

EDLA 601 Multicultural Children's Literature
Eastern Mennonite University Lancaster, MA in Education
July 23 to July 27, 2012

Credit Hours: 3 semester hours

Professor: Tracy Hough, MA hought@emu.edu (540) 810-2720 cell

Class Schedule: Monday-Friday, 8:00 a.m.-12 noon, 12:30-5:00 p.m.

Total Class time: 42.5 hours

Course Description: Explores multicultural literature for children in a variety of genre. Elementary classroom activities, including critical thinking and writing, are demonstrated.

This course is designed to introduce practicing teachers to a wide spectrum of literature for children. The course focuses on literature by and about persons from a variety of ethnic and cultural groups. Course participants will develop skills for evaluating the works as well as design curricula for their own classrooms which incorporate multicultural literature across the curriculum. Attention will be given to classroom applications using literature including writing and other literature response activities.

Throughout this course, students will be expected to examine their own beliefs and practices, examine the literature which they make available to the children in their classrooms, and to design curricula which will educate for a diverse world.

Conceptual Framework: "Preparing Caring, Reflective Teachers for a Changing World"

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

MA in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Course Objectives (EMU program outcomes):

Students successfully completing this class will be able to

- articulate to students the value of literature from a variety of ethnic and cultural groups. (S; Ca)
- critically evaluate multicultural literature for children and to make informed decisions about the use of particular pieces of literature in their classrooms and use a variety of appropriate literature response activities in their classrooms. (S; I; Ca; C; PK)
- design and implement culturally responsive curricula using literature across the curriculum. (PK; Ca; L)
- demonstrate knowledge of critical and creative writing strategies. (PK; C)
- demonstrate the delight and enrichment of quality of life that can be experienced through literature. (I; L)

Texts :

Gates, P. & Hall Mark, D. (2011). *Multicultural literature for elementary and middle school students*. Rowman & Littlefield Publishers: MD.

Participants will be encouraged to read a wide variety of children's literature.

Course Requirements: Because the course is condensed in so few sessions and is designed to be highly interactive, attendance and active participation at each session is essential. University policy includes lowering of grade for absences for a day or part of a day. An "A" grade cannot be earned by any student who misses a day or the equivalent.

Assignments:**Classroom participation:**

Daily participation with literature groups, read-alouds, scholarly reading and team participation will be expected.

In class assignments: The following assignments will be done during our class time.

1. **Annotated Bibliography:** Each student will keep an annotated list of literature selections read for this class. During the afternoon session of each class, students will be given time to read and reflect upon quality multicultural children's literature. Though it may not be possible to meet the total time required for the assignment (Minimum of 33 hrs. of reading for a B and a minimum of 37 hours for an A), students will have class time to get a good start on the assignment. The format for the assignment will be handed out on the first day of class. 40 points
2. **Literature circle participation:** Each student will participate in a literature circle using *Locomotion*, by Jaqualine Woodson. The students will come prepared to discuss the book and present the information pertaining to their particular assigned job. Copies of the book will be provided by the instructor of the course. 10 points

3. **Textbook Talk:** Students will participate in a professional book club conversation each day. Students will come prepared to discussion the important information and potential classroom application of the information contained in the assigned chapter for that day. See Textbook talk format at the end of the syllabus. (2 points a day) 10 points

Course assignments to be completed after the 5 day course.

4. **Book Review and lesson plan:** Each student will submit three formal book reviews of books read for class and provide teaching suggestions describing how the books can be used for classroom instruction (before, during and after reading, writing, or content use). Assignment description will be handed out the first day of class. **One of these lessons will be completed with a partner before our last class and presented to the group.** (5 pts x 3) 15 points

5. **Theory to Practice Assignment:**
Multicultural Literature Project- each student will propose (Friday July 26) and complete the project (August 20, 2012), which demonstrates a significant application of knowledge of multicultural literature across the K-12 curriculum (i.e. a theme study, author's study, lesson plans beyond assignment 4, curriculum map of use of Multicultural Literature within your curriculum, or anything that is meaningful to you). See your textbook appendix for ideas. 25 points

Assignment 1, 4 and 5 will be e-mailed to Tracy Hough at hought@emu.edu by August 20, 2012.

Evaluation

A letter grade of C or better must be attained in order to earn graduate credit for the class.

100-96	A	88-85	B
95-92	A-	84-80	B-
91-89	B+	80-76	C

Class Format: Lectures, activities involving sharing of books and resources, videos and book discussions will be utilized during the class sessions. Participants will prepare a presentation on books about a particular ethnic group or topic.

