IRLS 521-010 Children's and Young Adult Literature in a Multicultural Society

Updated Wed, 03/23/2011 - 09:10

COURSE NAME, NUMBER AND PREREQUISITES:

IRLS521 Summer 2011 Section 010

[Co-requisite: IRLS 504 or consent of the instructor.]

Instructor: Ann Dutton Ewbank, Ph.D.

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. (3 credit hours)

This is a rigorous, Master's-level course that requires a significant amount of reading, both children's/YA literature, and scholarly analysis of children's/YA literature and its applications within library science. Expect to spend a minimum of 45 "contact" hours and 135 "outside reading" and assignment completion hours for a total of 180 hours during this ten-week course.

This class is conducted completely online. You are expected to log in to D2L regularly. Assignments and readings for the week will be posted Saturday evening. The activities and content will be available asynchronously, meaning you can access and participate as your schedule permits. Any synchronous opportunities that arise (such as Adobe Breeze web chats) are optional.

COURSE OBJECTIVES:

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. More specifically, 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, paying particular attention to aspects of multiculturalism and diversity.

3. Develop familiarity with selection guidelines for children's and YA literature, paying particular attention to aspects of multiculturalism and diversity.

4. Develop evaluation criteria for children's and YA literature, paying particular attention to aspects of multiculturalism and diversity.

5. Organize a children's and YA literature teaching or library programming unit, paying particular attention to aspects of multiculturalism and diversity.

REQUIRED COURSE MATERIALS:
Required Text:


This book is available in its entirety online at [http://eric.ed.gov/PDFS/ED480339.pdf](http://eric.ed.gov/PDFS/ED480339.pdf)

Or, order through [NCTE](http://www.ncte.org), [Amazon](http://www.amazon.com), or [Half.com](http://www.half.com)

Additional article readings will be provided by the instructor in the D2L site.

Access to Childrens and YA Books:

This course requires intensive reading of 75 *childrens/chapter/YA books* in multiple formats and genres. A formula is used to give more weight to longer books. Reading 75 books assumes that all of your chosen books are picture books. Each chapter book you read counts as 3 books toward your total number of 75 books (1 chapter book=3 picture books). See the Reading Record assignment for details. Your local public library is the best source for these books.

COURSE REQUIREMENTS:

Assignments

**Class participation 100pts (ten pts per week)**

Class participation includes reading and responding to weekly threaded discussions. Readings and/or lectures will be provided by the instructor weekly. These will be posted on Sunday evening. Your job each week is to read/view the lecture and/or read the material and then participate in the class discussion for that week.

**Literacy Autobiography 50pts**

The goal of this project is to celebrate the diversity of our personal (childhood or adolescent) literacy backgrounds. Sharing our unique experiences with literacy will help us build our classroom community. Reflecting on our own and each other's literacy histories will help us understand the wide-range of experiences and worldviews our readers bring into our classrooms and libraries.

For those who want to introduce themselves as younger readers:

You will draft a literacy timeline. Your timeline should span from birth to the age of the children you are currently working with or plan to work with. These are some questions that will help you create your literacy timeline:

- 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?

For those who want to introduce themselves as older readers:

- What memories do you have about stories, books, and/or reading as an adolescent? (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 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?

- What was happening in the world around you at that time?

You can be as creative as you want with this project. I encourage you to use social media tools such as Voice Thread, Glogster, YouTube, Wordle, ScreenR, Zoho or others. You can record and upload a video to YouTube or create a slideshow, or a tag cloud or write a paper- up to you!

Literacy autobiographies in a couple of formats are posted as examples in our course area.

Reading Record 500pts

You will read a total of **75 books (1 chapter book = 3 picture books)** or more. The majority of your books should have a publication date of 2000 or later. You are welcome to read some "classics" but keep in mind that the point of the assignment is to expose you to books you have never read before. In other words, it would go against the spirit of the assignment to re-read all of the books you loved as a child. Books read for your author study and the book chosen for your movie adaptation assignment can be older than 2000. How you split up your reading is up to you. You can choose to read mostly picture books, mostly chapter books, or a combination of the two.

However, you are required to read at least one of the following genres:

- 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.

Additional assignments require you to read books, and you may count these books in your reading record. You are expected to choose books that reflect multiculturalism. Our first class lecture will provide you with an operational definition of multiculturalism, and describe the genres and formats of children’s and YA literature. You will be provided with many resources that you can use to choose your books.

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 7-8 books per week (3 picture books= 1 YA/chapter book) in order to keep pace with the reading throughout the course.

For each book you read you will complete a reading record using [www.goodreads.com/](http://www.goodreads.com/). A detailed explanation for completing your reading records will be given in the D2L course area.

