SYLLABUS: RDG 650.01W/Summer II 2012
Creative Reading Experiences with Elementary Students
RDG 650 - Child, Young Adult, & Multicultural Lit: History, Pedagogy, and Technology
Dr. Merry Boggs

Instructor: Dr. Merry Boggs
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Email: merry.boggs@tamuc.edu

COURSE INFORMATION

Course Overview
This doctoral level course will be an opportunity for us to collaboratively explore children’s literature/literacy and survey the research base concerning research trends and issues to children’s literature/literacy. We will broaden and deepen our knowledge of children’s literature/literacy and examine ways to effectively integrate literature/media into the elementary school curricula. This will be a hands-on course in that you will be searching, researching, and sharing both the historical pivotal and most current children’s literature/literacy and research that you determine are significant to you at the point in your professional career.

Recommended Reading


• Assigned and self-selected professional books, journal, articles and other course- related readings/materials


**Course Objectives**

1. Participants will seek out, read, analyze, and critique and present significant current and past research/theories/professional material related to children's/adolescent's literature/literacy, literacy development, and the instructional environment. We will explore children's/adolescent literature through four questions:
   a. What counts as a text?
   b. What is children's/adolescent literature?
   c. What is the role of children's/adolescent literature in elementary, middle school, and high school?,
   d. How do we evaluate children's/adolescent literature?
   e. How do we critically analysis children's/adolescent literature?
   f. What role does technology play in what counts as a book?

2. Participants will set professional goals as researchers/learners/educators and demonstrate growth toward the achievement of those goals.

3. Participants will explore the various genres of children's literature. In addition, student will investigate the professional literature to determine the research base concerning the impact of children's literature upon literacy developments and the effective integration of children's literature into the elementary/middle/high school curriculum.

4. Participants will evaluate themselves on their progress as a learner/educator/researcher and set future learning/educator/researching goals.
Professionalism:

*Ground rules for discussions and assignments:* Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

1. **Respect**
   - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
   - When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
   - Show courtesy.
   - In interpreting others' comments, we should be fair-minded and understanding.

2. **Comfort**
   - Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
   - I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
   - No question is stupid! We all learn at different paces and by asking questions.

3. **Honesty**
   - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
   - All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. (See APA Manual)
   - World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.
COURSE REQUIREMENTS

Course Requirements

1. **Attend every class and be prepared to discuss** (20 points). Question, extend, elaborate, and refine, and critique issues and topics. Consequently, preparing for class means that you spend time researching, reading, and thinking. Class discussions, Socratic Seminars, and interactions lay the foundation for you to articulate your understanding, thinking, and learning. Each individual's preparation, including my own preparation, is critical to a successful class. Different viewpoints will be expected and encourage, students should respond in a supportive and polite manner to one another. As in any professional environment, significant, and/or confidential concerns should be addressed through a private conference with instructor. **Due date: Ongoing**

2. **Children's Lit Round Table via ecolllege** (20 points). We will come to the table via ecolllege and discuss different genres during July. The exact format will be created together in class the first meeting time.
   a. You will fully prepared to discuss each genre via ecolllege. This means you must be able to articulate your position and thoughts. Your preparation may include but not limited to: research findings, journal articles, textbooks, personal experiences, resource materials, definitions, examples, key contributors, or anything else that provokes critical discussion. Articles that are awesome...post under do share tab. **Due date: Ongoing**

3. **Journal** (20 points). You are expected to read many children's books, magazines, and CDs, computer games, websites, and television programs popular with children. Professional materials, including selection tools, should also be included in your reading. You will maintain a personal record of items read or viewed that might be useful to you in your work with children via Google documents. You will share this document/journal with me so I can provide feedback. This is a private communication with Dr. Boggs and allows you to comment
on things you do not have the opportunity to ask during class sessions. 

**Due date: Ongoing.**

4. **Develop an outsider’s perspective to analyze different evaluative position regarding children’s/adolescent literature (10 points).**

Books are discussed and evaluated from many perspectives. Through various ecollege discussion formats, we will explore and divide these perspectives (gender lens, multicultural lens, critical lens, social lens, and etc.) out and becomes experts. We will qualitatively analysis data in class. I will provide you feedback via google docs and emails! **Start date: Day 1**

5. **Course related project you care about (30 points):** You will develop a children’s literature or young adult literature project that you care about and implement this project. Possibilities include but only limited by your imagination: web page development, facebook group, technology project, academic paper, submit a journal article, research an area of children’s lit or young adult literature in depth, presentation proposal submission, community service project... You will write a shot summary of your project and share under the doc share tab of ecollege for all the class to view. **Due date: August**

**Course Evaluation**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>20</td>
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<tr>
<td>Children’s Lit via ecollege</td>
<td>20</td>
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<tr>
<td>Journal via google docs</td>
<td>20</td>
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<tr>
<td>Course project you care about</td>
<td>30</td>
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<tr>
<td>Develop an outsider’s perspective</td>
<td>10</td>
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<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
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**TECHNOLOGY REQUIREMENTS**

You will need Internet access for the ecollege portion of this course.