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references.

Candidates citing references in Power Point references are also expected to use APA style.

Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion of the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

Knowledge Base and Rationale: Since 1965 when Saturday Review published Nancy Larrick's article, "The All White World of Children's Books" which brought to the attention of the literary world the dearth of multiethnic children's books, many have appeared on the scene. This is a positive move. As Rudine Simms (1982) suggests in her seminal work, *Shadow and Substance: Afro American Experience in Contemporary Children's Fiction*, "literature is one of the most powerful components of a multicultural education curriculum". In order to promote positive self images and to learn to value diversity, children must be exposed to literature which represents diversity. However, mere colored-in faces or different spelling of names will not achieve desired goals. The references listed here represent scholarly works which take seriously the need for authentic, culturally sensitive, high quality materials for children.

References:

Larrick, N. (1965). *The all-white world of children's books*. Saturday Review, 11 September, 63-65, 84-85.

Simms, R. (1982). *Shadow and substance: Afro-American experience in contemporary children's fiction* Urbana, IL.: National Council of Teachers of English.

Bibliography:

Ada, A.F. (2003). *A magical encounter: Latino children's literature in the classroom*. Boston: Allyn and Bacon.

Botelho, M.J. & Rudman, M.K.. (2009). *Critical multicultural analysis of children's literature: Mirrors, windows, and doors*. New York: Routledge.

Cai, M. (2002). *Multicultural literature for children and young adults: Reflections on critical issues*. Westport, Connecticut: Greenwood Press.

Fox, D.L. & Short, K.G., Eds. (2003). *Stories matter: The complexity of cultural authenticity in children's literature*. NCTE.

Gopalakrishnan, A. (2011). *Multicultural children's literature: A critical issues approach*. Los Angeles: Sage.

Harris, V. J. (Ed.). (1993). *Teaching multicultural literature in grades K-8*. Norwood, MA: Christopher Gordon.

Harris, V.J. (Ed.). (1997). *Using multiethnic literature in the K-8 classroom*. Norwood, MA: Christopher Gordon.

Lindgren, M.V. (Ed.). (1991). *The multicolored mirror: Cultural substance in literature for children and young adults*. Fort Atkinson, WI: Highsmith Press.

Norton, D.A. (2005). *Multicultural children's literature: Through the eyes of many children, 2nd Ed.* Columbus, OH: Merrill.

Seale, D. & Slapin, B. Eds. (2005). *A broken flute: The native experience in books for children*. Walnut Creek, CA: AltaMira.

Smolen, L.A. & Oswald, R.A. (Eds.). (2011). *Multicultural literature and response: Affirming diverse voices*. Santa Barbara, CA: Libraries Unlimited.

Tentative Class Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
1. Introduction to Multicultural Children's Literature 2. Author's perspective (who can tell my story) 3. Reader's stance 4. Reading Picture books 5. Syllabus	1. Tolerance verses Celebration 2. Criteria for Selecting High Quality Multicultural Children's Literature 3. African-American MCL 4. Native American MCL 5. Latino MCL	1. Asian-American MCL 2. Jewish MCL 3. Middle Eastern MCL 4. Using MCL in the Classroom	1. Appalachian MCL 2. Folktales 3. Fairytales 4. Cinderella around the world	1. Literature Circle for <i>Locomotion</i> 2. Lesson Plan presentations (Pick a partner share a plan with the class)
Textbook Readings <i>Why Do We Study Multicultural Literature?</i> P. 1-14 <i>Defining Literary Standards.</i> P. 15-28 <i>Locomotion</i>	Textbook Readings <i>Picture Books</i> P. 29-48 <i>Historical Fiction</i> P. 93-120 <i>Locomotion</i>	Textbook Readings <i>Non-fiction</i> P. 121-148 <i>Realistic Fiction</i> P. 149- 171 <i>Locomotion</i>	Textbook Readings <i>Folktales, FairyTales and Tall Tales</i> P. 49-93 <i>Poetry</i> P. 171-194 <i>Creating the Climate for Success</i> P. 195-197 <i>Locomotion</i>	Remember to send me your work electronically hought@emu.edu 8-12 Class Discussion 12-12:30 Lunch 12:30-2:00 Textbook reading 2:00 to 2:45 Textbook discussion 2:45 to 4:00 Bibliography assignment 4:00 to 5:00 Book Share and lesson planning

Appendix A
Writing Standards – Graduate Level (Grid Version) *(revised spring 2012)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality but lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade