IRLS521-001 Children's and Young Adult Literature in a Multicultural Society

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COURSE NAME, NUMBER AND PREREQUISITES:

[Prerequisite: IRLS 504 or consent of the instructor]

Children's and Young Adult Literature in a Multicultural Society

IRLS 521 Section 001

COURSE DESCRIPTION:

Survey of a wide variety of children's and young adult literature with emphasis on bilingual/multilingual, multicultural, and multiethnic literature. Using children's and young adult literature to develop literacy, particularly for English language learners will also be studied.

Class Participation:

Your professor expects your active participation in this course. The professor will deny any student access to this class who has not logged in and/or participated in 14 days.

Class Discussions:

We often discuss issues and books that evoke strong feelings. Be sure the tone you use in class is positive and respectful. We want a lively discussion and do not expect agreement on all the books and issues, however, please be respectful of all viewpoints expressed in the class.

COURSE OBJECTIVES:

1. Learn how to explore children's' literature through journal writing.
2. Know the historical overview of literature for youth.
3. Understand the physical, personal and social developmental stages of youth and the developmental theories.
4. Understand how the literature needs of youth change, based on developmental stages.
5. Learn how to analyze materials to determine age appropriateness and literary quality.
6. Examine materials from a wide variety of cultures and groups.
7. Learn how storytelling programs are done.
8. Learn how to create and present a book talk and story time program.
9. Understand the types of literary awards given for children's books.
10. Understand censorship issues.
11. Know what selection tools and resources are available to use to find literature for youth.
12. Understand the different types (or genres) of books and their selection criteria.
13. Understand the differences in evaluating books for selection and for book reviews.

REQUIRED COURSE MATERIALS:

Required software:

Microsoft Word is required for this online courses. Any attachment must have a .doc extension, not .docx. Items posted incorrectly may be returned and may incur a late penalty.

Course Requirements:

Week One Activities and Requirements:
Complete the "Welcome Start Here" on the home page of the course. Submit welcome posting to the Welcome Forum.
Read Journal Information in the Content Module on the home page of the course.
Watch the welcome videos from course Professors Wadham and Stein-Martin.
Open and look at ALL icons on the home page of the course and in the Content Module.
Begin writing your first journal response to the Introductory Journal prompt. Check due date in the chart at end of the syllabus.
Begin reading children's books.
Review the Class Library Information Page on the course homepage so you know where to locate articles referenced in journal topics.

Additional readings required for Journal Entries and Book Discussions.

These books may be available at public and/or school libraries.

1. Caldecott Award Winner Books (Read 10 winners)
2. 5 Newbery Award Books
3. Winners of the following children's book awards: Coretta Scott King, Sibert, Pura Belpre and Boston Globe/Horn Book, or other awards as approved by instructor.
4. Series books: Read a sampling (1 or 2) from paperback series such as: Goosebumps; Saddle Club; American Girls; Junie B Jones; Magic Tree House; Dragon Slayer's Academy; Cirque du Freak; Clique
5. Picture Books: Read 15 of your choice
6. Genre Reading: Read a book representative of each of the following genres (a suggested list will be provided):
   Fantasy/Science Fiction:
   Realistic Fiction:
   Historical Fiction:
   Informational books:
7. Poetry: Read one book. (A suggested list will be provided)
8. Graphic Novel: Choose one title

COURSE REQUIREMENTS:

Class Assignments for 521:

Notes on Journal Entries:
You are required to do journal entries and discussions for each assignment. See chart at the end of this syllabus for due dates.
Journal questions are designed to make you stop, sit back and contemplate the literature and text information presented in the course. For each assignment you are required to write on a specific number of journal topics. These are to be posted to your journal forum and can be written at any time in the correct journal forum. You do not need to write a separate entry for each book on the class reading list, rather you include them in entries as they fit into the journal topics.

**Journal Format:**

1. At the top of each page of your journal type the topic number and the topic title from the list of topics. Each journal title is given in the Journal topic list in the course. This heading goes on a separate line in the journal. Text begins on the line below the heading.
2. Separate with a dash the date you are writing the entry. For example: 3. LOVE YOU FOREVER - 1-25-09
3. Book titles should be italicized or underlined or all capitals- so they stand out. Use html creator for proper spacing/formatting
4. Each entry to be 1/2 to 1 page long - single-spaced
5. Fully answer the journal question(s)
6. Be legible and understandable without worrying about grammar/spelling
7. Post before or by the deadline to your journal forum. Use your name as the subject of the journal post.
8. Late edits (any changes after the due date) will result in a 10 point penalty.
9. No formal documentation is required unless you use sources other than the textbook or assigned literature.
10. Type or paste directly into the textbox, no attachments.

1. Introductory Journal Assignment

Read the introductory lecture material in the content section of D2L and address the question: "Why We Read."

This journal post will be followed by a small group discussion on the topic. Each person will be required to post one original comment and one reply during this intro discussion. Check the syllabus for due dates. Use your name only as the subject of the post.

