Course Change Request

Date Submitted: 02/01/18 11:39 pm

Viewing: **RDNG 613 : Multicultural Children’s Literature and Literacy**

Last edit: 02/02/18 10:33 am

Changes proposed by: ambyrios

Catalog Pages

referred to this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Ambyr Rios</td>
<td><a href="mailto:ambyrios@tamu.edu">ambyrios@tamu.edu</a></td>
<td>9798628122</td>
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Rationale for Course

Edit

The proposed changes are for accreditation purposes.

Other

The proposed changes are part of a routine curriculum review.

Explain other rationale

Submitted for distance education equivalency.

Course prefix RDNG  Course number 613

Department Teaching, Learning & Culture

College/School Education & Human Development

Academic Level Graduate

Academic Level Undergraduate

Effective term 2018-2019

Complete Course Title Multicultural Children’s Literature and Literacy

Abbreviated Course Title MULTICUL LIT & LITRCY

Catalog course description

Multicultural Children’s Literature and Literacy. (3-0). Analysis and evaluation of Native American, Black and Hispanic children’s literature; development, implementation and evaluation of research in multicultural literature and literacy; analysis of issues influencing multicultural literature and literacy.

Prerequisites and Restrictions RDNG 612; graduate classification.

Concurrent Enrollment No

In Workflow

1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 02/02/18 8:43 am Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 02/02/18 10:33 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/02/18 10:45 am Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:43 pm Beverly Irby (birby): Approved for ED Committee Chair GR
5. 02/13/18 3:46 pm Beverly Irby (birby): Approved for ED College Dean GR
6. 02/16/18 12:56 pm Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:19 pm LaRhese Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
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<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
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Learning Outcomes

*Meets traditional face-to-face learning outcomes.*
Describe how learning outcomes are met or provide justification why they are not met.

1. To become aware of the value of authentic multicultural literature for all children, especially in increasing literacy.
   It is critical that our children see themselves reflected in the texts they read. Therefore, teachers must be equipped to locate and offer a wide range of texts. We begin this process by looking closely at our own literacy path and practices. Discovery of our own rich backgrounds leads discussion toward recognizing and valuing the rich histories of others whose stories also must be read, and be available to read in classrooms.

2. To read notable multicultural children's literature selections and become aware of the availability of quality multicultural literature for children and adolescents.
   We thoroughly examine recommending sources (both the ones students will be expected to utilize for assignment completion as well as ones that will not be acceptable) in the second week of class. For the remainder of the semester, students must list the recommending source(s) used when they note books for inclusion in assignments. We also deliberate how an author’s heritage is related to authenticity/representation of any group or individual.

3. To enable teachers to select and evaluate quality and authentic multicultural literature for children and adolescents.
   This outcome is very similar to the second outcome. In addition to noting recommending sources that are recognized, we also begin to consider the themes and messages displayed within multicultural literature. Lived experience is complex and children's literature speaks to those complex experiences beautifully. As teachers, we must be prepared to read and research widely to discover new books available. This practice is ongoing throughout the semester.

4. To examine the images of various groups in literature and to become aware of sexism in content and language and to examine children's literature for the treatment of racial, ethnic, and religious groups.
   Once themes, messages, and representation have been introduced early in the semester, every reading of picture books and novels touches on content and treatment of racial, ethnic, and religious groups. This becomes a foundational aspect of every meeting.

5. To plan and evaluate language arts activities that will deepen and extend the meaning of multicultural literature for children and contribute to students’ growth and development, especially as these activities promote attitudes of diversity and equity.
   This outcome is addressed across the semester. As we discuss picture books and novels relevant for use in classrooms (or that students use or see used in them) we evaluate how those texts support diverse perspectives of student growth and development. We also spend considerable time and effort evaluating how students read and respond to these texts as we deliberate the impact of classroom practice on life-long engagement with literacy. Worksheets will not capture the beauty and depth of story and experience, which means considerable time and effort are put into thoughtful planning and preparation of language arts activities.

6. To consider techniques by which multicultural literature for children can be used to develop the reading comprehension skills and critical reading abilities of children, while also nurturing a passion for reading that will create lifelong readers.
   We hope to foster life-long readers and writers through engagement with rich, authentic texts. Student choice, coupled with a variety of available texts and ways to show what they have learned from them, will do much to support student self-efficacy. Regimented approaches do not foster lifelong readers who engage with reading based on passion. Teachers must know children's literature well, and have the capacity to continue to know it well as texts, authors, and students grow and change.

