



LSSL 5361 – CURRENT TRENDS IN LITERATURE FOR CHILDREN AND YOUNG ADULTS: MULTICULTURAL LITERATURE--SUMMER 2016

LSSL 5361 is an elective for Master of Library Science and School Librarian Certificate
College of Education
Department of Library Science

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Virtual Office hours:
Available ONLINE by appointment at your convenience.

Location of class: This class meets ONLINE with a required Zoom session at the beginning of the semester and additional optional Zoom meetings throughout the semester.

Course Format:
This course is conducted online with the course shell being available for access on the first day of classes and concluding the final day of the semester. Interaction will take place through the Blackboard course site. Communication will include online group discussions and email messaging. Some course documents will be available through Blackboard documents.

Course Description:
This course is designed to acquaint students with the selection, critical analysis, and historical development of literature for children. In this course, the emphasis will be placed on selecting materials which meet the needs and interests of children, identifying techniques and strategies which will motivate ALL children to read and respond to literature, and developing critical abilities for evaluating literature and related materials for children. A strong multicultural element will also be a part of this course.

Required Textbooks:

Smolen, Lynn Atkinson and Oswald, Ruth A. 2011. MULTICULTURAL LITERATURE AND RESPONSE: AFFIRMING DIVERSE VOICES. Libraries Unlimited. ISBN 9781598844740

Naidoo, Jamie Campbell. 2014. DIVERSITY PROGRAMMING FOR DIGITAL YOUTH: PROMOTING CULTURAL COMPETENCE IN THE CHILDREN'S LIBRARY. Libraries Unlimited. ISBN-13: 978-1610694872

Course Objectives:

Students will demonstrate familiarity with children's and young adult literature of four major cultures within the United States: African American, Asian American, Hispanic/Latino American, and Native American, as well as for other cultural groups (including Jewish literature) and international children's literature, and for topical categories such as literature related to gender, disabilities, sexual preference, etc.

Students will develop a knowledge base of contemporary authors, illustrators, poets, and publishers of multicultural juvenile literature. Students will become familiar with the major awards and prizes given in the field.

Students will demonstrate the ability to select and evaluate literature based on literary quality and appeal to students, as well as on aspects of cultural authenticity.

Students will 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.

Students will 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.

Students will develop confidence in their 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.

IDEA Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

Gaining a broader understanding and appreciation of intellectual/cultural activity (literature).

Gaining factual knowledge (terminology, classifications, methods, trends).

Important:

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Course Requirements:

Detailed guidelines for the following assignments are given in the appropriate Blackboard course units along with the materials for reading and learning. *Assignments are due by y midnight of the unit / week noted*; opening discussion posts are due by unit's midpoint and responses to others' posts are due by the end of the unit.

- ALL assignments (including discussion board posts, even if they are late and you receive no credit points) must be submitted to pass the course.
- Please do not submit assignments by email unless instructed to do so. Use the unit's submission link as provided.

Late assignment policy: Due dates are clearly given, and in general, late work is not accepted. In exceptional cases, when pre-arranged in collaboration with the instructor, late work may be accepted with loss of points.

This is a challenging course requiring significant reading and advance preparation for major assignments. Be aware of the schedule and due dates given below. The following list is dynamic, and some assignments may be dropped or amended with timely notification provided to students.

Course Grade:

Your final grade for this course derives from a simple formula of points earned divided by the total points possible (1000). The resulting percentage will yield a letter grade. Those letter grades are:

Earning 90% (and up) of points possible = A

Earning 80% (and up) of points possible = B

Earning 70% (and up) of points possible = C

Earning less than 70% of points possible = F

Course Assignments:

OVERVIEW OF COURSE ASSIGNMENTS 1. ONLINE DISCUSSION 150 POINTS (25 points per Module) 2. BOOK REVIEWS 600 POINTS (25 points per book) 3. QUIZZES 240 POINTS (40 points per quiz). 4. INTRO ZOOM MEETING (10 points)

MODULE DEADLINES (11:59pm Central Standard Time, CST) Culture 1 due Feb 5, Culture 2 due Feb 20, Culture 3 due March 5, Culture 4 due March 20, Culture 5 due April 5, and Culture 6 due April 20.

1. ZOOM Class Introduction/Discussion– There will be a REQUIRED Zoom session at the beginning of the semester to dialogue about the semester's expectations and for me to answer your questions. Date for Zoom session to be announced shortly after class begins (you must attend one of two offered sessions).

