

LIST 5354.01 Multicultural Literature for Children and Young Adults

Spring 2016 - Subject to Modification as Needed, and with Notice

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Catalog Description: Study of literature for children and young adults which reflects the culture and experiences of African Americans, Asian Americans, Mexican Americans, and Native Americans, and other cultural groups. Consideration of selection guidelines, evaluation of literary quality as well as cultural authenticity and teaching applications, including adaptations for culturally and linguistically diverse populations.

Instructor Statement: This course explores current theory and research regarding multicultural teaching with a special focus on using children's and young adults' literature to develop multicultural awareness and understanding. The purpose of this course is to learn about diverse literature for children and young adults through extensive reading. The emphasis will be on reading and responding to a multitude of novels, picturebooks, poetry, and nonfiction representing the experiences of various American and international cultures. In addition, students will develop the ability to analyze and critique multicultural literature using appropriate criteria. The most current research in the field will ground both theory and practice, including understanding, selecting, and evaluating multicultural literature, as well as integrating such literature into the curriculum.

Getting Started: This course is entirely in [Blackboard](#). Log in using your UTA NetID and password, and go to the *Getting Started* folder. In that folder you will find additional information to help you navigate the course. Be sure to read the syllabus carefully, record important dates, and order the textbook in the first days of the course. Doing these things early will contribute to your success and enjoyment.

The second folder to open is titled *Introduction Activity*. You will find this folder on the left side of the main course screen. The first two assignments are in this folder. The first is a quiz over the syllabus – intended as a way to familiarize you with the course by asking you to go through the syllabus looking for answers to specific questions. The second assignment is an introduction posted to our Discussion Board, and updating your Blackboard profile so that there is an image other than the Blackboard default gray blob. I have found in the past that engagement is greater if we have individualized pictures that pop up in our discussions. You can use a photo of yourself, or an image that represents you.

Objectives: Students enrolled in LIST 5354 will have an opportunity to learn the theory, pedagogical practices, and author/illustrator craft of multicultural children's and young adult literature.

1. demonstrate knowledge of the goals and purposes of multicultural education with regard to the special role of children's literature;
2. demonstrate familiarity with children's and young adult literature of major cultures within the United States: African American, Asian American, Hispanic/Latino American, and Native American, as well as for other cultural groups, international children's literature, and for topical

- categories such as literature related to gender, disabilities, sexual identification, etc.
3. develop a knowledge base of contemporary authors, illustrators, poets, and publishers of multicultural juvenile literature.
 4. demonstrate knowledge of the major awards and recommendations given in the field of children's literature including the Coretta Scott King Award, the Pura Belpre Award, and others.
 5. demonstrate the ability to select and critically evaluate literature based on literary quality and appeal to youth, and on aspects of cultural authenticity and accurate representation.
 6. demonstrate knowledge of appropriate reference and resource materials for selecting and evaluating multicultural literature for children, as well as for keeping current with changes in the field and building their knowledge base of recent trends and topics in research in multicultural children's literature.
 7. investigate and develop resources and techniques for introducing and sharing multicultural literature with children and young adults, and for stimulating and extending readers' responses to literature.
 8. demonstrate the ability to communicate about multicultural literature for children and young adults, including introducing books, guiding children's responses, developing projects, and highlighting author profiles with an audience.

Required Texts: [*Critical Multicultural Analysis of Children's Literature: Mirrors, Windows, and Doors*](#), (2009). Botelho & Rudman. NY: Routledge. Available in paper, as an e-book to purchase, and as an e-book to rent.

I selected this book because it provides a framework for exploring children's literature through a critical analysis of the ways language, meaning, reading, and literature contribute to an understanding of culture and inclusiveness. The book uses the metaphor of "mirrors, windows, and doors" as it guides us in seeing how our own lives and the lives of others are represented, and provides a door that lets us into new terrain. There are helpful recommendations for classroom applications, action research, and additional reading. This is one of my favorite books about the study of children's literature!

Other Required Material: Other materials will be posted or linked in Blackboard. These may be PDF or media files you can download, emails, or comments embedded into Discussion Forums. Each module has relevant readings that students are expected to read in order to understand new facets of literature written for children and young adults. You are expected to use everything that is assigned and refer to them in your discussions and other assignments.

