

LLED7345 Immigrant Children's Literature

Course Outline

Spring 2012

Class: Tuesdays, 5:00pm-7:45pm

Meeting Room: 119 Aderhold Hall

Instructor: Dr. Jennifer Graff

Email*: jgraff@uga.edu or jgraff36@gmail.com

**Email is the most efficient method of communication*

Office: 309L Aderhold Hall

Office Phone: 706-542-3811

Consultation Hours: By appointment

Course Overview

In this course we will explore the construction of immigrant youth and their life experiences in children's picturebooks, novels, and informational or nonfiction texts, while consider how those constructions mirror and counter immigration research. We will immerse ourselves in children's (PreK-7) and (perhaps some) young adult (8-12) literature as we explore how "immigrant" is textually and pictorially conceptualized and the ideological messages embedded within those conceptions. Theoretical stances adopted in this course will include semiotic, reader response, and critical literacy. While our exploration will include some historical texts, we will focus on contemporary texts which are currently available in public schools and libraries within the United States and perhaps other areas of the world. Course projects will be customized to professional or personal interests.

Course Objectives

- You will expand your access to and knowledge of children's literature which focuses on immigrants and their experiences
- You will grow in your capability to read, analyze, respond to, and discuss children's literature, especially from a critical literacy perspective.
- You will demonstrate your understanding of various theoretical underpinnings associated with reading children's literature and immigration
- You will explore various ways to share your knowledge about children's literature with others

Important Facets of the Course

Structural Flexibility

Inquiry-based courses necessitate flexibility. Therefore this syllabus is considered a course outline and is not set in stone. Our questions and discussions might lead us down different pedagogical and theoretical pathways than originally intended or we may want to delve deeper into a particular topic. Therefore, the syllabus is subject to change as we progress through the semester. Such changes will be discussed in advance as much as possible and as needed.

Cognitive Flexibility

Our understandings should be as flexible and diverse as our class structure and class membership. As we read, probe, discuss, and synthesize, additional questions will tend to arise from our new understandings. Please know that uncertainty will probably exist throughout this course and that uncertainty is not only OK, it is often necessary. Through dialogue, which involves diplomatic questioning of our and others' stances, we can expect to augment our knowledge base and our sense of competency and self-efficacy.

Primary Methods of Instruction

The primary methods of instruction in this course will be whole and small group discussion. There may also be some lecture-oriented sessions throughout the semester.

Required Texts

Academic Texts (1 copy on Course Reserve in CML)

1. Suárez-Orozco, C. & Suárez-Orozco, M. M. (2001). *Children of immigration*. Cambridge: Harvard University Press
2. Orellana, M. F. (2009). *Translating childhoods. Immigrant youth, language, and culture*. New Brunswick, NJ: Rutgers University Press.

***Children's Literature (1 copy each on Course Reserve in CML)**

1. Budhos, M. (2006). *Ask me no questions*. New York: Atheneum Books
2. Bunting, E. (2006). *One green apple*. New York: Clarion Books.
3. Napoli, D. J. (2005). *The king of Mulberry Street*. New York: Wendy Lamb Books
4. Tan, S. (2007). *The arrival*. New York: Arthur A. Levine Books
5. Bausum, A. (2010). *Denied, detained, deported*. Washington, DC: National Geographic

Other Readings

1. Additional scholarly readings will be distributed on our wiki or in class.
2. *Literature circle texts (see "Lit Circle Books" on our wiki or the readings listed on pp. 9-11 within our *Course Schedule*)
3. *Independent, self-selected children's literature beyond the required texts based on individual preferences, needs, and interests and in alignment with weekly course themes. Use the CML, public library, your school libraries, or friends/colleagues as sources for such texts. Also use the Children's Literature Comprehensive Database (CLCD) accessible through the UGA database system. I have also placed a bibliography of possible books for you on our wiki.

****Note about Assigned and Self-selected Children's Literature***

1. Your self-selected children's literature should be new to you and should be as contemporary as possible, with the exception of the weeks we focus on immigration from a historical perspective. Therefore, your texts should be published between 1995 and 2012 and should be either award-winning or of high-quality. If the text you wish to read was published prior to 1995, please contact me prior to making your final selection. Your final selections should occur before the Monday prior to class to provide you with ample time to read, analyze, and contemplate your selected book in the context of the class readings, conversations, and your schema.
2. You must research the author (and illustrator if possible/applicable) for each of your selected or assigned books.
3. When reading the assigned and self-selected children's literature, you are expected to do additional research to help establish the accuracy and authenticity of the literature's content and to have a deeper or more nuanced understanding of a particular aspect of the text. Be sure to document your research sources. General areas of additional research could include but are not limited to the following:
 - a. Cultural mores, language, patterns, habits, etc. present in the texts
 - b. Topic you are reading about (empirical data, research, etc.)
 - c. Sociopolitical factors associated with the themes/topics in the texts

Important Information

Students with Disabilities/Who Require Accommodations:

Students requesting classroom accommodations should first provide UGA's Disability Resource Center [<http://www.dissvcs.uga.edu/>] with all necessary documentation and then schedule an appointment to speak with me. If accommodations are needed but are not covered through the Disability Resource Center, schedule an appointment with me as soon as possible to discuss the circumstances.