2. Online Discussion--This course meets totally online; therefore, you must participate actively in the student-led online discussion of the assigned reading(s) and posted "lecture notes" (available in the "Lectures" area) in the course Discussion Forum. This includes posting three times for each module discussion online, on different days, not all in one hour to receive full credit. The idea is to encourage interaction, which occurs over time. **NO LATE POSTINGS TO THE DISCUSSION FORUMS WILL BE ALLOWED AFTER EACH MODULE DEADLINE.** We'll consider our reading of assigned chapters and multicultural children's/YA books. We will also share information about relevant web sites, analysis of recent articles, relevant commentary from external listservs, programming ideas, etc. for each module.

These should all be thoughtful and substantive postings. A few more than three postings is fine in each module if the discussion is lively and interesting, but please avoid posting multiple times-- it becomes overwhelming for all of us. Feel free to use email or instant messaging if you want to dialogue with fellow students further. In addition, you may initiate a thread or respond to the postings of others—either or both is acceptable. (See also the assignment guidelines. You will find these online in the Assignments area of the course.)

3. Book Reviews and Blog--You will be reading several titles of multicultural children's and young adult literature, including a few featured authors, focus titles, etc. each week in each cultural group. Seek out current books (published since 1980) by authors from WITHIN each culture. For each book, you will prepare a brief response in the form of a written book review. For each book review, you will include the five following components:

- a. Bibliographic data (Be sure to cite the author, title, illustrator (if there is one), publisher, publication date, and ISBN number for each book.)
 - b. Brief plot summary (maximum one paragraph)
 - c. Critical analysis with specific literary considerations and particularly cultural markers pertinent to each culture (this is the "heart" of your review)
 - d. Review excerpt(s) (from Horn Book, SLJ, Booklist, etc.)
 - e. Connections (related books, activities, children's responses, etc.)
- *These should be coherent, polished, well-organized sentences and paragraphs. Quality of writing IS a factor in this assignment.

Review the books' contents; analyze the style and substance of the books, and **GIVE SPECIAL CONSIDERATION TO CULTURAL MARKERS PARTICULAR TO EACH CULTURE IN EVERY BOOK REVIEW**. For the purposes of this course, you will choose books by authors from within the designated cultural group, as well as books specifically about the designated culture. For example, Jerry Pinkney is an African American author (for Culture 2), but his book, a retelling of Hans Christian Andersen's tale, *THE UGLY DUCKLING*, is NOT an African American book and would NOT be an acceptable choice for this course. You will create a Web site for posting your reviews. You can use a free blog site service of your choosing, but after much trial and error with previous students, I highly recommend <http://blogspot.com>. It's the easiest, most intuitive, and most user-friendly. But you are welcome to use any blog tool you prefer (such as Tumblr or WordPress). Ideally, this will become a tool you can use in the future in your work with children, families, and books. However, for the purposes of this course, do not worry about graphics or other bells and whistles, just get your content posted.

There is a special discussion forum set up for posting the URL or address of your site once it is set up. Be sure that link is "live" (in blue) once you post that address. If you have a pre-established web or blog site, you may simply add to it for this course. Just be sure the links and labels for THIS course are all very clear and specific to THIS course. **NO DUPLICATION OF BOOKS IS ALLOWED ACROSS COURSES.** (See schedule for assigned dates for each book. See also the recommended grading guidelines. You will find these online in the Assignments area of the course.)

4. Quizzes--Each module will conclude with a brief quiz. Each quiz will be a timed, objective measure of assigned textbook and online readings. It is required that each student takes his/her own quiz without the benefit of notes or help of any kind as a matter of honor. Each quiz will be administered over the Internet at the course site at Blackboard at the end of each module study. You may take them at your convenience, but each module quiz must be completed by the specified deadline. **YOU MAY NOT TAKE THE QUIZ AFTER THE MODULE DEADLINE. NO LATE QUIZZES ARE ALLOWED.** There are six quizzes, one for each module. There is also a Pre-Quiz

you can take just to practice taking a test online. Taking the Pre- Quiz is optional and has no point value.

Course Topic Sequence:

Note: Course schedule is subject to change without notice at the discretion of the instructor. Students will be informed of any and all changes. See separate assignment schedule of due dates for assignments for each Culture module.

CULTURE 1 MULTICULTURAL/INTERNATIONAL LITERATURE (DUE February 5)

CULTURE 2 AFRICAN AMERICAN LITERATURE (DUE February 20)

CULTURE 3 HISPANIC AMERICAN OR LATINO/A LITERATURE (DUE March 5)

CULTURE 4 NATIVE AMERICAN LITERATURE (DUE March 20)

CULTURE 5 ASIAN PACIFIC AMERICAN LITERATURE (DUE April 5)

CULTURE 6 INCLUSIVE LITERATURE (DUE April 20)

Written feedback on all work is provided to each student after each Culture module.

