

## TE849: Methods and Materials for Teaching Children's and Adolescent Literature

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### Purpose of the Course:

This course is intended as an advanced survey course in children's and adolescent literature. As a survey, this course will deal with the field of children's and adolescent literature in broad terms: we will try to map as much of the territory as possible during our weeks together.

The **materials** we use will be the children's books themselves. We will also use other materials: textbooks and articles that will help us develop a language and a perspective for evaluation and conversation about children's and adolescent literature.

The **methods** part of the course will involve an exploration of what we *do* with this literature. By *do* with this literature, I do not mean listing classroom activities that can accompany each text. Instead, we will explore the kinds of conversations that surround pieces of literature, whether those texts are written for children, adults, or both. We will read widely and closely, ask questions, make room for varying answers, and talk in general and in specific terms about how to involve children in literature.

### Required Texts

#### Course Text:

*The Joy of Children's Literature*, first edition, Denise Johnson  
Selected articles (See ANGEL course site)

**Literature:** (**No need to purchase**, but you must have available the week we use them. There may be additions or changes to this list based on availability and student interest).

#### **Week 1 and 2:**

- A picture book that was a favorite of yours as a child
- A picture book that you currently consider to be "high quality" literature

#### **Week 3 and 4:**

- *Mountains of Tibet*, Mordecai Gerstein
- *Come Away from the Water*, Shirley, John Burningham
- *The Kissing Hand*, Audrey Penn
- *The Frog Prince Continued*, Jon Scieszka
- *Owl Moon*, Jane Yolen
- *Tuesday*, David Wiesner
- *Martin's Big Words*, Doreen Rappaport
- *Z was Zapped*, Chris Van Allsburg
- *Quest for the Tree Kangaroo*, Sy Montgomery and Nic Bishop
- *Click, Clack, Moo: Cows That Type*, Doreen Cronin and Betsy Lewin
- *A Friend for Minerva Louise*, Janet Morgan Stoeke
- *Rose Blanche*, Roberto Innocenti (**we will return to this text later in the semester**)
- *Tea with Milk*, Allen Say (**we will return to this text later in the semester**)

#### **Week 5 and 6**

- *Heckedy Peg*, Audrey Wood
- 20 books by 20 different authors/illustrators.  
(Your choice of 5 picture books from before 1970; 5 from between 1970 and 1990; 5 from between 1990 and 2000; lastly, 5 books from between 2000 and 2010.)

(from the library or viewed at bookstore)

- 10 pieces of traditional literature  
(Your choice from the library or viewed at bookstore)
- *Coraline*, Neil Gaiman (**we will return to this text later in the semester**)

#### **Week 7**

- *The Dark Pond*, Joseph Bruchac
- *Hidden Roots*, Joseph Bruchac
- *Darkness Under the Water*, Beth Kannell
- *Bowman's Store*, Joseph Bruchac
- *Faithful Hunter*, Joseph Bruchac

#### **Week 8**

- Find and listen to 3 audio book, any format, any genre
- Find and read 5 eBook, any format, any genre

#### **Week 9**

- *My Man Blue*, Nikki Grimes
- *Brown Honey in Broomwheat Tea*, Joyce Carol Thomas
- *Brown Angels*, Walter Dean Myer
- *Locomotion*, Jacqueline Woodson

#### **Week 10**

- *Dawn Land* by Will Davis and Joseph Bruchac, (Graphic Novel Edition)
- *Epileptic* by David B.
- *Bone – Out from Boneville*, Jeff Smith
- *Coraline*, Neil Gaiman (From earlier in the semester)
- *Coraline, The Graphic Novel*, Neil Gaiman and P. Craig Russell
- Video: *Coraline* (2009) Director: Henry Selick

#### **Week 11 and 12:**

- *Rose Blanche*, Roberto Innocenti (From earlier in the semester)
- *Tea with Milk*, Allen Say (From earlier in the semester)

### **Course Objectives:**

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- To become familiar with a wide range of authors and illustrators of children's and adolescent literature;
- To develop genre criteria to employ when evaluating literature for children and adolescents;
- To understand several means of responding to text, including personal, textual, critical, and pedagogical;
- To become familiar with current issues and trends in the field of children's and adolescent literature including changes related to genre and recognition of diversity;
- To recognize how changes in text, reader, or context affect the meaning-making in the reading experience;
- To allow students to be contributing participants in several shared literature experiences;
- To understand effective means of incorporating children's and adolescent literature into the school curriculum.

### **Module 1: Contexts for Children's Literature**

This module will focus on the relationship between readers and texts. Students will

- explore the value of children's literature in the lives of readers;
- think about the relationship between readers, texts and meaning-making;
- think of how their own history (personal history, education, reading history) shapes their response to literature;
- discuss various texts using literary language, with an explicit focus on literary elements;
- experiment with the role of discussion as a response to literature

### **Module 2: Genres and Issues of Children's Literature**

This module will look at several genres of children's literature and explore issues associated with various types of children's literature. Students will

- learn and practice a language for talking about various genres of literature;
- develop working criteria for evaluating literary genres;
- explore issues connected to various genres;
- read and discuss shared texts from each genre;
- study trends and issues in contemporary children's literature: diversity, hybrid genres, new formats, the role of new technologies.

### **Module 3: Putting it All Together**

This module will explore the role of literature in the classroom. Students will

- discuss the role of children's literature in the curriculum;
- create a position statement on their understanding of the role of literature in the classroom.

**Grading Criteria:**

General grading expectations for the quality of your work are as follows:

General Description of Quality
<b>4.0 - Outstanding, exemplary work.</b> Uses and integrates readings, online discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the assignment. No errors in grammar, punctuation, spelling.
<b>3.5 - High quality work.</b> Uses many readings, online discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is thoughtful, and provides some details and examples to support ideas. Very few errors in grammar, punctuation, spelling.
<b>3.0 - Good quality work,</b> performing at expected level for this course. Uses some readings, online discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, shows attempt to engage with purposes of assignment, provides some details and examples to support ideas. Few errors in grammar, punctuation, spelling.
<b>2.5 - Work below expected level of quality</b> for the TE program. Makes vague references or inappropriate references to relevant readings, online discussions, and teaching experiences (where appropriate) to inform writing/assignment. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few details and examples to support ideas. Many errors in grammar, punctuation, spelling.
<b>2.0 - Significantly below expected level of quality.</b> Shows little evidence of having read course readings or of having drawn on online discussions. Meets few of the requirements of the assignment. Shallow attempt to engage with purposes of assignment, no details or examples to support ideas. Many errors in grammar, punctuation, spelling.

**Grading Scale:**


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94-100%	4.0
88-93%	3.5
82-87%	3.0
77-81%	2.5
70-76%	2.0

## **POLICIES AND SUPPORTS**

Academic Honesty and Integrity: I assume that each student is honest and that all course work represents the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code:

<http://www.mth.msu.edu/~mccarthy/student.information/code.html> and

(<http://www.vps.msu.edu/SpLife/default.pdf>). Incidents of plagiarism are taken very seriously.

Students are strongly cautioned not to copy any text verbatim on class assignments without using appropriate quotations and source citations (<http://www.msu.edu/unit/ombud/plagiarism.html> and <http://www.vps.msu.edu/SpLife/rule32.htm>).

Regarding Disabilities: Students who have special needs and require accommodations in any aspect of course-taking should please speak to me and call the Office of Programs for Handicapped Students at 353-9642.

Counseling Center: You may face situations and problems that you find difficult to deal with by yourself. I might be able to help. Also, MSU has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270. The Center is at 207 Student Services Building.