

UNIVERSITY OF MASSACHUSETTS/Boston
Graduate College of Education
Curriculum & Instruction Department

Prof. Denise Patmon

CRCRTH 630 Literature & Art – 3 Credits

EDCG 647 – Multicultural Literature for Children and Young Adults - 3 credits

Office – Wheatley, 2/143-10

Office Hours – Thursdays 9:30-11:30 and 3-3:45p.m., and by appointment

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Fall 2009 Course Syllabus

COURSE DESCRIPTION:

This hybrid course attempts to connect the research and expression of literature and the arts with the practical aspects of teaching multicultural literature in today's classrooms preK-12. Students read a broad range of literature representative of the diverse cultural groups represented in today's society and classrooms. Students will be actively engaged in the analysis and synthesis of literature and art, resulting in a published text of their own at the end of the course. Prof. Patmon's operational framework comes out of her understanding of multiple frames for knowing the word and the world (ala Freire), coupled with her study of Endo Shusaku's creative thought and practice. Field-based observations are required (5-10 hours).

COURSE RELATIONSHIPS TO GCE'S CONCEPTUAL FRAMEWORK:

Pre-service and in-service teachers who learn in a respectful community and whose course work experiences communicate respect and dignity for others are better prepared to ensure the type of classrooms which will promote respect and dignity for humanity now and in the future. Students in this course will:

Investigate the domains of reflective teaching and critical pedagogy in order to constantly analyze their own reading and writing/ teaching and learning;

Deepen their understanding of multiculturalism, race, racism, class, gender, sexism, ageism, linguistic and religious diversity through a thorough investigation of research in order to investigate how these are manifested concretely in children's and young adult literature and the arts;

Examine and alter various models of curriculum development and/or technology/multimedia as effective tools to improve the teaching of reading through authentic multicultural literature;

Examine the range of literary genres on a global context;

Create a multicultural literature text;

Examine ways of promoting vocabulary growth in students through the use of multicultural literature;

Observe and analyze a variety of practices which support and encourage an appreciation of literature and the arts in our society;

Explore and develop evaluation procedures and assessment methodologies that support multicultural literature-based reading programs; and

Explore and develop contexts that support and encourage collegiality and lifelong learning in the domains of writing, social justice and equity using multicultural literature and the arts as vehicles of exchange.

REQUIRED TEXTS:

Botelho, M. & M. Rudman. 2009. Critical Multicultural Analysis of Children's Literature: Mirrors, Windows, and Doors. NY: Routledge

Massachusetts English Language Arts Curriculum Frameworks (EDCG 647 Students Only)

RECOMMENDED TEXTS:

Wood, C. 2007. Yardsticks. Turner Falls, MA: Northeast Foundation for Children, Inc.

REQUIRED LITERATURE:

Adewumi, Oluwatoyin. 2009. Inside Ojo's Shed. booksurge.com

Alexie, S. 2009. The Absolutely True Story of a Part-Time Indian. NY: Little, Brown

Desjardins, Cathie. 2008. With Child: Poems. Minneapolis, MN: Tascara Press/Itasca

Dorris, M. 1999. Morning Girl. NY: Hyperion

Endo, Shusaku. 1958. The Sea and the Poison. Tokyo: Bungei Shunju Co. Ltd.

Lasky, Kathryn. 1997. She's Wearing a Dead Bird on Her Head! NY: Hyperion

Munoz, Ryan. 2002. Esperanza Rising. NY: Scholastic

Namioka, L. (1994). Yang the Youngest and His Terrible Ear. NY: Yearling

Sullivan, Charles (ed). 2001. Children of Promise: African-American Literature and Art for Young People. NY: Abradale Press

LAB FEE: \$30 (cost of children's book production) – Kit Book by Nationwide Learning; Topeka, KS.

REQUIRED WRITTEN ASSIGNMENTS:

Assessment is used to judge student progress, evaluate work, inform teaching and ultimately grade student performance. Each student is strongly encouraged to conference with Dr. Patmon during her office hours. Students will be required to complete the following:

Literature Odyssey/Self Study Paper

Field Work Observation
Curriculum Unit/Literary Critique
Creation of one's own book for children – for publication

COURSE REQUIREMENTS

Attendance/Participation/Presentations/Completion of all Reading and Writing Assignments – 25%
Literature Odyssey Paper – 15%
Fieldwork Observation – 20%
Curriculum Unit – 20%
Children's Book – 20%

Accommodations:

Section 504 of the Rehabilitation Act of 1973 offers guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation and recommendations from the Ross Center (287-7430).

Students are required to adhere to the Code of Student Conduct.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change.

CLASS SESSIONS:

Part I: **MIRRORS** – On Self-Reflection

#1 Welcome/Introductions/Course Overview/Expectations/Data Collection

9/10 Cultural Lens – I am From

Wheatley's Willing to Be Disturbed – Reading/Tea Party
Critical Lens Development

Literature Odyssey Essay – Examining Invisible Assumptions

What is Literature? Why Literature? Cultural Nuances

“Jones” “The First Day” – In Class Reading Activity

Preparing for next week

ASSIGNMENT: Read Adewumi's Inside Ojo's Shed. Prepare questions for the author re: composing process, publishing process, critical and creative thinking process, etc. Book concept proposals. Bring 3 copies of your Literature Odyssey Essay to class.

