COURSE DESCRIPTION:
This course attempts to connect the research and expression of literature with the arts in the context of 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, resulting in a self-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 literary 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:

Massachusetts English Language Arts Curriculum Frameworks

RECOMMENDED TEXTS:

REQUIRED LITERATURE:
Adewumi, Oluwatoyin. 2009. Inside Ojo’s Shed. booksurge.com
Lasky, Kathryn. 1997. She’s Wearing a Dead Bird on Her Head! NY: Hyperion

LAB FEE: $50 (cost of Adewumi book and 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 to demonstrate learning outcome:

- Literature Odyssey/Self Study Paper
- Field Work Observation
- Curriculum Unit related to their children’s book

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

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
- 9/8 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 – Book concept proposal

ASSIGNMENT: Book concept proposals. Bring 3 copies of your Literature Odyssey Essay to class. Read Botelho and Rudman (B&R) – Chapter 1 – The Metaphors We Read By
#2 Finding One’s Voice/Finding One’s Art – Book Concept Proposal  
9/15 Author Study – In Class Examination – Mem Fox’s books  
B&R Chapter 1 - Discussion  
Writing Response Groups – Literature Odyssey Essay  

#3 Literary Genres – Western/Non-Western Comparative Analyses  
9/22 Utilizing Cultural Schemata/Aristotelian Plot Development  
Endo’s Face Theory – The Sea and the Poison  
Book Concept Proposal Review - Collected  
What’s Basic to Teaching Reading?  
Literature Based Reading Programs and Cultural Competence  
Writing Response Groups II – Literature Odyssey Essay  

Part II: WINDOWS – Looking at Others  
#4 Historical Construction of Children’s Literature  
9/29 Criteria for Evaluating Multicultural Literature  
Alexie’s “the Absolute True Story of a Part-Time Indian”  
Native Americans in Children’s Literature  
Indian Education for All Movement  
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 Returned  
What’s Basic to Writing Children’s Stories – Patmon’s Imani’s Gift at Kwanzaa  
Patmon’s Carnival  
ASSIGNMENT: Read B&R Chapter 5. Read Morrison’s The Big Box.

#5 Return Odyssey Papers  
10/6 Special Needs Children in Literature  
Morrison’s The Big Box  
On Illustrating Children’s Books  
Debrief B&R Reading – Discussion  
Book Group Work  
ASSIGNMENT: Conduct fieldwork observation. Guidelines 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 The Importance of Place Based Writing  
10/13 Lasky’s She’s Wearing a Dead Bird on Her Head
**Field Trip** – Abiel Smith School, 46 Joy Street, Smith Court, Beacon Hill, Boston
Guest Presenter – Ms. L’Merchie Frazier (4-5:30)

Fieldwork Observation Updates

ASSIGNMENT: Continue to work on your fieldwork observation – DUE 10/28. Read Wiesel’s *Night*. Read Applegate’s *Home of the Brave*.

#7 Trauma in Children’s Books
10/20 Wiesel’s *Night*
Applegate’s *Home of the Brave*
Asian Americans in Children’s Books
Deconstructing Stereotypes/Examining Invisible Assumptions
- Review Chiec No Than’s *Once in Vietnam*, Maruki’s *Hiroshima No Pika*, Suyenaga, Kim & Pak’s *Korean Children’s Day* – distributed in class
Asian Aesthetic in U.S.
Book Group Work

ASSIGNMENT: Work on your children’s book. Read Anzaldua (hand-out)
Complete your field work observation DUE 10/28. Recommended Reading: Dorros’ *Abuela*.

#8 Latino/a Americans in Literature
10/27 Small Group Examination of Dorros’ *Abuela*
English Language Learning and Literature
“How to Tame a Wild Tongue” – Anzaldua’s Text
Field work Observation Papers DUE/Debriefing
Book Group Work


#9 Oluwatoyin Adewumi – Guest Presenter
11/3 *Inside Ojo’s Shed* – Discussion with the author
Book Progress – Final Draft Due 11/3 - TODAY

ASSIGNMENT: Work on your curriculum project. Work on the final draft of your book. Read B&R Chapter 8. Read Jordan-Fentons’ *Fatty Legs*.

#10 Jordan-Fentons’ *Fatty Legs*
11/10 Organizing the inclusive multicultural literature-based classroom
On Curriculum Development
Debrief B&R
Intertextuality of Literature – Exploring Literary Genres

ASSIGNMENT: Begin work on your curriculum unit.

#11 Finding One’s Voice
11/17 On Poetry and Multicultural Populations
Guest Speaker – Cathie Desjardins – Poet, Author, Teacher Specialist

ASSIGNMENT: Continue to Craft your curriculum project.
Part III: Opening **DOORS**

#12 With Fresh Eyes – Appreciating Children’s Literature  
12/1 Children’s Book – Sharing/Publishing Opportunity  
   Enhancing Creative & Critical Thinking inside and outside of the classroom  
   Examining Cinderella Stories from Around the World (Climo & Heller’s *The Egyptian Cinderella*, Louie/Young *Yeh-Shen*, Climo & Heller’s *The Korean Cinderella* – distributed in class  
   Course Evaluation  
ASSIGNMENT: Complete your curriculum project.

#13 Book Publishing Celebration – Books Returned and Distributed  
12/8 Fall 2009 Students Sharing their books  
   New England Authors and Illustrators of Children’s Books  
   Curriculum Project Sharing  
   Course Debriefing  

Final Curriculum Projects will be available in the GCE Curriculum & Instruction Department Office after 12/27.

**WRITTEN ASSIGNMENT DUE DATES:**  
Book Proposals – DUE 9/22  
Literature Odyssey Paper – DUE 9/29  
Field Work Observation Paper – DUE 10/27  
Children’s Book – DUE 11/3  
Curriculum Project – DUE 12/8 or no later than 12/12

**BEST WISHES!!!**