Children's & Young Adult Literature: 15 children's and YA books – picturebooks, poetry books, or novels as indicated on the list of choices below. No one book can be used to meet more than one requirement. Please pay close attention to the due dates on the calendar, because the book schedule aligns to course content. You do not have to purchase these books; you may borrow them from libraries or read them in cozy reading rooms in book shops.

Module Two (3 books to read)

- ★ One African-American picturebook *illustrated* by Jerry Pinkney, John Steptoe, Ashley Bryan, Carole Byard, or Donald Crews – must focus on African-American culture
- ★ One *novel* by Jacqueline Woodson or Angela Johnson
- ★ One [Coretta Scott King award-winning](#) or honor picturebook, novel, or poetry book of your choice

Module Three (5 books to read)

- ★ One picturebook or poetry collection by Pat Mora or Alma Flor Ada
- ★ One novel or poetry book with a Latino focus written by Gary Soto or Pam Muñoz Ryan
- ★ One [Pura Belpre award-winning](#) or honor picturebook, novel, or poetry book of your choice
- ★ One picturebook or novel with a Native American focus by Joseph Bruchac
- ★ One [American Indian Youth Literature award-winning](#) or honor picturebook, novel, or poetry book

Module Four (4 books to read)

- ★ One picturebook or novel by Allen Say or Linda Sue Park
- ★ One Chinese-American picturebook, early reader, or novel by Grace Lin or Gene Luan Yang
- ★ Any YA novel or poetry book by Randa Abdel-Fattah, Marina Budhos, or Naomi Shihab Nye
- ★ Choice of ONE:
 - An Anklet for a Princess* by Lila Mehta
 - Yen-Shen* by Ai-Ling Louie
 - Angkat* by Jewell Reinhart Coburn
 - Raisel's Riddle* by Erica Silverman
 - The Golden Sandal* by Rebecca Hickox

Module Five (3 books to read)

- ★ One picturebook or novel from 2006 to the present from the [Outstanding International Books](#) list (look at the Bookmarks in the middle of the page)
- ★ One [Schneider Family Book Award](#)-winning or honor picturebook or novel of your choice
- ★ One book children's or young adult book [The Stonewall List](#) (award-winning or honor) – look *carefully*, as the list has more titles than those for children and young adults. Some specific suggestions:
 - *Better Nate than Never* by Tim Federle (novel)
 - *And Tango Makes Three* by Justin Richards (picturebook)
 - *Beauty Queens* by Libba Bray (novel)
 - *Boy Meets Boy* by David Levithan (novel)
 - *The Difference Between You and Me* by Madeline George (novel)
 - *It's Our Prom (So Deal With It)* by Julie Anne Peters (novel)
 - *Parrotfish* by Ellen Wittlinger (novel)
 - *Wildthorn* by Jane Eagland (novel)
 - *Huntress* by Malinda Lo (novel)
 - *Dogs Don't Do Ballet* by Anna Kemp (picturebook)
 - *Beautiful Music for Ugly Children* by Kristin Cronn-Mills (novel)
 - *Fat Angie* by e.E. Charlton-Trujillo (novel)

Note: This course is an intensive reading course. The only way to build your understanding of children's and young adults' literature is to keep reading it, and reading about it. You are expected to read everything assigned, to think deeply and critically, and to respond accordingly. In general, you should expect to spend about 10 hours per week in doing the work required of any 3-hour university-level course.

UTA Library: If you need help with any library concerns related to education, you can contact the education library liaison, Gretchen Trkay, at gtrkay@uta.edu. She can provide you with valuable help throughout your entire Master's program. As UTA students, there are several options available to you, including checking books from the library via mail if necessary, requesting interlibrary loans, and getting a Tex-Share card that grants you borrowing privileges at other libraries. In addition, the library has video tutorials for things you might find helpful.

Instructor Response: You should expect a response to email you send to the instructor or other course personnel within 48 hours Monday through Friday. Response times for emails sent from Friday afternoon through Monday morning may be longer. Work you submit will be graded within 72 hours of the due date.

