Texas A&M University--Corpus Christi
Exploring the Literature of Children and Adolescents
READ 5381

Professor: Corinne Valadez
Office: ECDC 219 I
Phone: 825-3336
E-mail: Corinne.Valadez@tamucc.edu

I. Course Description:

This course will examine the historical, social, and pedagogical developments of the field of multicultural literature for children and adolescents.

II. Rationale:

This course is designed for graduate students and teachers who are interested in pursuing their knowledge about the subject of multicultural literature for children and adolescents. The course meets specific requirements for the reading specialist certificate and the master's degree in curriculum and instruction.

III. State Adopted Proficiencies:

1. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. The teacher responds appropriately to diverse groups of learners.

4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. Standards

TExES objectives - NA

International Reading Association Standards

Knowledge and Beliefs About Reading
1.0 Theoretical Base
The reading professional will
1.2 understand, respect, and value cultural, linguistic, and ethnic diversity;
1.4. recognize the importance of literacy for personal and social growth;

2.0 Knowledge Base
The reading professional will
2.12 know classic and contemporary children's and young adults' literature, and easy-
reading fiction and nonfiction for adults, at appropriate levels;

3.0 Individual Differences
The reading professional will:
3.2 understand, respect, and value cultural, linguistic, and ethnic diversity;

Instruction and Assessment
5.0 Creating a Literacy Environment
The reading professional will be able to:
5.2 use texts and trade books to stimulate interest, promote reading growth, foster
appreciation for the written word, and increase the motivation of learners to read
widely and independently for information, pleasure, and personal growth;
5.3 model and discuss reading and writing as valuable, lifelong activities;
5.5 provide opportunities for creative and personal responses to literature, including
storytelling;

Organizing and Enhancing a Reading Program
16.0 Professionalism
The reading professional will be able to:
16.1 pursue knowledge of literacy by reading professional journals and publications, and
participating in conferences and other professional activities;

V. Course Objectives and Outcomes

This course is designed to enable students to

1. use professional resources that are available in the area of multicultural literature for
children and adolescents;

2. understand the historical and social development of the field of multicultural
literature for children and adolescents;

3. reflect upon your awareness and usage of multicultural literature for children and
adolescents;

4. increase knowledge about the role and value of multicultural literature for children
and adolescents.

VI. Course Topics

Professional resources: library, web-based, journals, awards.
Historical and social development: origins of literature for young readers, purposes, development of the genre, uses of literature in today's schools, developing young readers

Teacher reflection: reflection related to awareness and school or classroom use of multicultural children’s literature

Knowledge about the role and value of multicultural literature for children and adolescents.

VII. Instructional Methods and Activities

Methods and activities include:
Traditional experiences including lecture, discussion, demonstrations, guest speakers, and video.
Designing and completing a piece of action research in a classroom or with a group of children.

VIII. Evaluation and Grade

Grades will be assigned according to the university rating system as published in the catalogue.
A: Excellent
B: Good
C: Average
D: Passing
F: Fail

Completing all assignments assures that you will have earned a B for the course.
Earning an A for the course requires you to submit work that is of the highest quality.

IX. Assignments

1. Author Profile & Read Aloud – This is a powerpoint presentation of a self-selected author. This presentation will include an author profile, books written by the author (you will need to have read several of the author’s books and have them for your presentation), and select one of the author’s books for a read aloud. Class handouts about your author will be required.

2. Literature Circles – Participate in a collaborative discussion group to talk about children’s literature.

3. Readers’ Theater – You will create a script from an award-winning story for your classroom. Your students will then perform the readers’ theater.

4. Literature Portfolio – See specifics for details.

5. Teacher Reflection - This assignment will begin with a reflection of Your own “literacy autobiography.” Think back to your first
experiences with literacy at home with your family; when you first learned to read, academic experiences with reading. How has your literacy autobiography influenced the type of teacher you are today? What types of literature that you use in the classroom and how you use it? Throughout the semester you are to journal about how your use of children’s literature evolves during this semester. **You are to implement strategies learned in class, include specific examples of how it went, students’ responses and your reaction.**

**Specifics for the Literature Portfolio**

- Create a literature portfolio of children’s and adolescents’ literature (shoot for 100 but I’ll settle for 53).
- Must use APA 6th edition format to identify author, title, publisher, etc.
- Write a somewhat lengthy summary of the book suitable for a child to read.
- Write a well-written reader response for each book suitable for a child to read. In this section you are encouraged to use the pronoun “I” generously. Do not be teacherish.
- You are to include 3 curriculum connections for each book along with TEKS and TAKS objectives objective, especially objective 4, “The student will apply critical-thinking skills to analyze culturally diverse written texts.” One curriculum connection must be language arts and the other two are to come for different content areas.
- Include a graphic featuring or related to the book.
- This assignment is to be typed, 12 or 14 point font. The font should not be “cutesy.”
- Create a separate section in your literature portfolio for the author profiles you will receive from your classmates’ author profiles.