Course Schedule:

CLASS PREP AND CULTURE 1 MULTICULTURAL & INTERNATIONAL LIT (DUE FEBRUARY 5)

1. Carefully review the syllabus, especially all policies and assignment requirements, particularly regarding LATE work.
2. Read the assigned textbook chapters (Smolen & Oswald Ch. 1, 3, 4, 16; Naidoo Ch. 1, 2).
3. Read the online materials for this Culture in the Modules & Lectures area. (Print these off, if you so desire.)
4. Post at least three times in the Our Discussion area of our Blackboard course site for Module 1. One of these postings is specified as follows: Check out a website or blog related to multicultural literature for young people. (Many are listed in the "lecture notes" and in the Related Websites area.) Post your review of one of these sites; be sure to include the URL including <http://www> in the complete address. (Review the guidelines for acceptable postings in the Assignments & Guidelines area.)
5. Create your own Book Review Blog for posting your children's book reviews. Post the URL address for this site in the Our Discussion area. You can use a free blog site service such as <http://blogspot.com> or others or one of your own original creation. Don't worry about fancy graphics or design, however, just get a basic site going. You won't be graded on your blog site, just the content of your book reviews. (Guidelines for the content of the reviews are also available in the Assignments & Guidelines area.)

6. Take the quiz online for Culture 1. The quizzes are found in the QUIZZES area of the course. You are on your honor to use NO books, notes, or help of any kind. Try the no- points Pre-Quiz to get the hang of online quizzes. (There is no penalty for taking or not taking this Pre-Quiz.) Remember, no late quizzes are allowed.

7. Email your instructor if you have any questions about how things are going so far or post questions in the Q&A section of the Our Discussion area. (Use email any time you have an urgent question please: rosebrock@shsu.edu)

8. Read the following required books and post book reviews for each on your Book Review Blog. Be sure to cite the title, author, illustrator (if there is one), publisher, publication date, and ISBN number for each book (see the guidelines in the ASSIGNMENTS area.) Note on your site's homepage that it was created as an assignment for a TWU course (to protect yourself from challenges or criticism).

You can borrow these children's and young adult books from your local or school library. You are not required to purchase these books. However, you should plan ahead, as some of these titles can be hard to obtain. For each Culture Module, you are generally required to read one picture book, one novel, and one "free choice" book. Example title choices are provided in parentheses, but other titles are acceptable. If you are in doubt about your choice, double check it with the instructor. For the purposes of this course, you will choose books by authors from within the designated cultural group, as well as books specifically about the designated culture. For example, Jerry Pinkney is an African American author (for Culture 2), but his book, *THE UGLY DUCKLING*, a retelling of Hans Christian Andersen's tale, is NOT an African American book and would NOT be an acceptable choice for the emphasis of this course. [FYI: Book titles listed in parentheses are SUGGESTIONS only; other titles are acceptable.]

TIP: Look ahead and plan your reading of the required children's books now. We have approximately ten days for each module—and the time goes by fast. Pace yourself— each module usually includes some novels and some picture book choices. Also, be sure you can locate all the books you need ahead of time and don't wait till the last minute to try to find them. For example, *HABIBI* (an option in the last module) can be hard to find, but is well worth the hunt. For assigned novels available as audiobooks, you may choose to listen to the unabridged book on tape instead of "reading" it.

ONE FINAL CAUTION: Be sure to double check your blog URL that you have posted on Blackboard. You might even have a friend or classmate try to access your blog independently. Many a student has posted the wrong URL or a dead link and lost points because their assignments were not visible after the deadline has passed. Be sure your reviews are posted by each deadline. It is your responsibility to be sure your link is live and correct in time for each module deadline.

*Read a Batchelder Award novel (e.g., *THE LILY POND* by Annika Thor, *SOLDIER BEAR* by Bibi Dumon Tak, *A TIME OF MIRACLES* by Anne-Laure Bondoux, *THE PULL OF THE OCEAN* by Jean-Claude Mourlevat or *THE SHADOWS OF GHADAMES* by Joëlle Stolz)

*Read one picture book by Mem Fox (e.g., *KOALA LOU* or *GOOD NIGHT, SLEEP TIGHT* or *HELLO, BABY*) or a novel by either Markus Zusak (e.g., *THE BOOK THIEF*), Melina Marchetta (e.g., *SAVING FRANCESCA*), or Will Kostakis (*THE SIDEKICKS*)