Accessibility The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

Evaluation: The assignments and point values for this course are:

Assignment	Points Possible	Grading Scale A = 418 –450 (93 – 100%) B = 378 – 417 (84 – 92%) C = 337 – 377 (75 – 83%) F = below 337 (<74%)
Layered Identity assignment & BB profile	15	
Discussions for Modules 1 – 5: Reading Response & Replies (5 Modules @ 20 points per Module.	100	
Critical Analysis of Children’s/YA Books (15 at 15 points each)	225	
Professional Presentation	100	
Posting the Key Assessment – 15 Critical Analyses and the Professional Presentation file to TK20	10	
Total	450	

Assignment Details: 1. Layered Identities Assignment (10 points)

We all have "layered identities" – we don't fit neatly into one box called Gender, or Race, or Social Class, or Ability. Rudine Sims Bishop (1990) writes about multicultural literature being a window that lets us see other people, and a mirror that reflects ourselves. In this assignment, write about your layered identity, so that we have a window to see who you are, and so that you have a mirror to see your reflection. It can be in the form of a narrative or a poem.

- a. Create a Thread in the Discussion Board with your name as the Thread Title.
- b. Paste your writing into your thread.
- c. Read at least 5 of your group-mates’ writing, and respond under their Thread. If you see that there is someone with no responses, please respond there first. If responses are about evenly distributed, reply to whichever ones you would like.
- d. Update your Blackboard profile (see video in BB) so there is a picture of you or that represents you instead of the “blob” default avatar.

2. Discussion Board Reflective Response and Replies has TWO parts **(a) Response and b) Replies. (20 points per Module = 100 points)**

You will engage in an electronic discussion in response to the textbook, online course material, and children's and young adult books.

The instructions and rubrics for discussions are in Blackboard. Please note that the Module 1 Discussion format is different from the format for Modules 2 – 5.

KEY ASSESSMENT

MULTICULTURAL LITERATURE PROJECT

This assignment is designed to help you grow as and allow us to assess you as ESL teachers and/or literacy leaders. It enables you to synthesize and apply your knowledge of multicultural children's literature, culture, and cultural groups. There are two different parts: First, you'll show you understand the literature by writing a series of Critical Book Reviews of Children's and Young Adult books. Second, you'll show you can share what you understand by constructing a Professional Development Session to present to other teachers, which will include a Multimodal Presentation.

Scholarly Framework

Throughout the course you will learn through professional readings, tradebooks, discussions, and other activities that expand your knowledge of multicultural literature, culture, and diverse cultural and linguistic groups. You also will learn about how to share literature in the classroom in ways that are culturally relevant and authentic to meet the needs of all students, including English Language Learners, so that all students can participate in literacy and grow in language proficiency. Experiences with multicultural literature provide a way for students to see themselves and their lives represented in books, which affirms their cultural and linguistic backgrounds. Multicultural literature also provides a way for students to experience vicariously the lives of others whose cultural backgrounds differ from their own, which can foster understanding, confront stereotyping, and expand perspectives. Additionally, when multicultural literature is incorporated in sound ways, teachers can provide opportunities for students to grow in language development as they hear, read, and respond to works of literature.

Rudine Sims Bishop (1990) wrote that multicultural books benefit everyone, because they serve as mirrors, windows, and doors. They are mirrors in the sense that they can reflect our own backgrounds and experiences when we see ourselves represented in the pages. They are windows when they serve as openings into other cultures and experiences – ones that are not our own. They are doors because they allow readers to step through, to make personal connections to experiences. These connections are affirming, and they provide motivation for students to engage in literate practices that foster learning.

Students need to know that people from all cultural groups have made contributions to our world. When students read from multicultural literature that represents diversity, they learn to explore and discuss important themes, such as their own search for identity, the identity of people who are unlike themselves, the rewards and challenges of various cultural experiences, and how to engage constructively in a diverse society. They learn to see and confront stereotypes, and learn to value differences.

There are many high-quality books that feature diverse characters, and who are written by and for people from diverse cultural backgrounds. Teachers need to know these books and authors, and how

to share these books, so that they can get them into the hands of children and other teachers, so that all children have opportunities to experience literature that promotes a healthy view of identity, culture, and diversity.

