

Course Title – TLS 482, Children’s Literature in the Bilingual/Multilingual Classroom

Course Description: This course is a survey of children’s literature during which we will explore, through reading and discussion, a wide range of genres and issues related to bilingual/multilingual children’s books in classrooms. A portion of the course will be delivered bilingually.

Prerequisite courses – None

Expanded Course Description

The purpose of this course is to give participants an opportunity to explore the many excellent books available for bilingual/multilingual children; the authors, illustrators, and poets who write for children; and the resources available on children’s literature. The course focuses on books available in the first language of a child and books in English to support educators who are preparing to teach in a bilingual, dual language, or ESL classroom. The course experiences will provide a foundation for using children’s literature in a bilingual or multilingual classroom.

The primary learning intent of this course is to facilitate your exploration of literature for children in a way that is personally meaningful to you. Strategies for using literature will be experienced as we interact with books and each other rather than being the focus for the course. This course is primarily a survey course of children’s literature and resource materials related to that literature, rather than a curriculum or methods course. Within the basic framework for the course, what you learn and how much you learn will depend on the choices you make during each class period and in your independent reading and projects

Course objectives

During this course, students will have the opportunity to:

- Gain a better understanding of themselves as readers, their cultural identities, and how to engage in personal and critical response to literature in two languages.
- Develop a broad knowledge of the various genres and types of books for children, including the major authors and illustrators of these books, with an emphasis on books and authors that reflect cultural and linguistic diversity.
- Develop criteria to evaluate the literary quality and appropriateness of children’s books, with an emphasis on bilingual/multicultural books that connect to children’s own cultural identities and open their minds to cultures that differ from their own.
- Become familiar with the literary, artistic, and linguistic elements and how they interact to create effective books for bilingual and culturally diverse children.
- Become familiar with the reference sources for information on children’s literature, including references to access books in languages other than English and bilingual books.
- Examine the role of literature in the lives of children who are bicultural and biliterate.
- Explore ways to engage children with literature for personal, cultural, linguistic, and academic purposes relevant to a culturally responsive and sustaining pedagogy.
- Develop an awareness of social, multicultural and global issues as they connect to literature for children.
- Explore reading and responding to bilingual and culturally relevant children’s books.
- Examine the historical and political issues involved in the publication of Latinx, bilingual, and

multilingual children's literature.

Learning Outcomes

Upon completion of the course, students will be able to

- Reflect on themselves as readers and engage in personal and critical response to bilingual and culturally relevant literature.
- Identify and evaluate books from different genres as well as identify the major authors and illustrators for each genre, paying special attention to diverse authors.
- Identify bilingual books and culturally relevant books and develop experiences to integrate these books into the classroom.
- Evaluate the literary quality and appropriateness of specific bilingual and culturally relevant children's books.
- Identify the literary and artistic elements and how they interact within a book to influence meaning-making.
- Use reference sources for information on children's literature.
- Discuss social, multicultural and international issues as they connect to literature for children.

Audience

This course will be a required course for undergraduate elementary education majors who are seeking a bilingual endorsement so that audience is assured. The course will also be open to students from other majors and departments who want to learn more about bilingual and multicultural literature for children, such as students in the L3 major and students from the School of Information as well as the College of Humanities.

Course Assignments:

Weekly Assignments

1. Read two professional readings each week (chapters from the two textbooks or a chapter and an article), be prepared for class discussion and activities related to the reading by bringing two AHAs prior to class.

2. Read at least 5 picture books each week, for a total of 65 minimum. This number includes a variety of genres and will be recorded in your Reading Records. These records may include books we read together in class. Please include poetry books.

3. Read at least one novel or informational book per week, totaling 15 minimum. One must be listened to in audio book format and one must be a graphic novel. You will need to read some novels on your own time (outside of the novels listed on the syllabus) to reach your minimum goal of 15 novels.

