



EDUCATION 5210
INTEGRATION of
DIVERSE LITERACIES
(Indigenous, ELL)

Fall 2018: September 5 – December 10
Online Delivery

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The course will be administered through Moodle. All relevant resources will be provided there:
<https://moodle.uleth.ca>

COURSE DESCRIPTION

This online course is part of the 5210 series of courses, in-depth studies of specific topics in and approaches to curriculum. Based on the concept of multi-literacies (New London Group, 1992), this course will focus on diverse literacies (Indigenous, ESL/EAL) as well as the relationships between English and mother/other tongues and their roles in both local communities and the global commons in view of Canadian and other histories of migration and colonialism.

This graduate course hinges, of course, on the development of our emerging understanding of three key terms: *integration*, *diversity*, and *literacies*. Equally crucial for me is to provide you with a robust working technical vocabulary in order to accurately and richly describe *integration*, *diversity*, and *literacies* with some precision and within the context of cutting-edge research literature. Consequently, the toughest sledding is the opening weeks of this course, when the framework is still emerging and the terminology—*superdiversity*, *culturally-relevant pedagogy*, *New Literacy Studies*, *biliteracy*, *translanguaging*—still obscure. Come mid-October, we pivot into what we might describe as ‘applied’ understandings of these frameworks, and it is here that we begin to look at what pedagogies that take these theoretical frames seriously might look like in classrooms (including our own).

I am of the firm belief that courses which are rootless are largely pointless, and as such this course is set within a specific tradition—broadly captured under the banner of *sociocultural approaches to literacy*

(Gutierrez, 2008; Perry, 2012), which encompass the linguistic anthropology of education (Wortham, 2008; Wortham & Rymes, 2003), interactional sociolinguistics (Rampton, 2017), and New Literacy Studies (Gee, 2015; Street, 1985). This tradition and its conceptual apparatus will serve you well over the course of your time in this M.Ed. program, giving you a framework to apply to a range of material and practices. Ultimately, my goal is to provide an orientation to what Goodwin (1994) calls a “professional vision”, a way of looking at the classroom with concepts, theoretical frameworks, and codes which enable you to categorize, understand, and contextualize ‘what is happening here’ beyond the familiar, and do so with some methodological rigor.

INTENDED LEARNING OUTCOMES

Upon completion of this course, it is expected that participants will be able to:

1. Increase their knowledge of students’ diverse literacies, with particular attention to their ELL and Indigenous students.
2. Articulate a robust knowledge of New Literacy Studies and sociocultural approaches to language/literacy.
3. Construct a literature review of the contemporary sociocultural research which addresses ELL and Indigenous language/literacy.
4. Demonstrate effective communication through proficient writing and speaking in online platforms (Moodle, FlipGrid, and others as appropriate).

COURSE TEXTS AND RESOURCES

The following resources are available from the University of Lethbridge Bookstore:

Gee, J.P. (2015). *Social linguistics and literacies* (5th ed.). New York: Routledge.

García, O., Johnson, S., & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon.

Other readings/resources will be posted on Moodle. See also the reference list accompanying this syllabus for a range of related readings.

We will also be using FlipGrid as a weekly resource for this class.

A NOTE ON READINGS

This is a graduate-level class and in keeping with your status as graduate students and working professionals with a good deal of existing pedagogic knowledge, we are going to read a great deal in this course: each week, approximately 50-60 pages (some weeks much more, some weeks less). Do the assigned readings and be prepared to critically respond to those readings each week. We will be reading a wide range of pieces over the course of the semester, some in more detail than others. Let me strongly recommend that you print these readings out or use an appropriate PDF reader so that you can annotate them with some level of exuberance (that’s right—your annotations should be *screaming exuberance*). I have also included a rather robust list of readings at the conclusion of this syllabus that you no doubt will absolutely want to read, but which are absolutely not required—if you’re stuck for an idea or resources for

your final paper, notably the framing portion, this is a good place to start. These resources equally provide some sense of the theoretical and methodological foundations for this class. For those of you who are truly ambitious and wish to dive headlong into this area, Street (1984), Cook-Gumperz (2006), and/or Heath (1983) are foundational in the field.

Keep your eyes peeled for Weeks 3, 7, and 9 where the reading approaches or exceeds 100 pages. You'll likely want to start on these readings (two of which are our core resources) well in advance. I will do the Extended Response for Week 3.