Author Study 100pts

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).
Steps:

Choose a children’s or YA author (living or dead).
Provide a biographical sketch (150-300 words) of the author. 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.
Provide an annotated bibliography of all of the author’s works (if you have a rather prolific author you can pick his/her 20 most popular books).
Read 2-5 of the author’s books and prepare a compare/contrast matrix as outlined below:

<table>
<thead>
<tr>
<th>Title/Year</th>
<th>Theme</th>
<th>Characters</th>
<th>Setting</th>
<th>Personal Response</th>
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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, etc.

**Teaching /Library Programming Unit 100pts**

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

Requirements for the unit 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, adolescents, etc.)

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

A product created with a social media tool that you will use in conjunction with the mini unit (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 Twitter feed)

An annotated bibliography of the books you will use in your unit (if you read any of the books, you can include them in your reading record)

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

**Children’s/YA Lit Goes to the Movies 50pts**

You will watch and review a feature film based on a children’s or YA book and read the book upon which the film is based (the order in which you do this is up to you!).

Here are some resources that can help you choose your film. There are no restrictions to your choice, other than the book must generally be accepted as children's/YA.

http://www.movlic.com/library/books2movies.asp


http://www.walden.com_movies/P16/
You can count this book in your reading record as well (this book may have a publication date earlier than 2000).

After reading the book and viewing the film, please submit a 1-3 (or more) page double spaced essay that addresses the following questions:

Is the film you chose an adaptation of the book, or a translation of the book? In other words, how true is the film to the book?

How do evolving understandings of race, gender, ethnicity and age affect the film's interpretation and presentation of the characters and settings?

Does knowledge of the original book enrich the experience of watching the film?

Does the movie enrich one's understanding of the original book?

Or are the movie and book essentially separate, and knowledge of one does not meaningfully translate into a deeper knowledge or a richer experience of the other?

**Final Reflection (will incorporate your reading records) Due August 10, 2011 10pts**

The requirements of the final reflection will be released prior to the due date for the assignment. You will incorporate your reading records into this reflection.

<table>
<thead>
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<th>Week</th>
<th>Essential Question(s)</th>
<th>Reading(s)</th>
<th>Assignment</th>
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</table>
| 1.   | What is children's literature?  
      What genres are expressed in children’s and YA lit?  
      What is multiculturalism? What does it mean to live in a multicultural society?  
      How do modern children’s and YA literature reflect multiculturalism? | Unpacking the Invisible Knapsack by Peggy McIntosh  
Short and Fox Chapters (1) "The Complexity of Cultural Authenticity in Children's Literature: Why the Debates Really Matter" (Kathy G. Short and Dana L. Fox); and (2) "Reframing the Debate about Cultural Authenticity" (Rudine Sims Bishop). Nodelman, 2000 | Literacy Autobiography Due |
| 2.   | What are our personal literacy experiences? How have literacy experiences evolved in a world of social media and electronic | New Literacies Sampler, Ch. 1, 5 and a chapter of your choosing. | |

**Week 1**:

- **What is children's literature?**
- **What genres are expressed in children’s and YA lit?**
- **What is multiculturalism? What does it mean to live in a multicultural society?**
- **How do modern children’s and YA literature reflect multiculturalism?**

**Reading(s)**

- Unpacking the Invisible Knapsack by Peggy McIntosh:
- Short and Fox Chapters:
  1. "The Complexity of Cultural Authenticity in Children's Literature: Why the Debates Really Matter" (Kathy G. Short and Dana L. Fox); and  
  2. "Reframing the Debate about Cultural Authenticity" (Rudine Sims Bishop). Nodelman, 2000