The purpose of this Multicultural Book Project, then, is for you to explore multicultural literature, to become skillful at critiquing it in terms of authenticity and accurate representation, and to explore ways to share it with children and colleague teachers in your work as ESL teachers and/or literacy leaders.

Part 1 - Critical Reviews of Children's and Young Adult Books

Over the semester, you will read a total of **15** titles of children's/young adult literature that represent diverse cultural groups including African-American, Latina/o, Native American, Asian-Pacific, and Middle Eastern, as well as diversity represented in international perspectives, ability/disability, and gender.

- A) **WHAT YOU WILL DO:** For each book you read, you will submit a response in the form of a Critical Book Analysis. Your critical review should reflect thought, and should relate to the professional readings for the module and the course textbook. In what way did you gain a window into another person's experiences and culture, and in what ways did you see a reflection of yourself (a mirror). In what way would it act as a door into a new culture? How would the book serve as a mirror, window, and/or door for students? How would this book engage and motivate students from diverse cultural and linguistic backgrounds, and how could it engage students looking at a culture unlike their own?

- B) **HOW YOU WILL GO ABOUT DOING IT:** Review the books' contents; analyze the style and substance of the books, and *give special consideration to themes and cultural markers particular to each culture* in every critical book review. For the purposes of this course, you will choose books by authors from within the designated cultural group for that session, as well as books specifically about the designated culture. For example, Jerry Pinkney is an African American author, but his book, a retelling of Hans Christian Andersen's folktale, *The Ugly Duckling*, is NOT an African American book and would NOT be an acceptable choice for this assignment. However, his book *The Hired Hand: An African American Folktale* would be acceptable because it addresses African-American culture and history.

For each critical book review you will include the following components:

- 1) Bibliographic information in *modified** APA 6th. Be sure to cite the author, publication year, title, illustrator (if there is one), location information, and publisher. Cite any awards that the book has won. Include additional details, such as an image of the book cover.

**Modified APA* – For the purposes of this course, we will use complete author and illustrator names as they appear in book titles, as a way to become familiar with these people and their work.

Example:

Tingle, Tim. (2006). *Crossing Bok Chitto: A Choctaw tale of friendship and freedom*. Jeanne Rorex Bridges, illus. El Paso, TX: Cinco Puntos Press.

- 2) Brief plot summary - in your own words.

- 3) Critical review with specific literary considerations and particularly themes and cultural markers pertinent to each culture. What did you learn about culture and cultural groups as you read this book? How would this inform your teaching as you provide supportive learning environments for all students?
 - 4) Instructional Connections – How could this book be used in a school setting to foster literacy and language development for all students? How might it help students make connections to their own and other cultures? Might it fit into a text set with other books or media? What other resources would expand on the themes of the book - Internet resources such as YouTube interviews with the author, etc.
- C) HOW YOU WILL TURN THEM IN: There will be critical analyses due at the end of each of the modules, when they will be assessed and you will be given feedback. At the end of the course, the individual analyses that you have revised will be compiled into one document, combined with the Professional Development Session Multimedia Presentation, and uploaded to TK20.

Multimodal Presentation (Embedded into a Professional Development Session)

This part of the assignment enables you to synthesize and apply your knowledge of multicultural children's literature, and is designed to support your growth as literacy leader, coach, and/or ESL teacher. You will prepare a multimodal Professional Presentation that you could share with colleagues during a Professional Development Session in your own school.

To focus for your presentation, you may choose one or more of these options:

- provide a general introduction to multicultural literature written for children and young adults, with an emphasis on how to select and integrate high quality diverse literature that meets the needs of culturally and linguistically diverse students and classrooms for the teachers in your school grade levels;
- provide a specific introduction to the literature of a particular culture/group relevant to your school and grades – for example, Latina/o or Asian-Pacific American literature;
- focus on the work of a specific author or illustrator whose work represents a cultural group (for example, a Latina/o or Asian-Pacific author) relevant to your school and grades;
- focus on a particular way of sharing multicultural literature with children (for example – conducting Read-alouds, or Workshop in culturally and age relevant ways)
- focus on a specific multicultural award for literature for young people (for example, the Pura Belpre award, or the Asian-Pacific Award for Literature as support for building a high quality classroom book collection that reflects diversity.

