacy education
- B. Multiliteracies including multimodalities

2. Theory of Knowledge

- A. Culturally Responsive Pedagogies of Relation
- B. Funds of Knowledge
- C. Instruction in Language & Literacy Education Otherwise
- D. Object and Relational Ways of Doing Education

3. Decolonizing Pedagogies

- A. Teacher Ontologies
- B. Working with Space, Place, and Boundaries
- C. Working with Invitation and Hospitality

4. Academic English School Literacies

- A. What is Reading
- B. What is Writing
- C. Critical Multicultural Literature
- D. Evaluation and Assessment of School-Based School Literacies (Reading and Writing)

5. Plural Knowledge: Multiliteracies and Multimodalities

- A. Critical Literacy
- B. Visual Literacy
- C. Digital Literacy
- D. Storytelling
- E. Poetry
- F. Music: Song and Drum
- G. Outdoor Learning: Place-based learning; environmental literacies

6. Assessment: Plural Knowledge

- A. Authentic Assessment