***30-50% of your books must be bilingual or Spanish (both picturebooks and novels)**

Personal Literacy Memoir

Describe key formative biliteracy experiences, both positive and negative, inside and outside of school that have shaped your attitudes and abilities as a reader - in 1 to 2 pages.

Consider which of these books were mirrors that reflected your life and which were windows that took you outside of your life to other places, times and cultures.

Select a book from your childhood and describe any non-White or non-mainstream characters. What role did they play in the story? What did they look like? What was their character/personality?

Reading Records

- Extensive and intensive reading of children's books is the primary focus of this course. Record your reading in a format that works for you-e.g. data base, journal, index cards. One option to consider is LibraryThing.com on your library page. Your records will vary from brief annotations or categorizations to more extensive annotations and analysis of your reading. The major function of the record is for you to write down information you want for the future.
- The information you provide about books should include:
 - bibliographic information (author, title, illustrator, publisher, date, number of pages). Also note the language (English, Spanish, bilingual).
 - type of book format and literary genre
 - short summary of the main plot
 - tags or subject headings that describe the content and the themes of the book
 - your response to the book (comments on connections, strengths, or concerns).
 - Note: it is NOT appropriate to copy comments and summaries from sites like amazon, goodreads, etc.
- The reading for this course should be done weekly. There may be some weeks when you read fewer books, but this is not a project that you put off until it is due. This course is based on continuous reading of children's literature and you will greatly decrease your learning and participation in this class if you are not reading regularly throughout the course.
- Include poetry books in your reading record since poetry is so often overlooked in classrooms and libraries.
- Your reading records need to include at least one book in Audiobook format, one graphic novel, one pop-up book and one magazine.
- You are expected to read a minimum of 80 books in a combination of picture books (minimum of 65) and chapter books (minimum of 15), reflecting a range of genres, age levels, and cultures. 30-50% of the books must be bilingual or Spanish.
- You will turn in your Reading Records four times during the semester along with an analysis sheet of your books.
- The purpose of the course is to introduce you to new literature so try to read books that are new to you, not only old favorites.
- If you are reading a series count only one of the books as part of your 80 books. Additional books in the series can count as 'above and beyond' the 80 required.
- Focus on books for children and young teens.

Reflection Papers

The focus is on personal responses to books and learning activities. This is a chance for you to dig deep and reflect on what you read or experienced.

Reflections include:

- your personal learning goals (revised mid-semester)
- responses to books and articles to be discussed in literature circles (so you are ready to contribute to the discussion – classmates do not appreciate students who are not prepared!)
- Article and/or video responses
- self evaluations
- read aloud evaluations

Read-Aloud

- Listen to or read Mem Fox on reading aloud to children. www.memfox.com: How to Read Aloud (Introduction, And Do It Like This, Ten Read-Aloud Commandments). Write a reflection about the primary things you learned from listening to Mem Fox. Then choose two of Mem Fox’s Read Alouds to watch for evidence of her ten commandments.
- Compare her recommendations with those of Alma Flor Ada in *A Magical Encounter*
- Each student will read aloud twice to a bilingual group of children (group = at least 3-5 kids), once at the beginning of the semester and then again towards the end of the course. *The reading can be a single picture book or a chapter from a novel. The audience can be any group from toddlers to teens.* Practice so you can read it WELL. Write a reflection about the Read-Aloud experiences, paying attention to verbal and non-verbal feedback from your audience.