*Read one picture book of your choice from the 2015 or 2016 or 2017 USBBY Outstanding International Books (OIB) list: USBBY.org

*Read novel of your choice from the 2015 or 2016 or 2017 USBBY Outstanding International Books (OIB) list: USBBY.org

CULTURE 2 AFRICAN AMERICAN LIT (DUE FEBRUARY 20)

1. Read the assigned textbook chapter (Smolen & Oswald Ch. 5; Naidoo Ch. 3).
2. Read the online materials for this Culture in the Modules & Lectures area. (Print these off, if you so desire.)
3. Post at least three times in Our Discussion online for this culture. These can be a new thread, responding to another thread, or a combination of the two.
4. Take the quiz online for this Culture before the deadline.
5. Read the following required books (FOUR PER MODULE) and post book reviews on your Book Review Blog site:

*Read one African American picture book illustrated by Jerry Pinkney or Brian Pinkney or Andrea Pinkney with a focus on African American culture (e.g., JOHN HENRY or MINTY or HAND IN HAND or ELLA FITZGERALD or SIT-IN)

* Read THE HATE U GIVE by Angie Thomas or PIECES OF YOU by Renee Watson or AMERICAN STREET by Ibbi Zoboi or BROWN GIRL DREAMING by Jacqueline Woodson

*Read one picture book AND one novel or poetry book of your choice by an African American author. Choose from: Varian Johnson, Sharon Draper, Don Tate, Dhonielle Clayton, Jason Reynolds, Kwame Alexander Julius Lester, Ashley Bryan, Patricia McKissack, Jewel Parker Rhodes, Nikki Grimes, Bryan Collier, E.B. Lewis, Kadir Nelson or Walter Dean Myers. Consider recent Coretta Scott King award winners by any of these particular authors/illustrators such as NELSON MANDELA or I HAVE A DREAM: MARTIN LUTHER KING, JR. Ill. or HEART AND SOUL: THE STORY OF AMERICA AND AFRICAN AMERICANS both by Kadir Nelson or ONE CRAZY SUMMER by Rita Williams-Garcia, or THE SUN IS ALSO A STAR by Nicola Yoon for example.

CULTURE 3 HISPANIC/LATINO(A) LIT (DUE MARCH 5)

1. Read the assigned textbook chapter (Smolen & Oswald Ch. 8; Naidoo Ch. 5).
2. Read the online materials for this Culture in the Modules & Lectures area.
3. Post at least three times in Our Discussion online for this culture. These can be a new thread, responding to another thread, or a combination of the two.
4. Take the quiz online for this Culture before the deadline.
5. Read the following required books (FOUR PER MODULE) and post book reviews on your Book Review Blog site:

*Read one poetry collection by Pat Mora with a Latino focus (e.g., DIZZY IN YOUR EYES or YUM! MMMM! QUE RICO! AMERICAS' SPROUTINGS)

*Read one novel by Gary Soto, Margarita Engle, or Erika Sanchez with a Latino focus (e.g., PARTLY CLOUDY, I AM NOT YOUR PERFECT MEXICAN DAUGHTER, or THE SURRENDER TREE or THE LIGHTNING DREAMER)

*Read one picture book AND one novel or poetry book of your choice by a Latino(a) author. Choose from: Matt De La Peña, George Ancona, Pam Muñoz Ryan, Daniel Day Older, Lilliam Rivera, Celia Perez, Meg Medina, Jenny Torres Sanchez, Diane Gonzales Bertrand, Julia Alvarez, Yuyi Morales, Carmen T. Bernier-Grand, Guadalupe Garcia McCall or Margarita Engle. Consider recent Pura Belpre award winners by any of these particular authors/illustrators such as YAQUI DELGADO WANTS TO KICK YOUR ASS by Meg Medina or UNDER THE MESQUITE by Guadalupe Garcia McCall or VIVA FRIDA by Yuyi Morales or SEPARATE IS NEVER EQUAL: SYLVIA MENDEZ & HER FAMILY'S FIGHT FOR DESEGREGATION by Duncan Tonatiuh.

