

VALDOSTA STATE UNIVERSITY
MASTER OF LIBRARY & INFORMATION SCIENCE
MLIS 7999 Multicultural Youth Literature
Syllabus Spring Semester 2008
Three Credit Hours

INSTRUCTOR

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Virtual Office Hours

COURSE DESCRIPTION

This online course is designed for graduate students who are preparing for careers in libraries that serve children and young adults. The purpose of this course is to survey a wide variety of multicultural literature for children and young adults. The major focus will be on the evaluation, selection and use of multicultural literature in school and public libraries.

COURSE OBJECTIVES

At the end of this course, students will:

- be familiar with some multicultural literature for children and young adults
- be familiar with various genres of children and young adult literature and the characteristics of each
- be familiar with some of the major issues and concerns with respect to multicultural children's and young adult's literature
- be familiar with professional literature, including selection aids, concerning multicultural children's and young adult's materials
- be familiar with many major multicultural authors and illustrators
- be familiar with major awards of multicultural children's literature
- be aware of strategies to select multicultural children's and young adult's literature
- understand how to evaluate multicultural children's and young adult's literature for school and public library use
- develop bibliographic and research expertise by developing annotated bibliographies and writing descriptive reviews

REQUIRED COURSE MATERIALS

Norton, Donna E. *Multicultural Children's Literature: Through the Eyes of Many Children*. 2nd edition. Prentice-Hall, 2005. **ISBN-10:** 0131178067 **ISBN-13:** 978-0131178069

Additional Reading Assignments will be posted in WebCT Vista

FORMAT AND PROCEDURES

This is a Web-delivered course, with no required face-to-face meetings. The course will be delivered through WebCT Vista. The class will be conducted asynchronously,

although the instructor reserves the option of scheduling synchronous sessions for additional instruction if such instruction seems necessary and can be mutually arranged between her and the members of the class.

There are seven learning units in this online course, each lasting about two weeks. Requirements for each unit include independent reading of the required texts and active participation in weekly discussions in addition to the projects listed in the Overview below. As a student in this class, you are expected to: (1) log on regularly to WebCT; (2) read or view all assigned background materials; (3) participate in discussion groups; and (4) submit all projects on time and according to the format designated by the instructor.

OVERVIEW OF COURSE REQUIREMENTS

Weekly Discussion Posts 30%

Class participation is important in this course. You must be prepared to participate each week on the course discussion board. Think of it as our virtual classroom. You will be posting responses to the assigned readings and also discussing the multicultural books you are reading.

Book Review 10%

You will prepare a book review of a multicultural book published since 2005. The review will follow the format of a selection tool such as *School Library Journal* or *Booklist*.

Author Study 30%

This assignment is intended to allow you to explore in depth the work of an author or illustrator who produces multicultural books for children and/or young adults.

Reading Log 30%

During Learning Units 2 – 7 you will be reading books about the ethnic group featured in that unit. For each ethnic group you will read and annotate a minimum of two (2) children's or young adult's chapter books and four (4) picture books for a minimum of 36 books.

COURSE SCHEDULE

Week	Activities
Week 1 1/07- 1/13	Introduction to the Class In WebCT Vista, look on the Discussion Board for "Meet the Class." Open the post and follow the directions. You will introduce yourself to the class. Please include: <ul style="list-style-type: none">. where you liveyour current job, if anywhat you hope to do after you finish schoolthe title of your favorite book from childhood If you have a digital photo you're willing to share, send it as an attachment Using WebCT Vista mail, send me a mail message. Let me know

	<p>these things: What made you decide to take this course? What you hope to get out it. Read Chapter 1 in Norton</p>
<p>Week 2 1/14-1/20</p>	<p>Learning Unit 1: What is Multicultural Literature? Read articles in WebCT: Agosto, D. E. (2007). Building a multicultural school library: issues and challenges. <i>Teacher Librarian</i>, 34(3), 27-31. Hade, D. D. (1997) Reading Multiculturally. In Violet J. Harris (Ed.), <i>Using multiethnic literature in the K-8 classroom</i> (pp. 233-256). Norwood, Mass.: Christopher-Gordon. Discussions</p>
1/21	Martin Luther King Holiday
<p>Weeks 3 & 4 1/22-2/03</p>	<p>Learning Unit 2: African American Literature Read Norton Chapter 2 p. 14-49 closely; skim p. 50-69 Discussions LU2 Reading Log due 2/03</p>
<p>Weeks 5 & 6 2/04-2/17</p>	<p>Learning Unit 3: Native American Literature Norton Chapter 3 Discussions LU3 Reading Log due 2/17 Book Review due 2/17</p>
<p>Weeks 7 & 8 2/18-3/02</p>	<p>Learning Unit 4: Latino Literature Norton Chapter 4 Discussions LU4 Reading Log due 3/02</p>
Thurs., 2/28	<i>Midterm Last Day to Withdraw Without Penalty</i>
<p>Week 9 3/03-3/09</p>	<p>Learning Unit 5: Asian Literature Norton Chapter 5 Discussions</p>
3/10-3/14	Spring Break – Student Holiday
<p>Week 10 3/16-3/23</p>	<p>Learning Unit 5 continued: Asian Literature Discussions LU5 Reading Log due 3/23</p>
<p>Weeks 11 & 12 3/24-4/06</p>	<p>Learning Unit 6: Jewish Literature Norton Chapter 6 Discussions LU6 Reading Log due 4/06</p>
<p>Weeks 13 & 14 4/07-4/20</p>	<p>Learning Unit 7: Middle Eastern Literature Norton Chapter 7 Discussions LU7 Reading Log due 4/20 Author Study due 4/20</p>
<p>Week 15 4/21-4/27</p>	<p>Wrap-Up Share Author Studies</p>
4/28	Last Class Day for Spring Semester

Grading

General Grading Scale

- A** excellent work - among the best work seen at the graduate level
- B** satisfactory work - better than average work at the graduate level
- C** honest attempt - needs moderate to major revisions to be satisfactory
- D** perfunctory or missing work
- Late** work is dropped one letter grade

Final Grading Scale

- A** - always satisfactory, often excellent
- B** - mostly satisfactory, occasionally excellent
- C** - sometimes satisfactory, often needs revisions
- D** - rarely satisfactory, often perfunctory, late or missing
- F** - lacking even an attempt to learn or do, dishonesty, plagiarism

Communication

We will use WebCT Vista as our primary communication tool. You should be able to access the class in Vista beginning on Jan. 7.

For help with **WebCT Vista**:

Visit <http://www.valdosta.edu/vista/>. Read carefully. Scroll down and read entire screens. Notice "Self-Help" on the right. If this doesn't solve the problem, phone VSU's IT Helpdesk, 229-245-4357. To see Helpdesk hours: visit <http://www.valdosta.edu/helpdesk/> (see on the left, scroll down).

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 behavior are contained in the *Student Handbook, Student Code of Ethics*.

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).

Any changes to this syllabus and course schedule will be announced with advance notice to students. Changes will only be made if they enhance the learning of students. For example, a more recent article may be substituted for an older version.