7. To conduct an in-depth, multiphase study of a culture beginning with traditional literature and progressing to the genre of contemporary realistic fiction.
   This outcome requires students to study how a group, culture or issue is represented within multiple genres because we know that text is powerful for conveying messages and informing perspectives. Students are required to identify a group, culture or issue they wish to research and then locate and evaluate a range of texts across traditional literature and contemporary realistic fiction to outline predominate modes of representation and placing. If deficit perspectives are noted, students are also required to locate texts to disrupt those narratives.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Hours are met through copious amounts of research, reading, writing, and evaluating children’s literature. Students discuss and defend their choices, and seek to locate and infuse pedagogical practices and approaches that allow for wide reading and writing response. A key aspect is knowing themselves, so students begin by creating a personal avatar, which becomes a reflective element in the course. As they encounter new stories and continue conversations, they repeatedly return to the avatar to update and refine their personal representation. They complete an in-depth study of a group, culture, or issue as represented across literature genres. This significant assignment builds upon weeks of instruction and reading.
Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program) Program(s)

(MED-EDC) Master of Education in Curriculum and Instruction

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus RDNG 613 online syllabus.pdf

Letters of support or other documentation No

Additional information

Reviewer Comments

Reported to state? No

Key: 13033
Multicultural Children’s Literature and Literacy (online course)

<table>
<thead>
<tr>
<th>Sharon D. Matthews, PhD</th>
<th>Office: 203 Harrington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Assistant Professor</td>
<td>Office Hours: T – 12:30-2:00; W- 9:00-10:00; R – 9:00-11:00</td>
</tr>
<tr>
<td><a href="mailto:sharon.matthews@tamu.edu">sharon.matthews@tamu.edu</a></td>
<td>Main TLAC office phone: (979) 845-8384 (leave a message)</td>
</tr>
<tr>
<td>(I will work to answer all emails within 24 hours M-F until 8:00pm).</td>
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</tbody>
</table>

Textbook:

Multicultural Children’s and Adolescent Selections (required reading):
You may read any edition of the children’s books listed on eCampus. They are notable selections and should be available in online and paperback versions. You will also have additional article readings as outlined each week, which will be posted on eCampus.

Course Description: Analysis and evaluation of multicultural children’s literature; development, implementation and evaluation of research in multicultural literature and literacy; analysis of issues influencing multicultural literature and literacy.

Prerequisite: Graduate classification

Restrictions: May not be enrolled in the English Language Institute

Course Objectives:
1. To become aware of the value of authentic multicultural literature for all children, especially in increasing literacy.
2. To read notable multicultural children’s literature selections and become aware of the availability of quality multicultural literature for children and adolescents.
3. To enable teachers to select and evaluate quality and authentic multicultural literature for children and adolescents.
4. To examine the images of various groups in literature and to become aware of sexism in content and language and to examine children’s literature for the treatment of racial, ethnic, and religious groups.
5. To plan and evaluate language arts activities that will deepen and extend the meaning of multicultural literature for children and contribute to students’ growth and development, especially as these activities promote attitudes of diversity and equity.
6. To consider techniques by which multicultural literature for children can be used to develop the reading comprehension skills and critical reading abilities of children, while also nurturing a passion for reading that will create lifelong readers.

7. To conduct an in-depth, multiphase study of a culture beginning with traditional literature and progressing to the genre of contemporary realistic fiction.

Assignments: Your grade in this course will be determined by the quality of your work on the following assignments. All assignments are due by 11:59pm on the designated due date.

1. Personal Avatar Depiction: Providing rich authentic material to students that accurately represents any culture being discussed is critical. One essential aspect of representation is knowing who you are as well. For this assignment, you are to create your own “personal avatar” that depicts how you view yourself. You will accomplish this form of character sketch of yourself by identifying books, and specifically characters, with whom you identify closely. The format for this assignment is open to individual interpretation, but you must provide at least 5 connections to texts and characters to fully support your avatar creation. Be mindful of your heritage as well as how you see yourself based on how life experiences have shaped you. (75 points)

2. Young Adult Literature on the Shelves: Visit a local library or bookstore that features a YA section to discern: organization of the section, prevalence/absence of multicultural literature, range of titles/topics available, authors highlighted, and any other pertinent information noted. Following the visit, craft a reflection that critically evaluates what you discovered, including the following as appropriate to your discussion:

a. What can you infer from the organization and titles/authors/topics included?
b. What is not included, or is hidden from view?
c. Which titles/authors are featured?
d. What does the presentation of the YA section tell you about the value placed upon YA literature and multicultural literature in this place?
e. How would you reimagine the space? What advantages/disadvantages are inherent in your decisions?

3. Reading Responses: The first discussion post will be an introduction. You will read weekly required readings (articles and children’s multicultural texts) and respond to prompts in discussion threads on eCampus. Substantive initial responses are due by Monday evening, and a thoughtful response to at least one peer is due by Thursday evening.

