EDCI 667
Multicultural Materials and Instruction for K-12 Readers

Spring 2011
Wednesdays 4:15pm -7:00pm
Hornbake 1112
Office Hours: W 2:00-3:00 pm
and by appointment

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Course Overview

Introduction
This course centers on a fundamental question in reading education: How can we create K-12 classrooms and curricula that are more responsive to diverse readers? In response to this question, we will explore issues related to 3 strands of diversity in readers: (a) cultural differences situated in local and global communities (b) linguistic differences and (c) individual differences (e.g., social class). An important premise of this course is that these three strands of student diversity significantly shape the literacy practices and activities that young children and adolescents enact within their lives, and we must consider all of these “funds of knowledge” in order to understand how students become literate.

We will also spend several class sessions exploring multicultural literature written by a variety of national and international authors. We will hold literature discussion groups where students can interact in small groups and discuss the pertinent themes of “glocal” diversity (where global cultures are situated in local community contexts), identity, literacy and schooling within these particular books. Students will also be required to keep critical reading logs to record their impressions about the book, and to consider how these books may be used in K-12 reading instruction.

Consistent with the course’s emphasis on diversity, the instructor aims to develop a strong learning community amongst class members. Within this learning community, active participation is critical, not only to one’s own learning, but to the learning of others. Students will use readings to deepen knowledge, challenge old conceptions, push thinking in new directions, and generate new questions and ideas, and should articulate these new understandings with others in class. Together, we will work to create a collegial environment where individual voices are affirmed, and ideas are examined and debated in open and honest ways.
Learning Outcomes
Each objective is followed by the appropriate Standard or Standards developed by the Professional Standards and Ethics Committee of the International Reading Association (2003).
At the conclusion of the course, candidates will demonstrate understanding of:

- Varying instructional practices, approaches, and methods for learners at differing stages of development and from differing cultural and linguistic backgrounds (2.2)
- Various curricular materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds (2.3)
- Relationships between students’ interest, reading abilities, and backgrounds and the reading and writing program in the classroom (4.1)
- Print and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds and their uses in creating motivating literate environments (4.2, 4.4)

Academic Accommodation
If you have a documented disability that requires academic accommodations, please contact me as soon as possible, and we can discuss these arrangements. Please note that you must have this information on record with the University. If needed, please contact Disability Support Services.
Required Texts

As a graduate seminar, this course requires extensive readings so that you can construct your own understandings of multicultural materials and methods for reading instruction.

All of the readings listed below are required. The Scholarly Reading are articles that can be downloaded online through the UMCP library (researchport).

Scholarly Readings

**On the course calendar these readings are denoted with an (A) for “article.”


Multicultural Literature Readings

In order to become familiar with diverse authors and literature, books corresponding with varying themes will be assigned.


Responsibilities and Assignments

All assignments must be typed and double spaced, in a 12 point font. All work must follow APA format, especially for reference citations. All work must be provided to the instructor in “hard copy,” unless specified by the instructor. Please review your papers to ensure they are free of grammatical errors and misspelled words. Your written work should demonstrate an advanced understanding of the course content, and when appropriate, should reference class discussions, class readings, and outside research/readings that are relevant to the course.

The following is a list and brief description of responsibilities and assignments that will help you meet the goals of this course. Additional guidelines and information for assignments will be provided in class.

Class Participation
Attendance in class, as well as active participation in all whole-group and small-group activities, is a requirement in this course. You are expected to read all assigned materials before class.

Instructional Strategy Leaders (indicated by numerical groups on the syllabus)
You will be required to work in pairs to take leadership of a class discussion on the assigned readings. You should organize sufficient material for a 30-45 minute session. Rather than summarize the readings, Instructional Leaders should design sessions as a “professional development experience” that helps your colleagues understand how to teach the literature in appropriate and effective ways in K-12 classrooms. Your group will present 2 instructional strategies, with 1 strategy coming from a practitioner-oriented journal such as *The Reading Teacher*, *Language Arts*, *Journal of Adolescent and Adult Literacy*, *Children’s Literature* etc. During your session, you will use the assigned literature to demonstrate the 2 instructional strategies, with one for K-5 classrooms and 1 for 6-12 classrooms. Let the instructor know how your session will be organized one week in advance (IRA Standards 2.2, 2.3, 4.1).

