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|  Yukon University | School of Health, Education and Human Services |
| | ERDG 425 Culturally Responsive Literacy Education Term: Winter, 2026 Number of Credits: 3 |
| Course Outline | |

INSTRUCTOR: Norma Shorty, PhD

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Class Time: 1:00 PM – 3:50 PM

Class Dates: 8 January – 16 April 2026

Classroom: A2408

COURSE DESCRIPTION

Culturally Responsive Literacy Education 425 examines concepts of equity and the purposes of literacy and assessment. It provides teachers with knowledge and experience to design and implement assessment and instruction within the broader view of culture, literacy, and assessment. Our classrooms are culturally and linguistically diverse, where students and families from various backgrounds have their own way of learning literacy. In this context, ERDG 425 will work together and in cross-cultural contexts to learn how to respectfully analyze and work with diverse classrooms in K-12 education.

STATEMENT OF RATIONALE

The University of Regina has committed itself to working with Aboriginal peoples toward more effective education for all students, naming Social Justice as one of its strategic themes. In response, the Elementary Program has articulated a theme appropriate to these times: Teaching is for possibility, for transformation, for social and ecological justice, for a better and healthier world. 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 which influence literacy learning and teaching. This understanding challenges hegemonic curricula and models of literacy (Street, 1995) in which reading and writing are viewed in technical terms as cognitive accomplishments unrelated to any particular social or political context. Working with particular case studies, pre-and in-service teachers in this course will work together to learn how to dialogically engage in analyzing and working with diverse students in a variety of contexts that present themselves within the K-12 education.

ERDG 425 introduces a framework for understanding the process of Indigenization and the significance of decolonial approaches to language and literacy within differing social and political contexts and classrooms/schools. This includes issues in and around cognitive, affective, linguistic, and socio-cultural factors which influence literacy learning and teaching. Working with particular case studies presented in the

literature, students in this course will analyze and engage with diverse literature, resources, and peers in a variety of contexts within K-12 education.

COURSE REQUIREMENTS

Prerequisite(s): ELNG 200 or ELNG 310; ERDG 310

TEXTBOOK

Culturally Responsive Pedagogy: Working towards Decolonization, Indigeneity and Interculturalism edited by Fatima Pirbhai-Illich, Shauneen Pete, and Fran Martin (2017). Palgrave Macmillan: Switzerland. 261 pp. ISBN-978-331946327

COURSE READINGS

Abell, S. & Lederman, N. (Eds.). (2014). Chapter 33, Abrams, et al., Culturally Relevant Schooling in Science for Indigenous Learners Worldwide: Stressing the All in Science Literacy for All in Handbook of Research on Science Education, Volume II. Rutledge, pp 671 -696.

Moll, L.C. (2019). Elaborating Funds of Knowledge: Community-Oriented Practices in International Contexts. Literacy Research: Theory, Method, And Practice, 68, 130-138.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:
<https://www.yukonu.ca/admissions/transfer-credit>

YUKON FIRST NATIONS CORE COMPETENCY

Students who complete this course will have achieved core competency in Yukon First Nations knowledge. By the end of this course, students will have a greater understanding and awareness of Yukon First Nations' history, culture, and journey towards self-determination. For details, please see www.yukonu.ca/yfnccr

EARNING OUTCOMES

This course is designed to help teachers develop knowledge, understanding and practical skills for the development of a reading diagnosis, alternative assessment and literacy instruction. More specifically, objectives include: understanding the reading process; developing respect for cultural, linguistic, and ethnic diversity; recognizing the importance of literacy for personal and social growth; understanding that literacy is a means by which moral and cultural values are transmitted; understanding the value of a reader's prior knowledge, and author's use of written language, and the context of the reading situation; understanding that goals, instruction, and assessment should be aligned.

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 the 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

Weekly breakdown of instructional hours

Lecture/discussion

Participation in online presentations of selected textbook chapters

Dialogue: Aboriginal social justice exchanges with the course classmates and instructor

Delivery format

Synchronous and/or asynchronous. Students may be required to attend some face-to-face sessions on campus and complete an assortment of synchronous and asynchronous online activities.