CULTURE 4 NATIVE AMERICAN LIT (DUE MARCH 20)

1. Read the assigned textbook chapter (Smolen & Oswald Ch. 6; Naidoo Ch. 4).
2. Read the online materials for this Culture in the Lectures area.
3. Post at least three times in Our Discussion online for this culture. These can be a new thread, responding to another thread, or a combination of the two.
4. Take the quiz online for this Culture before the deadline.
5. Read the following required books (FOUR PER MODULE) and post book reviews on your Book Review Blog site:

*Read one picture book or novel with a Native American focus by Joseph Bruchac (e.g., CODE TALKER or WOLF MARK or KILLER OF ENEMIES; NATIVE AMERICAN TALES OF TERROR)

*Read IF I EVER GET OUT OF HERE by Eric Gainsworth or IN THE FOOTSTEPS OF CRAZY HORSE by Joseph Marshall or JINGLE DANCER or RAIN IS NOT MY INDIAN NAME by Cynthia Leitich Smith or THE ABSOLUTELY TRUE DIARY OF A PART-TIME INDIAN by Sherman Alexie

*Read one picture book AND one novel or poetry book of your choice by a Native American author. Choose from: Michael Dorris, Gayle Ross, Shonto Begay, Tim Tingle, Virginia Driving Hawk Sneve or Louise Erdrich. Consider any of the American Indian Youth Literature Award winners by any of these particular authors/illustrators such as THE CHRISTMAS COAT by Virginia Driving Hawk Sneve or CROSSING BOK CHITTO or HOW I BECAME A GHOST or DANNY BLACKGOAT by Tim Tingle.

CULTURE 5 ASIAN PACIFIC AMERICAN LIT (DUE APRIL 05)

1. Read the assigned textbook chapter (Smolen & Oswald Ch. 7; Naidoo Ch. 6).
2. Read the online materials for this Culture in the Lectures area.
3. Post at least three times in Our Discussion online for this culture. These can be a new thread, responding to another thread, or a combination of the two.

4. Take the quiz online for this Culture before the deadline.

5. Read the following required books (FOUR PER MODULE) and post book reviews on your Book Review Blog site:

*Read one picture book by Allen Say with a Japanese American focus (e.g., DRAWING FROM MEMORY or TEA WITH MILK or THE BOY IN THE GARDEN)

*Read one Chinese American novel by Grace Lin (e.g., WHERE THE MOUNTAIN MEETS THE MOON or THE YEAR OF THE DOG) or RANI PATEL IN FULL EFFECT by Sonia Patel

* Read one picture book AND one novel or poetry book of your choice by an Asian American author. Choose from: Cindy Pon, Roshani Chokshi, Erin Entrada Kelly, Malinda Lo, Ellen Oh, Tracy Chee, Sona Charaipotra, Cynthia Kadohata, Soman Chainani, Renée Ahdieh, Marie Lu, Yangsook Choi, Linda Sue Park, Gene Luen Yang, Jenny Han, Lensey Namioka, Yumi Heo, Ed Young, Paula Yoo, Laurence Yep, Janet Wong, Mitali Perkins, Justina Chen Headley or Lisa Yee. Consider any of the Asian Pacific American Award for Literature (APAAL) winners by any of these particular authors/illustrators such as THE HOUSE BABA BUILT: AN ARTIST'S CHILDHOOD IN CHINA by Ed Young or THE THING ABOUT LUCK by Cynthia Kadohata or SHADOW HERO by Gene Luen Yang.

CULTURE 6 INCLUSIVE LIT (DUE APRIL 20)

1. Read the assigned textbook chapter (Smolen & Oswald Ch. 10; Naidoo Ch. Ch. 7).

2. Read the online materials for this module in the Lectures area.

3. Post at least three times in Our Discussion online for this culture. These can be a new thread, responding to another thread, or a combination of the two.

4. Take the quiz online for this Culture before the deadline.

5. Read the following required books (FOUR PER MODULE) and post book reviews on your Book Review Blog site:

*Read AMINA'S VOICE by Hena Khan or DOES MY HEAD LOOK BIG IN THIS? by Randa Abdel-Fattah or ASK ME NO QUESTIONS by Marina Budhos or HABIBI by Naomi Shihab Nye or GEORGE by Alex Gino

*Read one picture book or novel of your choice that focuses on LGBTQ+ characters (e.g., ARISTOTLE AND DANTE DISCOVER THE SECRETS OF THE UNIVERSE by Benjamin Alire Saenz or by WE ARE OKAY by Nina LaCour or BOY MEETS BOY by David Levithan or IF I WAS YOUR GIRL by Meredith Russo or THIS DAY IN JUNE by Gayle E. Pitman or HISTORY IS ALL YOU LEFT ME by Adam Silvera). See the list of Stonewall Award books (for young people) for more suggestions.

