

PORTLAND STATE UNIVERSITY
Graduate School of Education

Preparing professionals to meet our diverse community's lifelong educational needs.

Course Number: LIB 492/592
Course Title Contemporary Children's and Young Adult Literature
Spring 2008, Wednesday 4-6:30 p.m.
Instructor: Instructor: Dr. Barb Ruben
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Office Hours: MW 1:00-3:00

If you require accommodations (e.g. special seating, interpreter, note-taker, etc.), please inform your instructor immediately. Students with disabilities should register with the PSU Disability Resource Center (503-725-4150; TTY or Relay 503-725-4178) to document their need for accommodations and obtain support services. I will work with you to arrange the supports you need in this class.

COURSE DESCRIPTION

This course will involve an analysis and study of contemporary children's and young adult literature as well as a study of trends and styles in modern literature. It includes picture books, fiction, and nonfiction featuring contemporary authors and illustrators who are dominating the 21st century literary landscape.

The Graduate School of Education's Conceptual Framework

We prepare our candidates to provide leadership in:

Diversity & Inclusiveness

- To work in diverse settings
- To promote inclusive and therapeutic environments

Research-Based Practices & Professional Standards

- To critically analyze and implement research-based practices
- To demonstrate appropriate professional knowledge, skills, and dispositions

Impact on Learning and Development

- To ensure all learners and clients succeed
- To use technology to enhance learning
- To influence policy and provide leadership for organizations

Evidence-Informed Decision Making

- To use evidence to solve problems of practice and make educational and therapeutic decisions

COURSE OBJECTIVES AND OUTCOMES:

Course Objectives/Outcomes: Student will:	IRA/ALA Standard	Conceptual Framework	Evidence Achieved (through these assignments)
1. Explore different genres and authors of contemporary award winning children's literature.	IRA4.1, 4.4 ALA 1.B1, 1.B3	Research-based Practices & Professional Standards <i>(To demonstrate appropriate professional knowledge, skills, and dispositions)</i>	Annotated bibliography of books chosen from selected categories Author tech project Book commercial
2. Create a resource list of contemporary literature (both fiction and nonfiction) across a developmental range, for a content topic or them of their choosing.	IRA4.1, 4.2 ALA2.A.2	Impact on Learning and Development <i>(To ensure all learners and clients succeed)</i>	Content Area Resource List of a minimum of 15 annotated resources
3. Examine the potential power literature can have in the moral, ethical, and cultural development of young people in 21 st century.	IRA 4.1, 4.4	Diversity and Inclusiveness <i>(To promote inclusive and therapeutic environments)</i>	Annotated bibliographies, including: King, Belpre, Batchelder, Addams, Schneider Family Award winners
4. Be prepared to justify the use of potentially controversial children's literature with the public.	ALA 1.C4, 4.A.4	Impact on learning and development <i>(To influence policy & provide leadership for organizations)</i>	Rationale for challenged book

Required Reading: Available electronically through PSU Millar Library course reserve files:

- Coleman, P. (2007,January) A new way to look at literature: A visual model for analyzing fiction and nonfiction text. *Language Arts* 84 (3). 257-268.
- Kirschbaum, M. (2007). How reading is being reimagined. *The Chronicle Review*. <http://chronicle.com/weekly/v54/i15/15b00102.htm>.
- Kurjian, C. Livingston, N., & Cobb, V. (2006). Children's Books: Inquiring minds want to learn: the info on nonfiction and informational series books. *The Reading Teacher*. 86-96.
- Larsen, K. (2006, January). Research vs. library lesson. *LibrarySparks*. 39-45.

- Manzo, K.K. (2006, September 27). Challenged. *Education Week*.
- Martinez-Roldan, C.M. (September 2005). The inquiry acts of bilingual children in literature discussions. *Language Arts* 83 (1); 22-32.
- Miller, P. (2006, January). And the winner is...Keep 'em reading. *LibrarySparks*. 15-19.
- Parr, M. & Campbell, T. (2006, September). Poets in practice. *The Reading Teacher* 60 (1). 36-46.
- Pipkin, G. (2000). The young adult novel under fire. Chapter 13 from *Reading their world: The young adult novel in the classroom*. Portsmouth, NH: Heinemann. 170-185.
- Vardell, S., Hadaway, N.L., & Young, T.A. (May 2006). Matching books and readers: Selecting literature for English learners. *The Reading Teacher*. 59 (8). International Reading Association.734-741.