In an Introduction, you will provide an outline of the entire Professional Development Session. Your presentation should include the following pieces:

- *Objective: Teachers will be able to ...* What is it that you want teachers to be able to do following your presentation? For example, be able to analyze their own classroom libraries in terms of multicultural text? Be able to prepare a literature focus unit or author study about a particular topic or author? Prepare a text set around a particular theme using high-quality multicultural books?
- *Plan:* As part of the whole Professional Development Session, what will you and the teachers do? For example, how will it begin? Will there be time for discussion? To look at and analyze books? What will you do in addition to show the Multimedia Presentation you have prepared?
- *Evaluation:* Describe a way you would measure whether the teachers have reached the

objective. Will you ask them to demonstrate their learning as part of the Professional Development Session? Will it be something that you can see later when you visit their classrooms? Will you use a survey, a checklist, or observe, or talk with them? How will you know whether teachers learned something as a result of your session?

- *Method of Analysis:* How would you analyze that data and interpret the results of the project? Your evaluation must yield data that you can analyze, interpret, and report.
- *Method for Reporting Data and Results:* How would you report your findings? You might explain how you would report raw data in charts or tables, and how you would report your analysis and interpretation in a narrative.

The Multimodal Presentation:

Using a combination of narrative text and graphics – and perhaps sound and/or other multimodal formats, you will prepare a presentation that can be used as part of a bigger Professional Development Session in the form of a slide show, screen capture, PowerPoint, Prezi, video, or other multimodal format. The narrative may be part of the presentation or provided separately as a script. The presentation should be one that takes about 15 minutes to share with your colleagues, and is intended to be *part of a larger* Professional Development Session.

TEMPLATE

Title of Professional Development Session

I. Introduction:

Narrative: In about 2 paragraphs, introduce your topic and describe *why* you have selected it. For example, have you talked to teachers at your school to determine that this topic is of interest to them? Have you done a survey of multicultural books available in your school? Cite professional readings (Botelho & Rudman and other articles and materials you've read over this course) to help explain why this is worthwhile.

Objective(s): What is it that you want teachers to learn to do as a result of your Professional Development Session? For this assignment, be sure to focus on teacher development, and not student learning. The objective(s) will be short statements that begin with "Teachers will be able to ..."

Evaluation: In this section you will describe how you will evaluate the extent that teachers demonstrate that they meet your objective. It might be something they show you during the Professional Development Session, or something that you would observe at a later time, after they have time to incorporate their learning.

Method of Analysis: How will you know if your objectives are met? Will you have a survey for them to fill out? A checklist?

*You will not actually present this Professional Development Session during this course – the evaluation, analysis, and reporting sections are *plans for the future*.

2. Multimodal Presentation: The body of your presentation is what you will show the teachers as part of the entire Professional Development Session. There are many options for the format – a PowerPoint, Prezi, screen capture, video – or a combination. There should be at least a rough script (can be in the notes section of PowerPoint) provided if not everything you'd say would be on a slide or included as narration. It should include graphics (book covers? author photos?), and can include sound (your voice-over?) or media (an embedded video?). The multimodal presentation should take about 15 minutes.