2. Journal #1:

**Read: Lecture 1** (access from D2L content section- Module 1), with accompanying articles

After reading this background information, choose 9 journal discussion questions from topics #1-10 in the course content area. A topic with a * is required. You will write on the 9 topics you have chosen. Many topics include more than one question or book. Be sure your answers are fully developed and include discussion of all aspects of the topic. See chart at the end of the syllabus for due dates. Post your journal to the journal 1 discussion entry. No attachments. Type or paste directly into the textbox. Use html creator for proper formatting. If html creator will not work for you, be sure all book titles are in all caps, italics or underlined. Use your name only as the subject of the post. Each journal assignment will be followed by a week of group discussion.

3. Journal #2:

Read: Lecture 2 (access from D2L content section- Module 2), with accompanying articles.

Write in your Journal: Choose at least 9 from the following journal topics - Topic #11-21. A topic with a * is required. Record each entry in your journal as you did for journal 1.

See chart at the end of the syllabus for due dates.

4. Journal #3:

**Read: Lecture 3** (access from D2L content section- Module 3), with accompanying articles.
Write in your journal: Choose at least 9 from the following journal topics - Topic #22-34. Record each entry in your journal. A topic with a * is required.

See chart at end of syllabus for due dates.

5. Discussions

During the week following each writing assignment, you will be assigned to a group for discussion of the journal topics. You are expected to participate in all discussions, fully and frequently. It is a good idea to log in every day during the discussion period to read posts and to respond. You are attempting to create a lively dialogue. To receive credit, your comments must reflect that you read the other student's journals on the topic and carried the discussion to a higher level.

Discussions must be started and completed during the time periods given. Postings prior to or after the time period will not count toward the grade. You must contribute a minimum of one original posting and three pertinent follow-up postings per assignment to receive full credit.

Discussions begin as listed in the due date chart at the end of the syllabus. Do not wait until the last minute to make your initial posting (for course credit) in case it does not go through for some reason. Original posts made on the last day will not count for full credit. Try to post early in the week so everyone has time to read your thoughts and to respond. Postings must be time stamped within the discussion dates to receive credit.

Posting your discussion: Post in your group discussion area. Type directly into the text box, no attachments. Book titles need to be all caps or underlined if you do not use html creator. Use the topic of your entry for subject of your original post. For example: Matthew Effect-Original post

Discussion Evaluation - Quality of Comments:

Very Good: Comments clearly stated, substantive and related to the topic. Take the discussion to a higher level. (96 - 100)

Good: Most comments clearly stated, substantive and related to the topic. Some duplication of other comments. (90 - 95)

Fair to poor: Many comments not clearly stated, substantive or related to the topic. Much duplication of previous posts or minimum participation. (Partial credit)

6. Storytime

Complete one story time program for early childhood (3-5 years) or for elementary (6-10 years). See table at the end of this syllabus for due date.

Review Supplementary Content Module 2 - #9-19 and and Darigan, chapter 12. A sample is posted in the course content area.

This can be a storytelling activity or a story time activity. It is goes beyond "reading a book aloud". You can choose to make your presentation to a group of children in a classroom, library, church, etc. Regardless of the setting you choose, you must use books and activities that would be acceptable in any public school or library setting. All books, poems, songs etc. should be those that you would use in a public school or public library setting. Pay particular attention to this requirement if you choose a church or home setting.

The theme or topic is of your choice. For story time programs consider including these components: opening: list of books, poems or songs used; any finger plays, action rhymes, flannel board stories, telling stories, drawing stories, folding stories used; puppet plays if used; any craft or other activity and supplies needed. You MUST include a poem, finger play or song in your program. An example is posted in the content area of the course. You must state a statement on how you will improve this activity next time. You need a professional observer, a librarian or certified teacher, who will attend your program. You must state the date, place, and time of your presentation including phone number or email of professional contact (Librarian or teacher) who witnessed the program.

Posting your assignment: Assignment area Must be an attachment formatted in Microsoft Word with the .doc extension.
7. Book Talk

Complete one written Book Talk Program for middle school age (11-13, grade 6+) or for high school age (14-17). See table at the end of this syllabus for due date.

Review: Sample book talk information in the course content

This entails more than one book (usually at least 3) and gets youth interested in reading these books for themselves. Topic is of your choice.

For book talk programs include the following: Title or theme; group information, books used with bibliographic information; related sources; materials for props or promotion pieces; introduction; body of program; ending activity and a statement how you would improve the program next time.

Posting your assignment: Assignment area Must be an attachment formatted in Microsoft Word.

8. Book Review

Select one new book for children OR one new book for young adults with a copyright date of 2008 or 2009.

Your book can be on any subject and can be one of the books you included in journal entries. This is to be an ORIGINAL review. Prepare book reviews using guidelines discussed in the module.

All information recorded MUST BE ACCURATE. Your review is written to other librarians and educators. Justify your recommendation. If it is "recommended with reservation" be sure to give a reason for this in the review. Even if the review is "not recommended," write in a positive tone. Remember, the author has feelings. The choices are: Highly recommended, Recommended, Recommended with reservations, or Not recommended. Be sure to review the content section on book reviews for this assignment.