“Diverse” Author Study
Students will present a 10-15 minute presentation on a particular author who writes diverse literature. Students will describe the author and his/her work in an “author’s study” format that can be implemented in K-12 classrooms. Students should include at least 2 websites that offer information about the author. Students will also provide a 1-page handout so that colleagues become more familiar with a wide range of curricular materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds (IRA Standards 2.3, 4.2, 4.4)
**Reading Responses**
Students will read scholarly articles AND books for young and adolescent readers by diverse authors to enhance awareness of multicultural literature. *You are required to read all of the articles or books that are assigned on the syllabus for each class session!*
However, to help facilitate conversation, students will write responses/questions/insights into 2 different articles/books each week. Students will be expected to share these Reading Responses with their colleagues, and the instructor. Reading Responses may also take various forms (e.g., a reading log, acrostic poems, sketch to stretch response etc.) so check the tentative schedule on the syllabus to ensure the correct format (IRA Standards 2.2, 2.3, 4.1, 4.2, 4.4)

**Memo Assignments**
You will be expected to write memos that summarize the scholarly articles assigned for a particular week and discuss your responses to those articles.

**Multicultural Materials Evaluation**
We will spend several sessions reviewing types of multicultural materials for reading instruction as well as different ways to analyze and select diverse texts. Based on this information, you will design a method for evaluating a range of diverse materials and use this system to evaluate at least three different material/media selections representing multiple levels, broad interests, and cultural and linguistic backgrounds and discuss their uses in creating motivating literate environments. Books, basals, and Internet sites will be introduced during class (IRA Standards 2.3, 4.1, 4.2, 4.4)

**“Critical Encounter” Facilitators (indicated by alphabetical groups on the syllabus)**
As Critical Encounter Facilitator, you will work with a partner to lead discussion about and facilitate critical encounters with the books assigned for class. You should draw on the idea that DeNicolo and Franquiz espouse that there are controversial characters, the plots, etc. and interesting cultural themes and that arise in the books. As Critical Encounter Facilitators, you will use the text to help illuminate the issues of race, culture, language and to lead a “courageous and sensitive” discussion where we can openly explore and talk about these issues. Text-based activities that may be used during the sessions may readers’ theater, book club discussions, character conversations, etc. Also, feel free to use media and technology (e.g., showing us clips of authors talking about their books) to get us talking about the texts. This session should last for approximately 20-30 minutes and should be creative, highly engaging, and conversational. Let the instructor know how your session will be organized one week in advance (IRA Standards 2.3, 4.1)
Evaluation

Your final grade will be based on your success in meeting the goals of this course as demonstrated throughout the semester and in the course assignments.

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<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>3</td>
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<tr>
<td>“Diverse” Author Study</td>
<td>10</td>
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<tr>
<td>Memo Assignments</td>
<td>10</td>
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<tr>
<td>Instructional Strategy Leaders</td>
<td>15</td>
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<tr>
<td>Multicultural Materials Evaluation</td>
<td>15</td>
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<tr>
<td>Reading Responses</td>
<td>32</td>
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<tr>
<td>Critical Encounter Facilitators</td>
<td>15</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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All written assignments are due at the beginning of class on the date indicated in the syllabus. Late assignments are reduced by half a letter grade for each day it is late. If you have a special circumstance and won’t be able to meet the deadline, let me know before the assignment is due and I will consider your request. Presenters/discussion leaders should be well prepared for their oral presentations. If you cannot make your oral presentation on the day it is assigned, let me know before class and I will consider alternative arrangements.

Grading Scale
The following grading scale will be used to calculate students’ final grades in this course.

- A+ (99% to 100%)
- A (93% to 98%)
- A- (90% to 92%)
- B+ (87% to 89%)
- B (83% to 86%)
- B- (80% to 82%)
- C+ (77% to 79%)
- C (73% to 76%)
- C- (70% to 72%)
- D (60% to 69%)