3. Bibliography and citation information. Don't forget to cite your work!

GRADING RUBRIC for Critical Analyses

Criteria	Expert	Acceptable	Unacceptable
Format	Fully follows the required format, and provides additional details 2 points	Follows required format. 1 point	Does not follow the required format, and/or sections are missing 0 points
Bibliographic Data	Is complete, in modified* APA 6 th citation style. Major book awards are listed. 2 points	Is complete. There may be small APA style errors or missing book awards 1 point	Incomplete, missing significant information 0 points
Book Summary (one paragraph)	Succinct, well-developed <i>original</i> summary of the book 3 points	Basic summary of the book. 1 - 2 points	Limited or poorly written summary of the book 0 point
Critical Analysis (about one page single-spaced)	Fully developed analysis of the style and substance of the book. Includes key themes and cultural markers particular to the culture in the book reviewed. Fully developed reflective insights into how the book serves as a mirror, window, and door. 5 points	Basic analysis of the style and substance of the book. Includes themes and cultural markers particular to the culture of the book reviewed. Personal insights related to how the book serves as a mirror, window, and door. 2-4 points	Limited analysis of the style and substance of the book, and/or the analysis is missing key cultural markers. Limited or poorly developed personal insights into how the book serves as a mirror, window, or door. 0 - 1 points
Instructional Connections (one paragraph or bulleted list)	Offers a thoughtful and accurately cited set of connections that includes book(s), media, and/or other resources, as well as a brief statement explaining the pairing and a description of how these materials would engage the student. 3 points	Offers an example of another book or other media, with bibliographic citation, that can be paired with the book. There is a brief justification for the pairing. 1-2 points	There is no instructional connection. 0 points

GRADING RUBRIC for Professional Presentation

	Expert 100 points	Acceptable	Unacceptable
Format (15 points)	Fully follows the instructions for the assignment. No grammatical or spelling errors. Layout is appealing and easy to follow. Presentation is attractive, easy to follow, and multimodal. Presentation would take <i>about</i> 15 minutes to share. 15 points	Follows the instructions for the assignment. May be minor spelling or grammatical errors that do not interfere with the overall presentation. Presentation would take <i>about</i> 15 minutes to share. 11-14 points	Does not follow the instructions for the assignment. Grammatical and/or spelling errors that interfere with the overall presentation. 0-10 points
Introduces Issue/Topic (25 points)	Well-developed introduction to topic (5) Topic selection is based on a clearly articulated need – based on teachers AND the research literature. (9-10 points) Presents a strong objective, means for evaluating, analyzing, and reporting. (10) 24-25 points	Good introduction to topic (3-4) Topic selection is justified with adequate research literature (7-8) Presents an objective, means for evaluating, analyzing, and reporting (7-9) 15-23 points	Limited introduction to topic (0-2) Poorly developed justification of topic and/or lacking scholarly research support (0-5) Weak objectives, means for evaluation, analyzing, and/or reporting (0-6) 0-14points
Body of Presentation (25 points)	Demonstrates expert knowledge by citing numerous examples of key authors and books that reflect the issue and topic with graphics (book covers, author photos, etc.) and well developed points that connect the examples to the topic/issue 23-25 points	Demonstrates basic knowledge by citing numerous examples of authors and books that reflect the issue and topic with graphics (book covers, author photos, etc.) and points that connect the examples to the topic/issue (20) 10-22 points	Demonstrates limited knowledge; cites examples of some authors and books that reflect the issue but offers limited connection to topic (13) 0-9 points
Encourages integration of literature (30 points)	Presents well developed instructional ideas and action plan for integration of multi/cross cultural authors and books into classrooms and schools (18-20)	Presents instructional ideas and action plan for integration of these authors and books into classrooms and schools (7-17) Points are supported by	Poorly developed instructional ideas and action plan for integration of these authors and books into classrooms and schools (8) Points are not always

	All points are supported by scholarly research (10) 26-30 points	scholarly research (3-4) 16-25 points	supported by scholarly research (2) 0-16 points
Provides Bibliographic Citations and annotated web resources (15 points)	Provides a full APA 6 th format bibliography citing all children's and young adult literature noted and all scholarly resources used (10) Provides a well-developed webliography of at least five helpful web resources with fully developed annotations for each resource (5) 15 points	Provides APA 6 th format bibliography citing children's and young adult literature noted and scholarly resources used (8-9) Provides a well-developed webliography of at least four helpful web resources with annotations for each resource (2-4) 10-14 points	Limited bibliography of children's and young adult literature and scholarly resources and/or does not follow APA 6 th format (0-7) Limited webliography of resources and/or lacking annotations for each resource (0-2) 0-9 points

POLICIES

INSTRUCTOR/COURSE POLICIES

Academic Integrity: Misconduct, dishonesty, plagiarism, cheating, hiring or allowing someone else to do your work, purchasing essays, and other forms of academic dishonesty, or facilitating any such act will not be tolerated. Academic misconduct is an offense against honest students, and children in classes you will teach. Suspicions of it **will** be reported and are subject to discipline according to UTA policy. Academic dishonesty of any kind may result in the failure of the course, and suspension or expulsion from the University. There are tools provided to professors that identify academic dishonesty. It is academically dishonest to pass someone else's work off as your own. The UTA Honor Code should be pasted to the cover sheet of the Critical Analyses and Professional Presentation assignments.

