

EDUC 2210: Multicultural Children's Literature (Online)

Professor Info

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Office hours: By appointment

My office is located on the sixth floor of Leggett Hall, which is only accessible by going up four stairs; this building has an elevator but it does not service our section of the sixth floor. If you have a disability that makes accessing my office difficult for you, please let me know and I will gladly arrange to meet you at an alternative location.

Required Texts

Bunting, E. (1994). *Smoky night*. Voyager Books.

Callen, K. (2020). *King and the dragonflies*. Scholastic.

Carpenter, N. S. (2020). *The edge of anything*. Running Press Kids.

Dooley, N. (1991). *Everybody cooks rice*. Millbrook Press.

Ha, R. (2020). *Almost American girl*. Balzer + Bray.

Howard, K. (2021). *Grace and Box*. Feiwel and Friends.

Ringgold, F. (1991). *Tar beach*. Dragonfly Books.

For secondary English teacher candidates: Kittle, P. (2013). *Book love: Developing depth, stamina, and passion in adolescent readers*. Heinemann.

For elementary education teacher candidates: Peterson, R., & Eeds, M. (2007). *Grand conversations: Literature groups in action*. Scholastic.

Students who are not teacher candidates should choose **either** Kittle (2013) or Peterson and Eeds (2007). Other required texts will be provided via Google Classroom or available online.

Description

A survey of multicultural children's literature. The course includes various authors and illustrators in such genres as the oral tradition, fantasy, realistic and historical fiction, poetry, and picture books. Special emphasis is given to teaching from a culturally relevant perspective and creating a diverse classroom library that includes authors and characters who are Black, Indigenous and people of color; women; LGBTQ+; and from a range of religious and cultural backgrounds. Reading and writing strategies will be incorporated related to text selection and the importance of using a wide variety of reading options in the classroom.

Course Purpose

“There is no Frigate like a Book” (1286)

By Emily Dickinson

There is no Frigate like a Book

To take us Lands away

Nor any Coursers like a Page

Of prancing Poetry –

This Traverse may the poorest take

Without oppress of Toll –

How frugal is the Chariot

That bears the Human Soul –

Course Objectives

Students will be able to:

- Describe the characteristics of children’s literature. (CAEP 1.2; CAEP K-6 2a; InTASC 4j, 4k, 4l, 4m, 4o, 4p, 4q)
- Explain the significance of illustrations in children’s literature. (CAEP 1.2; CAEP K-6 2a; InTASC 4j, 4k, 4l, 4m, 4o, 4p, 4q)
- Criticize the use of illustrations in a variety of children’s texts. (CAEP 1.2; CAEP K-6 2a; InTASC 4j, 4k, 4l, 4m, 4o, 4p, 4q)
- Integrate language and illustration to conduct original analysis of literary texts. (CAEP 1.2; CAEP K-6 2a; InTASC 4j, 4k, 4l, 4m, 4o, 4p, 4q)
- Demonstrate an engaging, effective read aloud. (CAEP 1.2; CAEP K-6 2a; InTASC 4j, 4k, 4l, 4m, 4o, 4p, 4q)
- Compare and contrast culturally relevant and culturally responsive pedagogies. (CAEP 1.2, 1.4; CAEP K-6 1b, 1c, 2a; InTASC 1c, 1e, 1g, 1k, 2c, 2d, 2j, 2k, 2m, 2n, 2o, 3f, 3l, 4j, 4k, 4l, 4m, 4o, 4p, 4q, 5g)
- Apply critical theories, including Critical Race Theory and Reader-Response Theory, during analysis of literary texts. (CAEP 1.2, 1.4; CAEP K-6 1b, 1c, 2a; InTASC 1c, 1e, 1g, 1k, 2c, 2d, 2j, 2k, 2m, 2n, 2o, 3f, 3l, 4j, 4k, 4l, 4m, 4o, 4p, 4q, 5g)
- Recommend books and other texts appropriate for classroom libraries and justify those recommendations. (CAEP 1.2, 1.4; CAEP K-6 1b, 1c, 2a; InTASC 1c, 1e, 1g, 1k, 2c, 2d, 2j, 2k, 2m, 2n, 2o, 3f, 3l, 4j, 4k, 4l, 4m, 4o, 4p, 4q, 5g)
- Engage in a professional learning community by contributing to the knowledge and skill of others. (CAEP 1.1, 1.2; CAEP K-6 5; InTASC 1c, 1k, 3n, 6f, 9b, 10a, 10b, 10c, 10f, 10g, 10i, 10n, 10r, 10s, 10t)
- See themselves as learners, continuously seeking opportunities to draw upon current research as sources of analysis and reflection to grow personally and professionally. (CAEP 1.1, 1.2; CAEP K-6 5; InTASC 1c, 1k, 3n, 6f, 9n)

Student Responsibilities

Although each of us comes to the classroom with our own worldviews, grounded in our upbringing, our culture, our faith, and our way of seeing the world, we must employ the very

democratic values we hope to teach one day. Among these are respect, civility, integrity, reciprocal support that is both critical and constructive, a willingness to listen as well as share our own knowledge and experiences, and openness to intellectual risk-taking.

