Term Information

Effective Term: Autumn 2014
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
A title change is requested.
Moderate (clarifying) changes to the course description.

What is the rationale for the proposed change(s)?
The new title is more descriptive and offers an updated view of the course content. Rather than focus only on a developmental view of literary response, the course offers a more expanded view of perspectives on readers (all ages), different genres and how these are understood in education, and contexts that are inclusive of but not limited to education.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
This is a required doctoral seminar in the Literature for Children and Young Adults area of study. The course typically includes advanced masters students. No programmatic implications are evident.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7308
Course Title: Literary Experience and Understanding: Readers, Texts and Contexts
Previous Value: The Development of Literary Understanding
Transcript Abbreviation: Lit Exp & Und
Previous Value: Dvipmt Lit Undrstn
Course Description: Examines historical and current research on the interrelationships among children's and young adults' literary experiences, understanding, qualities of literary genres and formats, and reading in educational contexts.
Previous Value: Provides background knowledge of the seminal research on children's literary understanding and the theories and perspectives that inform that research.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions
Prerequisites/Corequisites: Not applicable
Exclusions: Not open to students with credit for 908.

Cross-Listings
Cross-Listings: None

Subject/CIP Code
Subject/CIP Code: 13.0101
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral

Requirement/Elective Designation
Required for this unit's degrees, majors, and/or minors

Course Details
Course goals or learning objectives/outcomes

• Examine early and more recent educational research that describes young children through young adults’ story preferences and forms of engagement with literature.
• Examine theories and data that describe how readers interpret literature, across different contexts, experiences, intertextual knowledge, and cross-cultural insights.
• Study and critique the theoretical frames that inform research on literary reading and how these influence teachers’ philosophies and pedagogies related to selecting and interpreting literature with students.

Previous Value

• Examine early and more recent educational research that describes young children through young adults’ story preferences and forms of engagement with literature.
• Examine theories and data that describe how a story changes for readers, across different contexts, experiences, intertextual knowledge, and cross-cultural insights.
• Study and critique the theoretical frames that inform research on literary reading and how these influence teachers’ philosophies and Pedagogies related to selecting and interpreting literature with students.

Content Topic List

• Engagement with literature
• Theories of youth and literary reading
• Literature analysis and selection in education
Previous Value

- Young adult story preferences
- Forms of engagement with literature
- Theories on how stories change for individual readers
- Selection of literature

Attachments

- 7308 Syllabus DRAFT 2.docx: Enciso syllabus AU 2013

(Syllabus. Owner: Enciso, Patricia E)

Comments

- Approved by GSC 12/12/13 (by Mercerhill, Jessica Leigh on 12/13/2013 11:51 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
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<tbody>
<tr>
<td>Submitted</td>
<td>Enciso, Patricia E</td>
<td>11/18/2013 08:59 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>12/13/2013 11:51 AM</td>
<td>Unit Approval</td>
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<td>Pending Approval</td>
<td>Achterberg, Cheryl L. Warnick, Bryan R. Odum, Sarah A. Zircher, Andrew Paul</td>
<td>12/13/2013 11:51 AM</td>
<td>College Approval</td>
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How does understanding of literature begin and develop?
What theoretical lenses enable insights into children and young adults’ literary understanding? How do these lenses enable us to understand and develop new inquiries about literary understanding and the diverse experiences and contexts of young people’s lives?

This core course for the program area of Literature for Children and Young Adults introduces you to the key theoretical perspectives and research findings that inform our understanding of young people’s experiences and interpretations of literature.

Scholarship in children’s and young adult’s literature and response to literature has developed through decades of research and focuses on the ways young people’s social, cognitive, cultural, and linguistic experiences shape their interpretations of stories. Educational researchers are interested in narrative form and the emerging innovations in book making. We are often more concerned, however, with how a story is ‘made’ and ‘remade’ as readers’ contexts, experiences, intertextual knowledge, and cross-cultural insights change and encounter new narrative forms.