*Read one picture book or novel of your choice that focuses on a character with disabilities (e.g., THINGS I SHOULD HAVE KNOWN by Claire LaZebnik or RAIN REIGN by Ann M. Martin or HIGHLY ILLOGICAL BEHAVIOR by John Corey Whaley or RULES by Cynthia Lord or JOEY PIGZA SWALLOWED THE KEY by Jack Gantos). See the ALA Schneider Family Award list for

additional examples (e.g., ROSE UNDER FIRE by Elizabeth Wein or WONDERSTRUCK by Brian Selznick or A SPLASH OF RED: THE LIFE AND ART OF HORACE PIPPIN by Jen Bryant).

*Read one book of choice from all Culture 6 selections

Note: Once you have posted your reviews, participated in the online discussion, and taken the quiz, you have finished Culture 6 and you are also finished with the class. Hooray!

Course Policies:

1. LATE POLICY. There are specific deadlines for ALL assignments, usually just before midnight Central Time on designated dates. Be careful of waiting until the last minute, as this may be peak access time for others if you are posting on Blackboard or on your blog. You can always turn work in EARLY. Complete all assignments by the due date and time posted. You might want to print off your work to document the day and time stamp in case it is not received or accessible on time. **NO LATE WORK WILL BE ACCEPTED.** Check your email regularly for general updates about deadlines, feedback, and assignments, too.

ONE FINAL CAUTION: Be sure to double-check your blog URL that you have posted on Blackboard. You might even have a friend or classmate try to access your blog independently. Many a student has posted the wrong URL or a dead link and lost points because their assignments were not visible after the deadline has passed. Be sure your reviews are posted by each deadline. It is your responsibility to be sure your link is live and correct in time for each module deadline.

2. VACATION/TRAVEL POLICY. In the online environment, it is possible to participate in our course from any physical location as long as you have Internet access. Thus, you may choose to travel during the semester while enrolled in this class and that is your prerogative. However, it is your responsibility to plan for course access while traveling, or complete work in advance, or skip the assignment and forego the grade points altogether should you decide to be "absent" from the course. The course schedule and deadlines are set from the very beginning of the semester and it is the student's responsibility to plan accordingly by submitting work, taking quizzes, posting in the discussion forum, etc. according to the class schedule.

3. SAVING AND DOCUMENTING YOUR WORK. It is also generally recommended that students maintain copies of all work submitted. I urge you to compose and save all written assignments using your favorite word processing software, THEN go online to post them (by copying and pasting) or to email them (as required). It can be very frustrating to compose a lengthy discussion posting, for example, and then to lose it due to some technical glitch. For email assignments, you can also cc a copy of the assignment to yourself at your own email address.

4. COURSE CHANGES AND COMMUNICATION. The instructor reserves the right to make changes in the syllabus, course site and/or course schedule, as deemed necessary. Students will be notified of any and all changes. Check the discussion forums and your email regularly. Deadlines may be changed, assignments refined, etc. Email and Blackboard is how new information is usually communicated. Read it. As your instructor, I promise to try to respond to all emails within 48 hours, unless I have previously announced my absence. However, if I have not responded to your email, it may mean that I have not received it at all due to a technical glitch. This happens occasionally. Please resend your email and/or use the telephone to contact me. And be sure your current email address is listed for you in the Blackboard course site. Then KEEP that same email address. If your email address changes during the semester, change the listing of your email address on Blackboard

IMMEDIATELY. This is critical to success in this course.

5. COPYRIGHT. I have worked hard to create these documents and gather all the information for this course. If you should use or adapt this to share with colleagues and others in any format, please give me credit for my words by citing my name and your source or citing my source. This is a professional courtesy as well as the law. And I promise I will do the same. I will credit you by name for any work you produce that might be used in my publications. Thank you for your consideration in return.

6. BIBLIOGRAPHIC FORMAT. For all written work requiring a bibliography, please follow the standard American Psychological Association Manual (APA) format required for all professional writing for the SHSU Library Science Department.

7. EMAIL PROTOCOL *Please identify your emails by name and course number in the subject line and/or the body of the message. I teach multiple courses, so I may not know which course you're referring to. Put your name on all attachments and assignments please or you may not get credit for your work. *You will receive mail replies or receipts (acknowledgement of your email with a response to follow) from me for EVERY email question or assignment you send me. If you do NOT hear from me within 48 hours, I probably did not receive your email. Please resend your message. *Use the Blackboard discussion forum for general questions and comments. But for urgent or time-sensitive matters, please email me directly at rosebrock@shsu.edu *Be sure to use a respectful tone and language in every email and posting, and always remember that email is ultimately a public venue and can be read by anyone anywhere.

AASL Standards:

AASL Standard 2: Literacy and Reading

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

Elements:

2.1 Literature

Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity

Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

2.4 Literacy strategies

Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

General Policies:

1. ACADEMIC INTEGRITY Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the SHSU Student Handbook. Cheating, plagiarism, fabrication or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Suspected cases in this course may be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the TWU Student Handbook.