Posting your assignment: Post in two places- assignment area and to Turnitin.com. Must be an attachment formatted in Microsoft Word.

9. Literature Circle Discussion

Choose one Newbery winner and one Caldecott winner to discuss. Use the title of the book as the subject of the post. There are separate discussion sections for each award.

Make an original post beginning with one of these prompts:
- I cannot understand
- I noticed
- I realize
- I began to think of
- If I were
- I think
- I wonder why
- If I could change the book I would

Follow up with at least one post that comments on the opinion expressed by a classmate. The follow-up does not need to begin with the prompt listed above. This is an ongoing discussion. You need to contribute one post and one follow up for each award during the open discussion period listed in the date due chart. Some students who enjoy discussing books may elect to post more frequently.

Post directly into the textbox. No attachments.

Assignments

Journal Writing complete by: (Due Date)
Group Discussions post between Other Due Dates
Why We Read (Introductory Journal Assignment) - TBA - TBA

| Journal 1 - Journals and Discussion | TBA  | TBA |
| Journal 2 - Journals and Discussion | TBA  | TBA |
| Journal 3 - Journals and Discussion | TBA  | TBA |
| Literature Circle                  | TBA  |
| Book Review                        | TBA  |
| Storytime                          | TBA  |
| Booktalk                           | TBA  |

**When Technology Fails:**

If D2L goes down and you have an assignment due; wait, and check in periodically for the status to change. Assignments may only be submitted through the class and if needed the professor will extend deadlines and/or reopen drop boxes. **Do not email assignments to the professor outside of the class- the assignments will not be accepted outside of the course.**

**COURSE, SCHOOL, AND UNIVERSITY POLICIES:**

**Academic Code of Integrity**

Students are expected to abide by The University of Arizona Code of Academic Integrity. 'The guiding principle of academic integrity is that a student's submitted work must be the student's own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

**Accommodating Disabilities**

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

**Dropping this course:**

To officially withdraw or drop this course the student must notify Professor Wadham, the SIRLS office, and the U of A Registrar. You are not officially dropped until your drop is approved by the instructor and the registrar officially processes it. Denied access to D2L does not insure you are dropped by the Registrar. It is your responsibility to insure that the process is complete. A student who does not participate and does not officially withdraw will receive an F in the course.

**Late projects and assignments:**

Discussion postings are NOT accepted late. Discussions do NOT count for credit if posted early. Due Dates and times are set on Tucson Time. Please do not ask for special consideration. This late policy applies to all situations. You are encouraged to work ahead.

Journals and assignments such as storytime, booktalk, and book review will be lowered by one grade level for each day late. If these assignments are over 2 days late they will **NOT** be accepted. After two days, the grade will be a 0. No exceptions.

Check your submissions to be sure they are in Microsoft Word and posted correctly. Late penalties will be assessed for assignments that are not posted correctly.
All journals and projects must be completed to earn an A in the course.

Assignment Policies

How to submit your assignments: The papers are to be submitted usually by the D2L assignment Dropbox, which can be found as a link on the toolbar.

Assignment due dates: Assignment due dates will be announced on d2l at the beginning of the semester. Assignments will be due at 11:59 pm (Tucson time) on the date due.

Late Policy: Late work will lose one letter grade from the grade it would have gotten had it been turned in on time.

Incompletes

The current Catalog reads

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

92 - 100 = A  
80 - 91 = B  
70 - 79 = C  
60 - 69 = D  

Journals - 50%  
Discussions - 20%  
Reading Quizzes (Darigan text)- 10%  
(Total) Storytime - 5%  
Book Talk - 5%  
Book Review -5%  
Literature Circle- 5%  

* To receive an A in the course you must complete all the assignments. Grades will be lowered one grade level from final average if any assignments were not completed.

INSTRUCTOR NAME AND CONTACT ADDRESSES:

Instructor:     Tim Wadham, Ph.D.

Assistant Director, Youth and Community Services

St. Louis County Library
E-mail:       wadhambooks@gmail.com
Phone:        (314) 556-5848

Tim Wadham checks his course email daily. If you need help outside of D2L, his email is wadhambooks@gmail.com or telephone (314) 556-5848. Please attempt to contact him within the course whenever possible. All assignments must be posted in D2L for credit.
Guided exploration

Click a term to initiate a search.

Audience
- for Students (92)
- for Faculty (28)
- for Alums (24)
- for Staff (17)
- for Prospective Students (7)
- more...

Course
- IRLS417 (2)
- IRLS418 (1)
- IRLS432 (1)
- IRLS470 (2)
- IRLS488 (6)
- more...

People
- Adjunct Faculty (152)
- Faculty (150)
- Staff (17)
- Friends (6)

Semester
- Fall 11 (29)
- Summer 11 (27)
- Spring 11 (30)
- Winter 11 (1)
- Fall 10 (20)
- more...

Task
- Choosing Courses (27)
- Advising (5)