



**VALDOSTA STATE UNIVERSITY  
MASTER OF LIBRARY AND INFORMATION SCIENCE  
MLIS 7421 Multicultural Youth Literature  
Syllabus, Spring 2012**

**Instructor:**

Melba Tomeo

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Virtual Office Hours/at your convenience

**Course Description:**

The purpose of this course is to survey a wide variety of multicultural literature for children and young adults. Emphasis will be placed on enhancing librarians' and teachers' abilities to locate, evaluate, select, and incorporate unbiased and age-appropriate multicultural literature in order to provide students with the opportunity to make important connections across and within cultural groups.

**Course Objectives:**

At the end of this course, students will:

- be familiar with a variety of multicultural literature for children and young adults;
- be familiar with various authors and illustrators of multicultural youth literature;
- be familiar with the historical context and current issues relating to multicultural youth literature;
- understand how to evaluate and select multicultural youth literature for school and library use;
- be familiar with the major awards for multicultural youth literature;
- be familiar with professional literature, including selection aids, concerning multicultural youth literature;
- be familiar with strategies for incorporating multicultural literature into the curriculum and/or collection.

**Required Course Materials:**

**Text:**

Gopalakrishnan, A. (2011). *Multicultural children's literature: A critical issues approach*. Los Angeles: Sage. ISBN 10: 141295522X, ISBN 13: 978-1-4129-5522-5.

### **Additional Readings:**

You will be reading a wide variety of multicultural youth titles, including picture books, in this course. It is recommended that you obtain or confirm access to a children's or youth collection through your university library children's collection, local public or school library, or interlibrary loan services in order to meet the reading requirements of this course. Required journal articles will be posted to the BlazeView course site.

### **Course Requirements and Grading:**

This is a web-delivered course, with no required face-to-face meetings and no required synchronous online meeting times. Detailed instructions for all course requirements will be provided on the BlazeView course site.

- **Discussion Boards** (8 postings @ 10 points each, 6 peer responses @ 5 points each, 110 total points, 20% of grade): Question and article responses and peer comments posted weekly to course discussion boards, constituting class participation. **Due as assigned.**
- **Activity Quick-Writes** (25 points each, 100 total points, 20% of grade): 1-2 page quick-writes summarizing and reflecting on assigned activities. **Due as assigned.**
- **Reading Log** (5 points each, 175 total points, 40% of grade): Briefly annotated bibliography of multicultural youth titles read, relating to chapter topics. In conjunction with textbook reading, these readings are the most important component of the course. **Due at spring break (3/11) and end of course (4/30).**
- **Final Project** (100 points, 20% of grade): Selection and evaluation of multicultural literature for a curricular connection, themed collection, and/or student-selected topic. These bibliographies will be shared with the entire class. **Due 5/2.**

**A = excellent work** that indicates a thorough understanding and superior application of the material, evidenced in original ways beyond minimum course expectations. 90-100%.

**B = satisfactory work** indicating a thorough investigation of ideas and concepts central to course material, consistently well prepared. 80-89%.

**C = sometimes satisfactory**, demonstrating a basic understanding but revealing marginal preparation, resulting in superficial responses and minimum performance. 70-79%.

### **Course Technology Requirements and Assistance:**

Before beginning work on this course, please visit the [BlazeView for Students](#) page to make sure you have the correct versions of browsers, java, and appropriate plug-ins. Instructions are also provided to disable your browser's pop-up blocker (a necessity for using BlazeView).

**BlazeView Help:** [http://www.valdosta.edu/vista/faq/help\\_students.shtml](http://www.valdosta.edu/vista/faq/help_students.shtml)

**Valdosta IT Help desk:** 229-245-4537, helpdesk@valdosta.edu. If you experience difficulty reading documents or viewing images posted to the course site, please contact me for assistance or clarification.

### **Academic Dishonesty:**

Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behaviors are contained in the [Student Handbook, Student Code of Ethics](#).

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see **SafeAssign for Students** (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

**Special Needs Statement:**

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requesting accommodations or modifications because of a documented disability must contact the **Access Office for Students with Disabilities** located in room 1115 Nevens Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).

