

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

Prof. Denise Patmon

CRCRTH 630 – Criticism & Creativity in Literature and the Arts – 3 Credits

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

Office – Wheatley, 2/143-10

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Fall 2011 Course Syllabus

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:

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

Massachusetts English Language Arts Curriculum Frameworks

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

Anzaldua, Gloria. 1987. "How to Tame a Wild Tongue" IN Borderlands: La Frontera.

San Francisco: Aunt Lute Books

Applegate, K. 2007. Home of the Brave. NY: Feiwel & Friends/Holtzbrinck Publishers

Dorros, A. 1991. Abuela. NY: Dutton Children's Books

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

Fox, Mem. 2001. Whoever You Are. NY: Harcourt, Inc.

_____ 1989. Night Noises. NY: Harcourt Brace & Co.

_____ 1988. Koala Lou. NY: Harcourt Brace & Co.

_____ 1983. Possum Magic. NY: Harcourt Brace Jovanovich

Jordan-Fenton, C. & M. Pokiak-Fenton. 2010. Fatty Legs. NY: Firefly Books

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

Morrison, Toni. 1999. The Big Box. NY: Hyperion Books for Children

Patmon, Denise. 1992. Carnival. Cleveland, OH: Modern Curriculum Press, Inc.

_____ 1992. Imani's Gift at Kwanzaa. Cleveland, OH: Modern Curriculum Press, Inc.

Wiesel, Ellie. 2006. Night. NY: Hill and Wang a division of Farrar, Straus and Giroux

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

Creation of one's own book for children – for self-publication (Nationwide Learning Publishers)

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
ASSIGNMENT: Book Concept Proposals Due 9/23. Read Endo's The Sea and the Poison. Bring 2 copies of revised essay to class on 9/23. Read (B&R) Chapters 3, 5.

#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
ASSIGNMENT: Final Essay Draft due 9/30. 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
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 Larsky'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

ASSIGNMENT: Work on your book. Final draft due 11/3. Read B&R Chapter 8. Read Adewumi’s Inside Ojo’s Shed. Come prepared with questions for the author.

#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!!!