



Explorations of Global Literature for the Pk-6 Classroom RDG 650

EDCI 690.41E /RDG 650.41E- Child, Young Adult, & Multicultural Lit: History, Pedagogy, and Technology

Summer I & II 2014 (6/18-8/7)

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COURSE INFORMATION

Course Overview

This doctoral level course is designed to give participants opportunity to explore global children's and adolescent literature—its origins, content, availability, authenticity, authors and its role in creating an understanding of our global society. Through examining literature and the scholarly thinking found in professional readings, students can reflect on the sociocultural and sociopolitical issues that create the contexts for reading and writing. 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.

Required Texts:

Wolf, S.A., Coats, K., Enciso, P., & Jenkins, C.A. (eds.) . (2011). *Handbook of research on children's and young adult literature*. New York: Routledge. ISBN 13: 978-0-415-96505-7 (hbk); ISBN 13: 987-0-415-96506-4 (pbk); ISBN 13: 978-0-203-84354-3 (ebook)

Children's and adolescent literature

Readings posted on eCollege

Course Objectives

1. To create a knowledge base of international children's literature and authors from the US as well as other countries;
2. To realize the role of one's own culture and sociocultural ideologies in reading and responding to this literature and that varying perspectives exist for any piece of literature;
3. To consider such literature from literary and sociocultural lens;
4. To seek out, read, analyze and critique past research/theories/professional materials related to children's/adolescent literature, literacy development, and the instructional setting.
5. Understand the significant role of global literature in classrooms in teaching about the global community, as well as nurturing the strategies to enhance this role;
6. To take a critical stance in reading global and international literature.
7. To investigate the incorporation of technology on literature/literacy.

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). Students are expected to participate in discussions and small group exercises. It is an opportunity to question, extend, elaborate, 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 encouraged, 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. **Cultural Location Annotated Bibliography** (20 points)
 Select an adolescent chapter book that resonates with you within your cultural situation as your central text. Then select four companion texts (novels or books) that show cultural location outside of your own, but have similar themes with your central text. Once you have selected your books, write 1) an annotated bib of all five books, 2) an explanation that addresses your cultural connection to the central text, the theme of those books, and your reasons for selecting the four companions.

3. **Journal** (10 points). Each student will complete journal responses when prompted on Blackboard. The responses need to reflect your thinking about the ideas from the readings, make connections to your own life and experiences, and produce questions for further scrutiny. The journal is between the instructor and student ONLY. **Due date: Ongoing.**

4. **Paired Books (10 points)**. Identify a set of paired books (fiction/nonfiction) you might use for an area/topic of your choice. What do each of these books contribute to the pair? Use Colman's Visual Model and/or the three-column Connect to, Extend, and Challenge chart to reflect on what each book contributes to the pair. You will submit your pairing and reasoning.

5. Inquiry Project (30 points).

Choose a question or issue of concern to you in relation to global children's and adolescent literature. Decide on how you will conduct your inquiry to explore that question or issue. You can research through professional readings, children's books, discussions, interviews, observations, and/or work with students. You can choose to do your inquiry project alone or with others. The only limitations are that your project should relate to global issues in children's/adolescent literature and is on a question that matters to you. Options include:

- an indepth critical analysis of a set of books from a particular country or cultural group—can be combined with a focus on using a particular theoretical lens to view the literature such as postcolonial, feminist, etc.
- an issue (e.g. translation, censorship, stereotypes, cultural authenticity)
- responses of children, adolescents, or adults to a particular set of global books.
- awards given to international literature or to literature within a particular country
- write your own piece of literature that is based in a specific cultural experience

A project proposal (one page) will be due on July 9, 2014 and should describe your project in details that include your rationale for undertaking the project, your theoretical framework, your methods of researching your question or issue, etc. The inquiry projects will be shared in class on August 4, 2014.

Course Evaluation

Attendance and participation	20 points
Cultural Location Annotated Bibliography	20 points
Journal	15 points
Paired Books	15 points
<u>Inquiry Project</u>	<u>30 points</u>
Total points	100 points

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

Date	Course topics	Readings
Week of June 18th	Introduction, Overview of Global Literature Assignments Discuss and organize for plan to study each genre, Guiding questions procedures History of Children's Literature	TBA
Week of June 23rd	The Art of the Picture book Work on journal via eCollege Work on developing your cultural location bibliography Guiding questions	
Week of June 30th	Start genre study through ecollege (see handout given first day of class) Censorship/Children's and Adolescent Literature Awards Work on journal via eCollege Work on developing your cultural location bibliography Guiding questions	
Week of July 7th	Cultural Location Presentations Start genre study through ecollege (see handout given first day of class) Work on journal via eCollege Work on developing inquiry project Guiding questions	
Week of July 14th	Start genre study through ecollege (see handout given first day of class) Work on journal via eCollege Work on developing inquiry project Guiding questions	
Week of July 21st	Incorporation of Paired Books to provide content Work on journal via eCollege Work on developing inquiry project Guiding questions	
Week of July 28th	Work on journal via eCollege Work on developing inquiry project Guiding questions	