Practically, these expectations translate into a set of behaviors: respect and civility dictate that classroom discussions—wherein we will certainly uncover disagreements in beliefs and practices and in which you will hear ideas that challenge your own thinking—ought to be places of cordial, informed conversation as opposed to unchecked argument. Openness to intellectual risk-taking means listening to and carefully considering new ideas or points of view during class discussions, while reading, and while completing other class activities. Reciprocal support requires us to still exhibit care for others in our learning community, even those with whom we disagree. These behaviors are the hallmarks of a professional.

Specifically, class members' responsibilities include:

- Thorough preparation for each activity or meeting, including the timely completion and submission of all readings and other assignments, is expected.
- Attentiveness to the other members of this classroom community.
- Adherence to the Randolph College Honor Code at all times.
- Checking Google Classroom and Randolph email **daily**, responding as necessary.

Disability Accommodations

Randolph College is committed to providing learning experiences that are accessible for all students, and will make reasonable accommodations for individuals with documented disabilities. If you have a learning difference or a disability—mental health, medical, or physical impairment—please contact Diane Roy, Coordinator of Disability Services, in the Academic Services Center, 4th floor, Lipscomb Library, at (434) 947-8132 or at droy@randolphcollege.edu.

Student Welfare and Wellbeing

Any student who faces challenges securing their food or housing and believes this may affect their performance in this or other courses is urged to contact me, another member of the staff or faculty in the education department, or another staff or faculty member at the college. Doing so will enable us to connect the student with appropriate resources available on campus and, if the student is local, in the broader Lynchburg community.

Food insecurity is a growing problem in our country. Statistics tell us that 1 in 8 Americans, about 40 million people, are food insecure. Randolph College now has a campus food pantry, available to students, faculty, and staff who need assistance. Located in Moore Hall 107, the pantry provides non-perishable items and resources on how to secure perishable items through Parkview Community Missions, who is partnering with us to supply food for our campus pantry. When you visit the pantry, select what you need and document selected items in the food log on the back table. The information you log is anonymous; it is used for inventory and restocking purposes only. For more information regarding the Food Pantry, please contact me or the Dean of Students Office.

Academic Services

Academic assistance via peer tutoring and one-on-one consultations with the Director of the ASC and Writing Program is available for free to all Randolph students. Students can easily register for these services at randolph.mywconline.com. From there, instructions and appointments are available for writing, academic strategies, and subject tutoring. All students are also automatically enrolled in a supplemental Moodle page that houses a myriad of academic strategies for online and in-person instruction. Please contact Grant Kittrell at gkittrell@randolphcollege.edu or 434-947-8827 for more information.

Title IX

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Randolph's campus with the college's Title IX Coordinator. I do this to make sure that you are able to get all the information and support you may need.

The Health Center and Counseling Center staffs are not mandated reporters. As such they are not required to share information about sexual misconduct with the college and will keep your information private and confidential.

Grades and Assignments

Below you will find a brief description of all course assignments and their relevant weight. For each assignment, a detailed description with requirements and a rubric will be available on Google Classroom and discussed in class. Unless otherwise noted, **all assignments should be submitted as a Google Doc via Google Classroom. Assignments submitted as other file types will not be graded, and the assignment will be counted as late until resubmitted as a Google Doc.**

Grades for this course are computed by totaling points from all assignments for the course and dividing by 1000, resulting in a percentage. Please ask me if you have questions about an assignment **before** the assignment is due. I am happy to meet with you to discuss ideas, questions, and early drafts of your work.

Work that is submitted after the deadline is **late** and will be docked one letter grade. Each additional 24-hour period will result in an additional letter grade deduction. Reading quizzes and the final assignment may **not** be submitted late.