**Assignment**: Literacy Autobiography Due
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<th>Question</th>
<th>Resource(s)</th>
<th>Due Date</th>
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<td>3.</td>
<td>What are emerging genres in children’s/YA lit? How do these genres fit in with our multicultural society?</td>
<td>Ellen’s postmodern children’s books lecture&lt;br&gt;Goldstone, 1999&lt;br&gt;Goldstone, 2004&lt;br&gt;Bainbridge and Panteleo, 2001</td>
<td>Author Study Due</td>
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<td>4.</td>
<td>What is the “business” of children’s/YA lit? What trends are on the horizon? How do authors promote themselves?</td>
<td>Robinson, 2007&lt;br&gt;Washington Post article, 2010&lt;br&gt;Some article about consumption and marketing</td>
<td>Reading Record First Half Due</td>
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<td>5.</td>
<td>What is culturally authentic literature? What are some of the issues surrounding this notion?</td>
<td>American Indian Childrens books blog&lt;br&gt;Fox and Short chapters (10)&lt;br&gt;Beyond Political Correctness&quot; (Hazel Rochman); (11) &quot;The Complexity of Debates about Multicultural Literature and Cultural Authenticity&quot; (Violet J. Harris); (12) &quot;'Authenticity,' or the Lesson of Little Tree&quot; (Henry Louis Gates, Jr.)</td>
<td>Teaching/Library Programming Unit Due</td>
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<td>6.</td>
<td>What are the applications of children’s/YA lit in a library or classroom setting? How is this different from reading for pleasure? What are the trends in graphic novels and comics?</td>
<td>Marc's comics and graphic novels lecture&lt;br&gt;Some article about censorship&lt;br&gt;Some article about lit in library programming&lt;br&gt;Some article about lit in the content areas (Bean?)&lt;br&gt;Fox and Short chapter (9) &quot;Multiculturalism Is Not Halloween&quot; (Thelma Seto).</td>
<td>Children’s/YA Lit Goes to the Movies Due</td>
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<td>7.</td>
<td>How is children’s/YA literature used with English Language Learners?</td>
<td>Short and Fox chapter 19) &quot;Use of Spanish in Latino Children's Literature in English: What Makes for Cultural Authenticity? (Rosalinda B. Barrera and Ruth E. Quiroa).&lt;br&gt;Some article about ELL and lit</td>
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<td>8.</td>
<td>How is children’s/YA lit adapted for the big screen?</td>
<td>Some article about film adaptation of YA/children’s lit</td>
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<td>9.</td>
<td>Flex week</td>
<td>Finish reading record and begin work on your final reflection</td>
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<td>What have you learned about children’s and YA lit in a multicultural society? How have your course experiences impacted how you will use/promote/consume/select children’s and YA lit, in relationship to your career plans?</td>
<td>Complete reading record due Final Reflection Due</td>
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**Sources to Locate Childrens and YA Books**

Acronyms: ALSC (Association of Library Services to Children), YALSA (Young Adult Library Services Association)

These are good selection sources that I recommend for assistance in identifying and locating childrens and YA books.


**Addams Award**
The Jane Addams Award is given to books that promote the cause of peace, social justice, world community, and the equality of the sexes and all races as well as meeting conventional standards for excellence. American Indian Youth Services Literature Award. The children's book award was created as a way to identify and honor the very best writing and illustrations by and about American Indians. Books selected to receive the award will present Native Americans in the fullness of their humanity in the present and past contexts. [http://www.ailanet.org/activities/youthlitaward.htm](http://www.ailanet.org/activities/youthlitaward.htm)

**Alex Awards**
These awards are given by YALSA to books written for adults that are suitable for young adult audiences. You should know about this list, but for this course, you must read books that were written expressly for children and youth.

**ALSC for Early Readers**
ALSC has produced a "Starting to Read" and "Reading on My Own" bibliography of titles published between 2005 and 2008.

**Amelia Bloomer Project**
Since 2002, these books have been selected for their positive perspectives on women and their accomplishments. The list is divided by beginning readers, middle grades, and young adult - both fiction and non-fiction.

**Américas Awards**
These awards are given for U.S. children's and young adult books that "authentically and engagingly portray Latin America, the Caribbean, or Latinos in the United States."

**Batchelder Award**
This award is a citation awarded to an American publisher for a children's book considered to be the most outstanding of those books originally published in a foreign language in a foreign country, and subsequently translated into English and published in the United States. ALSC gives the award to encourage American publishers to seek out superior children's books abroad and to promote communication among the peoples of the world.

**Belpre Award**
This ALSC and Reforma (a National Association to Promote Library & Information Services to Latinos and the Spanish Speaking) sponsored award is given for books written or illustrated by Latino/Latina authors and illustrators whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth.

**Best Books for Young Adults**
YALSA offers an annual list of best books for YA readers.

**Booklists of Children's Literature**

Posted by the Monroe Public Library (Indiana), this site has lists indexed by type such as predictable books, books in a series, pirate books, funny fiction, math and space books... There is a "multicultural topics" section.

**Caldecott Award**

The Caldecott Medal is award yearly to the most distinguished children's picture book for its illustrations. Named after children's book illustrator, Randolph Caldecott, the Caldecott Medal was first awarded in 1938. Honor Books are also named by the Caldecott Committee, an ALSC committee.

**Chicken Spaghetti**

Blogger Susan Thomsen offers the "Best of the Best: Kids' Books '08" in the U.S., Canada, and the U.K.

**Database of Award-Winning Children's Literature**

Librarian Lisa Bartle maintains this site, which includes information about 79 awards and the books that have received each.

**Geisel Award**

The Theodor Seuss Geisel Award is given to the author(s) and illustrator(s) of the most distinguished American book for beginning readers published in English in the United States during the preceding year. This award was first presented by ALSC in 2006.

**Get Caught Reading**

The Association of American Publishers (AAP) published a list of books to promote literacy among Hispanic and Latino communities for El día de los niños/El día de los libros, an annual celebration sponsored by ALA and ALSC. Links to the lists are at the bottom of this page.