**eCollege:** eCollege will be used for this course. You get to eCollege through your MyLeo account.
COMMUNICATION AND SUPPORT

MyLeo: As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to you 24/7 at https://leo.tamu-commerce.edu/login.aspx.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

A. Class Attendance Policy: Expectations for attending class are in accordance with the statement on attendance set forth in the Texas A & M University-Commerce Graduate Catalog. It is essential to attend and participate in class. Students are expected to attend class in a professional manner, i.e., regularly, on time, with a professional attitude.

Tentative Schedule for RDG 650: Children’s/Adult Literature

<table>
<thead>
<tr>
<th>Date</th>
<th>Course topics</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Week of July 9th</td>
<td>Introduction, Overview, Assignments, Discuss and organize for plan to study each genre, Guiding questions procedures</td>
<td>TBA</td>
</tr>
<tr>
<td>Week of July 16th</td>
<td>Start genre study through ecollege (see handout given first day of class), Work on journal via google docs, Work on developing a project you care about, Guiding questions</td>
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<tr>
<td>Week of July 23rd</td>
<td>Start genre study through ecollege (see handout given first day of class), Work on journal via google docs, Work on developing a project you care about, Guiding questions</td>
<td></td>
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<tr>
<td>Week of July 30th</td>
<td>Start genre study through ecollege (see handout given first day of class), Work on journal via google docs, Work on developing a project you care about, Guiding questions</td>
<td></td>
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<tr>
<td>Week of August</td>
<td>Finish all assignment</td>
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<tr>
<td>6th</td>
<td>Finish all postings</td>
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<tr>
<td>Last week of class!</td>
<td>Submit all projects!</td>
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Resources

**ALAN Review**  
Assembly on Literature for Adolescents  
National Council of Teachers of English  
1111 Kenyon Road  
Urbana, IL 60611  

**Appraisal**  
Children's Science Book Review Committee  
Department of Science education  
Boston University School of Education  
605 Commonwealth Avenue  
Boston, MA 02215

American Library Association  
50 East Huron St  
Chicago, IL 60611  
[http://www.ala.org/ala/productsandpublications/periodicals/booklinks/booklinks.htm](http://www.ala.org/ala/productsandpublications/periodicals/booklinks/booklinks.htm)

**Bookbird: World of Children's Books**  
P. O. Box 3156  
West Lafayette, IN 47906

**Bulletin of the Center for Children's Books**  
Center of Children's Books  
University of Illinois at Chicago  
University of Illinois Press  
1325 South Oak St  
Champaign, IL 61820  
[http://www.ala.org/ala/booklist/booklist.htm](http://www.ala.org/ala/booklist/booklist.htm)

**Canadian Children's Literature** Canadian Children's Press/Canadian Children's Literature Association  
Department of English
University of Guelph  
Guelph, Ontario, N1G 2W Canada  
http://ccl.uwinnipeg.ca/

"CBC features"  
The Children's Book Council  
350 Scotland Road  
Orange, NJ 07050  

*Children's Literature in Education*  
Human Science Press  
P. O. Box 735  
Canal Street Station  
New York, NY 10013  
http://www.springerlink.com/content/104754/

"Dragon Lode"  
Children's Literature Section, International reading Association  
12147 Wycliffe Lane  
Austin, TX 78727  
http://www.reading.ccsu.edu/TheDragonLode/default.html

*MultiCultural Review*  
4125 Gunn Hwy., Suite B1  
Tampa, FL 33618  
Toll Free 800-600-4364  
http://www.mcreview.com/contact/index.html

*Horn Book Magazine*  
Horn Book Inc  
11 Beacon ST.  
Suite 1000  
Boston, MA 02108-3704  
http://www.hbook.com/

*Journal of Adolescent and Adult Literacy*  
International reading Association
800 Barksdale Road  
P. O. Box 8139  
Newark, DE 19714  
http://www.reading.org/