Due Dates: Complete all assignments by the due date posted. Pay careful attention to Discussion Forum dates – the first date is for original postings, and the second is for responding to classmates. Discussions submitted late will not be evaluated, and will receive the grade of 0. All discussion areas will be permanently closed after assignment deadlines. Once areas are closed, you will not be able to post in these areas. *There are no exceptions.*

Back-Up Your Work: Be sure to make and keep back-up copies of all work. I suggest having 2 forms of back-up. One of these should be an external space that will be accessible even if your computer is unavailable – for example, a "cloud" service like Dropbox, or emailed to yourself at a web-based provider like Gmail. *There are no provisions for handling problems that having a backup copy of your work would have prevented. Hard drive failures, corrupted files, and other technological glitches happen to all of us, and should be anticipated.*

Attendance: All students are expected to participate fully. Each week of class replaces about 3 hours of a face-to-face course session. At the Master's level, one should expect to spend about 3-4 hours per week per credit hour per class. Therefore, you should expect to spend up to 15 hours per week on this course.

Modifications to Syllabus: As the instructor and designer of this course, I reserve the right to make adjustments to the syllabus if necessary. Students will always be given notice if there is a change.

COLLEGE OF EDUCATION AND HEALTH PROFESSIONS POLICIES

Dispositions: Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with

candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

These dispositions include:

- Demonstrates excellence
- Participates in a learner-centered environment and shows respect for self and others
- Research-based pedagogy
- Participates in on-going collaboration with peers and professionals
- Exhibits stewardship of diversity
- Advocates use of technology
- Shows interest in the learner and the learning process

TK20 Requirement: The College of Education and Health Professions has adopted TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline our processes. You will need to subscribe to the program for a one-time only, non-refundable cost of about \$100. You may purchase your subscription online from a link provided on the system’s web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

UNIVERSITY POLICIES

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing

course-specific policies on attendance. As the instructor of this section, I expect all students to participate fully in all assignments and online discussions. Failure to participate will impact the final grade, and can result in failure of the course.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

The Writing Center

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays, and they offer online services. Walk In Quick Hits sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

On the pages to follow, you will find a course calendar and topic schedule.

LIST 5354 Course Calendar - Spring 2016 CDE

The reading response and replies schedule:

Work is due at 11:55 PM on the due date.

You are always welcome to work ahead.

SEMESTER INFORMATION						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January Introductory Week	18 MLK Holiday	19 CLASS BEGINS! Take this day to explore Blackboard, take the syllabus quiz, and update your Blackboard profile.	20	21 Due: <i>Layered Identities</i>	22	23 Due: conversation – meet and greet at least 5 classmates by responding to <i>Layered Identities</i>
24 Begin Module 1 Begin reading the Botelho & Rudman book	25	26	27	28	29	30
31	February 1	2	3	4	5	6 Due: Original Discussion posts on Botelho & Rudman

7	8 End Module 1 Due: Peer responses to Botelho & Rudman	9 Begin Module 2 African-American Literature	10	11	12	13
14	15	16	17	18	19	20 Due: original discussion posts to course materials in Blackboard
21	22 End Module 2 Due: Peer responses to discussion Due: Module 2 Critical Book Analyses	23 Begin Module 3 American Indian and Latina/o literature.	24	25	26	27
28	29	March 1	2	3	4	5

6 7 8 9 10 11 12

If you have not
already purchased
TK20, please do so
now.

13 14 15 16 17 18 19

Spring Break!

