Term Information

Effective Term
Spring 2017
Previous Value
Spring 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change in course description from "Values and uses of literature by and about Blacks, Asians, Hispanics, Native Americans, and other U.S. ethnic groups: theoretical perspectives, trends, issues, and controversies." to "Focus on educational and interdisciplinary research concerned with selecting, analyzing, and discussing diverse children’s and YA literature, created by historically marginalized authors and illustrators. Literature selections include the life experiences, histories, and fantastic visions representing LGBTQ, Native American, African American, Latinx, Asian American and new immigrant experiences." Added course goals. Change in off-campus designation from "never" to "sometimes"

What is the rationale for the proposed change(s)?
The current description confuses race and ethnicity and uses the term ‘Blacks’ and ‘Hispanics’ as though they are distant ‘others.’ The new description uses more inclusive and correct language, while also adding more information concerning course content. The change in off-campus designation is meant to include any future off-campus endeavors for current professionals and/or community.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area
Education:Teaching & Learning
Fiscal Unit/Academic Org
School of Teaching & Learning - D1275
College/Academic Group
Education & Human Ecology
Level/Career
Graduate
Course Number/Catalog
7364
Course Title
Multicultural Literature for Children and Young Adults
Transcript Abbreviation
Multicultural Lit
Course Description
Focus on educational and interdisciplinary research concerned with selecting, analyzing, and discussing diverse children’s and YA literature, created by historically marginalized authors and illustrators. Literature selections include the life experiences, histories, and fantastic visions representing LGBTQ, Native American, African American, Latinx, Asian American and new immigrant experiences.
Previous Value
Values and uses of literature by and about Blacks, Asians, Hispanics, Native Americans, and other U.S. ethnic groups: theoretical perspectives, trends, issues, and controversies.
Semester Credit Hours/Units
Fixed: 3

Offering Information

Length Of Course
14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course
Never
Does any section of this course have a distance education component? No
Grading Basis
Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Previous Value: Never
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions
Prerequisites/Corequisites
Exclusions: Not open to students with credit for 864.

Cross-Listings
Cross-Listings

Subject/CIP Code
Subject/CIP Code: 13.1315
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral

Requirement/Elective Designation
The course is an elective (for this or other units) or is a service course for other units

Course Details
Course goals or learning objectives/outcomes:
- Develop and apply knowledge of the selection and evaluation criteria for multicultural literature by planning for the integration of multicultural literature across the curriculum.
- Develop and apply knowledge about the perspectives teachers and students bring to the interpretation of this literature, and how these perspectives can be effectively mediated through discussion, art, and social action.
- Select literature for close reading and develop a plan for studying and developing multicultural perspectives with students.
- Develop an understanding of how your knowledge sources—and your students’ knowledge—can be made visible and open to new possibilities through their reading of multicultural literature.

Previous Value
Content Topic List

• Sociopolitical contexts of literature
• Cultural authenticity and multicultural literature
• Perspectives of authors on cultural authenticity
• Perspectives of illustrators on cultural authenticity
• Perspectives of editors on cultural authenticity
• Social justice and multicultural literature
• Intersections of diversity in multicultural literature
• Choosing and using multicultural literature in the classroom
• Past classics and present complexities in multicultural literature
• Trends in multicultural literature
• Controversies in multicultural literature
• Cultural authenticity and multicultural literature

Attachments

• 7364 Syllabus 2017 (1).docx: syllabus
  (Syllabus. Owner: Salamone, Lauren Marie)

Comments

• Adjustment made on behalf of Dr. Patricia Enciso. (by Salamone, Lauren Marie on 11/02/2016 12:27 PM)

Workflow Information

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School of Teaching & Learning
EDU T&L 7364
Multicultural Literature for Children and Young Adults
3 Graduate Credit Hours
Spring 2017
Time TBD  Rm TBD

Professor Patricia Enciso
Enciso.4@osu.edu

Description/Rationale
Multicultural literature offers students and teachers an opportunity to imagine perspectives and experiences that have been underrepresented and misrepresented in traditional literature and reading education curricula. In order to develop familiarity with a range of multicultural literary themes, formats, and trends, we will study novels, poetry, and picture books through discussion, research and the arts. Along with analyses of how and why we read multicultural literature, we will examine the following important dimensions of the issues associated with the literature’s production and interpretation:

1. Literary forms and concepts and their importance in multicultural literature
2. Frames of reference for understanding the purposes and forms of the literature
3. Reader response theory and mediating multicultural children’s and young adult literature
4. The importance of inquiry and uncertainty for interpreting this literature.
5. Pedagogies that support the interpretation of multicultural children’s and young adult literature
6. Contemporary themes in multicultural children’s literature
7. Authors’ and illustrators’ perspectives and motivations
8. Informed evaluation and selection of the literature
9. Ways of reading and rereading stories based in culturally conscious (Sims Bishop) perspectives.
10. Ways of developing students' interests and expertise in talking about cultural differences, social institutions, systemic discrimination and social justice.

Goals for Students

- Develop and apply knowledge of the selection and evaluation criteria for multicultural literature by planning for the integration of multicultural literature across the curriculum.
- Develop and apply knowledge about the perspectives teachers and students bring to the interpretation of this literature, and how these perspectives can be effectively mediated through discussion, art, and social action.
- Select literature for close reading and develop a plan for studying and developing multicultural perspectives with students.
- Develop an understanding of how your knowledge sources—and your students' knowledge—can be made visible and open to new possibilities through their reading of multicultural literature.