**Journal Children’s Literature**  
Children’s Literature Assembly of the National Council of Teachers of  
English  
1111 Kenyon Road  
Urbana, IL 61801  
http://www.childrensliteratureassembly.org/

**Journal of Literacy Research**  
National Reading Conference  
122 South Michigan Avenue, Suite 1776  
Chicago, IL 60606-6107  
http://www.nrconline.org/jlr/archive/index.html

**Journal of Youth Series in Libraries (JOYS)**  
Association of Library Service to Children and Young Adult Services Division  
American Library Association  
40 East Huron St  
Chicago, IL 60611  
http://web.library.uiuc.edu/ahx/ala/holdings/classification.php?id=3364

**Language Arts---National Council of Teacher of English**  
Elementary Section  
1111 Kenyon Road  
Urbana, IL 60611  
http://www.ncte.org/

“**The Lion and the Unicorn**”  
John Hopkins University Press  
2715 West Charles Street  
Baltimore, MD 21218-4319  
http://muse.jhu.edu/journals/lion_and_the_unicorn/

**Literature Update**
National Research Center of Literature Teaching and Learning
University at Albany
State University of New York
1400 Washington Avenue
Albany, NY 12222

New Advocate
Christopher-Gordon Publishers, Inc
480 Washington St
Norwood, MA 02062

New York Times Book Review
New York Times
229 West 43rd St.
New York, NY 10036
http://www.nytimes.com/pages/books/

Primary Voices K-6
National Council of Teacher of English
Elementary Section
1111 Kenyon Road
Urbana, IL 60611
http://www.ncte.org/

Hollins University...Children’s Literature...journal
http://www.hollins.edu/grad/childlit/journal.htm

Readings of Equal Education
AMS Press, Inc.
Brooklyn Way yard
63 Flushing Ave. Unit # 221
Brooklyn, NY 11205
www.amcpressinc.com

Race, Ethnicity, and Education
Taylor and Francis Group
http://www.tandf.co.uk/journals/titles/13613324.asp
Multicultural Perspectives
NAME
5272 River Rd, Suite 430
Bethesda, MD 20816
http://www.nameorg.org/

Journal of American Ethnic History
Transaction Publishers

Gender and Society
Sage Publications, Inc.
2455 Teller Road
Thousand Oaks, CA 91320
http://www.jstor.org/journals/08912432.html

Reading Research and Instruction Resources---

Reading Research Quarterly
International Reading Association and international council for the Improvement of Reading
800 Barksdale Road
Box 8139
Newark, DE 19714-8139

The Reading Teacher
International Reading Association and international council for the Improvement of Reading
800 Barksdale Road
Box 8139
Newark, DE 19714-8139

School Library Journal
P. O. Box 2606
Boulder, CO 80322-2606

Teaching and Learning Literature with Children and Young Adults (TALL)
Essmont Publishing
P. O. Box 186
Bibliography


Web Site Bibliography

- American Library Association...This web site list every book award possible...
  - http://www.ala.org/Template.cfm?Section=bookmediaawards
- The Americas Award:
  - [http://www.uwm.edu/Dept/CLACS/outreach/americas.html](http://www.uwm.edu/Dept/CLACS/outreach/americas.html)
- The Asian Pacific American Award for Literature (APAAL):
  - [http://apalaweb.org/awards/awards.htm](http://apalaweb.org/awards/awards.htm)
- The Carter G. Woodson Book Award:
  - [http://www.socialstudies.org/awards/woodson/](http://www.socialstudies.org/awards/woodson/)
- Coretta Scott King Book Award:
  - [http://www.ala.org/ala/emiert/corettascottkingbookawards/corettascott.htm](http://www.ala.org/ala/emiert/corettascottkingbookawards/corettascott.htm)
- The Pura Belpre Book Award:
  - [http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/belpremedal/belprmedal.htm](http://www.ala.org/ala/alsc/awardsscholarships/literaryawds/belpremedal/belprmedal.htm)
- The Sydney Taylor Book Award:
- The Tomas Rivera Mexican American Children's Literature Award:
  - [http://www.education.txstate.edu/subpages/tomasrivera/](http://www.education.txstate.edu/subpages/tomasrivera/)
- Multicultural Booklist
  - [http://www.lib.msu.edu/corby/education/multicultural.htm](http://www.lib.msu.edu/corby/education/multicultural.htm)
- ALAN: A Multicultural Literature Bibliography
  - [http://scholar.lib.vt.edu/ejournals/ALAN/spring96/mcdonald.html](http://scholar.lib.vt.edu/ejournals/ALAN/spring96/mcdonald.html)
- CCBC...great resource website...