IRLS521-010 Children's and Young Adult Literature in a Multicultural Society (Virtual SHiggins)

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COURSE NAME, NUMBER AND PREREQUISITES:

IRLS521 Section 010 Children's and Young Adult Literature in a Multicultural Society

[Prerequisite: IRLS 504 or consent of the instructor.]

Instructor:

Dr. Susan E. Higgins

I am happy to meet individually with students in person, by email, by telephone, in the D2L chat room or the virtual classroom.

This class meets on the D2L class site every Wednesday night at 6:30 p.m. beginning August 25. Eluminate sessions will allow for simultaneous recording sessions which will be archived each week.

Please purchase a headset with a microphone to speak and hear others speak. The lectures are supplemented with active discussions through the class D2L site. Students will be expected to keep current with readings, class materials, and discussions throughout the semester. PowerPoint presentations based on the textbook chapters will be uploaded into Eluminate by students, who will lead the class discussion.

COURSE DESCRIPTION:

"This course is a survey of a wide variety of children's and young adult literature with emphasis on bilingual/multilingual, multicultural, and multiethnic literature. The use of children's and young adult literature to develop literacy, particularly for English language learners, will also be studied." (3 credit hours)

This class is conducted completely online using the Eluminate software for virtual classroom meetings. The D2L site will be used for assignment submission and discussion board posting.

COURSE OBJECTIVES:

Multiculturalism and diversity in children’s and young adult literature will be the main thematic approach to the course objectives. The global logic of inclusiveness in higher education demands no less. Today there is worldwide pressure on institutions of higher education to become less elitist, and appreciating a wide variety of children’s and young adult literature addresses social justice in a socially encompassing and international way.

By the end of the course, students will be able to:

1. Critically read and analyze children's and young adult literature.
2. Develop familiarity with the diversity of children's and YA literature.
3. Develop familiarity with selection guidelines for children's and YA literature
4. Develop evaluation criteria for children's and YA literature
5. Organize a children's /YA literature teaching or library programming unit.
Successful completion of this course will help students achieve the B4, B5, B8, C7, and C10 competencies outlined at http://sirls.arizona.edu/about/studentCompetencies.

REQUIRED COURSE MATERIALS:


COURSE REQUIREMENTS:

Assignments


Directions: Use 6-8 double spaced pages. Include references, if appropriate.

The goal of this assignment is to celebrate the diversity of our personal (childhood or adolescent) literacy backgrounds. Sharing experiences with literacy can help build the classroom community of learners as well as an understanding of narrative theory.

The autobiography is produced as a way of encouraging open and critical discourse and reflection on a topic that is of fundamental interest to children’s and young adult librarians or school library media specialists operating in a multicultural society.

If you are particularly interested in books for young readers, answer these questions:

What memories do you have about stories, books, and/or reading as a child? (These memories can be from home, school, libraries, scouting, religious institutions, or other literacy places.)

- Who are the people who made a difference in your early literacy experiences?
- Besides books, what other media played a part in your early literacy (oral storytelling, TV, movies...)?
- Are there specific story/book/movie titles or genres (such as poetry, science fiction, fantasy) that stand out in your recollections?

If you are particularly interested in books for older readers, answer these questions:

- What memories do you have about stories, books, and/or reading an adolescent or young adult?
- Who are the people who made a difference in your young adult literacy experiences?
- Besides books, what other media played a part in your adolescent literacy (music, TV, films...)?
- Are there specific story/book/movie titles or genres (such as poetry, science fiction, fantasy) that stand out in your recollections?
- Did world events shape your reading?

Author Study – 10 points

Directions: Use 6-8 double spaced pages.

In this assignment you will delve deeply into the life and work of an author of your choice. You will study the work of one author to understand that author’s background, experiences and cultural perspective that influenced his or her writing. You can count any books you read from a particular author in your reading record (these books can have a publication...
date earlier than 2000).

Choose a children’s or YA author (living or dead).
Provide a biographical sketch (150-300 words) of the author.

Answer this question: How does the author’s background, experiences, and cultural perspective influence his/her writing?

Write a short analysis of the themes that the author focuses on in his/her work. Include any awards or honors the author has received.

Provide a list of all of the author’s works. Include photographs if you like.

Provide a list of sources that you used to learn about the author. You can learn about authors by visiting their web sites, using databases such as Literature Resource Center and Something About the Author Online, etc. Many Gale Literature Solution sources with free downloads are available [http://www.gale.cengage.com/LitSolutions/](http://www.gale.cengage.com/LitSolutions/)

Teaching/Library Programming Unit 10 pts

Directions: Use 6-8 double spaced pages. Include references. If you wish, use online examples as models, recreate and reference them.