Week of August 4th Last week of Class!	Inquiry Project Presentations Finish all assignment Finish all postings Submit all projects!	
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Resources

ALAN Review

Assembly on Literature for Adolescents
National Council of Teachers of English
1111 Kenyon Rod
Urbana, IL 60611
<http://scholar.lib.vt.edu/ejournals/ALAN/>

Appraisal

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

Book Links: Connecting Books, Libraries and Classrooms and Booklist and Reference Books Bulletin

American Library Association
50 East Huron St
Chicago, IL 60611
<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>

Canadian Children's Literature Canadian Children's Press/Canadian Children's

Literature Association
Department of English
University of Guelph
Guelph, Ontario, N1G 2W1 Canada
<http://ccl.uwinnipeg.ca/>

"CBC features"

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

http://www.inthecart.com/Merchant2/merchant.mv?Screen=PROD&Store_Code=CBC&Product_Code=FEAT

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, DR 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.amcpresinc.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
Brandon, VT 03733

Voice of Youth Advocates (VOYA)

Scarecrow Press
4720 Boston Way
Lanham, MD 20706

The WEB

Ohio State University
29. W. Woodruff
200 Ramseyer Hall
Columbus, OH 43210

Bibliography

Asante, M. (1991). The Afrocentric idea in education. *The Journal of Negro Education*, 60(2) pp. 170-180

Balderama, S. R. (2000). This trend called diversity. *Library Trends*, (49)1 pp. 194-214.

Beach, R. & Wendler, L. (1987). Developmental differences in responses to a story. *Research in the Teaching of English*, 21, 286-298.

Beatty, J. J. (1997). Choosing appropriate picture books. *Building Bridges with Multicultural Picture Books for Children 3-5*.

Bennett, C. (In-Press). *Nature and contents of multicultural teaching*. In *Comprehensive Multicultural Education: Theory and Practice*. Allen and Bacon, pp. 41-65.

Bradnt, R. (1993a). On teaching for understanding: A conversation with Howard Gardner. *Educational Leadership*, 50(7), 4-7.

Cooper, R. (2007). *Kaleidoscope readings in education*. Houghton Mifflin Co.

Dasenbrock, R.W. (1999). Why read multicultural literature? An Arnoldian perspective. *College English*, 61(6), pp. 691-701.

Durkin, D. (1978-79). What classroom observations reveal about reading comprehension instruction. *Reading Research Quarterly*, 14, 481-533.

Eeds, M, & wells, D. (1989). Grand conversations: An explanation of meaning construction in literature study groups. *Research in the Teaching of English*, 23 (10), 4-29.

Gambrell, L. B. & Almasi, J. F. (Eds.) (1996). *Lively discussions: fostering engaged reading*. Newark, DE: International Reading Association.

Leal, D. (1992). The nature of talk about three types of text during peer group discussions. *Journal of Reading Behavior*, 24(3), 313-318.

McIntosh, P. Unpacking the Invisible Knapsack.
<http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/unpacking.html>

McKenna, H. (1997). *Ethnobiliotherapy: ethnic identity development through multicultural literature*. Annual Meeting Proceedings, National Association for Multicultural Education.

Norton, D. E. (2005). *Multicultural children's literature: through the eyes of many children, 2nd ed.* Upper Saddle River, NJ: Pearson Education Inc.

Peterson, Lorna (1999) The definition of diversity: Two Views. A More Specific Definition. *Journal of Library Administration* (27)1/2 pp. 17-26.

Reta, C. (2006) Families are ready for prime time. *American Libraries*.37(6)pp 52-53.

Samuels, S. J. (1970). Effects of pictures on learning to reading: Comprehension and attitudes. *Review of Educational Research*, 48, 294-303.

Schon, I. (2006) Opening new worlds for Latino children. *American Libraries*. 36(7) pp.48-49.

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>
- **The Asian Pacific American Award for Literature (APAAL):**
 - <http://apalaweb.org/awards/awards.htm>
- **The Carter G. Woodson Book Award:**
 - <http://www.socialstudies.org/awards/woodson/>
- **Coretta Scott King Book Award:**
 - <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>
- **The Sydney Taylor Book Award:**
 - http://www.jewishlibraries.org/ajlweb/awards/st_books.htm
- **The Tomas Rivera Mexican American Children's Literature Award:**
 - <http://www.education.txstate.edu/subpages/tomasrivera/>
- **Multicultural Booklist**
 - <http://www.lib.msu.edu/corby/education/multicultural.htm>
- **ALAN: A Multicultural Literature Bibliography**
 - <http://scholar.lib.vt.edu/ejournals/ALAN/spring96/mcdonald.html>
- **CCBC...great resource website...**
 - <http://www.education.wisc.edu/ccbc/links/links.asp?idLinksCategory=4>