Mission for this course: To impact the biliteracy of this and future communities through the development of biliterate competencies and skills of class members, and their ability to use story as a transformative tool in their students’ lives.

Course Description: The study of the use of oral and written literature for children in bilingual programs. The history and development of Spanish language children’s literature from social, cultural, and political perspectives. Emphasis on Mexican American cultural experiences as well as universal themes. Taught in Spanish and English; field-based experience required (UTSA undergraduate catalog 2008-2010). 3 hours credit.

Course Objectives:
1. To develop fundamental knowledge about bilingual and culturally relevant children’s literature for a U.S. context.
2. To develop criteria for the selection and assessment of bilingual/multicultural children’s literature.
3. To understand the historical and political issues involved in the publication of Latino children’s literature.
4. To explore different approaches to using bilingual children’s literature in the classroom and other contexts, and to develop the competencies related to this use.
5. To become familiar with the variety of media in which bilingual children’s literature exists.

Required Texts and Materials:
- 1 ParSCORE form for midterm exams (long, red) and 5 quiz ParSCORE (short, pink)
- Notebook/pad or journal OR laptop/tablet for Free Write sessions

Grading Criteria:
Participation- (Attendance, Sharing, & Reading Checks) 15%
^Reading Checks include pop quizzes, free writes
Auto-Narrative On Language And Literacy 10%
Original Children’s Book 10%
Text Sets 20%
Author Studies 10%
Midterm 10%
Literature Circles 10%
Final Exam 15%

A=90-100, B=80-89, C=70-79, D=60-69, F= 0-59

Grading Policies: No late work is accepted. All assignments are to be turned in via Blackboard as typed Word documents. NO PLAGIARISM WILL BE TOLERATED.
Course Policies:

1. Attendance and Participation
This course will combine lecture, small group, and whole-class discussion of readings. Because of the collaborative, participatory nature of this class, class members are expected to attend every class session and to come prepared, having completed the readings and scheduled assignments. Each person’s unique responses and insights help our class reflect and grow in new ways. You cannot make up for absences by getting class notes or reading the texts.

You will have to sign in at every class, and four absences for any reason (e.g., illness, court duty, funeral programs, etc.) WILL reduce your final score by one letter grade. Be aware that habitual tardiness will also lower your final grade. Two tardies or an early departure of 20 minutes or more will equal one absence. If you absolutely must miss a class for absences recognized by UTSA (e.g., military, religious observances) let me know the week the semester starts with a written message giving your name, student id number, and explanation.

Pop Quizzes will occur over the semester for reading checks and will cover any material listed on the course syllabus. You will need your quiz ParScore forms and #2 pencil EVERY class in case of a quiz. Please come prepared; I will NOT have ParScore forms available.

While participation styles will vary, preparation for active participation in class and small group discussions are essential to the learning process. Full participation will require completing the readings, bringing your reflections on these readings, critically analyzing and discussing the required material, working actively in small groups with class members, and engaging in discussions in large and small groups. As you read, write discussion points, questions or responses you might share in our class discussion on the readings. Bring your book, printed material, and notes to class.

2. Professional Behavior and Classroom Conduct
General expectations for student conduct are described on the UTSA student code of conduct (http://www.utsa.edu/infoguide/appendices/b.html). I also expect attentiveness to and respect for the instructor, guest speakers, and fellow students. Please turn off your cellular phones before entering the classroom, avoid reading material not related to the course, and do not use laptops on non-related material. Checking your e-mail in class, Facebook, texting, private conversations and other inattentions to class material can be cause for you to be asked to leave class, and to begin to accumulate points off your participation grade. Laptops on non-class related sites and phones will not be allowed on during class; This may result in a Fitness to Teach Review.