20	21	22	23	24	25	26 Due: Module 3 original discussion posts to course materials in Blackboard
27	28 End Module 3 Due: Peer responses to discussion Due: Module 3 Critical Book Analyses	29 Begin Module 4 Asian and Middle Eastern Literature	30	31	April 1 Last day to drop	2

3	4	5	6	7	8	9 Due: original discussion posts to course materials in Blackboard
10	11 End Module 4 Due: Peer responses to discussion Due: Module 4 Critical Book Analyses	12 Begin Module 5 Ability, Gender, and other diversity in children's literature	13	14	15	16
17	18	19	20	21	22	23 End Module 5 Due: original discussion posts to course materials in Blackboard
24	25 Due: Module 5 Critical Book Analyses Due: Peer Responses to discussion	26 Begin Course Completion tasks 1. professional presentation 2. compiled book analyses 3. course evaluation	27	28	29 May	30

1	2	3	4	5	6 Last Day of Classes Due: Professional Presentation and Compiled Book Analyses – posted to TK20	7
8	9	10	11 Grades Posted	12	13	14 Commencement!

TOPIC SCHEDULE:

*All assignments must be posted by 11:59 p.m. CENTRAL TIME on the date indicated.

Topic & Required Readings		Assignment	Module Dates
INTRO	Meet instructor and classmates	Layered Identities and peer conversation (meet, greet on discussion board) Update Blackboard Profile (photo, short bio)	Jan 19 - 23
Module 1	Introduction to Children's and Young Adult Multicultural Literature Entire Rudman & Botelho book, <i>and The Art of the Picturebook</i>	Discussion and peer responses	Jan 24 – Feb 8
Module 2	African-American literature Reading as posted to Blackboard ★ One African-American picturebook <i>illustrated</i> by Jerry Pinkney, John Steptoe, Ashley Bryan, Carole Byard, or Donald Crews – must focus on African-American culture ★ One <i>novel</i> by Jacqueline Woodson or Angela Johnson ★ One Coretta Scott King Award-winning picture book, novel, or poetry book of your choice by an African American author and/or illustrator.	Discussion and peer responses Critical Book Analyses	Feb 9 – Feb 22

Module 3	Latino/a literature, Native American literature Reading as posted to Blackboard <ul style="list-style-type: none"> ★ One picturebook or poetry collection by Pat Mora or Alma Flor Ada ★ One novel or poetry book with a Latino focus written by Gary Soto or Pam Muñoz Ryan ★ One Pura Belpre award-winning or honor picturebook, novel, or poetry book of your choice ★ One picturebook or novel with a Native American focus by Joseph Bruchac ★ One American Indian Youth Literature award-winning or honor picturebook, novel, or poetry book 	Discussion and peer responses Critical Book Analyses	Feb. 23 – Mar. 28 (includes spring break)
Module 4	Asian-American literature, Middle-Eastern literature Reading as posted to Blackboard Children’s and YA literature: <ul style="list-style-type: none"> ★ One picture book by Allen Say with a Japanese-American focus (e.g. <i>Tea with Milk</i>, or <i>Erika-San</i>). ★ One Chinese-American novel by Grace Lin (e.g. <i>Where the Mountain Meets the Moon</i>, or <i>The Year of the Dog</i>). ★ One Asian Pacific American Award for Literature (APALL) Award-winning picture book, novel, or poetry book. ★ <i>Does My Head Look Big in This? Or Ten Things I Hate About Me</i> by Randa Abdel-Fattah, or <i>Ask Me No Questions</i> by Naomi Shihab Nye. 	Discussion and peer responses Critical Book Analyses	Mar.29 – April 11
Module 5	International literature, and Other Forms of Diversity Reading as posted to Blackboard Children’s and YA literature: <ul style="list-style-type: none"> ★ One international picture book or novel from 2006 – present Outstanding International Books list. ★ One children’s or YA picturebook or novel addressing gender ★ One Schneider Family Book Award-winning picture book or novel of your choice that focuses on a character with disabilities. 	Discussion and peer responses Critical Book Analyses	April 12 – April 25

End of Course	<ul style="list-style-type: none">★ Professional development/multimodal presentation★ Post presentation and compiled analyses to TK20★ Course evaluation	Professional Development Complete document – all 15 critical analyses – TK20	April 26 – May 6
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