Academic Honesty

All academic work must meet the standards contained in UGA's "A Culture of Honesty" policy (http://www.uga.edu/honesty/ahpd/culture_honesty.htm). Each student is responsible to inform her or himself about those standards before performing any academic work.

UGA Inclement Weather Policy

Please be aware of the UGA Inclement Weather Policy regarding possible closings of the university [http://www.uga.edu/iws/faculty_resources/UGA_Inclement_Weather_Policy.pdf]. This policy stipulates that there will be one of three announcements in the event of inclement weather: 1) UGA is open, 2) UGA is closed, or 3) UGA will delay opening until a specific time. If, according to this policy, UGA is "open" during our scheduled class time, then class will be held. However, please use your best judgment regarding coming to class. Try to inform me prior to class if you will not be attendance.

Cell Phone Policy

Please be sure to have your cell phones turned off during class. If you need to keep your cell phone on for emergency purposes, please be sure to keep it on a *silent* or *vibrate* setting.

Timeframe for Response Policy

I will try to respond to your email inquiries as quickly as possible; however please do not anticipate an immediate response. I do not have an I-Phone or other handheld device which would enable me to check email regardless of where I am, nor am I always available to respond to emails. Generally speaking, you should hear from me within 48 hours after sending an email to me on weekdays (Monday-Friday). If you send me an email on the weekend (Friday night-Sunday night), then I will do my best to try to respond by Monday. If there will be an extended delay in responding to you (i.e. I am away for work and will have limited access to the Internet), I will alert you in advance. Similarly, if I request your response to an email I have sent on a weekday, I anticipate a response within 48 hours. Please see me during the first week of classes if you feel your response cannot occur within that timeframe.

Assignment Submission Policy

All work should be completed and submitted on time. Work submitted one day late (up to 24 hours after the due date) will result in a 5-point reduction. Any work not turned in after one day past the due date will be accepted but will not garner any points. If there are extenuating circumstances that might prevent on-time submissions, please contact me as soon as possible before the submission date to discuss the situation.

Use the following guidelines when submitting assignments

1. Your name, assignment title, and date of submission should be single-spaced and at the top of the page/paper.
2. All submissions which are in a Word document should be in black 12-point font, double-spaced, paginated, and stapled (when applicable).
3. All citations/references in APA (6th Ed) style, unless otherwise noted.

4. Please name your file the following way [last name first initial_assignment name_ submission date]. For example, if Rose Taylor were to submit her independent inquiry project idea as a Word document, she would name her file [TaylorR_inq.proj.idea_01.31.12]. *I strongly encourage you to always keep back-up copies of your work and of emails sent to me for security purposes.*
5. Send your assignments to my UGA email account (jgraff@uga.edu), unless otherwise noted via email or in class. When submit your work to my UGA email account, you should receive an e-mail receipt notification within 24 hours. *If you do not receive an e-mail receipt confirmation from me within 24 hours then I did not receive your document, even if you did send it to me.* There are times when items settle in cyberspace (I have had quite a few experiences with this). If this happens, *forward* your *original email* to me, double-checking the email address. Additionally, servers can often decide to go offline at times when we wish to send something. Therefore, I highly suggest you plan on submitting your work earlier, rather than later. You can save your assignment on a USB key/flash drive/jump drive and then upload it to my laptop in class or submit a CD of your work. See me if you have serious concerns about this.

Specific Course Assignments Overview

Class Attendance and General Participation (60 points)

Class attendance and participation are important elements of the learning process in this class and as such will be part of your overall evaluation. The assigned and self-selected texts and your readings of those texts are at the heart of this course. Therefore it is important that you have read, pondered, inquired, and responded to the weekly readings prior to class. Your preparation and presence will allow for deeper and more enriched conversations and understandings during class. Furthermore, we will have class-based activities. Your absence would diminish the quality of this course for you and your colleagues. Consequently, full attendance and punctuality are expected for all scheduled classes. *Full attendance means being present in class with all necessary class materials, class assignments ready for submission (when applicable), and active participation in class and online discussions and activities (if/when applicable).* Active participation does not include grading students' work or completing other professional work, text messaging, using Facebook, MySpace, GoodReads, or engaging in any other online activities unrelated to this particular class.