ATTENDANCE POLICY Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.

EMAIL ACCESS Course communication occurs through several avenues, particularly using Blackboard discussion boards and email. Therefore, to keep up-to-date with course information, you must check e-mail DAILY every weekday, at least. Be sure that you are accessing your university email address and/or have forwarded it to the email address you use regularly. Your university email address is automatically included in your enrollment in Blackboard course sites, so all course communication goes to that address. If you prefer a different email address, be sure to forward your email to your preferred address.

TIME COMMITMENT This course is a 3-credit class, which means students should expect to devote a minimum of 9 hours per week to the class; in some weeks, more time may be required for successful performance.

Course Matrix:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - ISTE NETS*S Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment TS— Texas Educator Standards/ Competencies CF-Conceptual Framework Indicator N—NCATE Knowledge and Skills Proficiencies by indicator D/DP-- Dispositions/Diversity Proficiencies
2.1 Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.	Assigned readings of trade book Readings in textbook Annotated Bibliographies	Textbook Discussions Annotated Bibliographies Blog posts	TS-I.001 CF-1, 2 N-Standard 2 D/DP-2, 3, 5, 12
2.2 Reading promotion Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.	Annotated bibliographies Textbook discussions	Textbook Discussions	TS-III.005 CF-5, 2 N-Standard 2 D/DP-1, 5, 6, 7, 12

Student Guidelines:

University Policies:

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- [SHSU Academic Policy Manual-Curriculum and Instruction](#)
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance:

Class attendance – As this is an online course, there will be no face-to-face meetings; however, it is essential that all required Blackboard interaction happens as prescribed by the course calendar.

Course Expectations:

1. Technology Requirements – It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving email messages, attaching documents to email messages, and conducting an online search. Microsoft Word is the word processing program that is necessary to complete assignments. It is necessary that students have access to a computer AT HOME. It is expected that graduate students who register for this course feel comfortable using a computer.
2. LIB_SCI – It is expected that you have already joined the electronic discussion group for the Department of Library Science and will check your university email EVERY WEEK DAY.
3. Style sheet – It is expected that you understand research conventions and have a style manual available to you or regularly use an online source for APA (6th ED) style. See Selected Bibliography below for citation examples.
4. Assignment completion – All assignments (other than discussions) must be completed and submitted in order to pass this course.

College of Education Information:

Accreditation:

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification

programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the

Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation:

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1. g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

SHSU Dispositions and Diversity Proficiency (DDP) Standards

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

In the Master of Library Science Program, the Key Assessment and Assignments allow candidates the opportunity to complete the described diversity requirements. These assessments include:

- Beginning Program Dispositions (LSSL 5370)
- Proficient Dispositions (LSSL 5366)

Diversity of Experiences (Field and Employment):

As a graduate candidate in the College of Education it is expected that you will have experiences with students in diverse settings. These experiences may or may not be directly related to your

course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards Sam Houston State University has

adopted you should document **multiple and varied (diverse) field experiences**.

Additionally, you

should complete a written reflection highlighting the totality of your experiences. The goal of this requirement is to monitor your experiences in diverse settings, reflect upon these experiences and your growth and development in knowledge, skills, and dispositions in teaching in diverse classrooms. This reflection and the summary of diverse field experiences chart must be uploaded into Tk20 as part of an existing course assignment.

Multiple and varied areas of diverse field experiences include, participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term field experience may not fully fit the experience and information you provide. You may use past or current employment placements.

SEMINAL READINGS IN MULTICULTURAL LITERATURE FOR CHILDREN AND YOUNG ADULTS

Beatty, J. J. (1997). BUILDING BRIDGES WITH MULTICULTURAL BOOKS FOR CHILDREN 3-5. Englewood Cliffs, NJ: Prentice Hall.

Castro, R. (Ed.) (1997). WHAT DO I READ NEXT? MULTICULTURAL LITERATURE. Gale.

Day, F.A. (1994). MULTICULTURAL VOICES IN CONTEMPORARY LITERATURE: A RESOURCE FOR TEACHERS. Portsmouth, NH: Heinemann.

Day, F. A. (1997). LATINA AND LATINO VOICES IN LITERATURE FOR CHILDREN AND TEENAGERS. Portsmouth, NH: Heinemann.

Fox, Dana and Short, Kathy. 2003. STORIES MATTER; THE COMPLEXITY OF CULTURAL AUTHENTICITY IN CHILDREN'S LITERATURE. Urbana, IL: National Council of Teachers of English.