4. Book Presentations: Students will select one text to read from the list on eCampus and provide the following: a detailed summary one of the following to facilitate use in the classroom:

a. book talk
b. book trailer
c. think aloud
4. **Annotated Bibliography**: You will select one theme represented in multicultural literature (secure approval from the instructor) and develop an annotated bibliography that provides at least ten texts that meet the following criteria:
   a. two traditional literature selections
   b. two contemporary realistic fiction
   c. two pieces of poetry
   d. two informational, biography, or autobiography texts
   e. two biography or autobiography texts
   f. texts must be written by an author of color (200 points)

5. **Authentication Project**: Recognizing rich and appropriate material that accurately represents a culture is a critical take-away from this course. To complete this assignment, you will select one historical fiction piece from the list provided and read carefully to note the following:
   a. address depictions in the historical fiction text:
      ~are historical facts represented accurately
      ~did women (or men or children) of that period really dress or act in that way
      ~were the cultural practices involving food, music, etc. accurately and realistically represented
      ~could the story have actually happened
      ~or whatever creates interest for you in the book/something you notice that bears discussion
   b. conduct appropriate, scholarly research (no use of Wikipedia as a source—for guiding only, not defending a stance (for example, music in *The Watsons go to Birmingham* might require less scholarly approaches).
   c. create a power point slide presentation that takes specific examples or instances out of the historical fiction piece and matches the novel’s depiction of the culture with the research located that either proves or disproves the authenticity of the presentation. (150 points)

6. **Participation and Professionalism**: Students are expected to maintain professional communication and online presence throughout the course. Assignments must be completed and submitted as outlined in the syllabus. All interactions with the instructor and peers are expected to be respectful, collegial, and appropriate for our academic endeavor.

<table>
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<tr>
<th>Assignment</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Personal Avatar Depiction</td>
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<td>YA Literature on the Shelves</td>
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<td>Reading Responses</td>
<td></td>
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<td>week one: introduction and readings</td>
<td>40</td>
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<tr>
<td>week two: initial response and reply</td>
<td>35</td>
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<td>week three: initial response and reply</td>
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RDNG 613 Expanded Course Schedule

<table>
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<tr>
<th>Week/Date</th>
<th>Topic/Assigned Readings</th>
<th>Assignments Due</th>
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<tr>
<td>Week One:</td>
<td>What is multicultural literature/why use multicultural literature? Bishop, 1990</td>
<td>Introduction Responses to introductions and Bishop, Woodson and textbook readings</td>
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<td>Woodson, 2015</td>
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<td>Week Two:</td>
<td>Literary genres Recomending sources Recognizing deficit perspectives Textbook Chapters:</td>
<td>Personal Avatar Depiction Book Presentation Responses to textbook readings</td>
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<td>Week Three:</td>
<td>Authenticating children’s literature Change/Tradition in multicultural literature</td>
<td>YA Literature on the Shelves Responses to textbook readings</td>
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<tr>
<td></td>
<td>Textbook Chapters:</td>
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| Week Four: | Resilience in multicultural literature  
Gender roles in multicultural literature  
Building multicultural text sets  
Textbook Chapters: | Authentication Project  
Responses to textbook readings |
|---|---|---|
| Week Five: | Individualistic/Collectivist discussions in multicultural literature  
Synthesizing our learning  
Textbook Chapters: | Annotated Biography  
Responses to textbook readings |

**Texas A&M University Rules and Regulations:**
For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

> An Aggie does not lie, cheat, or steal or tolerate those who do.

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

**Faculty Senate Statement on Plagiarism:**
The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. **Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.** If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

**Americans with Disabilities Act (ADA) Policy Statement:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services with Disabilities in Room B118 Cain Hall. The phone number is 979-845-1637.
Social Media Policy: When students in the College of Education and Human Development at Texas A&M University choose to join or engage with social networking groups, they do so as future educators and as such assume the responsibility for monitoring content and addressing inappropriate behavior or activity on these networks. This includes acting to protect the safety of minors online, peers, and district personnel. Any concerns should be immediately brought to the attention of any faculty member at Texas A&M University.

PICS Website: The website for student evaluations is https://pica.tamu.edu.

Student Rules and Grading
10.1 The course instructor shall provide in writing the following information to the class during the first class meeting:
   - A statement of the nature, scope and content of the subject matter to be covered in the course.
   - All course prerequisites as listed in the catalog.
   - All required course text and material.
   - The grading rule, including weights as applicable for tests, laboratory assignments, field student work, projects, papers, homework, class attendance and participation and other graded activities in the calculation of the course grade. No such rule should be in contradiction to other provisions of the University Student Rules.

10.2 The student’s semester grade shall be based upon the grading rule statement in 10.1 (above). No such rule should be in contradiction to other provisions of the University Student Rules.

Please visit the Academic Integrity web-site at http://www.tamu.edu/aggiehonor/to learn more about the Aggie Honor System Office at Texas A&M University.

Teaching, Learning and Culture (TLAC) Statement
The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

Texas A & M University
Teaching, Learning and Culture
Concern/Oppportunity/Acknowledgment Form (COAF)

Name________________________________ UIN:_____ - ______ -
________ Date __/__/__
Telephone: Home (______)_______ - __________
Major________________________________
Work (______)_______ - __________ EMAIL
________________________
Class: ___________________________________________________________

Circle Freshman  Sophomore  Junior  Senior
Graduate
Projected Graduation Semester____________  Year ____________

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.)
If this is a concern what are the possible solutions
a. 
  b.  
Professor/Advisor/Mentor/Administrator Recommendation
_____________________________________________________________  Date:____/____/_____ 

Advisor/Professor/Facilitator
Department Head Recommendation
Department Head
/Designee_______________________________________  Date:____/____/_____ 

Department Head

Action/Follow-up: