



EDCI 690.01W/RDG 650.01W
Child, Young Adult, & Multicultural Lit:
History, Pedagogy, and Technology
COURSE SYLLABUS: Summer I 2026

Instructor: Tami Morton, Ph.D.

Office Location: Office Location: (Main Campus) EdS 216;

Online Office Hours: Wednesday 1:00 pm-5:00 pm

Email: Monday-Friday, email checked 8 am-10 p.m.

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COURSE INFORMATION

Zoom Class Meetings

June 2	Tuesday	5:00-8:00 PM
June 9	Tuesday	5:00-8:00 PM
June 16	Tuesday	5:00-8:00 PM
June 23	Tuesday	5:00-8:00 PM
June 30	Tuesday	5:00-8:00 PM

Materials—Textbooks, Readings, and Supplementary Readings

Textbook Required:

Wolf, S.A., Coats, K., Enciso, P., & Jenkins, C.A. (eds.) . (2011). *Handbook of research on children's and young adult literature*. New York: Routledge. ISBN 13: 978-0-415-96505-7 (hbk); ISBN 13: 987-0-415-96506-4 (pbk); ISBN 13: 978-0-203-84354-3 (ebook)

***** This book is an ebook in our library. There is no need to buy unless you want a copy of your own: <https://ebookcentral-proquest-com.proxy.etamu.edu/lib/tamu/detail.action?docID=957154>**

Freire, P. (2018). *Pedagogy of the oppressed* (50th anniversary)(4th ed.). New York, NY: Bloomsbury Academic.

Course Description:

This course will address four major literature issues related to elementary and secondary school students: 1) explore children's, young adult literature, and multicultural literature genres, 2) research current and historical trends and issues, 3) investigate integration and cross curricular pedagogical issues, and 4) probe the expanding definition of texts in a technological medium. Prerequisite: Doctoral level standing or consent of instructor.

This course is designed to give participants opportunity to explore global children's and adolescent literature—its origins, content, availability, authenticity, authors and its role in creating an understanding of our global society. Through examining literature and the scholarly thinking found in professional readings, students can reflect on the sociocultural and sociopolitical issues that create the contexts for reading and writing. We will broaden and deepen our knowledge of children's literature/literacy and examine ways to effectively integrate literature/media into the elementary school curricula. This will be a hands-on course in that you will be searching, researching, and sharing both the historical, pivotal and most current children's literature/literacy and research that you determine are significant to you at the point in your professional career Student Learning Outcomes:

1. Students will create a knowledge base of international children's literature and authors from the US as well as other countries;
2. Students will realize the role of one's own culture and sociocultural ideologies in reading and responding to this literature and that varying perspectives exist for any piece of literature;
3. Students will investigate the professional literature to determine the research base concerning the impact of children's literature upon literacy developments and the effective integration of children's literature into the elementary/middle/high school curriculum.
4. Students will seek out, read, analyze and critique past research/theories/professional materials related to children's/adolescent literature, literacy development, and the instructional setting.
5. Students will identify, analyze, compare and critique various approaches to literary analysis and the theoretical groundings of those approaches.
6. Students will investigate the incorporation of technology on literature/literacy.

Course Requirements

Please note that all assignments are to be completed by Sunday unless otherwise noted.
Instructional/Methods/Activities

Methods of instruction:

In this online class, every week you will have readings and assignments that will provide you with further understanding of children's and young adult literature. You will gather information about theorists who have postulated how literature is viewed and interpreted by diverse populations. Be prepared to discuss, question, analyze, critique, and debate assigned readings, and other class assignments.

Online Class Discussions (4) 25 points each: Total of 100 points:

Students will participate in 4 online discussion forums over children's and young adult literature. Students will be required to post an initial discussion of at least 150 words to each assigned topic (by Thursday) and respond two other student's initial postings with at least 40+ word response (by Sunday).

Student Learning Outcomes: #1, 2, 3, 4, 5, 6

Assessment Method: Discussion postings must be substantive or the student will not be given full credit, if it is apparent to the professor that students have not spent enough time in writing the responses. For example, "I agree. You are absolutely right," does not constitute a substantive response. Please refer to rubric on the schedule.

Annotated Bibliography (1 X 250) total 250 points

Students have a choice of choice of a) finding, reading, and evaluating **16** authentic children's/picture books or b) finding, reading, and evaluating **four** novels across various people groups and multiple genres. The annotated bibliography will include a short summary of the book in your own words, an analysis of its cultural authenticity, awards received, and highlights on how it can be used in the K-12 classroom. A list of potential titles and ways to access books are included in the **Books, Books, Books** module.

Student Learning Outcomes: #1, 6

Assessment Method: Annotated Bibliography Rubric

Choice Virtual Presentation (1 X 110 points) + Responses (15 points each)

Once this semester during an assigned week, students choose something from the theoretical readings (Rosenblatt, Freire, or Street) that resonates with him/her. After pulling relevant supporting documents and ideas from the media, peer reviewed journals, current events, social media, etc. each student will create a 5-7 minute talk using a virtual presentation of their choice (PowerPoint with audio, Zoom, etc.) with no more than 12 slides connected to teaching with children's and young adult literature.

Students who were not assigned a virtual presentation, must respond to at least ½ of those that presented. For example, if 4 virtual presentations were posted, **students who did not** post a virtual presentation must respond to six presentations.