The Roadrunner’s Creed emphasizes that the University of Texas at San Antonio is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered. For information on your creed to uphold standards of academic and personal integrity, respect individual differences and contribute to campus life and the larger community through your own personal engagement, see www.utsa.edu/about/creed

The UTSA academic honor code: the UTSA community of past, present and future students, faculty, staff, and administrators share a commitment to integrity and the ethical pursuit of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matters both public and private. By choosing integrity and responsibility we promote personal growth, success, and lifelong learning for the advancement of our university, our community, and ourselves. See full honor code at www.utsa.edu/about/creed/honorcode.html
3. **Dignidad** and intellectual theft:

All students enrolled at UTSA are mentally competent and capable of growing intellectually and personally during their years enrolled here. To do less than one’s best, or to “steal” the intellectual ideas, words or answers of another person is to disrespect them and to disrespect yourself. **Plagiarism and cheating are not tolerated** and violations of scholastic honesty are grounds for failure in the course. See section 203 on scholastic dishonesty in the UTSA student code of conduct (1999) for further discussion of the consequences of scholastic dishonesty. Refer to scholastic dishonesty from UTSA handbook of operating procedures (http://www.utsa.edu/hop/chapter2/2-37.cfm). According to the regent’s rules and regulations, “scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributed in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” Remember that students who violate the rules on scholastic dishonesty are subject to disciplinary proceedings, including the possibility of failure in the course and dismissal from the university.

4. **Special Accommodations**

I encourage anyone who has a disability that may require some modification of seating or other class requirements to make appropriate arrangements with the official documentation. Please, contact the office of disability services as soon as possible to request an official letter outlining authorized accommodations for this class. Students are encouraged to use this service. Their contact information is: office of disability services (ms 2.03.18) or by phone (210) 458-4157, (210) 591-7318 (videophone). See section IV in the UTSA faculty handbook for make-up work allowed for “students celebrating religious holidays and students absent on official university business.”

5. **Academic Support**

I encourage you to utilize the academic support services available to you through the Tomas Rivera center (TRC) to assist you with building study skills and tutoring and supplemental instruction in course content. These services are available at no additional cost to you. The TRC has several locations at the main campus and is also located at the downtown campus. For more information, visit the web site at [www.utsa.edu/trcss](http://www.utsa.edu/trcss) or call (210) 458-4694 on the main campus and (210) 458-2838 on the downtown campus.

6. **Communications**

While I will post important notices on Blackboard/email blast such as a reminder to bring a specific book, a location change, or even if class is cancelled in case of an emergency, I also use “Remind,” a texting service that allows me to message students for last minute reminders. Please sign up if you’d like to receive such messages. You can do so at remind.com/join/bbl3

7. **Course Assignments**

All assignments are due at the beginning of class on the due date listed ON BLACKBOARD using SafeAssign. Plan ahead of time because IN SOME CASES you will be required to bring a hard copy of the assignment to class. If you turn in your assignment after class it will be considered late will be reduced one letter grade for each day late. No extra credit deadlines will be extended. Out of respect for your classmates I will not make exceptions. You should use APA format (American Psychological Association) to write your papers. Also use Microsoft word, 12 pt. Times new roman font, double space with 1” margins. Use the proper citation and include a list of reference when appropriate. Students without personal access to a computer or ms word may use the resources in the UTSA computer labs 1604 and/or downtown campus. PLEASE NOTE THAT TEMPLATES ARE PROVIDED ON BLACKBOARD. USE THEM!! Some assignments may be submitted in in Spanish**, although the midterm and final exam will be in English.
1. **Auto Narrative**: The purpose of this activity is to reflect on your understandings and beliefs about language and literacy. In 5 FULL pages, write a paper and create a semantic web (1 page) to show ideas, influences, experiences, and attitudes about your own literacy experiences. You could also create a timeline to track your progression over the years. In addition, include which you relate your earliest memories of learning how to read and write in your first and second language. Print a copy to share in class. Due: **Thursday, August 27**. These are some questions that might help you guide you:
   - How did you learn to read and write?
   - Do you see yourself as a reader/writer?
   - When do you first remember reading? Writing?
   - When do you first remember seeing someone else reading? Writing?
   - What are your memories of someone struggling with/enjoying reading?
   - Who influenced you as a reader/writer?
   - What was reading/writing like in school? At home?
   - In which language(s) do you read/write? Do you have any preference? Why?
   - When, where and for whom do you like to write? In what language?
   - What are your most pleasant/most unpleasant memories of reading/writing?

