Human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them.

Vygotsky (1978, p. 88)

Multicultural literature is one of the most powerful components of a multicultural education curriculum, the underlying purpose of which is to help to make the society a more equitable one.

Bishop (1993, p.40)

Although schools often refer to Standard English as if it were a single dialect, there are numerous regional standard dialects in the United States and around the world, as well as significant structural differences between written and spoken Standard Englishes.

Godley et al. (2006, p. 30)
Course Overview
This course provides opportunities for you to investigate important theoretical perspectives informing research in language, literacy, and culture. Specifically, you will begin developing an understanding about sociocultural, multicultural, and linguistic perspectives.

Required Texts
BOOKS that you need to purchase

ARTICLES/CHAPTERS that will be available through CourseWeb
ARTICLES/CHAPTERS that will be available through CourseWeb (continued)


Course Readings
The course readings are organized into four sets.

The first set of readings includes two articles: Kucan (2001) and Grossman et al. (2009). This set focuses on the literature review as a genre and considers how one research effort can influence another. Since you are composing a literature review this semester in EDUC 3009, these readings should be supportive of your efforts.

The second set of readings focuses on the sociocultural theory of Lev Vygotsky (Bodrova & Leong, 2007; Scott & Palincsar, 2013) and the application of that theory to a writing intervention (Thompson, 2013). Related to these readings, you will engage in discourse analysis of transcripts during our on-campus session in October.

The third set of readings considers multicultural perspectives, specifically as they apply to literature. You will read two novels that provide opportunities to address multicultural perspectives (Curtis, 1995; Saenz, 2012), two chapters about multicultural literature and how that literature might be integrated into a curriculum (Oswald & Smolen, 2011; Smolen, Oswald, & Jenkins, 2011), and an article by Lewis (2000) that addresses responding to multicultural literature in nuanced ways.

The fourth set of readings focuses on language variation and how teachers might approach such variation in their classrooms. The readings include: Wheeler and Swords, 2004; Wheeler, 2006; and Godley et al., 2006.
All of the readings described above were selected to enhance your understanding of theoretical perspectives and how those perspectives influence the design of research and curriculum design in language, literacy, and culture.

Course Assignments
Online Discussion Forum  (20 points/4 points each)
The Course Schedule indicates when you will post to the Online Discussion Forum.
• **Discussion 1**: initial posting and response to another student’s comment
• **Discussion 2**: Comments about 2 students’ PowerPoint presentations
• **Discussion 3**: Connection to Oswald and Smolen reading and response to another student’s comment
• **Discussion 4**: Connection to Smolen, Oswald, & Jenkins reading and response to another’s student’s comment
• **Discussion 5**: Comments about your experiences with students’ language variation and response to another student’s comment

Assignments
As indicated on the Course Schedule, you will complete 8 assignments.  (80 points)
• **Assignment 1: Outline of literature review** from an article that you have selected because it is related to your problem of practice. Write the outline on chart paper and bring it to class on **September 10**.  (5 points)
• **Assignment 2: Sociocultural Powerpoint presentation** (5 slides)  (5 points) **September 18**
  o 1st slide: title, your name, list of 4 concepts included in the presentation
  o 4 subsequent slides: key sociocultural concepts and specific examples on each
• **Assignment 3: Analysis of Thompson (2013)**  (5 points) **October 1**
  o Outline of literature review
  o Explanation of methods: research questions, participants, context, importance of critical incidents
  o Comparison of 4-part ZPD framework of Tharp and Gallimore (1988) and 5 phases suggested by Ageyev (2003)
• **Assignment 4: Analysis of Thompson (2013) (continued) (5 points) October 8**
  - Select 3 forms of mediation from the list on page 272 and provide examples from the findings that demonstrate how those forms of mediation supported John in his writing.

• **Assignment 5: Response Log and Response Artifact (25 points) November 5**
  - Read the assigned novels by Curtis (1995) and Saenz (2012)
  - After you complete a reading session, make a note in an **electronic response log**. Note the name of the novel, the pages that you read, and the date. Respond to your reading experience by noting your reactions, comments, or questions. You may want to copy a sentence or passage from the novel that was particularly meaningful to you and explain why.
  - Send the response log to me via CourseWeb and bring a copy to class on November 5.
  - Create a response artifact for one of the novels. The artifact might be a collage of quotations or art or photos, a specific symbolic object, a song, video clips—whatever you choose to capture your response to the novel you selected.
  - Bring your response artifact to class on November 5.

• **Assignment 6: Research and response to questions about Lewis (2000) (10 points) October 29**
  - Explain Louise Rosenblatt’s notions of reader response theory, and aesthetic and efferent reading based on research.
  - What is Lewis arguing in her essay? Explain the important points in her argument.
  - Explain the examples that Lewis uses from *The Watsons Go to Birmingham 1963* (Curtis, 1995). Include your reactions to those specific examples based on your reading of the novel.

• **Assignment 7: Language variation presentation (15 points) December 3**
  - Plan a presentation to teachers in a professional development session or students in a teacher education class to prepare a presentation that you would use to introduce the notion of language variation.
  - Create an outline of the presentation.
  - Prepare activities, handouts, and/or PowerPoint slides to convey the important information.
  - Bring your resources to class on December 3.
• Assignment 8: Final paper
  (10 points) December 16
  o Compose a 3-5 page paper explaining your developing understanding of sociocultural, multicultural, and linguistic perspectives and how you expect those perspectives to influence your teaching and thinking.

Course Policies
Grading
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
</tr>
<tr>
<td>A</td>
<td>94-98</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>Below 70</td>
<td>failure</td>
</tr>
</tbody>
</table>

Late assignment policy: If an extension is needed for an assignment, this must be arranged before the due date and will be granted for only the most extenuating circumstances. If you do not contact the course instructor about submitting an assignment late and just turn it in late, then your grade will be lowered by 10%.

Revising assignments: If your work on an assignment is graded below 80%, then you may revise and resubmit it one time. Resubmissions must be submitted within 2 weeks of receiving the graded assignment. The revision must be submitted with the original submission. The highest grade you can receive on a resubmitted assignment is 80%.
NOTE: Assignments due the last two weeks of the course cannot be revised.

ACADEMIC INTEGRITY
It is expected that all students uphold the principles of academic integrity in their work during this course as specified on the University of Pittsburgh Office of the Provost. These guidelines are available for download at:
http://www.provost.pitt.edu/info/ai1.html

Students who do not follow these guidelines may be subject to disciplinary action.

GRIEVANCE POLICY
The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. The rights and responsibilities of faculty and students are described in the University’s Academic Integrity Guidelines at:
http://www.bc.pitt.edu/policies/policy/02/02-03-02.html

SPECIAL LEARNING NEEDS
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, (412) 648-7890 [(412) 383-7355 for TTY], as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.