Library Exercises

Complete the library orientation provided by the university. Visit the library and complete the exercises as assigned during the semester. The links to the exercises can be accessed through D2L or by going to the following page: http://libguides.library.arizona.edu/LRC_480

Author/Illustrator profiles

You will do two profiles of an author or illustrator

- Create a profile of an author, illustrator or poet who is an old favorite, someone you remember reading as a child or who has a long history within the field. Gather their books, research their biographical information, and determine why their books have stood the test of time and been read by generations of readers. Prepare a display of that person’s work and be ready to share in a small group about why their books remain significant. Check the chapter on the history of Latinx literature to select this person.
- Create a profile of a Latinx author, illustrator or poet who writes literature for and about Latinx communities and experiences and has a body of work for children. Include basic biographical information, major works, and why he/she is important to children as readers. Also include why you picked this person. Discover why this author or illustrator writes or illustrates what he/she does. You will briefly present your biographical background sketch to classmates (small group) and plan a display plus an invitation for your classmates, so they can experience a writing or the artistic technique of your person. This engagement should be experiential rather than merely a discussion of the author and illustrator’s work.

Text Set and Mini-Conference

Work in a small group to create a text set of books that are related by our class theme. Record the bibliographic information, summary and your rationale for why this book is worthy of being in

the text set. The books should reflect a range of cultures, genres, languages, and thematic connections. This set should include 10-20 books that you are able to bring for a book browse.

You and your group will create a display table for the mini-conference. This display will include the text set of books, artifacts, a poster, and an invitation for others to experience. The invitation should engage classmates with the themes and issues related to your text set. The texts sets and invitations will be presented in class and during the mini-conference to the other TLS-480 sections. Attendance at the mini-conference, where the text sets are presented, and an author speaks, is required.

Collaborative Latinx Bibliography and Critical Book Review

The collaborative bibliography involves selecting 3 Latinx books from your reading record that you want to highly recommend to your classmates. You will create an annotation for each book – title, author, publisher, number of pages, language, genre, brief summary of the plot, and a short sentence on why you selected this book. Submit your three books and their annotations to the class collaborative bib (google drive).

You will also select one book, originally published in Spanish, and write a critical book review of that book to be published in *WOW Libros*. Your book must be approved by the instructor and the review must follow the format outlined in the call for submission on the wowlit.org website. The purpose of this assignment is for you to apply your knowledge of children’s literature in Spanish into writing a critical review for publication and to share a book you consider exemplary with educators searching for Spanish children’s literature. The book can be published anywhere in the world, as long as it was originally written in Spanish.

***Children’s Literature Resource Portfolio (Benchmark Assignment)**

ALL of the learning exercises will go into a notebook or expanding file folders (whatever format will be useful for you). Include all the handouts and the syllabus. Take photos of your group work to include as artifacts.

- The purpose of the portfolio is to gather and organize the projects and resources from this class according to the course objectives.
- The portfolio should include a reflection for each section indicating how the artifacts demonstrate how you have met the course objectives related to that section.
- You will use your portfolio as the basis for your final examination (in-class exam) and it will act as a final evaluation of whether or not you have met the course objectives.
- Include a Table of Contents for each section.
- The sections of your portfolio will include:

Responding as a Reader

- Projects and handouts in which you reflect on yourself as a reader and in-depth personal responses to the books you have read in this class.
- Possible artifacts include your reflective journals with your personal responses to literature, Book Clubs, etc.
- Course objective: You will gain a better understanding of yourself as a reader and of how to engage in personal and critical response to literature.

Knowledge of Children’s Literature

- Projects and handouts that reflect your knowledge of children's books and ability to evaluate the literary quality and appropriateness of these books. Includes the range of books which you read as part of the class and your ability to organize text sets of conceptually related books.
- Possible artifacts include your reading records and inventories of your records, chapter AHAs, genres project, text sets, etc.
- Course objectives: You will develop a broad knowledge of the various genres and types of books for children, including the major authors and illustrators of these books. You will be able to evaluate the literary quality and appropriateness of specific children's books. You will be familiar with the literary and artistic elements and how they interact to create an effective book for children.

Reference Sources and Resources

- Projects and handouts that reflect your knowledge and use of reference sources on children's literature and how to locate information on authors, illustrators, and poets as well as books on particular themes or topics.
- Possible artifacts include library exercises, library guides, author/illustrator/poet projects and handouts, professional articles that focus on children's literature as a field, poetry handouts. .
- Course objective: You will be familiar with the reference sources for information on children's literature.