COURSE PURPOSE AND OVERVIEW

The purpose of this course is to develop an understanding of the fundamentals of sociocultural approaches to literacy and literacy practice, with an eye toward the diverse literacies of ELL and Indigenous students. It will address:

- The centrality of language to schooling and the centrality of socio-cultural influences on language practice in schools
- Culturally-relevant pedagogies
- The 'social turn' in literacy research
- Bilingual education and translanguaging pedagogy in a globalized world and globalized Canada
- Indigenous literacies and language pedagogies
- Third Space theory in literacy research

EVALUATION

Assessment Overview

Your grade will be calculated from the following assessment breakdown:

- 30% Weekly posts
- 20% Extended responses (x 2 – 10% each)
- 10% Online presentation about Focused Literature Review
- 40% Focused Literature Review

A. Weekly Posts 30%

Each week, there will be **two discussion threads**: 1) a **written thread** that will respond to the weekly reading(s) and 2) a **video thread** that will be for further questions and implications of the week's material. You are required to post two responses each week: the first to the readings thread on Moodle on Wednesday or Thursday, the second (via FlipGrid) about further questions and implications on Saturday or Sunday. The first post should be between 300 and 500 words and should critically engage the reading and/or respond to the extended response that began the thread. Your second response, a video reply via FlipGrid, should be 3-5 minutes in length.

The first thread will begin with posts by class members who have signed up to do extended responses for the relevant material. These extended responses will be posted on Tuesday by noon; your first weekly post should be posted on Wednesday or Thursday. All posts on the first thread

will be in response to the texts themselves (if there is more than one text each week, choose ONE of the texts and respond to it in depth) and to the extended response(s) posted by your classmates. The second discussion thread will be opened by the instructor with FlipGrid video commenting on and asking questions about the implications of what we have been learning during the week.

Your second post of the week, posted in FlipGrid on Saturday or Sunday, will give you the opportunity to think a bit more broadly about the implications and unresolved questions from the material we have read that week. Having the first discussion thread active on Wednesday and Thursday and the second discussion thread active on Saturday and Sunday will give us time to deal with the texts themselves during the middle of the week as well as time for further reflection on their implications at the end of the week. Posts will be graded on a check-minus, check, check-plus basis. **On weeks when you are doing an extended response, you are not expected to submit your regular weekly posts.**

What does it mean to critically engage the reading and/or the extended response? Here are some ideas: Your response should directly engage some aspect of the reading and/or the extended response that was interesting to you by either 1) raising or clarifying a critical question, 2) responding to a passage that you find interesting for a reason you specify, 3) critically reflecting on a relevant general theme, 4) commending or interrogating the conclusion(s) reached by the author(s) under consideration, 5) offering a novel perspective to the issue(s) at hand, or 6) doing some combination of the above. Posts should not aim to be comprehensive (this will not be possible given the length of the response) but should still engage the material directly—**stay within the text and make arguments about the text or your classmates' extended response to the text.**

DUE: Tuesday (Extended Response for some), Thursday (written post), Sunday (video response) each week.

Posts: Summary of Weekly Activity

Tuesday- Several class members (who have signed up to do so) post extended responses to the reading(s) for the week. These posts open our weekly conversation on the first thread.

Wed – Thurs- All class members (except for those writing extended responses) post their first weekly post to first thread.

Friday- The instructor sends out a FlipGrid video of further questions and implications, asking questions about what we have learned in the week and any further implications of the material.

Sat – Sun- All class members (except for those who wrote extended responses) post their FlipGrid video, responding to questions and implications raised in Friday's prompt (or in response to other questions or implications the class member may wish to raise).

B. Extended Responses 20%

Twice during the semester, you will offer an extended response to weekly reading. These extended responses should be posted to the discussion thread by Tuesday at noon. Your extended responses should be approximately 1000-1500 words. You will sign up for Extended Responses via [Google Docs](#) during the first week of class. This extended response should offer both some kind of summary of the assigned reading and your own critical engagement with it (for ideas about what “critical engagement” means in this context, see the instructions for your weekly posts above). Your response **should end with several questions** to which your classmates may wish to respond in their own posts. Extended responses will receive a letter grade and comments from the instructor. Each extended response is worth 10% (x 2 = 20%).

DUE: Twice during the semester on the Tuesday of the week the reading is assigned.