2. **Author/Illustrator Study**: This project will be completed in a triad. There will be an **in-depth exploration** of an individual’s literary work and life. You will select a Latin@ author who writes literature for and about Latino communities and experiences. You will use at least three authoritative resources to gather information on that person in addition to exploring his/her books. WIKIPEDIA IS NOT A SOURCE. Create a **two-page handout** for everyone in the class that should include a biographical sketch and an annotated bibliography (minimum of 4 books) of the author/illustrator’s work or review of their work. You will have 8-10 minutes to present. Your presentation should include the handout and a visual display. See attached list of authors. Due: **Tuesday, September 22**.

3. **Children’s Book**: You will write and illustrate your own children’s book, OR transform a current children’s book to be a multicultural piece. (Example: taking Cinderella and transforming it into a comedy, or rap, etc.) You can choose any reading level (picture, chapter, etc.). Include elements we have learned about in class (diversity, culture, etc.) and be prepared to share with the class. Due: **Tuesday, October 6**.

4. **Text Sets**: The primary learning intent of this course is to facilitate your exploration of literature for bilingual children. As you read throughout the semester identify 20 (minimum) Spanish and/or bilingual/bicultural/diverse books with strong culturally relevant material of the same theme. For example, ‘justice,’ ‘family,’ etc. What elements seem to be in common? The total list must include a minimum of three chapter books and a minimum of ten picture books. A TEMPLATE IS AVAILABLE ON BLACKBOARD. USE THIS!! Start each entry on a new page and provide an annotated bibliography entry for each book of your text set, which includes the following information:
   a. Bibliographic information (author, copyright date, title, illustrator, publisher, # of pages, ISBN)
   b. Genre (picture book, chapter book, novel in verse, poetry, fantasy, realistic fiction, historical fiction, etc.) and age/reading level
   c. Brief (objective) summary of the main plot and themes in the book
   d. Description of illustrations in picture books, or layout/tone/style in chapter books.
   e. Your evaluation (use of Spanish in the text, cultural authenticity, what makes it valuable, how are Latinos represented, what positive/negative messages/stereotypes underlie the story, interest level/student appeal?)
   f. Potential uses in the classroom (how can it be used for the meaningful development of at least one lesson, connections to other books)
   g. Include an image of the cover of the book
   h. MAKE SURE EACH BOOK HAS A FULL PAGE DEDICATED TO IT
I recommend you read regularly throughout the course and not put off the assignment until it is due. You will submit all of this on BB - no need to print any of your text sets. On **Tuesday, October 13** you will bring at least 5 books from your text set list to share with your classmates, and turn in a one-page single-spaced paper with a rationale for the selection of those books. Final text set of at least 20 books is due: **Thursday, November 12**.

5. **Literature Circles**: Responding to books is an essential part of the reading process. During the semester we will gather in groups of no more than five people to explore our responses to the book *Tequila Worm* by Viola Canales. Class time will be provided for the literature circles to meet, but students are expected to prepare for their literature circle by reading the selected text prior to class. Each member must write at least 3-5 post-it notes on the pages of the book, with discussion points, questions or responses you might want to share with your group. We will use different reader-response engagements and different sign systems (language, visual arts) as we respond to the literature. Each time you meet with your group you will write notes about your experience. Then, after we finish reading the book you write a 3 page reflective outline about how participating in the literature circle enabled you to develop (or not) more complex understandings of the book you selected to read, and present it in class. A lack of participation/attendance will make it difficult to achieve high grades in the lit circle and other assignments. Three (FULL) page reflections due **Thursday, November 19**.