EVALUATION

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| Participation (Check-in/Class Lectures/Course Readings) | 20 % | Every class |
| Theme-Based Annotated Bibliography | 30 % | February 3 2026 |
| Peer Teaching | 30 % | Starts 13 January – 7 April 2026 |
| Aesthetic Response to Learning | 20 % | April 16, 2026 |
| Total | 100% | |

ASSIGNMENT DESCRIPTIONS

Participation (20%) includes weekly check-ins, reflections on chapter readings, development of a theme-based annotated bibliography, learning outcomes, and lectures. This occurs at the start and during each class. Each class is based on the course's learning objectives and includes selected readings, peer presentations, discussions, and guest speakers. Each student is expected to participate in the weekly check-in and reflections. The reflection questions are found in the syllabus and are connected to the learning objectives and readings for that three-hour class.

Theme-based annotated bibliography (30%): Each student must hand in a place- and theme-based annotated bibliography to support literacy acquisition and knowledge in a cross-cultural classroom.

As an example, if your theme is “berrying,” your annotations would focus on berries. An annotated bibliography contains deeper insights into source materials. Your insights should contain around 100 words per source material.

Sample literature entry from a previous student's work – this student's focus was on berries (Fall Session, YNTEP 2020).

Sherry, E. & Vuntut Gwitchin First Nation. (1999). *The land still speaks: Gwitchin words about life in Dempster Country*. Vuntut Gwitchin First Nation, Old Crow, Yukon.

I chose this book because it's from the Gwich'in Elders. The Gwitchin Elders are from Old Crow and Fort McPherson, where the Gwitchin People travelled and settled. My ancestors are from the same area, and we just have a different dialect. We all enjoy the same traditional food and share the same culture. The book refers to the plants and medicines provided by the land. There are older elders, like Annie B. Robert (1999), who were respected elders sharing their stories. It was worth the read, and I believe more people should know about the background of the Dempster Highway. Most of the time, people just travel the highway without knowing the stories of how it was built. Since the Dempster Highway was built, plants like cloudberry have changed in size due to acid rain.

An annotated bibliography gauges your level of research and attention to detail in your subject matter. It should reflect your teaching interest and/or lesson extension developments. Minimum bibliography entries are 20 sources, 10 of which can be online (place-based), 05 primary sources (place-based), and 05 literature sources (place-based).

Due: 03 February 2026

Peer Teaching (30%): each student will present on a chapter in the selected textbook of ERDG 425 (Presentation Dates: 13 January – 7 April 2026). Connect to a chapter of your choice in *Culturally Responsive Pedagogy: Working towards Decolonization, Indigeneity and Interculturalism* edited by Fatima Pirbhai-Illich, Shauneen Pete, and Fran Martin (2017). Palgrave Macmillan: Switzerland. 261 pp. ISBN- 978-331946327

For the purposes of sharing our knowledge, there should be no duplicate presentations, so no chapter should be repeated. See pgs. 17-20, *Culturally Responsive Pedagogy: Working Towards Decolonization, Indigeneity and Interculturalism*, to choose the chapter you are interested in presenting.

The grade of 40% is anchored between your chapter notes and an authentic and original PP presentation of your chapter reading. The sign-up sheet will be posted to Moodle. There are two parts to this assignment:

1. Research framework ideas, notes, cross-cultural literacy connections, and authentic thoughts on your selected chapter reading (15%)
2. Authentic and original PowerPoint presentation on your selected chapter reading – not a cut and paste from research framework ideas, notes... (15%)

Aesthetic response to learning (20%)

Your choice on how you express your learning journey with respect to Culturally Responsive Literacy 425.

Students will express their learning response in their own aesthetic way.

Due 16 April 2026

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU website for important dates.

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 form 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.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available to students who need academic support to participate in this class fully. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): LearningAssistanceCentre@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 Knowledges: 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 Knowledges

- A. Authentic Assessment