If you are late more than twice during the semester or you do not meet the aforementioned requirements for being in attendance on more than two occasions, I reserve the right to deduct 2 points from your overall earned point total for each late arrival or partial attendance.

Excessive absences (more than 6 hours for a 3 credit course) will result in a full grade deduction. If you have concerns regarding regularly attending class, please schedule an appointment to speak with me as soon as possible. I will not discuss excessive absenteeism after the fact unless it involves an extreme emergency (i.e. hospital stay, etc.).

Tracking our Thinking: Wiki Posts (25 Points) Literature-focused courses often require some documentation of how one has responded to weekly readings. This aspect, while often illuminating and beneficial, can also prove to be quite limiting (e.g. the focus on writing overshadows one's thinking; skimming the readings just to "get something written," writing/creating according to what you believe I expect you to write/create). Thus, while each person (including myself) needs to engage in reader response and reflection every week, you will not have to submit a substantive written/created weekly response or reflection to me as a formal assignment. Rather, you are expected to illustrate your deep and critical thinking via class discussions and activities. That said, so as to better prepare for an informative

and engaging class, each class member will need to visit our wiki and post their noticings and wonderings about the weekly readings (assigned and self-selected).

Your wiki posts should occur **before 10 pm on the Monday before class**. The posts need not be lengthy; however, they should illustrate your deep, and perhaps critical, thinking with regard to the readings, the focal topic of the week and the course overall. I believe you will probably have many noticings and wonderings, so please select only one or two noticings/wonderings that you believe would be most salient (or provocative) to share and/or noticings and wonderings that you wish to discuss with others in class. No one is required to respond to each other's posts; however, feel free to respond as desired. Regardless, please read the postings prior to class.

There are times when life simply provides obstacles to attending everything necessary in our lives. Thus, while there are ten (10) weeks where we will be posting our noticings and wonderings, you are only required to post for eight (8) weeks. I will contact you individually if you need to modify your noticings and wonderings.

Children's Literature Repository (30 Points; 5 points per entry). We will collectively create a repository of children's literature books that focus on immigration. For the six weeks which involve the self-selection of children's literature, each person is responsible for completing the "Determining Patterns" spreadsheet found on the wiki. More information is located on the "Determining Patterns" page on the wiki.

Text Shares (10 points). In our contemporary world where technology and the printed word are privileged in different ways within different communities and contexts, it is essential that educators or those who work within educational settings continually investigate the multimodal ways in which people communicate, learn, and develop communities. Thus, each week one person is responsible for sharing at least one text that contributes to our understanding of immigrants' experiences, especially related to the theme of the week and the overarching theme of the class. Your text share can be a traditional read-aloud, a viewing and discussion of video clips, sharing of online texts, political cartoons, etc., inviting a guest speaker, enacting a dramatic scene enactment, among other possibilities. When presenting this information, it is important for you to

1. articulate what you believe is the significance of your shared text with regard to the week's focus and the course overall;
2. briefly discuss the author/illustrator/creator of your shared text;
3. generate and facilitate a brief discussion about your shared text with the entire class

This text share (with discussion) should be no longer than 30 minutes. Your Text Share Rubric is listed on the wiki. We'll discuss and agree on the final rubric during our first class meeting.

Independent Inquiry Project (75 points)

This assignment is for you to delve deeper into a particular area of interest related to children's literature and immigration. This project/paper can be a content analysis of particular texts which focus on particular aspect of immigration or detail various immigrant experiences, a case report on children's responses to and interactions with literature involving immigration, the creation of professional development seminars involving looking more critically at children's literature that includes immigrants, a development of a large text set of children's literature with immigrant themes, or any other topic that embodies the spirit and scope of this class.

If you decide to include human subjects (e.g. youth or adults) in your project and you will not use it for any publication or public presentation, then you can obtain a class-exempt IRB approval, which takes up to two weeks to process. If you wish to engage in a research project with human subjects and you anticipate publically sharing this information as a paper or presentation, then you must gain full IRB approval, which could take up to 1 month after submitting the paperwork. Your final inquiry project assignment should be submitted to my UGA email account (jgraff@uga.edu) by 9am on May 8, 2012. This assignment will be discussed in more detail during the first couple weeks of class.