Assignment descriptions

For all assignments, please submit hard copies in class and also post all assignments on Carmen the day they are due, by midnight.

20% Weekly - In-class activity and self-evaluation; submit by Carmen post the evening of class by 12am
During class we will work together through multiple forms of inquiry (drama, visual art, poetry, writing, discussion) to examine our own and others' perspectives on the literature. Your participation is important to the overall value of these activities. During your participation, be aware of everyone’s right to have an opportunity to contribute and your responsibility to make a contribution. In other words—share the floor. At the end of each day, you will be able to evaluate your inclusion in and contribution to the activity. 2% of the grade will be based on completing the self-evaluation and reflection on the work. The additional 3% of the grade will be based on evidence of identifying and developing a key idea related to teaching and learning with multicultural literature. (e.g., developing a frame of reference for interpreting the author’s work).

30% April 24 (proposal) 10% – June 1 (final) Documentation and analysis project 20%
30% May 8-15 - Book Triads - Reading notes and reflection

15% - Using a double column note-taking format – record 3-5 selected quotations and page numbers from the book in one column and your questions, interests, and connections with this quote in the parallel column. The grade for this assignment will be based on completion (3%/book) and evidence of connecting the literary experience with new insights about your own perspectives (NOT students’ perspectives –for this assignment) on the relationships and concerns expressed by the characters in this particular setting; and on the metaphors and language used by the author to convey those ideas. (2%/book) These notes will help to guide your participation in a small group discussion. 3 sets of notes – 1 for each book assigned to your group; 1 for American Born Chinese. (Due May 8)

15%- 5 page focused analysis of your own and the small groups’ connections and joint meaning-making. Select a focus of the discussion that is especially compelling for you. In what ways did the group’s perceptions and questions inform or shape new interpretations for you? Consider how your group’s discussion points reflected reader response concepts, multicultural literature concepts, and relationships with inquiry ideas in professional readings. (Due May 15)

15% May 22-29 Lead discussion & engagement of an excerpt from multicultural literature with 1 page handout AND 5 page reflection on your teaching choices and participants’ insights

Documentation and analysis project possibilities:
- Context analysis – What books are available? What literature is recommended? How are they made available? What are related questions and suggested pedagogies? Critique and extend. Ideal reader?
- Recent controversy documentation (media sources, academic articles, author websites) and analysis
- Critical literacy curriculum (review key sources and exemplars and develop a curriculum for your work)
- Literature textbook review (content analysis and proposal for change)
- Children’s literature textbooks reviews
- Reader response study with students – proposal, analysis, reflection
- Close reading -selected book and related books for in-class readings
- Develop a blog or website for literature and multicultural education

5% Attendance & Participation
Participants are expected to be present and punctual to each class meeting. If you are unable to meet this requirement please contact Dr. Enciso in advance to discuss the situation. You are also expected to complete the readings and assignments prior to each class meeting. Active engagement, critical reflection and meaningful participation in class activities and discussions are important for your own learning.

Grading

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Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.
## Topics and Readings

| Date          | Critical analysis and multicultural literature | Ten ways to analyze children’s books for sexism and racism.  
McNair – I never knew…  
Telgemeier – Point of departure  
Woodson – Point of Departure |
|---------------|-----------------------------------------------|------------------------------------------------------------------|
| March 27      | Critical analysis and multicultural literature | Perez, My Diary from Here to There/ Mi diario de aqui hasta allá.  
Muñoz Ryan. Esperanza Rising / Esperanza Renace  
Anzaldúa. Friends from the other side. |
Choose 1:  
Medina, C. (2004). Drama Wor(l)ds  
Medina, C. & Enciso, P. (2001). Some words are messengers |
| April 10      | Reader response and teaching multicultural literature | Lehr, S. & Thompson, D. (2000). The dynamic  
Bruchac, J (2011). Point of departure |
| April 17      | Reader response and teaching multicultural literature | Tatum, Reading for their life: (Re)building the textual lineages of African American adolescent males.  
Hoose. Claudette Colvin: Twice toward justice.  
Choose 1:  
| May 8         | Inquiry and multicultural literature | Gene Yang/American Born Chinese online reviews and information  
The Letter online resources  
Hathaway, (2009) More than meets the eye  
Choose 1:  
Yoon et al (2010). Assimilation ideology  
Campano, G. (2007). Honoring student stories |
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<td><strong>Horning, K.T.</strong> (2005). On spies and purple socks**</td>
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<td><strong>Choose 1</strong></td>
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<td><strong>Wickens, C.</strong> (2011). Codes, Silences, and Homophobia: (YA literature)</td>
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<td>May 22</td>
<td>Inquiry and community</td>
<td>Guest Speaker <em>Beauty is a verb</em></td>
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<td>Class presentations in small groups – leading focused book discussion</td>
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<td>with related booklists and rationale</td>
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<tr>
<td>May 29</td>
<td>Multicultural literature in classroom contexts</td>
<td>Class presentations in small groups – leading focused book discussion</td>
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**Readings**


**Online resource:**
Teaching Multicultural Literature: Online Workshop for the Middle Grades [http://www.learner.org](http://www.learner.org)

**Literature for Children and Young Adults**


Woodson, J.(1997). *From the Notebooks of Melanin Sun*.Scholastic