C. Online Presentation about Final Project 10%

During the final week of the semester, our material for learning will be descriptions of each other’s’ upcoming final projects, a Focused Literature Review. You will post a short video précis on your final project. This video should be 4-5 minutes in length and should explain what your literature review is about, the sources you have been using, and the argument you are making. Your ideas at this stage are not expected to be finalized, since you will probably still be writing your papers and gathering sources: rather, think of this as an opportunity to articulate your ideas so far on your topic and receive some feedback from your classmates. Classmates will post responses to these videos instead of their usual weekly posts since there is no assigned reading in this final week. You will receive a letter grade for this presentation as well as feedback to aid you in your final project.

DUE: November 24, 2018

D. Focused Literature Review 40%

You will conduct a focused literature review on a relevant topic of your choosing. The topic you select should be one that allows you to engage some aspect of the course material, and as such should directly engage sociocultural approaches to literacy (broadly conceived). All topics must be discussed with and approved by the instructor. The purpose of this assignment is to both give you a chance to explore a topic that interests you and introduce you to the fundamentals of conducting an academic literature review.

This literature review is *focused* because rather than sending you out onto the great ocean of academic journals (many of which are largely whirlpools straight to the bottom of the ocean), you will instead wade into the warm and friendly waters of *three academic journals of language and literacy*, chosen from a pre-selected list (see below). You may not choose any article we have

already covered in class. If you favorably review an article that your professor has written, you will be guaranteed full marks for the course.ⁱ

You will survey the last eighteen years of three of these journals (**nothing before 2000; no exceptions**), using a ProQuest search to find relevant articles. Ms. Beth Cormier of the Curriculum Lab will provide further instructions on how to conduct a restricted search. You will then **select 10 of the most relevant articles** on your topic to come from these journals.

The articles you choose should be:

- a) Impeccably researched using whatever methodology is appropriate for its topic;
- b) Theoretically grounded in sociocultural approaches to literacy and language (if you're not sure, check the References list to see who they're citing—some of our course readings will likely make an appearance).

In your **final product**:

- You will include a **title page**, which lists your name and ULeTh student number, the topic of your search, the three journals you've selected for search, your ProQuest search terms (copied directly from ProQuest), your inclusion criteria (what kinds of articles 'made it in?') and your exclusion criteria (what would lead you to leave any articles out of the review?)

- You will create a **5-6 page introduction** that summarizes the 10 articles thematically, making an argument *across the research literature*. What did you find? What do they collectively argue about your chosen topic? What can you see *across* these articles in terms of patterns, themes, methodologies, findings? Because this section is meant to set your findings in some context, you will no doubt need to reference and refer to research which is not part of your 10-article review, but which nonetheless sets the stage for your search. This is a good place to bring in your learnings and reading from the class.

- In the remaining pages, you will provide a listing of the 10 articles' **titles and abstracts**, along with a **250-word summary of each article** from your deep reading of their contents. These summaries should not be a rehearsal of the abstract, but should instead be oriented toward **teaching takeaways**. In light of the article's findings, how might you teach differently?

The pre-selected **journals for your review** are:

- Journal of Literacy Research
- TESOL Quarterly
- Research in the Teaching of English
- Reading Research Quarterly
- Language and Education
- Linguistics and Education
- Journal of Adolescent & Adult Literacy (*practitioner-oriented)
- Language Arts (*practitioner-oriented)
- English Journal (*practitioner-oriented)

- The Reading Teacher (*practitioner-oriented)
- Journal of American Indian Education
- Canadian Modern Language Review
- Canadian Journal of Applied Linguistics
- Annual Review of Applied Linguistics
- Journal of Early Childhood Literacy
- Bilingual Research Journal

I have flagged several journals as being ‘practitioner-oriented’ (*), and indeed these are the official journals of two professional societies with whom I would encourage everyone to become familiar (*National Council of the Teachers of English* and the *International Literacy Association*). The research in these journals is just as heavily-vetted as in other journals, but they are written to and for teachers—should you be looking something distinctly practice-focused in somewhat more straightforward prose, one or more of these journals is likely a good fit.

You are required to submit a **one-page topic proposal by November 2**. We will then set up an appointment to discuss your proposal via Skype or in person. Papers are due by midnight on **December 10**. I would strongly encourage you to do a preliminary search in your topic before you write up your proposal—something micro or niche may not have 10 articles on that subject across multiple journals.