#2 Finding One's Voice/Finding One's Art

9/17 Oluwatoyin Adewumi – Guest Presenter

Writing Response Groups – Literature Odyssey Essay

ASSIGNMENT: Book Concept Proposals Due 10/1. Read Endo's The Sea and the Poison. Bring 2 copies of revised essay to class on 9/24. Read Botelho & Rudman (B&R) Chapters 3, 5.

#3 Literary Genres – Western/Non-Western Comparative Analyses

9/24 Utilizing Cultural Schemata/Aristotelian Plot Development
Endo's Face Theory – The Sea and the Poison
Multiple Faces of Art
Debriefing Adewumi's Presentation
Book Concept Proposal Review
What's Basic to Teaching Reading?
Literature Based Reading Programs and Cultural Competence
Writing Response Groups II – Literature Odyssey Essay
ASSIGNMENT: Final Essay Draft due 10/1. Book concept proposals due 10/1. Read
Alexie's The Absolute True Story of a Part-Time Indian. Read B&R Chapters 2,4

Part II: **WINDOWS** – Looking at Others

#4 Historical Construction of Children's Literature

10/1 Criteria for Evaluating Multicultural Literature

Alexie's "the Absolute True Story of a Part-Time Indian"

Fieldwork Analysis Expectation/Guidelines

On Critical Pedagogy and Social Justice in the Literature Based Classroom/
Learning Environment

Collect Odyssey Papers – Debriefing

Book Group Work – Proposals Shared and Collected

ASSIGNMENT: Read B&R Chapter 5.

#5 Field Trip – Harvard Art Museum (4p.m.-5p.m. – view collection

10/8 485 Broadway

Cambridge

617 495-9400

www.harvardartmuseum.org

"The Art and Peril of Reconstructing Roman Space"

Bettina Bergmann, Professor of Art

Mount Holyoke College

(Examining different forms of reconstruction which tell us about both the
object of reconstruction and the limit of our knowledge and evolving
historical perspectives.)

Return book proposals

ASSIGNMENT: Read Sullivan's Children of Promise. Conduct fieldwork observation.
Guidelines to be distributed in class. Read Lasky's She's Wearing a Dead Bird on Her
Head. Work on your children's book. Read B&R Chapters 6 & 9.

#6 Literature, Art & Class

10/15 Debrief Field Trip – Western Aesthetic

Discuss children's books – Sullivan and Lasky

African – American Literary Tropes

Social Construction of Gender

Fieldwork Observation Updates

Book Group Work

ASSIGNMENT: Continue to work on your fieldwork observation – DUE 10/29. Read Dorris’ Morning Girl. Read Namioka’s Yang the Youngest and His Terrible Ear.

- #7 Asian – Americans in/and Literature
10/22 Deconstructing Stereotypes/Examining Invisible Assumptions
Asian Aesthetic
Discussion of children’s books by Namioka and Dorris
Book Group Work

ASSIGNMENT: Work on your children’s book. Read Munoz’s Esperanza Rising. Complete your field work observation DUE 10/29. Read Lyon’s “Rhetorical Sovereignty: What Do American Indians Want from Writing?” College Composition and Communication 51.3 (February 2000): 447-468.

- #8 Native Americans in Literature & Art
10/29 Latino/a Americans in Literature & Art
Discussion of children’s book by Munoz
Indian Education for All – Movement
Reviewing Selected Children’s Books for Authenticity
Field work Observation Papers DUE/Debriefing
Organizing the inclusive multicultural literature-based classroom
On Curriculum Development - I

ASSIGNMENT: Compose a curriculum based on a children’s book of your choice. Work on your book. Read B&R Chapter 8. Selected Literature - TBA

- #9 On Language Acquisition and Multicultural Literature
11/5 Caribbean Literature and Eastern European - American Voices (TRANSLATED TEXTS – short stories to be distributed in class

ASSIGNMENT: Work on your curriculum project. Work on your book. Read B&R Chapter 8.

- #10 Book Group Work
11/12 What’s Basic to Writing Children’s Stories? - II
Overview/Modeling
Imani’s Gift at Kwanzaa – Patmon
Carnival – Patmon

Intertextuality of Literature and Art – Exploring Literary Genres
ASSIGNMENT: Read With Child: Poems by Cathie Desjardins. Prepare questions for the author. Bring in book project for review by the author/presenter. Complete your curriculum project.

- #11 On Poetry
11/19 Roethke’s “The Waking”
Cathie Desjardins – Guest Presenter
Collect Curriculum Project - Sharing

ASSIGNMENT: Continue to Craft your Children’s Book. DUE 12/3 OR 12/10.

Part III: Opening **DOORS**

- #12 With Fresh Eyes – Appreciating Children’s Literature & Art
12/3 Children’s Book – Sharing/Publishing Opportunity
Enhancing Creative & Critical Thinking inside and outside of the classroom
Course Evaluation

ASSIGNMENT: Finishing touches to your children’s book – if needed. Revision of any project this semester if desired.

- #13 Book Publishing Celebration
12/10 New England Authors and Illustrators of Children’s Books
Course Debriefing

Final Children’s Book is due no later than Thursday 12/10. All final books will be available in the GCE Curriculum & Instruction Department Office. Prof. Patmon will be on sabbatical during the Spring 2010 academic semester. Please be sure to get your book from her before she leaves on her sabbatical.

WRITTEN ASSIGNMENT DUE DATES:

- Literature Odyssey Paper – DUE 10/1
Book Proposals – DUE 10/1
Field Work Observation Paper – DUE 10/29
Curriculum Project – DUE 11/19
Children’s Book – DUE 12/3 or 12/10

BEST WISHES!!!