Create a mini unit describing how you will promote children’s and/or YA literature in a classroom or library setting.

Include:

A description of the setting in which you will introduce children’s/YA literature (classroom, school library, public library, or other setting such as an after school center) and the population in which you will work with (young children, school age, teens, etc.)

The theme/focus of your unit (could be genre, a particular author, a theme, time of year, etc)

An annotated bibliography of the books you will use in your unit (these can be from your reading record)

If your audience is older elementary or young adult, incorporate a product created with a social media tool that can be used in conjunction with the mini unit. This product could be an instructional/production tool such as Voice Thread, Glogster, YouTube, Wordle, ScreenR, Zoho or a promotional tool like a Facebook fan page or a Twitter feed.

A description of the activity/lesson that you will use to promote children’s/YA literature in your unit.

Contrast/Comparison between Children’s/YA Lit and Feature Films - 10 pts

Directions: Use 6-10 pages double spaced pages. Include references.

Read a children’s or YA book and watch a feature film based it. Regardless of the feature film Production Company, read the original tale/book as a basis.

After reading the book and viewing the film, submit a contrast/comparison essay that answers the following questions:

Is the film a literal interpretation or a creative interpretation? (for example, is it an adaptation or a translation)?

What are the basic differences between the book and the film? (for example, differences in characterization, plot, setting or style.)

Does the question of race, gender, ethnicity or age enter the book or the presentation? How?

Are movie and book quite separate, or does knowledge of one enrich the experience of the other?
Include an introduction, a body and a conclusion in your essay.

Reading Record - 40 pts

Directions: Each record is an annotation which includes the elements below. Use a complete citation prior to describing the book. Single space your annotations.

Read a total of 40 books. The majority of your books should have a publication date of 2000 or later. Books read for your author study and the book chosen for your movie adaptation assignment can be older than 2000. You can choose to read mostly picture books, mostly chapter books, or a combination of the two. Entries for chapter books are equal to three picture books. Strive to select books representative of multiple cultures, languages ethnicities and conditions. You may select fiction or non-fiction books for children and young adults which depict underserved or underrepresented communities, including people with disabilities, poor and homeless populations, people of color, English language learners, gay, lesbian, bisexual and transgendered people, new Americans, new and non-readers, older adults, people living in rural areas, and incarcerated and ex-offenders.

Label the selection by genre:

- historical fiction,
- science fiction/fantasy,
- realistic fiction,
- non-fiction/informational,
- biography/autobiography,
- mystery,
- graphic novel,
- bilingual picture book,
- series book (Goosebumps, Gossip Girl, Junie B. Jones, Dear America, Maximum Ride, etc.)
- online book,
- alternative format book (novel in poetry, blog, texting format, screenplay, multiple narrators, etc.)
- wordless picture book, and
- folktale/traditional tale.

Provide the following information in your reading record. Use the following fields to record information related to your book:


2. Age of readership (young children, middle reader, young adult, teen, etc.), genre, diversity (one word descriptions)

3. Setting

4. Plot

5. Description of the illustrations or the writing style and tone of the author.

6. Theme(s)

7. Characterization

8. Curricular connections (how you might use it with students in a classroom or school library) or simple programming connections (how you might use this book in a public library setting.)


Recommendation:

Reading children’s and YA lit is an ongoing project throughout the course and you are expected to read at a pace that will allow you to complete the assignment by the last week of class. It is suggested that you read 5-6 books per week (3 picture
books= 1 YA/chapter book) in order to keep pace with the reading throughout the course.

Participation - 15 points – ongoing assessment

Participation consists of virtual classroom participation and discussion board postings. Students need attend class, be prepared to discuss the texts and ask questions, and contribute to discussions. Discussion board entries are to be substantive and show insights into the topic. All students need follow the protocol of common courtesy in the online classroom milieu.

ASSIGNMENT DUE DATES

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
<th>Due Date</th>
<th>Assignment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Becoming Literate” Autobiography</td>
<td>15</td>
<td>September 15</td>
<td>Individual</td>
</tr>
<tr>
<td>Author Study</td>
<td>10</td>
<td>September 29</td>
<td>Individual</td>
</tr>
<tr>
<td>Teaching/Library Programming Unit</td>
<td>10</td>
<td>October 13</td>
<td>Individual</td>
</tr>
<tr>
<td>Contrast/Comparison Essay</td>
<td>10</td>
<td>October 27</td>
<td>Individual</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
<td>Ongoing</td>
<td>Collaborative</td>
</tr>
<tr>
<td>Reading Record</td>
<td>40</td>
<td>December 8</td>
<td>Individual</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
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Meeting Schedule