For many of you, this is likely the first literature review you have ever put together (I certainly didn’t have a clue about these until I did my Master’s), which is why we’re going to do it in miniature here (a true literature review aims to be comprehensive, meaning many, many journals over a broad swath of time, with the aim of truly capturing what the ‘existing academic literature’ says on a given topic). If you’re looking for examples of literature reviews and meta-syntheses, let me highly recommend you browse the back issues of AERA’s [Review of Educational Research](#), which only publishes integrative reviews of research literature, and is the most highly-cited educational journal in the world (it has north of 20,000 subscribers). ULeth Library has a [Guide to Literature Reviews](#), with links to all kinds of fantastic resources. I have found Patti Lather’s (very short) article, “[To Be of Use: the Work of Reviewing](#)” to be incredibly helpful in conceptualizing what it means to synthesize across literature and what value that has for the writer and the reader. Lastly, for something really tangible, let me first recommend [these posts](#) on using Excel to organize your literature review; second, [this literature review](#) by Rebecca Rogers, et al. (2005) is exemplary (see particularly the Methodology section, p. 372-374) and a model on which other literature reviews can be built.

Your paper should be fully referenced using APA format. Have a full References list at the paper’s conclusion. Plagiarism will be taken seriously: all quotes and ideas that are not your own must be fully referenced using APA format. If you are unsure about what counts as plagiarism, you are strongly encouraged to make use of the excellent resources on this topic at the University of Lethbridge Writing Center. I say again: don’t plagiarize.

DUE: December 10, 2018

GRADES

The Faculty of Education has a standardized grading schedule for graduate courses. This schedule will be used for determining final grades for graduate students in this course.

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

STUDENT CONDUCT

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs)

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

ATA Code of Professional Conduct

<https://www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx>

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

You are expected to produce original work in this course for all assignments. All other materials and ideas used in class and in assignments must be properly acknowledged to give credit to the originator. This includes all resources whether consulted and/or quoted or copied from print resources, the Internet, other media, or personal consultations. Assistance with documentation is available through the University Library. If violations are suspected, students may be required to submit an electronic version of their work and the work may be subsequently subjected to author

detection processes.

ACCOMMODATIONS

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

COURSE SCHEDULE: September 5-December 10, 2018

Dates	Topic	Readings	Assignments
September 2-8	Approaching Diversity in Language and Literacy: Socio-Cultural Insights	<ul style="list-style-type: none"> • Gee— “Socio-cultural approaches to literacy (literacies)” • Cook-Gumperz & Gumperz— “Changing views of language in education and the implications for literacy research” <p>*For the truly ambitious, but not required: Perry— “What is literacy? A critical overview of sociocultural perspectives”</p>	<ul style="list-style-type: none"> *Introduction video via FlipGrid (Sun) *Weekly Post (Sun)
September 9-15	Culturally Relevant Pedagogies	<ul style="list-style-type: none"> • Ladson-Billings— “But that’s just good teaching” • Moll, Amanti, Neff, & Gonzalez— “Funds of knowledge for teaching” • Osborne— “Practice into theory into practice: Culturally relevant pedagogy for students we have marginalized and normalized” <p>*Recommended, but not required— The foundational article on this subject: Ladson-Billings— “Towards a Theory of Culturally Relevant Pedagogy”</p>	<ul style="list-style-type: none"> * Extended Response (T) * Weekly Post (Th) * FlipGrid Response (Sun)
September 16-22	New Literacy Studies	<ul style="list-style-type: none"> • Gee— <i>Social Linguistics and Literacies</i>, Chapters 1-10 [129 pages] 	<ul style="list-style-type: none"> * Weekly Post (Th) * FlipGrid Response (Sun)
September 23-29	Biliteracy and ELL Literacies	<ul style="list-style-type: none"> • Hornberger— “The continua of biliteracy and the bilingual educator” • Cummins— “Rethinking monolingual instructional strategies in multilingual classrooms” • Ghiso— “Effective literacy instruction for English learners” <p>*On background and core terminology, I recommend you see Skutnabb-Kangas & McCarty— “Key concepts in bilingual education”</p>	<ul style="list-style-type: none"> * Extended Response (T) * Weekly Post (Th) * FlipGrid Response (Sun)
October 1-	Communicative	<ul style="list-style-type: none"> • Rymes— “Communicative 	<ul style="list-style-type: none"> * Extended Response (T)