Literature Engagements with Children

- Projects and handouts that reflect ways in which culturally relevant and bilingual literature can be used with children.
- Possible artifacts include read-aloud reflections, literature response strategies, professional articles or handouts on the use of books with children, professional conference reflections.
- Course objectives: You will examine the role of literature in the lives of children. You will explore ways to engage children with literature for both personal and academic purposes.

Social and Cultural Issues in Children's Literature

- Projects and handouts that focus on specific cultural and social issues in children's literature such as censorship, stereotypes, and controversial books.
- Possible artifacts include reflective journal entries and professional articles, projects or papers on these issues.
- Course objective: You will develop an awareness of social, multicultural and international issues as they connect to literature for children.

Attendance Policy

Participating in class sessions and other course events are vital to the learning process. As such, attendance is required at all class meetings. Because courses are preparation for your career as teachers, being dependable, responsible, and punctual are behaviors that you must exhibit. The children whom we teach as well as their families and the community expect this of us when we are in schools, and so the faculty in the College of Education expect this of you during the semesters you are in the program. Being dependable, responsible and punctual are signs of the professional behavior we expect you to demonstrate while at the College of Education and throughout your professional career. We have high expectations of you, possibly higher than

you have experienced before the program.

In accordance with the University of Arizona Academic Policy for class attendance, the following guidelines are in place:

- Plan to be in class every day scheduled.
 - Any personal events you have, such as doctor's appointments, vacations, family events, or hours at work, should be planned after your course meeting times. Personal events should not conflict with class sessions.
 - All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
 - These absences, as well as other excused absences, require that you contact your instructor *ahead of the class session* to provide an explanation of why the absence merits exception.
 - Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored (for example, absences required of athletes).
 - Arriving to class on time and being prepared are professional behaviors. We will start class promptly each day. If you arrive more than 5 minutes late, or leave more than 5 minutes early, this will be noted. Three or more late arrivals or early departures **will** constitute an unexcused absence.
 - We know that unexpected events occur. You are allowed one excused absence from class for illness or personal emergency. Since we meet only once a week, missing one class session is comparable to missing 2-3 class sessions for classes that meet more frequently.
1. In order for an absence to be excused, you must:
 - notify your instructor as soon as possible.
 - make arrangements for another student to gather handouts and take notes for you if you are missing coursework. You are responsible for catching up on any missed material and completing a make-up assignment within one week of the absence.
 2. Multiple absences may indicate issues that need to be addressed because they may reflect a lack of professionalism. More than two excused or any unexcused absences will result in a conference with the instructor.
 3. Multiple—more than two—unexcused absences **will** result in lowering your grade by one full letter. For example, if you were receiving an A in the course, the highest grade you could receive is a B.
 4. Multiple unexcused absences may result in a failing grade for the course, unless a valid and justifiable reason has been provided, or as per University policy, “excessive or extended absences from class are sufficient reasons for the instructor to recommend that the student be administratively dropped from the course.”

Grading Policies

- Self-evaluation is an integral part of this course. You will be asked to submit an initial statement of goals for this semester. For selected projects, you will be asked to turn in a self-evaluation in which you state your goals for that particular project and evaluate the process you went through in reaching those goals. You will receive evaluative comments for each of your projects based on your goals and the project intent. You may resubmit projects that are not satisfactory in meeting the goals and intent. At mid-semester, you will revise your goals for the course and evaluate your learning at that point in the semester and will receive evaluative

comments from me. At the end of the class, you will write an overall self-evaluation of your learning throughout the class.