Session 1: 25 August

Welcome and Introductions
Review of the syllabus and how the class works
Review of assignments

Session 2: 1 September

Cai, M. Part I: Issues Related to the Concept of Multicultural Literature
1. Defining Multicultural Literature

Session 3: 8 September

Cai, M. Part I
2. Classifying Multicultural Literature

Session 4: 15 September

Cai, M. Part II: Issues Related to the Creation and Critique of Multicultural Literature
3. Imagination, Ethnicity and Cultural Authenticity

Session 5: 22 September

Cai, M. Part II
4. Reader Response Theory and the Author’s Role in Multicultural Literature
Session 6: 29 September
Cai, M. Part II
5. Stereotyping and the Politics of Representation

Session 7: 6 October
Cai, M. Part II
6. Cultural Correctness and the Evaluation of Multicultural Literature

Session 8: 13 October
Cai, M. Part III Issues Related to the Use of Multicultural Literature in Education
7. Crossing Cultural Borders

Session 9: 20 October
Cai, M. Part III
8. From Informing to Empowering

Session 10: 27 October
Cai, M. Part III
9. Investigating Reader Responses to Multicultural Literature

Session 11: 3 November
Gilton, D. L. Chapter 1
Multicultural Children’s Literature: An Introduction

Session 12: 10 November
Gilton, D.L. Chapter 2
A History of U.S. Multicultural Children’s Literature

Session 13: 24 November
Gilton, D.L. Chapter 3
General Trends in the Field

Session 14: 1 December
Gilton, D.J. Chapter 4
Specific Ethnic Initiatives and Conclusions

Session 15: 8 December
Gilton, D.J. Chapter 5
Where to Go from Here: Emerging Groups and Issues

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.
Assignment Policies

Course Requirements & Assignments: The effectiveness of this course will depend on the development of an active and engaged learning community in the online environment. It will require that students keep up with the content, readings, and assignments, and that they be active participants in the discussions related to the class. It will require that the instructor be actively engaged as well, meeting deadlines, communicating frequently, and providing feedback in a timely way. In addition to compliance with the code of integrity, the instructor will expect that all assignments are completed on time, meet the specifications for that assignment, and are professional in appearance and grammatically correct.

- **How to submit your assignments**: Submit assignments as word docs or pdfs to the D2L assignment Drop box, which can be found as a link on the toolbar. Label your submission with your last name, first initial and the title of the assignment.
- **Writing style**: APA is the preferred writing style. Others are acceptable. Style should be plain and transparent (be guided by the classic Strunk and White Elements of Style). If English is not your native language, please contact the Instructor.
- **Late Policy**: Communicate with your instructor should you encounter a misadventure which prevents you from submitting assignments on time. A medical chit may be required.

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:

In order to receive a grade of B for the class, students will have to have completed all assignments for the class reflecting a good grasp of the topic and integrating lecture material, discussions, and readings. An A will signify that all work has been completed well and a substantial amount of the work has been completed excellently. In addition, to receive an A or B, students must be engaged actively in discussions throughout the semester and demonstrate familiarity with lecture materials and readings. A C or lower will be given if some assignments are not completed, if a significant number of assignments are not completed acceptably, or if students fail to participate in class discussions or to engage with the course content.

Each assignment will be graded, and each assignment will be given a percentage weight for the semester grade. These weights appear on the description of specific assignments. Assignments will be given the following grades:

- A (90-100)
- B (80-89)
- C (70-79)
- D (60-69)
- E (59 or below)
Assignments will be noted with + or – signs to indicate placement within these ranges. University grades do not include + or -. Final grades will be computed on the work of the semester plus participation in class discussions. Students will receive a grade of A, B, C, D, or E for the semester unless we have negotiated an Incomplete. Please note the University policies related to the grade of Incomplete.

Each assignment is due on the date specified. A student may negotiate a revised due date if necessary, but this must be done in advance of the due date. Assignments will be accepted late only at the discretion of the instructor.

A significant portion of the semester grade is dependent on active participation and engagement in the substance of the class including the discussion topics, lectures, and readings. There will be ongoing discussions throughout the semester. Students will be expected to read the postings in the discussion forum and to contribute their ideas and opinions on a continuing basis as well as initiating new topics and introducing new ideas. Participation points will be given on the basis of the percentage of postings read and the number and quality of contributions. A substantive posting is one that contributes new information, new ideas, or new perspectives or one that moves the conversation along or into new areas.

**INSTRUCTOR NAME AND CONTACT ADDRESSES:**

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CELL:  520 465 8281  
SIRLS OFFICE: 621 3565

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