

## LIT-903 – Hispanic Literature: Gary Soto

### Independent Study Correspondence Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** K - 12<sup>th</sup> grade teachers

#### Course Description

The literary world has been greatly enriched in the last few decades by the emergence of many gifted Latino writers. Gary Soto is an acclaimed poet, essayist, and fiction writer whose work is now published widely in anthologies and appears in many elementary literature texts. He has won numerous prestigious awards and fellowships. Soto, however, is unique because of his commitment to speak to young people. He wants to help children of all ages find dignity and self-worth as they explore their own stories and their own heritage.

The course texts reflect the range of Soto's work, which includes poetry, autobiography, short stories, novels, and plays. Some are written for young children, while others are more suitable for older readers. Soto's writing speaks to the need in education for outstanding work by persons from a variety of cultures and ethnicities. At the same time Soto helps build the self-esteem of Latino children, he promotes understanding and tolerance among readers from all ethnic groups.

Participants will be asked to read and respond to the short texts and to design ways to use Soto's stories and poems to inspire their students to enjoy reading and writing.

This course is designed to meet the objectives identified in the Common Core State Standards in Language Arts as well as the five core propositions of the National Board for Professional Teaching Standards. Students will be asked to make connections between their work and these standards or the standards of their own states.

**Note:** Required textbooks must be acquired separately.

#### Required Texts and Course Materials

##### Textbooks:

- *Living Up the Street* (young adult) - Twenty-one recollections of growing up Chicano in Fresno, California. Winner of the Before Columbus Foundation's American Book Award. Autobiography.
- *Chato's Kitchen* (ages 4-8) - Chato, the cat, plots to catch the barrio mice by cooking Mexican food and inviting them for dinner.
- *Baseball In April* (ages 10-14) - Eleven short stories on everyday adventures of Latino young people growing up in central California.

- *The Skirt* (ages 7-12) - A short novel about a lost folklorico skirt and the adventures to retrieve it.
- *Taking Sides* (ages 10-16) - A novel for young adults about tension over divided loyalties and the importance of friendship.
- *Neighborhood Odes* (ages 8-12) – Twenty-one poems celebrate everyday activities and experiences in the neighborhood

**Note:** Students are responsible for purchasing their own textbooks, analyzing the content, and applying what they learned to the course assignments. You can order the books directly from the publisher or from one of several discount aggregators (for example): <http://books.nettop20.com/>

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board’s Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine’s Hippocratic Oath — set forth the profession’s vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### Common Core State Standards (CCSS) ([www.corestandards.org](http://www.corestandards.org))

This course is designed to reinforce and support the English Language Arts Standards of the Common Core State Standards Initiative (CCSS). The Anchor Standards for Reading (Grades K12) are listed here:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

## Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
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CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

### Student Learning Outcomes (SLOs) for This Course

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:	<b>National Standards Addressed in This Course*</b>	<b>Continuing Education Program Student Learning Outcomes Addressed**</b>
1. acknowledge, appreciate, and discuss the breadth of Gary Soto's works.	CCSS 1, 2, 3, 6, 7, 9 & 10; NBPTS Prop. 2	CE 1, 2, 4, 6
2. identify and analyze literary terms and techniques	CCSS 1, 2, 3, 4, 5, 6 & 10; NBPTS Prop	CE 1, 2, 6
3. increase skills for building cultural/ethnic awareness and sensitivity through reading and discussion.	CCSS 1, 2, 3, 4, 6; NBPTS Props. 1, 2, 3 & 4	CE 2, 3, 4
4. discover connections between literature and other disciplines.	CCSS 1, 2, 3, 7, 9 & 10; NBPTS Props. 1, 2, & 4	CE 1, 2, 3, 4, 6
5. develop lesson plans to effectively share Soto's stories and poems in the classroom	CCSS 1 - 10; NBPTS Props. 1, 2, 3, & 4	CE 1, 2, 3, 4, 6
6. connect lessons to state or national standards.	NBPTS Prop 5	CE 2, 3, 5

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

## Topics, Assignments, and Activities

**Note:** Upon registration, students will receive more specific instructions concerning the assignments. Please consult these before beginning the coursework.

Module	Module Assignments and Activities	Passing Score for Each Assignment
<b>Module 1</b> – Readings	<ul style="list-style-type: none"> <li>• Read each of these texts:               <ul style="list-style-type: none"> <li>○ <i>Living Up the Street</i></li> <li>○ <i>Chato's Kitchen</i></li> <li>○ <i>Baseball In April</i></li> <li>○ <i>The Skirt</i></li> <li>○ <i>Taking Sides</i></li> <li>○ <i>Neighborhood Odes</i></li> </ul> </li> </ul>	Pass
<b>Module 2</b> – Response	<ul style="list-style-type: none"> <li>• Write a 250-400 word response to each of the texts</li> </ul>	Pass
<b>Module 3</b> – Classroom Integration	<ul style="list-style-type: none"> <li>• Design three lesson plans, one each for utilizing three of Soto's works, and teach the lessons in your classroom</li> <li>• Evaluate the success of each lesson.</li> </ul>	Pass

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course/assignment requirements, significant evidence of subject mastery – excellent demonstration of graduate level professional development scholarship.
B	80-89%	Very good	Adequately meets the criteria for all course/assignment requirements - demonstrates subject competency and very good graduate level professional development scholarship.

NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.
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### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

### Instructor/Student Contact Information

While this is an Independent Study course, collaboration between student and instructor is encouraged throughout the course. Upon registration, the instructor will initiate conversation with a welcome e-mail. Within this e-mail, the instructor will provide an overview of the course, material, assignments, and expectations for successful completion of the course. This initial interaction establishes a foundation for future interactions. At any point during the course, the instructor is available to provide feedback and support to students. At the completion of the course, the instructor will comment on the student's work and make suggestions, if needed.

### Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

## Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

## Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/students/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes

<p><b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.</p>
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<p><b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.</p>
<p><b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</p>
<p><b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.</p>
<p><b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.</p>
<p><b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.</p>
<p><b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.</p>
<p><b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.</p>
<p><b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.</p>
<p><b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.</p>