

EDPS 4330
International Children's and Adolescent Literature
(3 credits)
Fall Semester, 2013
HONORS SECTION

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Class Held: Thursdays, 10:45- 1:45 pm
309 MBH

Office Hours: By appointment

The Honors Section of EDPS 4330 meets with the regular section. As such, all information provided in the EDPS 4330 syllabus applies to this section. However, as an Honors course, this section of the class will promote an enriched academic environment for talented and highly motivated students. Additional assignments and experiences will work to foster values of social responsibility and academic quality.

Thus, the Honors Section also has the following course assignments listed below. Additionally, honors students are expected to strongly consider reading some of the additional articles and readings listed on the course readings each week and found on Canvas.

Additional Course Assignments:**1. Readings: International Children’s and Adolescent Books. 5 points. (2.5 points per title.)**

You will be assigned a small group and a particular set of 8 children’s and adolescent books to read over the semester. As a student in enrolled in the Honors section, you must read the 8 assigned books as well as 2 additional titles. These 2 additional titles are included on your assigned booklist. Reading these additional selections will help to further deepen your understanding of the connections between and among nations in the field of children’s literature. Because you are reading these additional selections each week, you are expected to share your additional knowledge in group discussions. You will need to write two reader response journals the week you have the additional titles.

Additional titles:

Picture Books (Global): *Under the Spell of the Moon* edited by Patricia Aldana

Nonfiction (Global): *We Are All Born Free: The Universal Declaration of Human Rights in Pictures* by Amnesty International OR *This Child, Every Child: A Book About the World’s Children* by David J. Smith (Illus. by Shelagh Armstrong.)

2. Library Environment Observation and Interview. 15 points. Due November 14.

When we think back on our own experiences with books as a child, we almost all find some memories related to the school or public library. Libraries play a very important role in the field of children’s literature. Often the library is the largest source of texts available to a child, and the books that library contains and does not contain, and the feeling of the library environment, can have a large impact on a child’s love of literature. You will explore a local school or public library to conduct a specific observation and interview with the librarian. Following the observation and interview, you will create a short presentation with your findings. See the attached assignment description for more details. This assignment is due November 14. You will be sharing your findings with the rest of the class that day.

3. Children’s Literature Research or Children’s Literature Education Application. 30 points. Due December 12.

You have a choice on this project. The first will give you experience with the academic side of children’s literature. The other will give you experience with the application of children’s literature in the classroom.

(A) Children’s Literature Research

Three of the leading journals in children’s literature research are *Children’s Literature in Education*, *Journal of Children’s Literature* and *Bookbird: A Journal of International Children’s Literature*. The first two are more concerned with the “children’s literature as education” research strand and the third is more

involved with the “children’s literature as (English) text” strand, although it does cross-over into the “children’s literature as education” strand.

For this project we are particularly interested in *Bookbird* as it is an academic journal on international children’s literature that is published quarterly by the International Board on Books for Young People (IBBY).

I would like you to find an article in an issue of *Bookbird* that particularly interests you. Then select an article on the same/related topic from *CLIE* or *JCL*. Read both thoroughly. That may mean taking a close list at references and looking up some of those referenced articles.

Then, in approximately 3-4 pages, do the following:

- 1) Summarize the general topic of the two articles
- 2) State the various position on the topic as presented in the 2 articles

Then, in approximately 3-4 pages, describe how the articles agreed/disagreed/highlighted various points about the topic and how this helped change or create your position on this topic.

(B) Children’s Literature Education Application

Selecting the best books for the classroom can be challenging, particularly when you need books to help illustrate/explain/teach a particular concept. For this choice you will undertake this challenge, much as you are doing for the final project for this class, but with an added twist.

Select a Utah State Standard for a particular grade level. (You can find these on the UEN website.) Please pick a science or social studies standard. Then use your book-finding skills to select 8-10 titles a teacher might use as part of teaching this concept/standard. Imagine the teacher might use the books across several lessons, using them all in different ways.

The books on the list need to meet the following requirements;

- (1) Be of high quality (each book should have received a positive review from *Horn Book*, *Publishers Weekly*, *School Library Journal*, etc. or have won an award)
- (2) At least 1/3 of the books (2-4) should be international or domestic international
- (3) Be in print and readily available, preferably in the Salt Lake City Public Library or Salt Lake County Public Library system

You will title the paper with the particular Utah State Standard, and then list the books below with the bibliographic information for each book. You will also include the Lexile level for each book (found on www.lexile.com.) This will help alert you to whether the book would meet the preferred Common Core State

Standard Lexile grade band level. If it doesn't, then the teacher might want to use it more as a read-aloud.

These assignments add a total of 50 points to your overall grade. Thus, the grade for the Honors Section of EDPS 4330 will be out of 265 points rather than the 215 points for the regular EDPS 4330 Section. Final grades will be adjusted accordingly.

The Library Environment

When we think back on our own experiences with books as a child and young adult, we almost all find some memories related to the school or public library. Libraries play a very important role in the field of children's literature. Often the library is the largest source of texts available to a child, and the books that library contains and does not contain, and the feeling of the library environment, can have a large impact on a child's love of literature.

For this assignment you will spend a significant amount of time observing in a school or public library. Your observation can be at any time during the day, special events time, and lesson time (for school libraries.) You will also interview a librarian at the library so you will need to set up that interview prior to your visit.

During this assignment think of yourself as a researcher and take copious notes. Be careful to write down what you see and not just your interpretation of what you see (that could be included as a side-note.) Your notes on the library will focus on the following three areas: the physical environment, cognitive environment, and emotional environment. Use the following questions and observation sheet to guide your observations of the three key areas in the library.

After completing your observation and interview, prepare your findings for a short presentation to the 4330 class. After summarizing your findings, discuss what changes you might make to this particular school or public library, or to any children's library, to improve its environment for children. (Please turn in your notes and observation sheet to me when you present on November 14th.)

1. The Physical Environment

What reading materials beyond books do you see- in the cubbies, on the walls, on ceilings, floors, and walls, etc?

What type of lighting do you see?

What types of furniture and reading “spaces” do you see?

How are the books organized? (Be specific) Is there a particular international books section?

Is it easy to find a book that you want? Look for a few international titles. Can you find them? If so, where are they found?

Briefly sketch the library layout.

2. The Cognitive Environment

What type of learning/reading do you see happening?

How can you tell if the patrons are learning/reading?

What sorts of interactions do you observe between patrons?

What sorts of interactions do you observe between patrons and staff?

Do you observe any particular interactions around international books?

3. The Emotional Environment

Do you detect a “feeling” amongst the patrons regarding literacy activities?

How would you describe this “feeling”?

Do you detect a “feeling” amongst the staff regarding literacy activities?

How would you describe this “feeling”?

Do you detect a “feeling” among the patrons about the use of the library?

How would you describe this “feeling”?

Do you detect a feeling among the staff about the use of the library?

How would you describe this “feeling”?

Following your observation, speak briefly to the librarian. Questions to ask could include how he or she selects the books for the library, the sorts of children's events or classes the librarian leads or arranges and why and how these events, classes, or lessons are selected. In particular, ask the librarian how he or she (or the library as a whole) builds and promotes its international children's and adolescent literature collection.