Select from **one** of the following

- Foster, K. (February 2004). Graphic Novels in Libraries: An Expert's Opinion. *Library Media Connection*.
- Butcher, K. & Lee Manning, M. (November/December 2004) *Bringing graphic Novels into a School's Curriculum*. The Clearing House,
- Schwartz, G. E. (Dec2002). *Graphic novels for multiple literacies Reading Online*
- Crawford, P. (Feb 2004). *A novel approach: Using graphic novels to attract reluctant readers. Library Media Connection*.
- Kan, K. (April/ May 2003). *Getting Graphic at The School Library" Library Media Connection*
- Lyga, A..W. (March 2006) *Graphic Novels for (really) Young Readers. School Library Journal*

Additional Reading provided by instructor

- Fader, E. (August1999). If you only knew: How can you get on the Newberry or Caldecott committee? A book –awards insider shares her secrets. *School Library Journal/August 1999)* 34-36.

Websites:

- American Library Association <http://www.ala.org/>
- The Council on Interracial Books for Children <http://www.birchlane.davis.ca.us/library/10quick.htm>
- The Lexile Framework for Reading: Matching Readers to Text <http://www.lexile.com>
- Guide to fiction that help children cope with life <http://www.lutrapress.com/>
- <http://www.ala.org/ala/also/awardsscholarships/literaryawds/literaryrelated.htm>
- Jane Addams Peace Association: Children's Book Award http://home.igc.org/~japa/jacba/index_jacba.html

Award winning contemporary children's /young adult books of your choosing within required genres

1. Caldecott	4/9
2. Jane Addams (2) (younger and older)	4/9
3. Newberry/young reader's choice	4/16
4. Coretta Scott King (2) (illustration/text)	4/23
5. Belpre (2)(younger and older)	4/23
6. Batchelder (2) (younger and older)	4/30
7. Schneider Family Book Award	4/30
8. Scott O'Dell	5/7
9. Sibert Informational Book Medal	5/14
10. Orbis Pictus Award	5/14
11. Printz Award	5/21
12. Great Graphic Novels for Teens	5/21
13. NCTE Award for Excellence in Poetry for Children	5/28
14. Book from the ALA most challenged list	6/4

Tentative Schedule

April 2 Introduction of course, review of syllabus

Activity: Book Sort.

Your literacy autobiography? What kinds of books do like/don't you like? What does this say about you? What makes a book a great book (children or adult)?

Homework for next week: Read and plan to share one Caldecott Award winning book and one Jane Addams Award winning book. Submit an electronic annotated bibliography on both books for the class listserve. Read Fader and Miller's articles from reading packet.

April 9 Caldecott and Jane Addams award winning books

Guess speaker Ellen Fader Multnomah County library

The power of illustrations in children's book, Books that address issues of peace and justice for children.

Select authors, themes for content

Homework for next week: Read and plan to share for next time a Newberry Award winning book. Submit an electronic annotated bibliography on the book for the class WebCT discussion board.

April 16 Share Newberry Award books. What makes a book a "classic"?

Homework for next week: Read and plan to share for next time a Coretta Scott King winning book. Submit an electronic annotated bibliography on the book for the class WebCT discussion board. Read Vardell, S., Hadaway, N.L., & Young. T.A and Martinez-Roldan, C.M articles from reading packet.

April 23 Share Coretta Scott King Award winning books and Belpre award winners. African American Literature and Latino literature for children

Homework for next week: Read and plan to share for next time a, Batchelder Award winning book and a Schneider Family Book Award winning book. Submit an electronic annotated bibliography on each book for the class WebCT discussion board.

