

 	School of Health, Education and Human Services
	ERDG 425
	Culturally Responsive Literacy Education
	Winter 2025 3 credits
Course Outline	

INSTRUCTOR: Dr. Marjorie MacDonald

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CLASS TIME & DATES: January 10th – April 11th, Thursday 9:00pm – 11:50am

OFFICE HOURS: Please call/text/email

ROOM: A2408

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 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
- Cultural Proficiency
- Kinds of Literacy and Literacy Learning
- Assessment Practices
- Formative and Summative Learning
- Learning Resources
- Teaching Strategies
- Science of Reading
- Structured Literacy and Related Terms
- Truth and Reconciliation
- First People's Principles

COURSE FORMAT

Weekly breakdown of instructional hours

There will be 3 hours of instructional time each week in this course. A further 3-6 hours will be required each week for students to engage with readings and complete coursework. This time will vary by individual learner and significantly more or less time could be required. This course will be comprised of content lectures and discussions of issues pertinent to culturally responsive literacy strategies. During the course, there will be several guests who will join the class to share their expertise. At the end of the course, students will each share short lessons with relevant elementary literacy ideas. This will allow students to finish the course with a collection of writing ideas to use in their own teaching.

Delivery format

Classes will consist of lectures, hands-on activities, class discussions, cooperative work, and student presentations. Students are expected to attend class, complete all assignments, come to class ready and prepared to learn, and participate actively in class activities.

Classroom Climate and Community Expectations

Attendance, engagement, and participation are crucial in this course. Thoughtful, thought provoking, and respectful contributions to the class discussions are expected and will assist you in becoming intellectually and personally involved in the material covered in the course. Respectful discourse between students and the instructor is expected.

Note: Please bring with you a mobile device (laptop, tablet, cellphone) with Internet/ Wi-Fi for the

purpose of in-class assignments.

EVALUATION

1.	Self as Learner	10 %
2.	In Class Assignments, Participation, Completion of Homework	30 %
3.	Group Presentation (from book chapters)	30 %
4.	Journal of Growth, Self-Reflection, Connection to Learning Outcomes and Topics in Class	30 %
	Total	100%

NOTE

- See the University of Regina grading description for all assignments.
- Respectful University Guidelines from the University of Regina are to be followed.
- All assignments and due dates will be carefully explained in class and given to students in writing. Students will receive a rubric or list of criteria outlining the expectations of each assignment.
 - Criteria for evaluation/assessment will occasionally be co-created as a culturally responsive approach,
 - Evaluation/assessment will also include self-evaluation and peer evaluation
 - You are encouraged to ask for assistance or clarification if you are unsure how to proceed with the assigned work.

1. Self as Learner

Read the chapter “The Complexity of Schools and Classrooms.” It has been in print for almost two decades. It does a nice job of capturing the many dimensions of life as a classroom teacher. As a way of introducing yourself, write a personal statement in which you tell me about:

- Yourself, your school, your teaching assignment, and your school community
- your teaching story: why you chose to become a teacher and some of your memorable experiences so far such as practicum experiences, which program you are in and what year
- how do YOU learn best, how did you learn best when you were in school?
- your impressions of the chapter – comment and expand on two insights from the chapter that resonated with you
- make a list of what you think are valuable or not so valuable “learning resources”

Approx. 250 -300 words 12 font dbl spaced

Please submit assignment in the Moodle drop box on or before our next class

In your references, please cite this reading appropriately using APA 7 (and any other resource you choose to use, but other resources are not necessary).

You can use CiteFast to help you cite your references. It is user friendly.

The link is: <https://www.citefast.com/?s=APA7>

2. In Class Assignments, Participation, Completion of Homework 30%

Example: QQC, STLW4M
(QQC - Quote, Question, Comment)
(STLW4M – Save the Last Word for Me)
(from provided readings/resources)
Activities in Class

3. Group Presentation (from book chapters) 30%

This will be explored and presented in small groups. Groups will be established early in the course. Materials will be provided to help you prepare and organize your presentation.

4. Journal of Growth, Self-Reflection, Connection to Learning Outcomes and Topics in Class 30%

- You will keep a **journal of your growth** as you move through the course. You will be given time near the end of each class to reflect. This journal will allow you to engage in **self-reflection** and articulate your own thoughts, feelings and actions to gain additional self-awareness and improve yourself as it pertains to this course.
- You will be required to make concrete connections to the **learning outcomes and the topics covered in class**. You can do this in your own way. For example, create a collage, power point, write an essay etc. But your learning must clearly and succinctly demonstrate your new learning and understanding of the material presented.

Note: All assignments and presentations must be handed in or presented on the due dates unless previous arrangements have been made with the instructor.

TEXTBOOKS & LEARNING MATERIALS

The text for this course is:

Kemeny. L. (2023). *7 Mighty moves. Research backed, classroom-tested strategies to ensure k-to-3 reading success*. Scholastic.

It is available in the bookstore.

*** Other reading resources will be provided for you from a variety of sources.

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.

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.

CLASS DATES/TIMES:

JANUARY	FEBRUARY	MARCH	APRIL
Friday, January 10 th 9:00am – 11:50am	Friday, February 7 th 9:00am – 11:50am	Friday, March 7 th 9:00am – 11:50am	Friday, April 4 th 9:00am – 11:50am
Friday, January 17 th 9:00am – 11:50am	Friday, February 14 th 9:00am – 11:50am	Friday, March 14 th 9:00am – 11:50am	Friday, April 11 th 9:00am – 11:50am
Friday, January 24 th 9:00am – 11:50am	Friday, February 21 th 9:00am – 11:50am Reading Week/Heritage Day	Friday, March 21 st 9:00am – 11:50am	
Friday, January 31 th 9:00am – 11:50am	Friday, February 28 th 9:00am – 11:50am	Friday, March 28 th 9:00am – 11:50am	