6. **Midterm and Final Exam**: Two exams, a mid-term and a final, will be administered. Questions will cover the readings, lectures, and materials covered in class. You will need to bring a PARSCORE (long, red form) and pencil to class. Midterm: Thursday, October 1 Final: Friday, December 11, 9:45AM ONLINE via Blackboard.

7. **Free Write and Children’s Book Spotlight**: Every class period, we will alternate between these two activities. At the beginning of class, a few minutes will be dedicated to creative free writing with the option of sharing. The Children’s Book Spotlight will be a few minutes of sharing this week’s children’s book reading, selected by the weekly group. Sign up for presentation date on the 1st day of class.

8. **Extra Credit**: Students may complete one essay to earn a maximum of 5 extra credit points. Attend an event sponsored by and held at one of the San Antonio public library branches and write a 3-5 page paper on the following questions. This can be turned in at any time but no later than Thursday, November 19.
   a. What was this about? Was there a sponsoring partner?
   b. How was this conducted? Who was this for and how would attendants benefit from this?
   c. Why is this/ is this not important? What do you gain as an educator?
   d. Include a summary and reflection.
<table>
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<tr>
<th>DATE</th>
<th>THEME</th>
<th>ASSIGNMENT DUE TODAY</th>
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| T Aug 18 | Introduction: review syllabus and plan for semester  
Why are books valuable? What do readers get out of them? | Bring an example of a ‘magic’ book/influential book next class                      |
| Th Aug 20 | Group work: share book brought in  
The power of storytelling (lecture)  
Transformative education  
| T Aug 25 | Free Write/Group Share  
The thousand book classroom (handout)  
Chapter 2: Ada, magical. Words of jade and coral: Latino literature for children and adolescents | Ch 1                                                                                  |
| Th Aug 27 | Children’s Book Spotlight: Group 1  
¿qué es la literatura multicultural?  
What is multicultural literature?  
Ch 2  
Skippy John Jones  
Tunnell Ch 15 (copies) | Auto narrative  
Ch 2                                                                                  |
| T Sept 1  | Free Write/Group Share  
Tertulias literarias: literary circles  
Escoger un autor para el estudio de autores latinos  
choose author for Author Studies  
Video: what to expect | Ch 3                                                                                  |
| Th Sept 3 | Library Day: Meet in the library for time to explore children’s book section and find materials for upcoming assignments |                                                                                      |
| T Sept 8  | Children’s Book Spotlight: Group 2  
temas sociopolíticos en la literatura de/sobre latín@s  
Sociopolitical themes in Latin@ literature  
Tunnell Ch 16 (copies) | Ch 4, 1-3                                                                           |
| Th Sept 10 | Free Write/Group Share  
Análisis de libros: text analysis and Discussion | Entregar 5 libros del juego de libros para presentar en clase                        |
<p>| T Sept 15 | <strong>Literary Circle #1</strong>                                           | Tequila Worm 1-40                                                                   |
| T Sept 22 | <strong>Author Studies</strong>                                             | <strong>Author Studies</strong>                                                                 |
| Th Sept 24 | <strong>Author Studies</strong>                                             | <strong>Author Studies</strong>                                                                 |
| T Sept 29 | Review for Midterm**                                           | Midterm review                                                                     |</p>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>Th Oct 1</td>
<td><strong>Midterm Exam</strong></td>
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<td>T Oct 6</td>
<td>Present children’s books</td>
<td><strong>Children’s Book</strong></td>
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<td>Th Oct 8</td>
<td>Free Write/Group Share</td>
<td><strong>Literary Circle #2</strong></td>
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<td><strong>Literary Circle #2</strong></td>
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<td>T Oct 13</td>
<td>Children’s Book Spotlight: Group 3 Awards/ Premios</td>
<td><strong>First 5 Text Sets</strong></td>
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<td></td>
<td>(Pura belpre, Tomas Rivera, Americas, etc.)</td>