Assignment Points Review & Grading Scale

Course grades are based on the cumulative points earned throughout the course. The grades, with corresponding point ranges, are below. Please note that rounding up will not occur. So even if you earn 187.5 points, you will earn an A-, as your points will not be rounded up {188 points—A}.

	Course Assignments	Points
1	Class Participation	60
2	Tracking our Thinking	25
3	Children's Literature Repository: Determining Patterns	30
4	Text Shares	10
5	Independent Research Project/Paper	75
	• Initial Proposal Idea: 5 points	
	• Presentation: 10 points	
	• Final Submission: 60 points	
	TOTAL POINTS	200

Points Earned	Grading Scale
188-200	A (94-100%)
180-187	A- (90-93%)
174-179	B+ (87-89%)
168-173	B (84-86%)
160-167	B- (80-83%)
154-159	C+ (77-79%)
148-153	C (74-76%)
140-147	C- (70-73%)
130-139	D (65-69%)
0-129	F (64% or less)

Course Schedule

**Assigned Chapter readings can be found on our wiki.
This schedule is subject to change in accordance with class needs.**

Note: Each literature selection will probably include multiple foci related to this class. Some foci will be more prominent than others. Determine the prominence of the focal topic to best determine which week that text is most applicable.

CI stands for the *Children of Immigration* text

Class #	Class Meeting Date	Class Focus	Readings Completed by Class Meeting	Assignments Due by or during Class
1	01/10/12	Syllabus Overview Gaining a Sense of Immigration Read-aloud Discussion	N/A	N/A
2	01/17/12	Immigration, Children's Literature, & Critical Literacy	<p style="text-align: center;"><u>Week 2 Readings</u></p> <ol style="list-style-type: none"> 1. Children of Immigration (CI)--<i>Introduction and Chapter 1</i> 2. Lowery Ch. 2: <i>Immigration and the making of America</i> 3. Jones Ch. 6-7: <i>Overview of Critical Literacy</i> <ul style="list-style-type: none"> • One self-selected children's/YA book focused on immigration experiences 	<ul style="list-style-type: none"> • We will decide on our literature circle texts and sign up for our text share weeks on this day. • Be sure to post your noticings and wonderings on the wiki by Monday, Jan. 16 (10pm). <p><u>Assignment:</u> Read and respond to your self-selected children's/YA book prior to reading Jones' chapters 6-7. After reading Jones' chapters 6-7, reread your selected book with a critical literacy lens and respond. Look at both of your responses, document and ponder what you noticed and come to class prepared to discuss.</p>

Class #	Class Meeting Date	Class Focus	Readings Completed by Class Meeting	Assignments Due by or during Class
3	01/24/12	Semiotics Children's Literature	<p style="text-align: center;"><u>Week 3 Readings</u></p> <ol style="list-style-type: none"> Lewis: <i>Chapter 7: A word about pictures</i> Sanders article: <i>The Art of Picturebooks</i>: Note the picturebook referenced in the article is on course reserve in CML. <i>One Green Apple</i> (Bunting) 	<ul style="list-style-type: none"> Be sure to post your noticings and wonderings on the wiki by Monday, Jan. 23 (10pm). Text Share 1:
4	01/31/12	Semiotics of an Immigration Journey: A Graphic Novel	<p style="text-align: center;"><u>Week 4 Readings</u></p> <ol style="list-style-type: none"> Wise article: <i>Home: Territory and Identity</i> Review and apply last week's readings about how to "read" pictures to the graphic novel, <i>The Arrival</i>. <i>The Arrival</i> (Tan) 	<ul style="list-style-type: none"> Be sure to post your noticings and wonderings on the wiki by Monday, Jan. 30 (10pm). Independent Project/Paper proposal due (1 pg. abstract of your project idea and anticipated course of action). Text Share 2:
5	02/07/12	Immigrants—Historically Speaking (Historical Fiction)	<p style="text-align: center;"><u>Week 5 Readings</u></p> <ol style="list-style-type: none"> CI--Chapter 2: <i>Rethinking Immigration</i> <i>The King of Mulberry Street</i> (Napoli) <ul style="list-style-type: none"> 1 historical fiction picture book of your choosing which you would consider to be a quality companion to <i>The King of Mulberry Street</i> 	<ul style="list-style-type: none"> Be sure to post your noticings and wonderings on the wiki by Monday, Feb. 6 (10pm). Text Share 3:
6	02/14/12	Immigrants—Historically Speaking Continued (Non-Fiction)	<p style="text-align: center;"><u>Week 6 Readings</u></p> <ol style="list-style-type: none"> Ann Bausum's <i>Denied, Detained, Deported</i> 	<ul style="list-style-type: none"> Be sure to post your noticings and wonderings on the wiki by Monday, Feb. 13 (10pm).