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%

B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	0-59.9%

Assignments	Percentage	Points
Netiquette quiz	1.5%	15
Introduction activities	1%	10
Discussion posts (5 complete posts x 5 points each)	2.5%	25
Small groups organizing survey	2.5%	25
Small group work	5%	50
APA style quiz	2.5%	25
Reading quizzes (10 quizzes x 5 points each)	5%	50
Read aloud demonstration	20%	200
Collage	20%	200
Transactional analysis	20%	200
Annotated classroom library	20%	200
Total	100%	1000

Netiquette quiz (15 points, 1.5% of total grade)

Please read [Virginia Shea's 10 core rules of "netiquette"](#) before completing the five-question quiz. (You must click on each rule to open and read more about it.)

Introduction (10 points, 10% of total grade)

Introduce yourself to the class community in the introductions discussion, and be sure you have a photo in your Google profile. Make sure you submit your answer to this and all subsequent discussion questions in the box on the right for your answer. You will not be able to see others' responses until you've submitted your answer correctly. (I'll let you know if you've submitted your answer incorrectly; this discussion will help us practice for later posts.)

Discussions (5 posts x 5 points each = 25 points, 2.5% of total grade)

Each unit includes a set of discussion questions. I will post a discussion starter (typically a question or group of related questions). In order to earn full credit for each discussion, you must post a response and substantively engage with at least one other community member. A rubric for discussion participation is provided separately. In order to earn credit for discussion

participation, you must participate by 11:59pm on the last day of each unit. Discussions will remain open after that point, but no additional activity will contribute to the grades for those discussions.

Small groups organizing survey (25 points or 2.5%)

This survey is credit/no credit. I will use the information you share to assign you to a small group.

Small group work (50 points or 5%)

You will work with assigned small group members interested in the same grade range. Through this group work, you will explore the choice book (*Book Love* or *Grand Conversations*). Group work will consist of asynchronous collaboration on guiding questions in a Google Doc provided by the instructor.

APA style quiz (25 points or 2.5%)

All work in this class should adhere to the seventh edition of the APA manual of style. After reviewing a slideshow on the basics of APA style, you will complete a brief open-notes quiz on APA style.

Reading quizzes (10 quizzes x 5 points = 50 points or 5%)

Over the course of the term, you will take 10 five-question, selected-response quizzes. Each quiz will only cover material you have read since the last quiz. You may use your notes, readings, or other materials when completing the quizzes, but you must complete them on your own. Quizzes must be completed by 11:59pm on the last day of each unit.

Read aloud demonstration (200 points or 20%)

You will choose a picture book to read aloud and video yourself doing so, demonstrating the elements of a good read aloud we discuss in class. A complete assignment description and rubric will be posted on Classroom.

Collage (20%)

You will use a combination of text and mixed-media collage to analyze significant moments and themes from *King and the Dragonflies*. A complete assignment description and rubric will be posted on Classroom.

Transactional analysis (20%)

After reading about and discussing reader-response theory in class, you will write a four- to five-page essay critically analyzing your own experiences when reading *The Edge of Anything* or *Almost American Girl*. A complete assignment description and rubric will be posted on Classroom.

Annotated classroom library (20%)

Throughout the term, you will create and annotate a list of books you would include in an elementary or secondary classroom library. A complete assignment description and rubric will be posted on Classroom.

Writing: Style and Substance

All written work should be typed, double spaced, and in 12-point Times New Roman. All written work should conform to the seventh edition of the APA handbook. Care should be taken to cite others' work appropriately; failure to do so is plagiarism (discussed in greater detail below). For more information about APA style, appropriately citing others' work, or general guidance on academic writing, please talk with us, visit a writing tutor, or visit [Purdue University's OWL](#) (Online Writing Lab).

The Honor Code and the Honor Pledge

The Student Handbook (www.randolphcollege.edu/studenthandbook) describes the Honor Code and the Honor System. If you have questions about how the Honor Code pertains to this class, it is your responsibility to ask them.

Randolph students take the following pledge: "I pledge absolute honesty in my academic work and in all personal relationships at Randolph College. I will maintain the integrity of my word and I will respect the rights of others. Realizing that these standards are an integral part of life at Randolph College, I assume my obligation to uphold this honor pledge. If at any time I fail to live up to my obligations of this pledge, I will report myself to the Chair of the Judiciary Committee. I will also ask others to report themselves for any infraction of this pledge."

Plagiarism

Plagiarism, an act that violates the college's Honor Code, is using the words or ideas of another person without properly acknowledging the source. Ignorance of the conventions of documentation is not a defense for plagiarism. The Student Handbook provides examples of ways to avoid it. You can educate yourself even more by speaking about the topic with faculty and Writing Lab tutors.

A daily calendar will be provided with a plan for completing class activities in a timely way.

References

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