SYLLABUS

ADVANCEMENT COURSES™

A Wiley Brand

Culturally Sustaining Literature

15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Culturally Sustaining Literature

Course Description

Literature is powerful. It can serve as both a window into other worlds and a mirror into our understanding of self. Its ability to achieve both of those things—inspiring introspection and extrospection—depends heavily on educators’ ability to teach about a large range of texts.

In this course, we'll use the lens of culturally sustaining pedagogy to examine the importance of texts that are both culturally responsive and culturally representative. You will explore how to select texts for curriculum and classroom libraries that are reflective of your students and that include a wider lens of diversity to introduce students to a world that is full of beautiful differences. Throughout your learning, you will critically evaluate canon and form a better understanding of the potential and limitations of different pieces of literature.

Using the techniques and resources from this course, you'll be able to diversify your classroom literature to broaden your students’ understanding of this great big world.

Connections to Practice

This course provides the following classroom connections:

- Criteria for evaluating the representative nature of diverse texts
- Tools for creating text inventories and auditing the representation present in your curriculum
- Strategies for integrating more diverse texts into your curriculum and instruction
- Techniques for addressing barriers to text changes in curriculum and instruction

Course Outcomes

In this course, participants will:

- Examine culturally sustaining pedagogy as a lens for diversifying course and classroom readings.
- Analyze the role of canon in representation and classroom course and library texts.
- Develop a process for diversifying course and classroom texts through auditing and evaluation.
- Evaluate criteria diversifying texts to increase representation.
- Outline approaches to integrating more diverse texts into your curriculum and instruction.
- Develop a plan for approaching challenges to decentering canon.
Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1d Demonstrating Knowledge of Resources

Domain 2: The Classroom Environment
2a Creating an Environment of Respect and Rapport

Domain 4: Professional Responsibilities
4b Maintaining Accurate Records

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

Online reading, viewing, and listening resources will be provided in each module.
Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td>10 points</td>
<td>70%</td>
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</tbody>
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*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.
Final Project

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 point)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
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<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals.</td>
<td>Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Project’s alignment to course learning outcomes is unclear or absent.</td>
<td>Project aligns with 1–2 course learning outcomes.</td>
<td>Project aligns with 2–3 course learning outcomes.</td>
<td>Project aligns with 3–5 course learning outcomes.</td>
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Course Outline

Module 1

Reading is one of the most powerful tools we have for learning. Literature and nonfiction texts are the vehicles with which we most commonly move our students through the learning process, taking them on adventures and delivering perspectives and information on a wide variety of topics. Whose stories do these texts tell, though? Whose voices do they reflect? And why does it matter?

In this lesson, we will examine how using a lens of culturally sustaining pedagogy to frame and evaluate classroom (and library) texts creates opportunities to both embrace cultural responsibility and improve the representative nature of instruction as a whole. We will investigate
the concept of canon and the power that educators hold in determining what we consider canonical. Finally, we will develop strategies and leverage tools to audit and diversify classroom texts and libraries in a meaningful and realistic way.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Examine culturally sustaining pedagogy as a lens for diversifying course and classroom readings.
- Analyze the role of canon in cultural representation within classroom and library texts.
- Develop a process for diversifying course and classroom texts through auditing and evaluation.

**Agenda**

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity**: in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and set 1-2 specific (SMART) goals for your learning.
- **Introductory Forum**: in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 1 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

**Module 2**

While you know you want to expand the representation in the readings you present to your class, you may not be sure where to begin. In this lesson, we will explore how to evaluate texts to make strong choices in representative literature, including discussing how to approach problematic authors. We will then examine three different approaches for implementing more representative texts: supplementing, choice, and decentering. Finally, we will evaluate common opposition to decentering canon and how you can plan to address these challenges, as well as how you can work to continue your journey of applying a culturally sustaining lens to your practices.

**Learning Outcomes**

By the conclusion of this module, you will be able to do the following:

- Evaluate criteria for diversifying texts to increase representation.
- Outline approaches to integrating more diverse texts into your curriculum and instruction.
- Develop a plan for approaching challenges to decentering canon.
Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson**: The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.

- **Module 2 Discussion Forum**: in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.

- **Final Project**: For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.

- **Course Evaluation Survey**

Technology Requirements

Please review the [System Requirements for Moodle](#).

Netiquette Policy

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.

- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.

- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.

- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.
Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s new collegiate dictionary, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

References


Davis, M. (2017, September 27). Students have a right and a need to read diverse books. NCTE.


Diverse Books. (2020, November 18). We need diverse books.

Eisenberg, J. (2019, November 13). What makes a high-quality diverse text and how to get these texts into your classroom. Achieve the Core.


Fresh Air. (2014, September 8). How ’Gatsby’ went from a moldering flop to a great American novel. NPR.

Grasso, M. (2016). The importance of multicultural literature. SCIS.

Jenkins, T., & Yarmosky, J. (2019, February 26). Dr. Seuss books can be racist, but students keep reading them. NPR.


McEvoy, A. (2020, August 5). *Replace or supplement the canon with a diverse curriculum.* English Elixir.


Teaching Tolerance. (n.d.). *Selecting diverse texts and authors* [Video]. YouTube.


Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

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