Class #	Class Meeting Date	Class Focus	Readings Completed by Class Meeting	Assignments Due by or during Class
			<ul style="list-style-type: none"> One self-selected nonfiction text. <i>Note that this week you may have to read a book published prior to 1995 for this week.</i> 	<ul style="list-style-type: none"> Text Share 4:
7	02/21/12	<p>“Types” of Immigrants (1st generation/2nd generation/3rd generation/refugee or asylum seekers, etc.)</p>	<p><u>Week 7 Readings</u></p> <ol style="list-style-type: none"> <i>Ask Me No Questions</i> (Budhos) 	<ul style="list-style-type: none"> Be sure to post your noticings and wonderings on the wiki by Monday, Feb. 20 (10pm). Text Share 5:
8	02/28/12	<p>Immigrant Voices (Autobiographies/biographies/ anthologies/short stories)</p>	<p><u>Week 8 Readings</u></p> <ol style="list-style-type: none"> <i>CI—Chapter 3: The Psychosocial Experience of Immigration & Chapter 4: Remaking Identities</i> 2 picture books or 1 novel/bio/anthology that addresses the topic of this week 	<ul style="list-style-type: none"> Be sure to post your noticings and wonderings on the wiki by Monday, Feb. 27 (10pm). Text Share 6:
9	03/06/12	<p>Immigrants and Family Dynamics (family composites/separations/reunions)</p>	<p><u>Week 9 Readings</u></p> <p><u>Literature Circles</u></p> <ol style="list-style-type: none"> <i>Return to Sender</i> (Julia Alvarez) <i>Wait for Me</i> (An Na) <i>Lowji Discovers America</i> (Candace Fleming) <i>A Step from Heaven</i> (An Na) <i>The Trouble Begins</i> (Linda Himelblau) <i>How Tia Lola came to visit/stay</i> (Julia Alvarez) <i>Dancing</i> (Alma Flor Ada) <i>Behind the Mountains</i> (Edwidge Danticat) 	<ul style="list-style-type: none"> Text Share 7: TBD

Class #	Class Meeting Date	Class Focus	Readings Completed by Class Meeting	Assignments Due by or during Class
10	03/13/12	Spring Break Week for UGA Read: <i>Translating Childhoods</i> and complete assignment associated with this book		
11	03/20/12	Immigrants and Family Dynamics (generational differences, expectations, etc.)	<u>Week 11 Readings</u> 1. 2 picture books or 1 novel of your choice that addresses the topic of this week	<ul style="list-style-type: none"> • Be sure to post your noticings and wonderings on the wiki by Monday, March 19 (10pm). • Text Share 8:
12	03/27/12	Individual Conferencing re: independent projects/papers We will sign up for conferencing format and times in class prior to this date.		
13	04/03/12	Immigrants and Relationships (School/Out-of-School)	<u>Week 13 Readings</u> 1. CI—CH 5: <i>Immigrant children in school & Epilogue</i>	<ul style="list-style-type: none"> • Be sure to post your noticings and wonderings on the wiki by Monday, April 2 (10pm). • Text Share 9:
14	04/10/12	Immigrants and Relationships (School/Out-of-School)	<u>Week 14 Readings</u> • 2 picture books or 1 novel of your choice that addresses the topic of this week	<ul style="list-style-type: none"> • Be sure to post your noticings and wonderings on the wiki by Monday, April 9 (10pm). • Text Share 10:
15	04/17/12	Depictions of Immigrants and their Experiences outside of the US	<u>Week 15 Readings</u> <u>Literature Circles</u> 1. <i>The Other Side of Truth</i> (Beverly Naidoo) 2. <i>Boy Overboard</i> (Morris Gleitzman)	<ul style="list-style-type: none"> • Beginning of Presentations • TBD • Text Share 11:

Class #	Class Meeting Date	Class Focus	Readings Completed by Class Meeting	Assignments Due by or during Class
			3. <i>Noodle Pie</i> (Ruth Starke) 4. <i>Naming Maya</i> (Uma Krishnaswami) 5. <i>No Safe Place</i> (Deborah Ellis) 6. <i>Lost Boy, Lost Girl</i> (John Bul Dau and Martha Arual Akech) 7. <i>Tea with Milk & Grandfather's Journey</i> (Allen Say)	
16	04/24/12	Last Day of Class Concluding Activities and Presentations Course Evaluations		
16	05/08/12	UGA-Designated Final Exam Meeting Time Final day to submit your independent project/paper. Submit to my email address jgraff@uga.edu by 9am on May 8.		