

COURSE FRAMEWORK

THE EMPOWERED FEMININE

FROM THE CLASSROOM TO THE COMUNIDAD

XICANA

CULTURA, LITERATURA & SOCIAL JUSTICE

COURSE DESCRIPTION

This course is an overview of Xicana Literature with a focus on Social Justice. Through critical reading and creative writing, we will explore culturally and historically relevant literary works.

CULTURALLY RESPONSIVE LITERATURE

Culturally Responsive Literature (CRL) inspires a love of reading. Reading culturally and historically relevant literary works leads to a greater self-understanding, the fostering of social relations, greater well-being, improved cognitive and academic development and a higher disposition to participate in civic society.

Studies prove that when students of all cultural backgrounds are exposed to and participate in multicultural curriculum, they value all cultures and they exceed in all content areas.

COURSE OBJECTIVES AND STUDENT EXPECTATIONS

Students will read, discuss in seminar, debate and express themselves in creative writing exercises. Students will have the opportunity to explore Xicana/o literature and culture while developing a social justice consciousness.

This course provides students the opportunity to develop critical thinking skills while exploring their own experiences with schooling, teaching and learning. Students will be challenged to “Read the World while Reading the Word.”

The content of the course builds global awareness and interdisciplinary approaches allowing students to bring into class their own academic interests and work within a critical perspective. Using their historical, geographical, cultural, political and economic backgrounds into liberate themselves and achieve social upper mobility and social justice.

REQUIRED MATERIALS FOR THIS COURSE

1. Student Portfolio (Wide-Ruled Composition Notebook)
2. Pencil
3. Colored Pencils
4. A Positive Attitude
5. Active Participation – yes, you are required to read, discuss, debate and write
6. Question Everything

STUDENT PORTFOLIO (INTERACTIVE STUDENT NOTEBOOK)

Student Portfolios help students to systematically organize as they learn. Portfolios become a testimony of individual learning and are a record of each student's growth. Portfolios are also beneficial to parents because they provide information regarding student's progress in reading comprehension, critical thinking, creative writing, illustrating, recording, organizational skills and the development of social justice attributes.

Interactive Notebooks are designed to utilize the students' visual and linguistic intelligences; both types of learners will improve their creative writing skills by putting ideas into their own words, searching for implications and assumptions, transforming words into visuals and exploring varying perspectives.

You must have your ISN with you, in class, Each Day.

COURSE ASSIGNMENTS

All students receive a grade "A" on the first day of class. In order to maintain this grade, each student must complete all assignments.

Connection and Reflection Pieces

For each reading assignment, students are required to write a $\frac{3}{4}$ page connection and reflection piece, to include a color illustration. For example, in your composition book, the left side of the book will display your color illustration and the right side will contain your written expression.

Each Connection and Reflection Piece is worth 100 points

(60% of your final grade)

"Connection" means writing about how you personally relate to the literature.

"Reflection" means your writing should describe your own thoughts and opinions of the literature, to include why you think/feel the way you do.

Each piece must include a Social Justice element: an example of how the character does or does not actively participating in education and community; the existence of equal opportunity and fair treatment.

All writing must be in Cursive.

Five points will be deducted for each late paper.

Writing in Cursive

Writing in cursive improves brain development in the areas of critical thinking, language and working memory. Cursive handwriting stimulates brain synapses and synchronicity between the left and right hemispheres, something absent from printing and typing. Cursive writing also leads to increased reading fluency, comprehension, focus and participation.

Cursive, therefore, is vital to helping students master the standards of written expression and critical thinking, life skills that go well beyond the classroom.

Final Project

Oral Presentation – worth 100 points (40% of your final grade)

Students will select an accompaniment literary piece to their favorite literary work used during the course – teacher approval required. Students will create a 1-page summary to include connection and reflection. Students will present a PowerPoint Slide Show on Community Engagement Nights, to be held monthly, demonstrating what you have learned so far, why it is important to learn Xicana/o Culture, Literature and Social Justice, your favorite literary piece, how and why you selected your accompaniment piece.

ASSIGNMENTS

All assignments are individual assignments. While I encourage lively discussion and debate, all writings must be original and submitted by each student – no group writing assignments.

<u>Week</u>	<u>Literary Piece / Material</u>	<u>Assignment</u> In Addition to the Connection and Reflection Piece Each Week
1	Fiction / Short Story - "The Bride" by Christine Granados	
2	Fiction / Short Story - "Quinceañera" by Diana Lopez	
3	Misappropriated Images http://www.tulibro915.com/lessons.html	
	Xican@ Pop Up Book - Students create their own pop up books http://www.tulibro915.com/lessons.html	
	Poesia - "In Xochitl In Cuicatl" Vocabulary of Image http://www.tulibro915.com/lessons.html	
5	Poesia - "On Language" by Tammy Gomez Live readings recorded at "Hecho en Tejas: Dallas event" http://www.tulibro915.com/poesia--poetry.html (approx. min 28)	
6	Poesia - "For Want of Water" by Sasha Pimentel https://www.aprweb.org/poem/want-water	
7	Expository (Nonfiction) "Ringside Seat to A Revolution: An Underground Cultural History of El Paso and Juarez, 1893-1923" "The Bath Riots: Indignity Along the Mexican Border" http://www.npr.org/templates/story/story.php?storyId=5176177 "The Bath Riots of 1917 " The story of Carmelita Torres https://zinnedproject.org/materials/ringside-seat-to-a-revolution-an-underground-cultural-history-of-el-paso-and-juarez-1893-1923/ "Crossing the Line" LA Times Newspaper Article http://articles.latimes.com/2006/feb/27/opinion/oe-romo27	

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9	Herstory - "Lucy Gonzalez Parsons" https://zinnedproject.org/materials/lucy-gonzales-parsons/	
10	Herstory - "La Tejana Pasionaria" Emma Tenayuca http://www.tulibro915.com/pelicula-y-platica.html https://zinnedproject.org/materials/thats-not-fair-no-es-justo/	
11	Herstory - Research Dolores Huerta http://doloreshuerta.org/dolores-huerta/ https://zinnedproject.org/materials/women-in-labor-history/ http://www.thedailybeast.com/articles/2012/05/18/hero-grandmother-delores-huerta-honored-with-medal-of-freedom.html	
12 - 13	Memoir - "The Distance Between Us" by Reyna Grande	
14 - 15	Nonfiction - "The Hummingbird's Daughter" By Luis Alberto Urrea	

EXTRA CREDIT

Watch the documentary, "Dark Girls" ~ (available on Netflix)

Write a Connection and Reflection piece

Prepare a poster presentation for parent night

Watch the documentary, "The Revisionaries" ~ (available on Netflix)

Write a Connection and Reflection piece

Prepare a poster presentation for parent night