Dates	Topic	Readings	Assignments
6	Repertoires, Globalization + Superdiversity	<p>repertoires”</p> <ul style="list-style-type: none"> • Blommaert— “A critical sociolinguistics of globalization” (*skip section 1.4, unless you’re really committed to getting a full background) • *Recommended but not required: Flores & Rosa— “Undoing appropriateness: Raciolinguistic ideologies and language diversity in education” + Luke— “Literacy and the Other” + Creese & Blackledge— “Towards a Sociolinguistics of Superdiversity” 	<ul style="list-style-type: none"> * Weekly Post (Th) * FlipGrid Response (Sun)
October 7-13	Translanguaging— Concepts and Trajectories	<ul style="list-style-type: none"> • Hornberger & Link— “Translanguaging in today’s classrooms” • Rowe— “Say it in your language: Supporting translanguaging in multilingual classrooms” • Martinez— “<i>Spanglish</i> as literacy tool: Toward an understanding of the potential role of Spanish-English code-switching in the development of academic literacy” 	<ul style="list-style-type: none"> * Extended Response (T) * Weekly Post (Th) * FlipGrid Response (Sun)
October 14-20	Applied Translanguaging I	<ul style="list-style-type: none"> • García, Johnson & Seltzer— <i>The Translanguaging Classroom</i>, Chapters 1-7 [116 pages] 	<ul style="list-style-type: none"> * Extended Response (T) * Weekly Post (Th) * FlipGrid Response (Sun)
October 21-27	Applied Translanguaging II	<ul style="list-style-type: none"> • García, Johnson & Seltzer— <i>The Translanguaging Classroom</i>, Chapters 8-11 	<ul style="list-style-type: none"> * Extended Response (T) * Weekly Post (Th) * FlipGrid Response (Sun)
October 28- November 3	Culturally Relevant Pedagogies: Indigenous Perspectives	<ul style="list-style-type: none"> • Castagno & Brayboy— “Culturally responsive schooling for Indigenous youth” • Battiste— “Enabling the autumn seed” • Pesco & Crago— “Language socialization in Canadian Aboriginal communities” 	<ul style="list-style-type: none"> * Extended Response (T) * Weekly Post (Th) * FlipGrid Response (Sun) * Focused Literature Review topic proposal due—November 2
November 4-10	Indigenous Language & Literacies I	<ul style="list-style-type: none"> • Reese- “Proceed with caution: Using Native American folktales in the classroom” • White-Kaulaity— “Reflections in 	<ul style="list-style-type: none"> * Extended Response (T) * Weekly Post (Th) * FlipGrid Response (Sun)

Dates	Topic	Readings	Assignments
		<p>Native American reading: A seed, a tool, and a weapon”</p> <ul style="list-style-type: none"> • Dunn—“Aboriginal Literacy: Reading the tracks” 	
November 11-17	Indigenous Language & Literacies II	<ul style="list-style-type: none"> • Banister & Begoray— “Using Indigenous research practices to transform Indigenous literacy education: A Canadian study” • Pairbhai-Illich—“Aboriginal students engaging and struggling with critical multiliteracies” • Wiltse—“Not just ‘sunny days’: Aboriginal students connect out-of-school literacy resources with school literacy practices” 	<ul style="list-style-type: none"> * Extended Response (T) * Weekly Post (Th) * FlipGrid Response (Sun)
November 18-24	Literacy Teaching in the Third Space	<ul style="list-style-type: none"> • Gutierrez, Baquedano-Lopez, & Tejeda— “Rethinking diversity: Hybridity and hybrid language practices in the Third Space” • Gutierrez—“Developing a sociocritical literacy in the Third Space” <p>*Recommended for those of you keen on further applications of Third Space to the disciplines: Moje, et al— “Working toward third space in content area literacy”</p>	<ul style="list-style-type: none"> * Extended Response (T) * Weekly Post (Th) * FlipGrid Response (Sun) * Upload oral presentation video (Sun)
November 25-December 1	Final Thoughts	<ul style="list-style-type: none"> • Project videos from classmates 	<ul style="list-style-type: none"> * Respond to 4 classmates’ videos (Th) * Focused Literature Review due—December 10