**Grand Canyon Reader Award**

These titles are nominated by Arizona students each spring. Classroom teachers and teacher-librarians share them with kids. Each April, students vote for their favorite titles in the picture book, non-fiction, intermediate and 'tween book categories for elementary and middle school readers. Young adult books are offered as a recommended list with voting optional. Link to the 2009 Nominated Books.

**Great Graphic Novels for Teens**

In 2007, YALSA began publishing an annual best graphic novel list.

**Green Earth Book Award**

These awards and honor books are given for children's fiction, young adult, and non-fiction books that focus on environmental stewardship.

**Guys Read**

This site is hosted by author Jon Scieszka. It includes a search that allows readers to enter their favorite book, favorite author, and subject of interest (but it wasn't working last time I tried it...).

**International Digital Children's Literature Library**

"The ICDL Foundation's goal is to build a collection of books that represents outstanding historical and contemporary books from throughout the world. Ultimately, the Foundation aspires to have every culture and language represented so that every child can know and appreciate the riches of children's literature from the world community."  

**Nancy J. Keane**

Nancy J. Keane is a middle school teacher-librarian and radio children's booktalk host in Concord, New Hampshire. You can read her booktalks indexed by title, author, subject, and interest level and peruse her bibliographies for titles.

**King Award**

The Coretta Scott King Awards are given annually by ALA's Ethnic & Multicultural Information Exchange Round Table (EMIERET). The awards are given to African American authors and illustrators for titles that promote understanding and appreciation of the culture of all peoples and their contribution to the realization of the American dream.

**Newbery Award**

An ALSC committee votes for the Newbery Award books each year. Since 1922, a first place book receives the Newbery Medal and one or more books is awarded Honor Book status. The award is named after John Newbery, an English publisher and bookseller, who was the first person to print and sell books for children.

**Noma Concours Awards**

This prize is given to picture book illustrators from the Asia/Pacific (excluding Japan), Africa, the Arab States, Latin America, and the Caribbean.

**Odyssey Award**

This award is for the best audiobook produced for children and/or young adults available in English in the United States. This award was first presented by ALSC this year, in 2008.

**Oprah: Great Books for Kids**

Oprah teamed up with ALSC to create these lists, which are divided by age level. How many of them are "multicultural"
by our definition?

Orbis Pictus Award
This award is given to non-fiction books for children by the National Council of Teachers of English.

Printz Award
This award started in 2000 and is given by YALSA to authors of outstanding young adult literature. You can access the 2008 award winners' speeches.

Quick Picks for Reluctant Young Adult Readers
YALSA provides an annual list of titles for reluctant YA readers.

Sibert Award
This ALSC award is given to the author(s) and illustrator(s) of the most distinguished informational book for grades K-8 published in English during the preceding year.

Teens' Top Ten (2007)
YALSA conducts annual online voting for the top ten teen books of the year. In 2007, 6,000 teens participated.

USBBY Outstanding International Book List
The United States Board on Books for Young People (USBBY) publishes an annual list of foreign titles coming from publishers with U.S. distributors, as well as titles acquired by U.S. publishers.

Worlds of Words: International Collection of Children's and Adolescent Literature
This site offers online journals and many resources, including multiple strategies for locating and evaluating culturally authentic international children’s and adolescent literature and ideas for engaging students with these books in classrooms and libraries. The collection is housed at the University of Arizona in the College of Education.

Young Adult Librarian's Help/Homepage
Although small, this site is good resource for young adult literature, magazines, and comics. The genres/themes represented are adventure, horror, and feminism.

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

Assignment due dates are clearly reflected in the timetable. Contact the instructor if you need accommodations.

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.

Please note: If an incomplete is given, a date by which all work is to be completed will also be assigned. Students will not have a full year to complete the work.
GRADING:
Total Points Available: 1000

930-1000 A
850-920 B
770-840 C
760 or lower F

Assignment Point Values:
Class participation 100pts (ten pts per week)
Literacy Autobiography 50pts
Reading Record 500pts
Author Study 100pts
Teaching/Library Programming Unit 100pts
Children’s/YA Lit Goes to the Movies 50pts
Final Reflection (will incorporate your reading records) 100pts

INSTRUCTOR NAME AND CONTACT ADDRESSES:
Ann Dutton Ewbank, Ph.D.

Before class begins use ann.ewbank@asu.edu

After class begins use D2L internal email

Email is the best way to reach me.

Telephone:
602.543.8527

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- IRLS 521-010 Children's and Young Adult Literature in a Multicultural Society
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- IRLS 533-010 Medical Online Searching
- IRLS 541-001 Preservation
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- IRLS 564-031 The Organization and Administration of a Corporate Library
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**Guided exploration**

Click a term to initiate a search.

**Audience**