**Course Schedule:**

| Date & Topic  | Assignments & Activities  |
|---|---|
| 1/9 – 1/15: <b>Getting Started</b>  | <b>Lecture:</b> <i>What I Would Tell You If We Were Face to Face</i><br><b>Discussion:</b> <i>Hello, My Name Is...</i>  |
| 1/16: <b>Martin Luther King Jr. Day</b>   | <b>No classes</b>   |
| 1/9 – 1/22: <b>Learning Unit I, Beginnings</b><br>Introduction to Multicultural Literature; Definitions; Purpose of Study, History and Context.           | <b>Lecture:</b> <i>Meanings and Milestones</i><br><b>Text:</b> <i>Chapter 1, Introduction to Multicultural Children’s Literature</i><br><b>Articles:</b> on course site<br><b>Quick Write:</b> <i>Bookstore Inventory</i><br><b>Literature:</b> <i>Historical Example</i><br><b>Discussion:</b> <i>Taking Stock</i>   |
| 1/23 – 2/12: <b>Learning Unit II, Crossing Borders</b><br>Latino American and Asian American Youth Literature; Teaching Other Cultures.                   | <b>Lecture:</b> <i>Becoming “American”</i><br><b>Text:</b> <i>Chapter 2, The Essentials and Foundations of Multicultural Children’s Literature</i><br><b>Articles:</b> on course site<br><b>Quick Write:</b> <i>Worlds of Difference/Cultural Activity</i><br><b>Literature:</b> <i>1 folktale, 1 picture book, 1 chapter book, 1 non-fiction book for both Latino literature and Asian literature (8 books total)</i><br><b>Discussion:</b> <i>Good Intentions</i> |
| 2/13 – 2/19: <b>Learning Unit III, Informed Choices</b><br>Evaluating and Selecting; Criteria and Standards; Review Sources and Multicultural Publishers. | <b>Lecture:</b> <i>Informed Choices</i><br><b>Text:</b> <i>Chapter 3, Choosing Books and Reading Critically</i><br><b>Articles:</b> on course site<br><b>Quick Write:</b> <i>Review the Reviewers</i><br><b>Literature:</b> <i>1 bad example</i><br><b>Discussion:</b> <i>Sharing Reviews</i>   |

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| <p><b>2/20 – 3/11: Learning Unit IV, Social Justice</b><br/>African American and Native American Youth Literature; Transformative Teaching.</p>                                | <p><b>Lecture:</b> Seeking Social Justice<br/><b>Text:</b> Chapter 8, Prejudice, Bullying, Abuse, and Other Challenging Situations<br/><b>Articles:</b> on course site<br/><b>Literature:</b> 1 folktale, 1 picture book, 1 chapter book, 1 non-fiction book for African American and Native American literature, (8 books total)<br/><b>Discussion:</b> 1 Minute Booktalk<br/><b>Reading Logs for Units I-IV due 3/11</b></p> |
| <p><b>3/12 – 3/18: Spring Recess</b></p>   | <p><b>No classes</b></p>   |
| <p><b>3/19 – 3/25: Learning Unit V, Issues and Awards</b><br/>Authenticity, Troublesome Classics, Translations, Illustrations, Multicultural Literature Awards.</p>            | <p><b>Lecture:</b> Issues and Awards<br/><b>Articles:</b> on course site<br/><b>Text:</b> None<br/><b>Quick Write:</b> Eyes on the Prize<br/><b>Literature:</b> 3 Award Winners<br/><b>Discussion:</b> Whose Voice?</p>  |
| <p><b>3/26 – 4/15: Learning Unit VI, In Times of Trouble</b><br/>Jewish American, Muslim American and Middle Eastern American Youth Literature; Teaching Difficult Topics.</p> | <p><b>Lecture:</b> In Times of Trouble<br/><b>Articles:</b> on course site<br/><b>Text:</b> Chapter 7, War, Terrorism, Justice, and Freedom<br/><b>Literature:</b> 1 folktale, 1 picture book, 1 chapter book and 1 non-fiction book for Jewish and Muslim literature (8 books total)<br/><b>Discussion:</b> Floating Hope</p>   |
| <p><b>4/16 – 4/29: Learning Unit VII, Differences and Diversity</b><br/>LGBT, Mixed Heritage, Disabilities in Youth Literature; Teaching for Tolerance and Understanding.</p>  | <p><b>Lecture:</b> Differences and Diversity<br/><b>Articles:</b> on course site<br/><b>Text:</b> Chapter 5, Gender, Sexuality, and Equity and Chapter 9, Disabilities and the Special Child<br/><b>Literature:</b> 2 books each for LGBT, Disabilities, Mixed Heritage (6 books total)<br/><b>Discussion:</b> What Sticks?</p>  |
| <p><b>4/30 – 5/4: Final Project, Selected Bibliography</b></p>   | <p><b>Reading Logs for Units V-VII, Due 4/30</b><br/><b>Final Project Due 5/2</b></p>  |

All assignments are described more fully and additional guidance, including suggested titles for literature reading, are provided on the BlazeView course site and on the course calendar. I reserve the right to make reasonable modifications to the assignments and course schedule, but will not do so without notifying you.