- Your final grade will be based holistically on both my evaluation and your self-evaluation of your growth and learning related to the course objectives, the quality of your written work, and your attendance, participation, and preparation for class sessions. *While you can negotiate the ways in which you define and complete class projects, you must complete all of these projects to fulfill course requirements and your final grade for the course will be based on the thoughtfulness and quality of this work with a B reflecting the completion of all course projects at a satisfactory level. You must exceed those requirements to receive an A by selecting a class assignment to which you propose to add an 10 additional hours of work. You must submit a written proposal to your instructor for these additional hours.*
- Your mid-term evaluation will include a discussion of the grade for your work completed as of that date so that you can establish goals for maintaining or improving your final grade for the course. The instructor will not give Incompletes for the course except in extreme situations and only with prior approval.
- Late assignments without a valid excuse will affect your final grade.

A - Complete all assignments for the course at a satisfactory level and meet attendance and class participation requirements. In addition, complete one or more Choice Inquiries for a final project (negotiated with instructor).

B - Complete all assignments for the course at a satisfactory level and meet attendance and class participation requirements.

C – Issues with several missing or incomplete assignments or attendance, tardiness, leaving class early, or participation in class sessions

D – Unsatisfactory in multiple areas related to assignments, attendance and participation.

E – Failure to complete multiple assignments at a satisfactory level and/or multiple absences from class.

Course Readings:

Required readings:

- 80 or more children’s books (at least 15 of which are chapter books)
30-50% of the books must be bilingual or in a language other than English.
- Whole Class Novels
- Articles on d21
- Culturally relevant and bilingual children’s books for weekly literature circles

Required Text:

- Short, K. Lynch-Brown, C., Tomlinson, C (2017). *Essentials of Children’s Literature*, 9th ed.
- Articles and chapters on bilingual and Spanish literature for Children.

Possible Course Outline:

Introduction to the class
History of bilingual/multilingual and multicultural children's literature
Revisiting favorite books and bilingual stories from childhood
Learning about story and bilingual literature
Learning about diverse children and culturally relevant literature
Multilingual Poetry
Traditional literature
Fantasy and science fiction
Realistic fiction
Historical fiction
Nonfiction: Biography and informational books
Picturebooks and graphic novels
Literature for a diverse society and multilingual students
Literature in bilingual, dual language, and ESL classrooms
Engaging diverse children with bilingual and culturally relevant literature

University Policies

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations. If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (i.e. texting, chatting, reading a newspaper, making phone calls, web surfing, etc).

- Personal computers may be used for class note taking and activities but should not be used for personal reasons during class.
- Cell phone use is not permitted during class and phones should not be turned on. If there is an unexpected need to receive a call during class, please inform me ahead of time.
- Please limit trips to the bathroom during class.
- NOTE: Drinks are permitted as long as they are in a covered container.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one's self. See:

<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity: <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

The University Libraries have some excellent tips for avoiding plagiarism available at: http://www.library.arizona.edu/tutorials/accidental_plagiarism/

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination, <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>. Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Student Code of Conduct

<https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Standards Addressed

Students in the Elementary Education Program are assessed on the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the International Society for Technology in Education National Educational Technology Standards for Teachers (ISTE NETS-Teacher), and the University of Arizona Teacher Preparation Programs Professional Standards. The Standards work in concert. By addressing them, graduates of the Elementary Education Program demonstrate that they are professionals and are prepared to participate in the very important process of educating young children.

Arizona Professional Teaching Standards: InTASC Standards

- Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NETS-T

- #3: Model Digital Age Work and Learning.** Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.
- #4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

University of Arizona Professional Standards

Teacher candidates at the University of Arizona demonstrate a commitment to their academic program and to education by:

- attending, being on time, and being prepared for scheduled classes and field experiences;
- having a professional appearance;
- communicating professionally and respectfully orally and in writing with peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members;
- looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
- accepting and acting upon reasonable criticism;
- understanding and respecting others' perspectives;
- questioning and testing their assumptions about teaching and learning;
- separating personal and professional issues;
- exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject;
- maintaining or exceeding the minimum grade point average of 2.5 G.P.A.

