



FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Information

LIS5566 – MULTICULTURAL LITERATURE AND INFORMATION RESOURCES FOR YOUTH
SECTION(s)
TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION
MODE OF INSTRUCTION: Online

Instructor:

Email:

Office:

Phone:

Course Location/Website:

Office Hours (in office, online or via phone):

Teaching Assistant:

Email:

COURSE DESCRIPTION:

The focus of this course is evaluation of literature and information resources for children and young adults from the perspective of race and ethnicity. Students will employ strategies for using multicultural literature and other resources to meet the developmental, informational, and recreational needs of children and young adults in relation to these issues. Discussion will include various formats, selection criteria, and promotional strategies.

COURSE OBJECTIVES:

At the end of this course, the student will be able to:

1. Define multicultural literature for children and young adults.
2. Name and provide information about the most widely recognized United States authors, illustrators, and publishers whose works are recognized in the field of multicultural literature and information resources for children and young adults.
3. Identify and use selection and evaluation criteria, including those criteria that identify authentic portrayals of cultural and ethnic groups.
4. Discuss issues of ethnicity and culture in relation to selection and use of literature and information resources to meet the needs of children and young adults.
5. Identify and discuss issues related to prejudice, discrimination, racism, and stereotyping as reflected in materials and other resources for children and young adults.
6. Describe strategies for incorporating multicultural literature and information resources in classrooms and libraries.
7. Explain how multicultural literature can help meet the developmental, informational, and recreational needs of children and young adults.

COURSE MATERIALS:

Required Textbook:

Fox, D. L., & Short, K. G. (2003). *Stories matter: The complexity of cultural authenticity in children's literature*. Urbana, IL: National Council of Teacher of English. Retrieved from <http://search.proquest.com/docview/62167109?accountid=4840>.

Freely available through the ERIC database here: <http://eric.ed.gov/?id=ED480339>.

Choice Books:

- Selected picture books from the Children's Digital Library (a free online resource). The titles will be listed on the course website under the Weekly Activities folder for the given week.
- Other award-winning and culturally authentic books of your choice can be used for your assignments. Criteria for book selection will be discussed in class (some may need to be approved by the instructor).

Other Resources:

International Children's Digital Library: <http://en.childrenslibrary.org/>

Other required readings and supplementary materials (e.g. articles, recommended websites, video shorts, etc.) are assigned most weeks, and will be posted on the Bb site in the appropriate Weekly Folder.

Recommended Textbook:

Louise Derman-Sparks & Julie Olsen Edwards, *Anti-Bias Education for Young Children and Ourselves* (NAEYC).

Recommended Literature:

Books representing different micro-cultures within the United States will be assigned, suggested, and/or discussed. A few stand out examples include:

- Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian* (Little, Brown).
- Marina Budhos, *Ask Me No Questions* (Atheneum).
- Christopher Paul Curtis, *Elijah of Buxton* (Scholastic Press).
- Sundee T. Frazier, *Brendan Buckley's Universe and Everything in It* (Delacorte Books for Young Readers).
- Cynthia Kadohata, *Weedflower* (Atheneum).
- Naomi Shihab Nye, *Habibi* (Simon Pulse).
- Tim Tingle/Jeanne Bridges, *Crossing Bok Chitto* (Cinco Puntos Press).
- Jacqueline Woodson, *Brown Girl Dreaming* (Nancy Paulsen Books).
- Gene Luen Yang, *American Born Chinese* (Square Fish).

COURSE ASSIGNMENTS AND EVALUATION:

Class Attendance & Participation: Attend and actively participate in 10 (out of 13) required class sessions, including thoughtful discussions of books and required readings. Complete any required readings and viewings for the week before class. This gives you 3 “freebie” days that you can miss without an excuse or penalty.

Book Discussion Leadership [Group Assignment]: Lead one class discussion (about the topic, required/suggested readings for that week). Leading the discussion includes preparation and reflection activities.

Booktalk or Book Trailer Paper and Presentation: Write and perform/record a booktalk or book trailer about an award-winning children's or YA book of your choice that represents authentic multicultural literature (fiction or non-fiction, targeting ages 9 and up). Criteria for book selection will be discussed in class (and selections must be approved by the instructor). The Booktalk/Book Trailer Paper and Presentation will include using various models and techniques.

Read and Reacts/Discussion Board Posts: Write 10 “Read and Reacts” (RR). These are short, reflective reactions to required readings and other course materials. RRs are due before the class in which the materials are to be discussed. RR prompts are posted on the course website the week before they are due.

Final Project: Choose between one of the following: Option 1: A theme or issue paper supported by recommended multicultural literature. Option 2: An assessment of—and recommendations for—the multicultural literature collection of an exciting school or public library for children or young adults.

GRADE CALCULATION

Class Attendance & Participation:	100 points
Read and Reacts:	100 points
Group Discussion Leadership:	250 points
Booktalk or Book Trailer, Presentation & Reflection Paper:	250 points
Final Project:	300 points
Total	1000 points

GRADING SCALE:

A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	730-769
C-	700-729

D+ 670-699
D 630-669
D- 600-629
F 0-599

COURSE SCHEDULE:

Week 1: Introduction to Multicultural Literature

Week 2: Cultural Authenticity, Competence & Anti-Bias Education

Week 3: Selection & Awards, Readers' Advisory, Booktalks & Book Trailers

Week 4: YA Lit 2.0, Games, Film & Multimedia Resources

Week 5: Latino/a American Resources

Week 6: American Indian Resources

Week 7: Asian American Resources

Week 8: Applications of Children's And YA Multicultural Lit.

Week 9: African American & Multiracial Resources

Week 10: Middle Eastern American & Religious Diversity Resources

Week 11: LGBTQ* Resources & Resources for the Differently-Abled

Week 12: Final Presentations

Week 13: Final Presentations

Copyright Statement:

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

Sexual Harrassment Policy:

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

iSchool Hardware and Software Requirements:

A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location:
<http://ischool.cci.fsu.edu/academics/online/requirements/>

Student Eligibility for an Incomplete Grade:

Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:
Student Disability Resource Center

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

sdrc@admin.fsu.edu

<http://www.disabilitycenter.fsu.edu/>

Syllabus Change Policy

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."