Hadaway, Nancy and McKenna, Marian. (2007). BREAKING BOUNDARIES WITH GLOBAL LITERATURE; CELEBRATING DIVERSITY IN K- 12 CLASSROOMS. Newark, DE: International Reading Association.

Harris, Violet. (editor) 1997. USING MULTIETHNIC LITERATURE IN THE K-8 CLASSROOM. Norwood, MA: Christopher-Gordon.

Helbig, A. and Perkins, A. R. (1994). THIS LAND IS OUR LAND: A GUIDE TO MULTICULTURAL LITERATURE FOR CHILDREN AND YOUNG ADULTS. Westport, CT: Greenwood Press.

Inness, S. (1997). NANCY DREW AND COMPANY: CULTURE, GENDER, AND GIRLS' SERIES. Bowling Green, OH: Bowling Green State University Popular Press.

Johnson, D. (1990). TELLING TALES: THE PEDAGOGY AND PROMISE OF AFRICAN AMERICAN LITERATURE FOR YOUTH. New York: Greenwood.

Johnson, L. (1993). DEALING WITH DIVERSITY THROUGH MULTICULTURAL FICTION; LIBRARY-CLASSROOM PARTNERSHIPS. Chicago, IL: American Library Association.

Kambourelli, S. (Ed.) MAKING A DIFFERENCE: CANADIAN MULTICULTURAL LITERATURE. Toronto: Oxford University Press.

Lindgren, M.V. Ed. (1991) THE MULTICOLORED MIRROR: CULTURAL SUBSTANCE IN LITERATURE FOR CHILDREN AND YOUNG ADULTS. Cooperative Children's Book Center, Fort Atkinson, WI: Highsmith Press.

- Manna, A. L. and Brodie, C. S. Eds. (1992) MANY FACES, MANY VOICES: MULTICULTURAL LITERARY EXPERIENCES FOR YOUTH. Fort Atkinson, WI: Highsmith Press.
- Nieto, S. (1996). AFFIRMING DIVERSITY: THE SOCIOPOLITICAL CONTEXT OF MULTICULTURAL EDUCATION (second edition). White Plains, NY: Longman.
- Oliver, E. I. (1994). CROSSING THE MAINSTREAM: MULTICULTURAL PERSPECTIVES IN TEACHING LITERATURE. Urbana, IL: National Council of Teachers of English.
- Pinsent, P. (1997). CHILDREN'S LITERATURE AND THE POLITICS OF EQUALITY. NY: Teachers' College Press.
- Pratt, L. and Beaty, J. (1999). TRANSCULTURAL CHILDREN'S LITERATURE. Columbus, OH: Merrill.
- Rochman, H. (1993). AGAINST BORDERS: PROMOTING BOOKS FOR A MULTICULTURAL WORLD. Chicago, IL: American Library Association.
- Rogers, T. and Soto, A. Eds. (1997). READING ACROSS CULTURES: TEACHING LITERATURE IN A DIVERSE SOCIETY. NY: Teachers' College Press.
- Sims Bishop, R. (1982). SHADOW AND SUBSTANCE: AFRO- AMERICAN EXPERIENCE IN CONTEMPORARY CHILDREN'S FICTION. Urbana, IL; National Council of Teachers of English.
- Slapin, B. and Seale, D. (1988) BOOKS WITHOUT BIAS: THROUGH INDIAN EYES. Berkeley, CA: Oyate Press.
- Stott, J. (1995). NATIVE AMERICANS IN CHILDREN'S LITERATURE. Phoenix, AZ: Oryx Press.
- Thomas, R. (1996). CONNECTING CULTURES: A GUIDE TO MULTICULTURAL LITERATURE FOR CHILDREN. New Providence, NJ: Bowker.
- Tomlinson, C. (1998). CHILDREN'S BOOKS FROM OTHER COUNTRIES. Blue Ridge Summit, PA: Scarecrow Press.
- Trimmer, J. and Warnock, T. Eds. (1992) UNDERSTANDING OTHERS: CULTURAL AND CROSS-CULTURAL STUDIES AND THE TEACHING OF LITERATURE. Urbana, IL: National Council of Teachers of English.
- Trites, R. S. WAKING SLEEPING BEAUTY: FEMINIST VOICES IN CHILDREN'S NOVELS. Iowa City: IA: University of Iowa Press.
- York, S. (1991) ROOTS AND WINGS: AFFIRMING CULTURE IN EARLY CHILDHOOD SETTINGS. Mt. Ranier, MD: Gryphon House.

