

# SYLLABUS



## Course Name and ID Number

Using Culturally Diverse Texts, ID #692

## Course Statement

Develop a lens for identifying and implementing culturally diverse texts.

## Course Description

Broaden social consciousness by building an understanding for the inclusion of culturally diverse texts in classroom reading and discussions. Through various activities, you will recognize the need for providing opportunities for learners to see themselves in books they read independently and with others. Topics covered in this course describe the value of creating classroom libraries that welcome all learners' voices in order to build awareness and connections. Additionally, you will learn about the power of listening while conducting classroom empathy interviews to better understand backgrounds and lives. Considering the classroom population, you will identify culturally diverse books, and curate a list of titles that could be curated for a classroom library. Ultimately, you will be able to deliver a book talk on a culturally diverse book in order to build awareness and interest in reading possibilities.

## Prerequisites

None

## Learning Objectives

Learners who complete this course will be able to:

1. Explain the importance of providing opportunities for students to see themselves in texts.
2. Describe the value of creating classroom libraries that welcome all students' voices.
3. Explain the benefits of conducting empathy interviews to better understand students' backgrounds and lives.
4. Formulate a list of books you would curate for your classroom library, keeping in mind the background of your student population.
5. Demonstrate ways to build student awareness of culturally diverse books.

## Demonstrating Mastery: A Two-Step Process

### Step One: Learning and Understanding

This course is broken down into Learning Objectives and related Topics. For each objective, you will participate in Learning Activities designed to enhance and reinforce understanding.

**Learning Activities** include Interactive Discussions, readings, video and audio clips, slide presentations, Discussion Board prompts, Learning Journal prompts, practice exercises, demonstrations, as well as links to web and library resources.

## Competency Structure

The table below details the Learning Objectives along with their corresponding Topics.

| Module  | Topics   |
|---|--|
| Providing Opportunities for Students to See Themselves in Texts | <ul style="list-style-type: none"><li>• Readers Must See Themselves, View the Lives of Others, and Make Meaningful Connections in Texts</li><li>• The Danger of One Perspective</li><li>• The Importance of Thoughtful Book Selection</li></ul>  |
| Creating Classroom Libraries That Welcome Students' Voices      | <ul style="list-style-type: none"><li>• Leveraging Culturally Diverse Texts to Provide Powerful Student Experiences</li><li>• There Is Power in Children Seeing Themselves in Books</li><li>• Highlighting the Benefits of Culturally Diverse Texts in Classroom Libraries in an Academic Poster</li></ul> |
| Conducting Empathy Interviews That Welcome Students' Voices     | <ul style="list-style-type: none"><li>• The Basics of Conducting an Empathy Interview</li><li>• Preparing for and Conducting an Empathy Interview</li></ul>  |
| Curating Diverse Books for Your Classroom Library               | <ul style="list-style-type: none"><li>• How Do You Diversify Your Bookshelf?</li><li>• What Does the American Library Association Say About Diverse Books?</li><li>• Explore Resources for Culturally Diverse Books</li></ul>  |
| Building Student Awareness of Culturally Diverse Books          | <ul style="list-style-type: none"><li>• Essentials of a Book Talk</li><li>• Conducting a Book Talk</li><li>• Building an Engaging Book Talk</li></ul>  |

## Step Two: Final Assessment

Once you have successfully progressed through the Learning Activities, you are ready to demonstrate that you have mastered the course. In order to demonstrate mastery, you must be evaluated as proficient or exemplary on each rubric category for the corresponding performance-based assessment (paper, presentation, project, etc.). Please note that submissions may be checked for plagiarism.

## Student Resources

### Library Resources

[The UMass Global Library](#) provides you with access to an extensive collection of research materials and support services. You can familiarize yourself with library resources by watching [this brief video](#) introduction.

**Writing and Math Help**

UMass Global's [Online Writing and Math Center \(OWMC\)](#) offers subject-specific tutoring services, live workshops, video tutorials, tutorial office hours, and links to top academic sites in order to ensure student success. Students can access the OWMC directly when logged into their courses.

**Netiquette**

Communicating in an efficient and respectful manner is critical to the learning process. Please view and adhere to any netiquette guidelines outlined within the competency and the [Online Etiquette video](#).

**Standards of Academic Integrity**

Academic integrity is a core University of Massachusetts Global value which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. Students are required to read, understand, and apply the standards set forth concerning academic integrity found [University of Massachusetts Global catalog](#).

**Americans with Disabilities Act Statement**

University of Massachusetts Global is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided timely, efficient, and equitable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). More details are available in the current [University of Massachusetts Global Catalog](#) or on the [Office of Accessible Education web site](#).