The study of literary reading, from the standpoint of educational research, requires insight into narrative structures and theories, as well as a range of theoretical frames that allow us to document and interpret social and political relationships among readers and between readers and social discourses, and the influences of teachers’ philosophies and pedagogies on students’ interpretations.

Finally, I want to propose that for those of us who are teaching undergraduate classes in children’s literature, we might begin to formulate a research design (and literature review) that enables us to interpret young adults’ experiences and changing views of children’s literature in their lives. We actually have a robust and fascinating context for the study of literary understanding!

Schedule of Readings and Assignments

Note that additional readings will be posted in preparation for guest speakers

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment – Class prep</th>
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<tbody>
<tr>
<td>8/22</td>
<td>Fields of study in literary reading</td>
<td>Handbook overview and reviews</td>
<td>Carmen discussion board</td>
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<td></td>
<td></td>
<td>• Meek – How texts teach...</td>
<td></td>
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<tr>
<td>9/5</td>
<td>Narrative form and response to literature – Are we</td>
<td>• Nikolajeva – Narrative form</td>
<td>Your book selection + representation of its narrative structures (write,</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Presenters/Notes</td>
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<tr>
<td>9/12</td>
<td>Growing up in theory</td>
<td><strong>Recommended reference:</strong> <em>Narrative Form</em> - Keen ch 3, 4, 5, 6, 11</td>
<td><strong>Guests TBD (Ashley Dallacqua &amp; Mary Catherine Miller)</strong></td>
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<tr>
<td>9/19</td>
<td>Interplay of texts, readers, and contexts</td>
<td><strong>Coads – YA Literature – Handbook</strong></td>
<td><strong>Map / diagram the intersections of text, reader, context in one of these readings.</strong></td>
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<tr>
<td>10/3</td>
<td>Looking closely - social and literary understanding</td>
<td><strong>Storytime (Sipe) – Parts I &amp; II</strong> <strong>Short – Handbook</strong> <strong>Enciso – Reading Discrimination</strong></td>
<td>observe @ Indianola</td>
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<tr>
<td>10/10</td>
<td>From a teacher’s perspective</td>
<td><strong>Storytime (Sipe) – Part III</strong> <strong>Censorship – Handbook ch 32</strong> <strong>Libraries - Handbook ch 9</strong></td>
<td><strong>Guests TBD (Tracey Bigler McCartney)</strong></td>
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<td>10/17</td>
<td>Literature, markets, and popular culture</td>
<td><strong>Ch 35, 36 - Handbook</strong></td>
<td><strong>Guest Prof. Michelle Abate</strong></td>
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<td>10/24</td>
<td>Where are we with our questions and locations in the field?</td>
<td><strong>Dissertation chapter 4</strong></td>
<td><strong>Preliminary literature review</strong> Guest Dr. Allison Volz</td>
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<tr>
<td>10/31</td>
<td>International perspectives</td>
<td><strong>Ch 28, 29, 30, 31 - Handbook</strong> <strong>Lehman essays in progress</strong></td>
<td><strong>Guest Prof Barbara Lehman</strong></td>
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<td>11/7</td>
<td>Troubling text and context</td>
<td><strong>I Have a Dream, Too article - Carmen</strong> <strong>Engagement with Characters article - Carmen</strong></td>
<td><strong>Guest Prof Linda Parsons</strong></td>
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<tr>
<td>11/14</td>
<td>Naming questions and directions</td>
<td><strong>Presenting literature reviews</strong></td>
<td><strong>Literature review</strong></td>
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<td>11/21</td>
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<td>11/28</td>
<td>Thanksgiving</td>
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<td><strong>Last class TBD</strong></td>
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The readings introduce you to current, leading scholarship in the field of children’s and young adult literature in education, English, and library sciences. Although our emphasis is on the educational settings that support (or inhibit) literary understanding, we will also engage with theory and research across the domains of literature study.

Together, we will return to and expand on the Handbook readings, Sipe’s *Storytime*, and the monograph by Margaret Meek, *How Texts Teach What Readers Learn*. Through our shared reading, we can keep several questions spinning:

**How do we understand stories?**
How does narrative form and design support and challenge emerging and changing experiences with literary understanding?
What is literary understanding?
How have other scholars addressed questions of children and adults’ literary understanding?