University of Maryland Honor Pledge

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. Please note, however, that signing or nonsigning of the Pledge will not be considered in grading or judicial procedures.
<table>
<thead>
<tr>
<th>Date &amp; Topic</th>
<th>Reading Due</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>January 26</strong>&lt;br&gt;Overview of Course &amp; Introductions</td>
<td>None</td>
<td>None</td>
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<td><strong>February 2</strong>&lt;br&gt;Multicultural Literature in K-12 Classrooms: Perspectives of Teachers and Students</td>
<td>Glazier &amp; Seo (A)&lt;br&gt;Stallworth, Gibbons, &amp; Fauber (A)&lt;br&gt;DeNicolo &amp; Franquiz (A)&lt;br&gt;Luther (A)&lt;br&gt;Sanders (A)</td>
<td>Memo Assignment: Write 1 Memo discussing at least 2 articles from this week’s list (see Blackboard for assignment)</td>
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<td><strong>February 9</strong>&lt;br&gt;Selecting and Teaching Multicultural Materials</td>
<td>Hefflin &amp; Barksdale-Ladd (A)&lt;br&gt;Pang, Colvin, Tran &amp; Barbara (A)&lt;br&gt;Nilsson (A)&lt;br&gt;Godina &amp; McCoy (A)&lt;br&gt;Louie (A)&lt;br&gt;Yoon, Simpson, &amp; Haag (A)</td>
<td>Memo Assignment: Write 1 memo discussing at least 2 articles from this week’s list (see Blackboard for assignment)</td>
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<td><strong>February 16</strong>&lt;br&gt;Coming of Age: Diverse Literature on Childhood and Adolescence</td>
<td>Slam (Myers)&lt;br&gt;Thank You Mr. Falker (Polacco)&lt;br&gt;Emma’s Rug (Say)&lt;br&gt;Does my head look big in this? (Abdel-Fattah)</td>
<td>Instructional Leaders: Group 1&lt;br&gt;Critical Encounter Facilitators: Group A&lt;br&gt;Reading Response: Write 2 Critical Reading Logs (see Blackboard for Template)</td>
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<td><strong>February 23</strong>&lt;br&gt;Who Am I?: Diverse Literature on Identity</td>
<td>The Name Jar (Choi)&lt;br&gt;I love Saturdays y Domingos (Ada)&lt;br&gt;The Absolutely True Diary of a Part-Time Indian (Alexie)&lt;br&gt;The year of the Dog (Lin)</td>
<td>Instructional Leaders: Group 2&lt;br&gt;Critical Encounter Facilitators: Group B&lt;br&gt;Reading Response: Do 2 Sketch to Stretch Responses from 2 Different Books (see Blackboard)</td>
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<td>Date</td>
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<td>Books</td>
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<td>March 2</td>
<td>From Whence We Came: Diverse Literature on Immigration</td>
<td><em>Grandfather’s Journey</em> (Say) <em>Middle Passage: White ships/Black cargo</em> (Feelings) <em>Esperanza Rising</em> (Munoz-Ryan) <em>A Step from Heaven</em> (Na)</td>
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<td>March 9</td>
<td>Stories of/from Culturally and Linguistically Diverse Families</td>
<td><em>Aunt Flossie’s Hats and Crabcakes Later</em> (Howard) <em>The Keeping Quilt</em> (Polacco) <em>The House on Mango Street</em> (Cisneros) <em>A Jar of Dreams</em> (Uchida)</td>
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<td>March 16</td>
<td>Reading Our Rights: Civil Rights Movements through Diverse Fiction and Non-Fiction Texts</td>
<td><em>Harvesting Hope</em> (Krull) <em>The Watsons Go to Birmingham</em> (Curtis) <em>Through My Eyes</em> (Bridges) <em>A Human Being Died that Night</em> (Gobodo-Madikizela)</td>
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<td>March 23</td>
<td>NO CLASS</td>
<td><em>UMD Spring Break</em></td>
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| March 30   | Beauty is Skin Deep: Diverse Literature on Physical Appearance and Identity | *Mufaro’s Beautiful Daughters* (Steptoe)  
*The Rough-Faced Girl* (Martin)  
*Turning White: A Memoir of Change* (Thomas)  
*North of Beautiful* (Headley) | Instructional Leaders: Group 6  
Critical Encounter Facilitators: Group F  
Reading Response: Do 2 Sketch to Stretch Responses for 2 Different Books |
| April 6    | Money, Status, & Power: Diverse Literature on Socioeconomic Status | *Voices in the Park* (Browne)  
*Tight Times* (Hazen & Hyman)  
*Estrella’s Quincenara* (Alegria)  
*Uncle Jed’s Barbershop* (Mitchell) | Instructional Leaders: Group 7  
Critical Encounter Facilitators: Group G  
Reading Response: Summarize the book and Use wordle [http://www.wordle.net/create](http://www.wordle.net/create) to create a word cloud for 2 books |
| April 13   | No Justice, No Peace: Literature on Social Justice | *Night* (Wiesel)  
*Baseball Saved Us* (Mochizuki)  
*Tomas and the Library Lady* (Mora)  
*Copper Sun* (Draper) | Instructional Leaders: Group 8  
Critical Encounter Facilitators: Group H  
Reading Response: Write (2) Acrostic Poems for 2 Different Books (see Blackboard) |
| April 20   | Around the World: Global Literature and Diversity | *Kite Runner* (Hosseini)  
| April 27   | Readings Related to Your Author Study |  | “Diverse” Author Study Presentations |
| May 4      | Last Day of Class | Readings Related to Your Author Study | “Diverse” Author Study Presentations |