

- Undergraduate International Children's and Adolescent Literature**
A stand-alone children's literature class offered by a College of Education
- **for all undergraduates as the "International" general education requirement,**
 - **for all honors college students as a honors elective,**
 - **and required for elementary education majors**

Syllabus (Regular and Honors)

Please see your copy of the sample syllabus (with honors syllabus supplement) for a detailed list of readings and assignments.

Key Topics Explored: Issues and Genres

Below are the key topics explored in the course, with the "reading/thinking" purposes given to the students each week as they prepare for the class session. Under each topic is a short note on an activity that is particularly useful during class for helping students better understand the topic.

Issues in International Children's Literature:

History of International Children's Literature. *What are some important terms in international children's literature? Why is it important to include international literature in our classrooms/lives?*

In-class reading and discussion of two editorials: *What Hath Harry Wrought?* and *Books Brought Freedom of Mind.*

Awards and Reviews of International Children's Literature. *How do we select quality international literature? What are some important considerations when using award-winning books?*

"Newbery" Bingo followed by evaluation of three *Horn Book* reviews.

Cultural Authenticity. *How do we evaluate literature for cultural authenticity? Why is cultural authenticity important?*

Discussion of quotes on cultural authenticity from a variety of editors, authors and researchers, followed by a private naming of "personal culture" and requirements to have an "outsider" write about it.

Translation, Marketing and Availability. *Reading/Thinking Purpose: What are some important issues concerning cultural authenticity, translation, and availability of international children's literature?*

Attempt to identify tricky things to translate in *When You Reach Me.*

Connecting Children and International Children's and Adolescent Literature. *How can teachers integrate international children's literature into thematic units? How can teachers use international children's literature within the Common Core Standards? How can we apply what we've learned about international children's and adolescent literature into our classrooms and our lives?*

Major projects for class (Hans Christian Anderson author study and Special Topics Annotated Bibliography.) Real classroom samples via video clips, work samples and transcripts (snippets from Larry Sipe's *Storytime* are useful here.)

Genres (“Trends”) in International Children’s Literature:

Picture Books. *What are picture books? What criteria do we use to evaluate the quality of international and domestic picture books? What criteria do we use to evaluate the illustrations, specifically, in picture books? How can teachers use international picture books in the classroom? How do you write a quality annotation?*

Introduction with *Garmann’s Summer* and *Silly Mammo*.

Folklore. *What is folklore? What criteria can we use to evaluate the quality of international and domestic folklore? What should we consider regarding cultural authenticity and folklore? How can teachers use folklore in their classrooms?*

Practice activity evaluating *Too Much Talk* for cultural authenticity.

Contemporary Realistic Fiction. *What is contemporary realistic fiction? What criteria can we use to evaluate the quality of international and domestic contemporary realistic fiction? How can teachers use contemporary realistic fiction in the classroom? How do issues of censorship affect the classroom? How is censorship different or the same when considering international literature and domestic literature, within the United States and without?*

Review and discussion of ALA’s Office of Intellectual Freedom website with discussion of local censorship cases and issues of bans in other countries.

Nonfiction. *What is nonfiction? How can we evaluate the quality of international and domestic nonfiction? How can teachers use nonfiction in the classroom? How do the Common Core State Standards fit in with our evaluation of quality nonfiction?*

Discussion of text types, particularly explaining categories used by NAEP.

Exploration of the several types used inside just one book.

Fantasy and Science Fiction. *What is science fiction and fantasy? What are the different types of science fiction and fantasy? How can we evaluate the quality of international and domestic science fiction and fantasy? How can teachers use international and domestic science fiction and fantasy in the classroom?*

Group writing of an international children’s science fiction mini-plot.

Biography. *What is biography? How can we evaluate the quality of international and domestic biography? How can teachers use biography in the classroom? How can international literature be incorporated into content areas?*

“Puppet Pals” retelling of main character, followed by “Puppet Pals” meetings of multiple main characters.

Historical Fiction. *What is historical fiction? How can teachers evaluate the quality of international and domestic historical fiction? How can teachers use historical fiction in the classroom? How does historical fiction differ because of perspective (both country and author’s lived experience)?*

Self re-grouping of initial book groups according to larger social themes.

Poetry and Verse. *What is poetry and verse? What are different types of poetry and verse? What criteria can we use to evaluate the quality of international and domestic poetry and verse? How can teachers use poetry and verse in their classrooms? What are issues with translation and international poetry?*

Poetry readings in the original language followed by the English translated version of several international children’s poetry selections. Discussion of differences led by reader. (Volunteer graduate students from the languages departments are helpful for this.)