TLS Position Statement on Social Justice (3/25/2014)

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice. Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
- Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions. We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one other and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds

TLS 482—Children’s Literature in the Bilingual Classroom

Required Course Textbooks:

Short, K. Lynch-Brown, C., Tomlinson, C (2017). *Essentials of Children’s Literature*, 9th ed.

Additional recommended course textbooks for reference:

Ada, A. F. (2016). *A Magical Encounter: Latino Children’s Literature in the Classroom*, 3rd Ed.

Clark, E. R., Flores, B., Smith, H., & Gonzalez, D. (Eds). (2016). *Multicultural Literature for Latino Bilingual Children: Their Words, Their Worlds*. Lanham: Rowman & Littlefield.

Henderson, L. (2015). *The Américas Award: Honoring Latino/a Children's and Young Adult Literature of the Americas*. Lanham: Lexington Books.

Mlawer, T. & Beullens-Maoui, N. (Eds). (2016). *The Pura Belpré Award 1996-2016: 20 Years of Outstanding Latino Children’s Literature*. Rosen Publishing Group.

Naidoo, J. C. (Ed). (2011). *Celebrating Cuentos: Promoting Latino Children’s Literature and Literacy in Classrooms and Libraries*. Santa Barbara, California: Libraries Unlimited.

Sneddon, R. (2009). *Bilingual Books, Biliterate Children: Learning to Read through Dual Language Books*.

Articles:

Acevedo, M. (2015). The Portrayal of Puerto Ricans in Children’s Literature. *Bookbird: A Journal of International Children's Literature*, 53 (2), 4-11.

Agosto, D. (1997). Bilingual Picture Books: Libros Para Todos. *School Library Journal*, 43.8:38.

Alamillo, L., & Arenas, R. (2012). Chicano Children’s Literature: Using Bilingual Children’s Books to Promote Equity in the Classroom. *Multicultural Education*.19 (4), 53–62.

Alamillo, L. (2007). Selecting Chicano Children’s Literature in a Bilingual Classroom: Investigating Issues of Cultural Authenticity and Avoiding Stereotypes. *Association of Mexican American Educators Journal* 1 (1), 26–32.

Arenas, R. A. (2008). Telling Our Stories Using Chicano Literature for Children and Young Adults as a Means of Promoting Cultural Awareness and Self-Worth. *Association of Mexican American Educators Journal* 2.1, 10–15.

Arizpe, E. (2007). Finding a Voice: The Development of Mexican Children's Literature, Part I *Bookbird*, 45(1), 5-14.

- Arizpe, E. (2007). Finding a Voice: The Development of Mexican Children's Literature, Part II *Bookbird*, 45 (2), 29-38.
- Barrera, R., Liguori, O., and Salas, L. (1993). Ideas a literature can grow on. V. Harris (Ed.), *Teaching Multicultural Children's Literature in Grades K-8* (203-241). Norwood, CT: Christopher-Gordon..
- Bejarle, M. B. (2014). Learning in Francisco Hinojosa's Children's Fiction. *Bookbird*, 52 (3), 13-21.
- Canedo, G. V. (2014). Young Adult Literature in Boliva. *Bookbird*, 52 (3), 91-93.
- Centurion, H. (1997). La Literatura Infantil En Espanol En La Clase Bilingue (Children's Literature in Spanish in the Bilingual Class).
- Chappell, S., & Faltis, C. (2007). Spanglish, bilingualism, culture and identity in Latino children's literature. *Children's Literature in Education*, 38(4), 253-262.
- Colomer, T. (2010). The Evolution of Children's and Young Adult Literature in Spain. *Bookbird*. 48 (3), 1-8.
- Cummins, A. (2013). Border crossings: Undocumented migration between Mexico and the united states in contemporary young adult literature. *Children's Literature in Education*, 44(1), 57-73.
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