<td>Barrera &amp; Quiroa (2003).the use of Spanish in Latino children’s literature in English: what makes for cultural authenticity?</td>
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<td>Th Oct 15</td>
<td>Children’s Book Spotlight: Group 4</td>
<td><strong>TW 124</strong></td>
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<td><strong>Literary Circle #3</strong></td>
<td>Remember:: Next class does NOT meet physically- get to computer!</td>
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<td>T Oct 20</td>
<td><strong>ONLINE CLASS</strong></td>
<td><strong>TW 169</strong></td>
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<td>Análisis de libros: Book Analysis</td>
<td>Remember:: class does NOT meet physically TODAY- get to computer!</td>
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<td></td>
<td>Promoviendo el desarrollo del lenguaje; working on language development</td>
<td>Ch 4, 4-6</td>
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<td>Th Oct 22</td>
<td>Free Write/Group Share</td>
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<td><strong>Literary Circle #4</strong></td>
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<td>T Oct 27</td>
<td>Free Write/Group Share</td>
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<td>Books at school and at home: stories and caring</td>
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<td>Th Oct 29</td>
<td>Children’s Book Spotlight: Group #5</td>
<td><strong>TW to the end</strong></td>
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<td><strong>Literary Circle #5</strong></td>
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<td>T Nov 3</td>
<td>Free Write/Group Share</td>
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<td>Respondiendo a un texto</td>
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<td>Th Nov 5</td>
<td>Children’s Book Spotlight: Group #6</td>
<td>Ch 4, 7-9</td>
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<td>Antes, durante y después de leer un libro</td>
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<td>Before, During and After reading a book</td>
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<td>T Nov 10</td>
<td>Free Write/Group Share</td>
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<td>Discussion on comprehensive lesson planning</td>
<td>Ch 4, 10-12</td>
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<td>Th Nov 12</td>
<td>Present text sets</td>
<td><strong>Total of 20 Text Sets</strong></td>
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<td>T Nov 17</td>
<td>Free Write/Group Share</td>
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<td></td>
<td>Lector a escritor: ownership</td>
<td>Ada (2004) authors (p. 78-137)</td>
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<td>Reader to writer</td>
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<td>Th Nov 19</td>
<td>Children’s Book Spotlight: Group #7</td>
<td><strong>Literary Circle Reflection</strong></td>
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<td>Interacciones entre la casa y la escuela</td>
<td>Ada (2003) authors. 138-156, 175-188</td>
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<td>Interactions between home and school</td>
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<td>T Nov 24</td>
<td>Prep for final exam</td>
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<td>Th Nov 26</td>
<td>THANKSGIVING HOLIDAY</td>
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<td>T Dec 1</td>
<td>Last Day of Class! Potluck?</td>
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<td>Dec 3-4</td>
<td><strong>Student Study Days</strong></td>
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<td>Dec 11</td>
<td><strong>Final Exam: Friday, December 11, 9:45AM- 12:15 ONLINE!! Log on to Blackboard, complete exam from home/school lab/Starbucks</strong></td>
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Author studies: some suggested authors

Alma Flor Ada
Francisco Alarcón
Julia Alvarez
Rudolfo Anaya
George Ancona
Diane Gonzalez Bertrand
Monica Brown
Amy Cordova
Lulu Delacre
Margarita Engle
Lupe Ruiz Flores
Xavier Garza
Lucia Gonzales
Maya Cristina Gonzalez
Juan Felipe Herrera
Francisco Jiménez
Rene Colato Lainez
Diana Lopez
Rafael López
Ana Maria Machado
Meg Medina
Margarita Robleda Moguel
Marisa Montes
Pat Mora
Yuyi Morales
Robert Munch
Pam Muñoz Ryan
Judith Ortiz Cofer
Bobbi Salinas
Benjamín Alire Saenz
Eric Sánchez
Gary Soto
Duncan Tonciu
Eric Velasquez

If you wish to do an author not listed here, please make sure they are Latin@, have published at least three books for children or young adults, have at least one bicultural or bilingual-focus book published, and are approved by your instructor. To prevent duplication, you must submit the name of the study you will be doing before beginning your research.