Required books:
*The handbook of research on children’s and young adult literature*  
Wolf, Coats, Enciso, Jenkins  ISBN 978-0-415-96506-4 (available as ebook through OSU library)

Recommended:
*Literary practices as social acts: power status and cultural norms in the classroom*  
Lewis ISBN 0-8058-3678-0
*Narrative Form*  Keen ISBN 978-0-333-96097-4
*The reader the text the poem: the transactional theory of the literary work*  

Assignment 1
To prepare for class, I recommend a 2-part note-taking approach that includes a key or provocative quote from a reading and your related questions and commentary. These notes will not be collected, but can be very useful for all of us (and you) as we pull together some answers to our questions.

Assignment 2
As we move through the course, we can decide if we want to continue our discussion of the week’s readings and guest lecture on Carmen. We will probably do this 4-5 times throughout the course. Please contribute your views and questions when the discussion board is open for a particular week.

Assignment 3
Beyond the class readings, you will be responsible for identifying, summarizing, and presenting at least 1 current research-based book related to your area of interest in LCYA. Please submit a 5 page review of this book that situates it in the field of study and considers how it contributes new directions and questions for further study. Post your book analysis on Carmen in the appropriate dropbox.

Assignment 4
In addition you will create an annotated bibliography (10-20 articles or chapters) and initial literature review that outlines the questions, arguments, and findings related to your area of interest. In relation to your presentation you will also select and share an excerpt or full narrative that helps the group understand the issue of ‘developing literary understanding’ you are focusing on. Post your literature review on Carmen in the appropriate Dropbox Oct 24 and Nov 12-13, prior to the presentation date Nov 14. The literature review is due on the last day of class (TBD).

Assignment 5
And an observation:
1. Between Sept 23 and Oct 10 arrange, in groups of 3-5, to visit Tracey Bigler-McCarthy’s classroom during her story-reading time with 2nd and 3rd grade students at Indianola Alternative K-8 –East Weber Road Columbus, OH 43202-1453 (614) 365-5579
2. Observe quietly and record - in writing only - what you notice happening. You might focus on Tracey’s questions, students’ responses, the pacing of the read aloud, what is noticed and extended, what is noticed and not extended, how the experience feels, how the event is initiated, extended, and concluded... Also note the ways Sipe’s categories of response to literature are evident. Stay for about an hour or until the book discussion is concluded. Be respectful of Tracey’s time and responsibility to be the
teacher. She won’t be able to talk about her practice during your visit; but she has graciously agreed to come to our class and talk with us about her evolving understanding and practice of mediating literature with young children.

3. Submit your impressions and questions on Carmen in the appropriate discussion section.

Grading

A   = Excellent, thorough, risk-taking, conceptually accurate, well-written.
A-  = Conceptually accurate, thorough, above and beyond, mostly well-written.
B+  = Conceptually accurate, thorough, well-written; solid but need to stretch original idea.
B   = Mostly accurate, limited or underdeveloped framing of purpose, mostly well-written.
B-   = Inaccuracies throughout, limited or underdeveloped framing, multiple editing problems.

Graduate students must earn a B or better in order to remain in good standing with the graduate program.

• I observe the university’s protocols for academic misconduct. I assume you have read and understand the university’s guidelines for academic honesty and integrity. See the T&L Graduate Program Handbook and the OSU Graduate School Handbook and Committee on Academic Misconduct websites.

• Attendance in all class sessions is required. I assume your full commitment to attending and participating in class. We have 12 sessions, not including one ‘working class’ session and possibly a class meeting in December. Missing one session is almost 10% of the course. Should you miss more than one class, your grade will be lowered by .25.
  • If you have a crisis or conflict that means you have no choice but to miss class, please notify me. No make up is possible, but I suggest you develop a synthesis for the readings so you do not fall behind in the discussion and engagement with the course dialogue.