Student Learning Outcomes: #3, 4, 5, 6

Assessment Method: Virtual Presentation Rubric and Response Rubric

Genre Posters Presentation (1 X 110 points) + Responses (15 points)

Working with a partner, you and your peer will be responsible for researching a particular genre and creating a digital poster that thoroughly educates your classmates on the genre, including history, defining features, important authors, outstanding literature, and issues relevant to a discussion of the genre. Posters should include 1. Book examples for various grade levels 2. Include effective teaching practices.

Genre posters will be assessed using a peer response system. Peers will provide substantive feedback and a numeric score using a form (see D2L). Peer responses will be averaged to come up with one peer score. The instructor will evaluate using the same form for a second score. The presenters will self-evaluate using the same form. The final grade will be determined by averaging the overall peer score and the instructor score. The self-evaluation score will be used for discussion purposes in case of grade concern

Student Learning Outcomes: #1, 3, 6

Assessment Method: Genre Poster Rubric and Peer Response Rubric

CYA Literature Inquiry Project , Presentation, and Paper (1 X 200) + Proposal (1 x 50=50 points): Total 200 points

Choose a question or issue of concern to you in relation to multicultural or global children's and adolescent literature. Once you have chosen a particular question, decide on how you will conduct your inquiry to explore that question or issue. You can research through professional readings, children's books, discussions, interviews, observations, and/or work with students (online). You can choose to do your inquiry project alone or with others. The only limitations are that your project should relate to global issues in children's/adolescent literature and is on a question that matters to you.

Options for your project include:

- an in depth critical analysis of a set of books from a particular country or cultural group
- an issue (e.g. translation, censorship, stereotypes, cultural authenticity)
- an author or theme relevant to our focus on multiculturalism
- responses of children, adolescents, or adults to a particular set of global books.
- awards given to international literature or to literature within a particular country

A project proposal will be due June 21st. On this proposal, describe your project in as much detail as possible, including your rationale for undertaking the project, your theoretical framework, your methods of researching your question or issue, etc.

Students will **present their projects on June 30th**. Students must provide a 5-7 minute presentation to share on our last Zoom meeting.

Students must also write a 4-5 page paper describing the findings of their research. APA 6th formatting. Inquiry project papers are due **August 2nd**.

Student Learning Outcomes: #1, 4, 5, 6

Assessment Method: Virtual Presentation Rubric and Response Rubric

Course Evaluation

Online Class Discussions	100 points
Annotated Bibliography	250 points
Choice Virtual Presentation	200 points
Genre Presentations	200 points
<u>Inquiry Project</u>	<u>250 points</u>
Total points	1000 points

TECHNOLOGY REQUIREMENTS

You will need Internet access for the D2L Brightspace portion of this course.

You get to D2L through your MyLeo account. COMMUNICATION AND SUPPORT

MyLeo: As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.etamu.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate Student Academic Dishonesty Form

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Student Academic Dishonesty Form

<http://www.etamu.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
East Texas A&M University

Velma K. Waters Library Rm 162
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
 Email: studentdisabilityservices@etamu.edu
 Website: Office of Student Disability Resources and Services
<http://www.etamu.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/NondiscriminationNotice>

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counseling-center

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

COURSE OUTLINE/CALENDAR

Date	Course topics	Readings/Assessments Due
Week 1: 6/2 Virtual Class	Introduction, Overview of Class; History of Children’s Literature Introduction & Timeline; Guidelines for Choice Virtual Share and Annotated Bibliography	Critical Literacy; Different Interpretive Stances Children’s Literature in Education Chapter 13 History of Children’s and Young Adult Literature A1: Collaborative time line
Week 2: 6/9 Virtual Class	Transactional Theory of Reading and Writing; Considering culture with the Transactional Theory of Reading and Writing; Multicultural Literature	The Transactional Theory of Reading and Writing (pdf in module); Chapter 34 Awards in Literature for Children and Adolescents

	<p>Introduction and description of your inquiry project</p> <p>Guest Speaker: Dr. Scott Lancaster</p> <p><i>Books of the Week Share</i></p>	<p>A2: Virtual Choice Presentations (4)</p> <p>A3: Award Details database</p>
<p>Week 3: 6/16 Virtual Class</p>	<p>Pedagogy of the Oppressed; Critical Literacy and Social Justice</p> <p>Understanding of Literature representing diverse cultures; Cultural Authenticity; Genres</p> <p><i>Books of the Week Share</i></p>	<p>Pedagogy of the Oppressed</p> <p>One of the Chapters about a diverse culture</p> <p>A4: Virtual Choice Presentations (4)</p> <p>A5: Genre Posters</p>
<p>Week 4: 6/23 Virtual Class</p>	<p>The Implications of the 'New Literacy Studies' for Literacy Education;</p> <p><i>Books of the Week Share</i></p>	<p>The Implications of the 'New Literacy Studies' for Literacy Education</p> <p>A5: Virtual Choice Presentations (4)</p> <p>A6: Annotated Bibliography</p> <p>A7: Proposal for Inquiry Project</p>
<p>Week 5: 6/30 Virtual Class</p>	<p>Bringing it all together; Inquiry Project Presentations;</p>	<p>A8: Inquiry Project Presentations</p>