<p>April 30 Share Batchelder and Schneider Family award winners. Books from other cultures. Books addressing disabilities.</p> <p>Homework for next week: Read and plan to share for next time a Scott O’Dell winning book. Submit an electronic annotated bibliography on the book for the class WebCT discussion board. Read the Kirschbaum article online (see link in required reading)</p>
<p>May 7 Scott O’Dell award winning books. Enriching Content Area Curriculum with historical fiction. Literature to address life’s challenges.</p> <p>Homework for next week: Read and plan to share for next time 2 information books -1 Siebert and one Orbis award-winning book. Submit an electronic annotated bibliography on both books for the class WebCT discussion board. Read Kurjian, Livingston, & Cobb, Coleman, and Larsen’s articles from reading packet. Prepare content book list to share in class next week</p>
<p>May 14 Information Children’s book</p> <p>Homework for next week. Read and plan to share for next time a Printz Award winning book and a graphic novel listed on the ALA website. Read Gustines’ article from reading packet. Submit an electronic annotated bibliography on both books for the class WebCT discussion board.</p>
<p>May 21 Young Adult Literature. Printz winner and graphic novels,</p> <p>Homework for next week: Read and plan to share for next time a NCTE Award for Excellence in Poetry winning author. Read Parr & Campbell’s article from reading packet. Submit an electronic annotated bibliography on the book for the class WebCT Discussion board. Complete author’s project to share next week.</p>
<p>May 28 Quality Poetry for young people.</p> <p>Homework for next week: Complete your content area book list and rationale to submit electronically and hard copy. Read Pipkin’s and Manzo’s articles from reading packet. Read a book on the most challenged list on the ALA website. Write up a two-page justification for using the challenged book with young people using format described in the Pipkin’s text.</p>
<p>June 4. Censorship Debate/ Banned books. Turn in your rationale for using a challenged book.</p> <p>Homework for next week: Be prepared to give your book commercial to whole group.</p>
<p>June 11 Book commercials/ course evaluations</p>

COURSE EXPECTATIONS AND EVALUATION

1. **Wide Reading of Award Winning CCYAL (26 points) (ongoing)**

Each week bring in a book to discuss from the required award category, published 2000 or later. Submit an annotated bibliography entry for the class members each week electronically using the Class WEBCT Discussion board.

See the following website for links to information about most of these award winning categories American Library Association: <http://www.ala.org/>

2. Rationale for Challenged Book (14 points) (Due June 4)

Read a book on the ALA challenged list and write a two page typed rationale for continual use of the book using the format outlined in Pipkin's chapter p. 175.

3. Content Area Resource List (20 points) (Due May 14)

Content area teachers frequently neglect the resource of picture books, fiction, and informational books, and websites other than textbooks. Develop a resource list of approximately 15 resources that would be appropriate for a content area topic: include picture books, fiction, informational books, and websites that cross a wide range of reading levels. Include a rationale for using these books in the content area and provide ideas for their use. Write a brochure, or flyer or website that could be provided to classroom teachers with this information on it. Brochure should be typed, edited and ready for publication.

4. Author Technology Project (20 pts) (Due May 28)

Select one CCYAL author to become an expert on. Read a minimum of four of the author's books. Prepare some kind of technology project to teach the rest of class about your author – PowerPoint, digital video, website, etc, electronic newsletter or brochure. (May be done as a small group or as an individual).

5. Book Commercial (5 points) (Due June 11)

Prepare a one-minute commercial convincing the rest of us that if we are only going to read one new children's or young adult book over summer – this is the book we should read.

Attendance and Tardiness

You are expected to attend all class sessions, participate in both online and in-class discussions, and exhibit a sincere interest in learning. Your behavior needs to reflect a professional attitude, one that is eager to learn and helpful to others. You are also expected to read the text for each week.

It is your responsibility to arrange for any missing work as a result of absences. Personal contact must be made to arrange for make-up work, make-up exams, or possible assignment adjustments. If you miss class for any reason, you will be expected to write a 1-page paper on the topic of the class that you missed. You can ask the instructor for further instructions about the paper before or after the missed class.

Policy for Late Assignments

Late assignments will be accepted up to one week after due date with lower grade.