USEFUL SECONDARY LITERATURE

- Amanti, C. (2005). Beyond a beads and feathers approach. In N.González, L. Moll, & C. Amanti (Eds.) *Funds of knowledge: Theorizing practices in households, communities and classrooms* (pp. 131–141). London: Lawrence Erlbaum.
- Bacon, C.K. (2017). Multilanguage, multipurpose: A literature review, synthesis, and framework for critical literacies in English language teaching. *Journal of Literacy Research, 49*(3), 424-453.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Bristol: Multilingual Matters.
- Ball, J. (2004). As if Indigenous knowledge and communities mattered: Transformative education in First Nations communities in Canada. *American Indian Quarterly, 28*(3/4), 454-479.
- Ball, J. (2009). Supporting young Indigenous children’s language development in Canada: A review of research on needs and promising practices. *Canadian Modern Language Review, 66*(1), 19-47.
- Balanoff, H., & Chambers, C. (2005). Do my literacies count as literacy? *Literacies, 6*(19), 18-20.
- Banister, E., & Begoray, D. (2013). Using Indigenous research practices to transform Indigenous literacy education: A Canadian study. *Journal of American Indian Education, 51*(1), 65–80.
- Barone, D.M., & Xu, S.H. (2007). *Literacy instruction for English language learners Pre-K-2*. New York: Guilford Publications.
- Baquedano-Lopez, P., Alexander, R.A., Hernandez, S.J. (2013). Equity issues in parental and community involvement in schools: What teacher educators needs to know. *Review of Research in Education, 37*(1), 149-182.
- Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge, UK: Cambridge University Press.
- Blommaert, J., & Backus, A. (2012) Superdiverse repertoires and the individual. *Tilburg Papers in Culture Studies*, Paper 24.
- Brooks, M.D. (2016). How and when did you learn your languages? Bilingual students' linguistic experiences and literacy instruction. *Journal of Adolescent & Adult Literacy, 60*(4), 383-393.
- Brooks, M.D. (2017). “She doesn’t have the basic understanding of a language”: Using spelling research to challenge deficit conceptualizations of adolescent bilinguals. *Journal of Literacy Research, 49*(3), 342-370.
- Brown, A., & Begoray, D. (2017). Using a graphic novel project to engage Indigenous youth in critical literacies. *Language and Literacy, 19*(3), 35-55.
- Burke, A., Hardware, S. (2015). Honouring ESL students’ lived experiences in school learning with multiliteracies pedagogy. *Language, Culture and Curriculum, 28*, 143-157.
- Campano, G. (2007). *Immigrant students and literacy: Reading, writing, and remembering*. New York: Teachers College Press.
- Campano, G., & Carpenter, M. (2005). The second class: Providing space in the margins. *Language Arts, 82*(3), 186.

- Campano, G., Ghiso, M.P., & Welch, B.J. (2016). *Partnering with immigrant communities: Action through literacy*. New York: Teachers College Press.
- Canagarajah, S. (2012). *Translingual practice: Global Englishes and cosmopolitan relations*. New York: Routledge.
- Castagno, A.E., & Brayboy, B.M.J. (2008). Culturally responsive schooling for indigenous youth: A review of the literature. *Review of Educational Research, 78*(4), 941-993.
- Cenoz, J., & Gorter, D. (2015). *Multilingual education: Between language learning and translanguaging*. Cambridge UK: Cambridge University Press.
- Chun, C.W. (2009). Critical literacies and graphic novels for English-language learners: Teaching Maus. *Journal of Adolescent & Adult Literacy, 53*, 144-153.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review, 57*(3), 402-423.
- Cook-Gumperz, J. (Ed.) (2006). *The social construction of literacy*. Cambridge, UK: Cambridge University Press.
- Cook-Gumperz, J. (2006). Literacy and schooling: An unchanging equation? In J. Cook-Gumperz (Ed.), *The social construction of literacy* (2nd ed.) (pp. 19-49). Cambridge, UK: CUP.
- Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? *Modern Language Journal, 94*, 103-115.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Multilingual Matters.
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics, 10*(2), 221–240.
- Cummins, J. (2014). Beyond language: Academic communication and student success. *Linguistics and Education, 26*, 145–154.
- Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., Sandhu, P., & Sastri, P. (2005). Affirming identity in multilingual classrooms. *Educational Leadership, 63*, pp. 38–43.
- Cummins, J., Chow, P. and Schecter, S. (2006). Community as curriculum. *Language Arts, 83*(4), 297–307.
- Curwen Doige, L.A. (2001). Literacy in Aboriginal education: An historical perspective. *Canadian Journal of Native Education, 25*(2), 117-128.
- Dagenais, D. (2013). Multilingualism in Canada: Policy and education in applied linguistics research. *Annual Review of Applied Linguistics, 33*, 286-301.
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ⁱ Just kidding.