

SANTA CLARA UNIVERSITY
Department of Education
Spring 2007

**EDU 255 -- Special Topics: Multiethnic Literature for Children
and Young Adults**

Instructor: Marsha Savage, Ph.D.

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Class: Wed. 5:00 – 8:00

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**Hours: Tues. & Wed. 3:30-4:30,
by appointment**

Course Description: This course is designed to introduce students to current multiethnic literature available for use in K-12 classrooms. Students will explore the selection of multiethnic literature available for children ages four through eighteen. They will also explore research relevant to multiethnic literature and develop either an action research project or an interdisciplinary study on a topic related to multiethnic literature.

Objectives:

Students will

1. Explain the concepts of culture and the American mainstream.
2. Define culturally responsive instruction and show why it is beneficial.
3. Discuss a framework for empowering students of diverse backgrounds.
4. Discuss how literacy practices may vary from community to community.
5. Differentiate between multicultural and multiethnic literature.
6. Read and critique multiethnic literature written by and about a variety of ethnic groups.
7. Discuss how multiethnic literature can be used to shape students' values and help them to appreciate diversity.
8. Explore issues in the use of multiethnic literature, such as diverse views of history.
9. Examine models for the teaching of multiethnic literature.
10. Design an action research project or interdisciplinary study using multiethnic literature.
11. Examine techniques for eliciting reader response to multiethnic literature.

Text material: (Required): Fox, Dana L., & Short, Kathy G. (2003). *Stories matter: The complexity of cultural authenticity in children's literature*. Urbana, IL: NCTE.

Required children's/young adult books for each ethnicity.

Course Requirements:

Reader Response Journal: Maintain a reader response journal in which you respond to selections read aloud during each class session. This will be submitted to instructor at the end of the quarter. **(100 points -- Due May 30.)**

Major Project – Action Research Project OR Interdisciplinary Study

Action Research Project – Detailed information attached.

Interdisciplinary Study – Using multiethnic literature, design a theme exploration for a grade level of your choice. Present in both oral and written format using a graphic organizer as an outlining function. See attachments. **(150 points – Due June 6)**

Class discussions: Participate in class discussions of assigned readings and topics. You will be expected to share ideas about reading, bring examples of literature to class, and critique literature using guidelines established in our discussions. **(100 points)**

Absence/Late Work Policy

Late work **will not be accepted** unless there is an emergency or an unusual circumstance. Please discuss issues with me **prior to** submitting late work. Because we have a limited amount of time together, absences must be cleared. University policy allows an instructor to award “no credit” when a student misses 20% of the class. University policy does not allow grade changes after the quarter is over except for unusual circumstances such as illness or instructor error. Make-up work is not acceptable. Therefore, the grade earned at the conclusion of the quarter is final.

Grading Policy:

Grades will be assigned according to the number of points accumulated during the quarter as follows:

A = 92-99%	B = 82-89%	C+ = 80%
A- = 91%	B- = 81%	C = 72-79%
B+ = 90%		C- = 71%

Disability Accommodation Policy:

To request academic accommodations for a disability, students must contact Disability Resources located in the Drahmman Center in Benson, room 214, (408)554-4111; TTY (408)554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

Additional Source Materials:

- Dressel, J. H. (2003). Teaching and learning about multicultural literature: Students reading outside their culture in a middle school classroom. Newark, DE: International Reading Association.
- Freeman, E., & Lehman, B. (2001). Global Perspectives in children's literature. Boston: Allyn & Bacon.
- Galda, L., & Cullinan, B.E. (2002). Literature and the child, 5th ed. Stamford, CT: Wadsworth.
- Hancock, M.R. (2000). A celebration of literature and response: Children, books, and teachers in K-8 classrooms. Columbus, OH: Merrill.
- Harris, V.J. (Ed). (1997). Using multiethnic literature in the K-8 Classroom. Norwood, MA: Christopher Gordon Publishers.
- Jago, C. (1999). Nikki Giovanni in the Classroom. Urbana, IL: NCTE.
- Jago, C. (2000). Alice Walker in the classroom. Urbana, IL: NCTE.
- Jago, C. (2002). Sandra Cisneros in the classroom. Urbana, IL: NCTE.
- Maitino, J. R., & Peck, D. R. (Eds.) Teaching American ethnic literatures. Albuquerque: University of New Mexico Press.
- Muse, D. (Ed.). (1997). The New Press guide to multicultural resources for young readers. New York: New York Press.
- Norton, D.E. (2001). Multicultural children's literature: Through the eyes of many children. Columbus, OH, Merrill/Prentice Hall.
- Norton, D.E. (2003). Through the eyes of a child: An introduction to children's literature, 6th ed. Columbus, OH: Merrill/Prentice Hall.
- Probst, R.E. (1988). Response and analysis: Teaching literature in junior and senior high school. Portsmouth, NH, Heinemann.
- Rand, D., & Parker, T. T. (2001). Black books galore! Guide to more great African American children's books. New York: John Wiley & Sons, Inc.

Seale, D., & Slapin, B. (2005). *A Broken Flute: The Native Experience in Books for Children*. Berkley: Oyate.

Wills, Arlette (Ed.).(1998). *Teaching and using multicultural literature in grades 9 -- 12: Moving beyond the canon*. Norwood, MA: Christopher Gordon Publishers.

Tentative Schedule

Date	Topic/Activities
April 4	Syllabus Overview; Developing a Multicultural Perspective Functions of Multicultural Literature
April 11	Cultural Authenticity : Sociopolitical Contexts Reader Response Theory; Approaches to Reform Focus Questions for Exploring Ethnic Diversity
April 18	Lab Night: African American Lit. Reading: <i>Mississippi Trial, 1955</i> by Chris Crowe Reading: Assigned Article from text Research: Selected Topic for Project
April 25	African American Lit. Topic: Cultural Authenticity: The Issue of Perspective
May 2	Lab Night: Asian/Pacific American Lit. Political Correctness and Cultural Authenticity Reading: To Be Determined Reading: Assigned article in text Research: Selected Topic for Project
May 9	Asian/Pacific American Lit. Topic: Political Correctness and Cultural Authenticity
May 16	Lab Night: Latino/a Literature Cultural Authenticity: Educator Perspectives Reading: <i>Parrot in the Oven</i> by Victor Martinez Reading: Assigned Article in Text Research: Selected Topic for Project
May 23	Latino/a Literature Topic: Cultural Authenticity: Educator Perspectives
May 30	Native American Literature Topic: Classroom Connections (Journal due)
June 6	Due: Major Project/Oral Presentations