

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7421
Multicultural Youth Literature
Three Credit Hours**

Guiding Principles (DEPOSITS)¹

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship²

1. **Foundations of the Profession:** The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. **Information Resources:** The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. **Organization of Recorded Knowledge and Information:** The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

¹ Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework

² Extracted from ALA's Core Competences of Librarianship 2009, available from <http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. [ALA Core Competences 1, 2, 3, 5, 8]
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA Core Competences 4]
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA Core Competences 6]
- PO 4. Demonstrate professionalism as librarians or information specialists. [ALA Core Competences 7]

Instructor:

Name: Debi Carruth, PhD
Email Address: dlcarruth@valdosta.edu
Office Hours: By appointment

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 within and across cultural groups.

Required Textbooks / Literature / Resource Materials

1. Naidoo, Jamie Cambell & Sarah Park Dahlen, eds. (2013) *Diversity in Youth Literature: Opening Doors Through Reading*, American Library Association.
2. Trade books (**NOTE: *This summer, with COVID-19 hanging over all our heads and our world still quite upside down, I have stayed mostly with last year's book list in the hopes that it will be easier for you to access these titles even if your local library is not fully open. Rest assured, you will become familiar with newer titles as well!*** 😊):
 1. Acevedo, E. (2018). *The poet x: A novel*. New York, NY: HarperTeen, an imprint of HarperCollins. (YA – novel in verse)
 2. Albertalli, B. (2015). *Simon vs. the homo sapien agenda*. New York, NY: Balzer Bray, an imprint of HarperCollins. (YA)
 3. Alexander, K. (2014). *The crossover*. Boston: Versify, Houghton Mifflin Harcourt. (YA – novel in verse)
 4. Alexander, K., & Nelson, K. (2019). *The undefeated*. Boston: Versify, Houghton Mifflin Harcourt. (PB)
 5. Barnes, D., & James, G. (2018). *Crown: An ode to the fresh cut*. Chicago: Bolden, an Agate imprint. (PB)
 6. Bell, C., Lasky, D., & Amulet Books. (2014). *El deafo*. New York, NY: Amulet Books. (MG/GN)
 7. Dauvillier, L., Lizano, M., & Siegel, A. (2014). *Hidden: A child's story of the Holocaust*. New York: First Second. (MG/GN)
 8. Edwards, M., & Karas, G. (2016). *A hat for Mrs. Goldman: A story about knitting and love* (First ed.). New York: Schwartz & Wade Books. (PB)
 9. Engle, M. (2015). *Enchanted air: Two cultures, two wings: A memoir*. New York: Atheneum Books for Young Readers. (YA – in verse)
 10. Engle, M., & López, R. (2015). *Drum dream girl: How one girl's courage changed music*. Boston: Houghton Mifflin Harcourt. (PB)
 11. Faruqi, R., & Lyon, L. (2015). *Lailah's lunchbox: A Ramadan story*. Thomston, Maine: Tilbury House. (PB)
 12. Gino, A. (2015). *George*. New York: Scholastic Press. (MG)
 13. Khorram, A. (2018). *Darius the Great is not okay*. New York, NY: Dial Books, an imprint of Penguin Random House LLC. (YA)
 14. Lê, M., & Santat, D. (2018). *Drawn together*. Los Angeles: Disney-Hyperion. (PB)
 15. Lewis, J., Aydin, A., & Powell, N. (2013). *March*. Marietta, GA: Top Shelf Productions. (YA/GN)
 16. Medina, M. (2018). *Merci Suarez changes gears*. Somerville, MA: Candlewick Press. (MG)
 17. Menon, S. (2017). *When Dimple met Rishi*. New York: Simon Pulse. (YA)
 18. Morales, Y. (2013). *Niño wrestles the world*. New York: Roaring Book Press. (PB)

19. Morales, Y. (2018). *Dreamers*. New York: Neal Porter Books/Holiday House. (PB)
 20. Phi, B., & Bui, T. (2017). *A different pond*. North Mankato, MN: Picture Window Books, a Capstone imprint. (PB)
 21. Reynolds, J. (2017). *Long way down*. New York: Atheneum. (YA – novel in verse)
 22. Reynolds, J., & Kendi, I.X. (2020). *Stamped: Racism, antiracism, and you: A remix of the national book award-winning Stamped from the beginning*. Boston, MA: Little, Brown Books for Young Readers. (YA) **NOTE: This is a new addition from last year.**
 23. Richardson, J., Parnell, P., & Cole, H. (2005). *And Tango makes three*. New York: Simon & Schuster Books for Young Readers. (PB)
 24. Rosenberg, M., & Shang, W. (2017). *This is just a test: A novel*. New York: Scholastic Press. (MG)
 25. Saenz, B.A. (2010). *Aristotle & Dante discover the secrets of the universe*. New York: Simon & Schuster BFYR. (YA)
 26. Tingle, T., & Bridges, J. (2006). *Crossing Bok Chitto: A Choctaw tale of friendship & freedom*. El Paso, TX: Cinco Puntos Press. (PB)
 27. Woodson, J. (2014). *Brown girl dreaming*. New York: Nancy Paulsen Books, an imprint of Penguin Group. (MG – novel in verse)
 28. Yang, G., & Pien, L. (2006). *American born Chinese*. New York: First Second. (YA/GN)
 29. Yang, K. (2018). *Front desk*. New York: Arthur A Levine Books/Scholastic. (CB)
3. *Articles & other readings for modules* from the LIS professional and academic literature as indicated in the detailed course reading list. Articles will be available via GALILEO Scholar, the Odum Library's e-journals collection or on Odum Library course reserve, or links will be provided in the course website.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf

Course Objectives

Upon completion of this course, students will be able to:

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

Course Activities/Assignments/Requirements

The following list is a brief overview of the assessments included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeVIEW course site in advance of each assignment's due date.

There will be a total of 1000 points for the class as follows:

Unit Discussions (8 @ 25 points each)	200
Book Notes/Discussions (8 @ 25 points each)	200
Culture Analysis	150
Outreach Project	250
Collection Project	200
TOTAL	1000

Course Grades

Students can earn a maximum of 1000 points in this course. Course grades will be awarded as follows:

- A: 900 – 1000 points
- B: 800 – 899 points
- C: 700 – 799 points
- D: 600 – 699 points
- F: fewer than 60 points.

To be eligible for an **A** in this course, a student must complete **every** assignment.

Course Evaluation

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy (see page 5 of this document). See the COEHS *Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct* at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>.

Attendance Policy

All course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to

follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

Late Policy

All course work is due inside BlazeView on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down at the time the work is due.

Professionalism

The Department of Library and Information Studies expects that MLIS 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. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

Dewar College of Education & Human Services Policy on Plagiarism

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Accessibility Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will

receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/sois/welcome.php>.