**Genres to be Included in your Literature Portfolio**

1. picture books, without words, that tell a story, include 4
2. picture books, with words, that tell a story, include 4 *
3. picture books of concepts, ABCs, or numbers, include 4 *
4. folklore, (folk tales, fables, mythology, legend), include 4 *
5. fantasy, include 4
6. science fiction, include 4
7. poetry, include 4 *
8. realistic fiction, chapter books, include 4 *
9. historical fiction, chapter books, include 4 *
10. biographies, include 4 *
11. true stories, include 2
12. how to, include 2
13. informational, include 3 science; 3 math; 3 social studies

* Books within this genre must reflect four different cultural groups.

**Remember** the purpose of this course is to expand your knowledge of multicultural children’s literature. Do NOT rely on the books you have in your home or classroom. You
may not include books by Dr. Seuss, Disney, or Golden Books. Visit the libraries and bookstores.

IX. Course Schedule and Policies

a. Your attendance, punctuality, and participation are required for each class period. There are no excused absences. Incompletes will only be given in the event of debilitating illness or catastrophic occurrence.

b. Americans with Disabilities Act (ADA) compliance: Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations for the course. Thank you.

c. Tentative Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Henderson &amp; May Text (Chapter)</th>
<th>Pratt &amp; Beaty Text (Chapter)</th>
<th>Responsibilities</th>
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<tr>
<td>1/23</td>
<td>Course Introduction Syllabus</td>
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<td>1/30</td>
<td>Defining Diversity</td>
<td>Chapter 1</td>
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<td>Bring a variety of children’s literature. Share</td>
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<td>2/06</td>
<td>Literature Circles</td>
<td>Chapter 9</td>
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<td>Book Talk Activity Due. Share</td>
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<td>2/13</td>
<td>Cinderella Tales</td>
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<td>Author Profile &amp; Read Aloud #1 Bring Cinderella Tales Share</td>
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<td>2/20</td>
<td>African American Children’s Literature</td>
<td>Chapters 10 &amp; 17</td>
<td>Chapter 2</td>
<td>Author Profile &amp; Read Aloud #2 Literature Circles Bring children’s books of African origin or about African Americans. Share</td>
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<tr>
<td>2/27</td>
<td>Asian</td>
<td>Chapters 4 &amp; 18</td>
<td>Chapter 3</td>
<td>Author Profile &amp;</td>
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<td>Canadian Children’s Literature</td>
<td>Chapter 6 &amp; 25</td>
<td>Author Profile &amp; Read Aloud #3</td>
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<td><em><strong>Portfolio Updates</strong></em>*</td>
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<td>3/13</td>
<td>Spring Break</td>
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<td>3/20</td>
<td>Caribbean Children’s Literature</td>
<td>Chapter 20</td>
<td>Author Profile &amp; Read Aloud #5</td>
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<td>Literature Circles</td>
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<td>Bring a variety of children’s literature –</td>
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<td>Hispanic/Latino Children’s Literature</td>
<td>Chapter 8 &amp; 11</td>
<td>Author Profile &amp; Read Aloud #6</td>
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<td>Submit Journals for Literature Circles.</td>
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<td>Bring children’s books of Latin American</td>
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<td>Chapter 22</td>
<td>Author Profile &amp; Read Aloud #7</td>
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<td>Chapters 7 &amp; 8</td>
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<td>Readers’ Theater</td>
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<td>Author Profile &amp; Read Aloud #8</td>
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<td>4/17</td>
<td>Native American Children’s Literature</td>
<td>Chapters 2, 12, &amp;</td>
<td>Author Profile &amp; Read Aloud #9</td>
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<td>4/12</td>
<td>Native American Children’s Literature Readers’ Theater</td>
<td>Chapters 2, 12, &amp; 26</td>
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<td>Author Profile &amp; Read Aloud#9 Share</td>
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<td>4/19</td>
<td>Middle Eastern Children’s Literature</td>
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<td>Bring a variety of Middle Eastern children’s literature Share</td>
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<td>Readers’ Theater</td>
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<td>Literature Portfolio Due Readers Theater Project Due Share</td>
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<td>5/3</td>
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<td>Finish Reflection Papers</td>
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**X. Textbooks**


**XI. Resources**


