

CSE 455/555

Course Syllabus

Course Title:	Young Adult Literature
Course Number:	CSE 455/555
Credit Hours	Three Semester Hours
Instructor:	Dr. B. Joyce Stallworth
Office:	206-C Graves Hall
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Web Site:	http://bama.ua.edu/~jstallwo/
Office Hours:	TBA
Texts:	Donelson, K. & Nilsen, A. (2001). <u>Literature For Today's Young Adults</u> . NY: Addison Wesley Longman, Inc.
	Voigt, C. (1982). <u>Dacey's Song</u> . NY: Fawcett Juniper.
Other Materials:	Self-Selected Novels from Reading List Various Articles Videotapes Audiotapes

Each student must obtain an e-mail account from BAMA, located in the Seebeck Computer Center, or have access to another e-mail account.

Course Description

This course is intended to be an exploration of the issues and themes prevalent in young adult literature and how this literature can affect young readers. Reading young adult literature in the classroom can make students more understanding of themselves, their peers, their parents and other adults, and their world. Therefore, the primary purposes of the course are (1) to provide an opportunity for us to study and reflect on the rationale, goals, and objectives for using young adult literature; (2) read and critique excellent contemporary young adult novels; and (3) to engage us in developing instructional theories and practices that will help us integrate quality young adult literature into the middle and high school curriculum.

Conceptual Framework

Preparation of Professionals as Reflective Practitioners and Ethical Decision Makers: Experiences in academic programs are devoted to developing individuals' understanding of *knowledge construction, learning, pedagogy, and responsible professional practice in the contexts of education*. The University of Alabama's College of Education seeks to prepare professionals who value and demonstrate *reflective practice and ethical decision making through respecting diversity, honoring difference, and promoting social justice*.

Objectives

1. Students will have the knowledge of current trends and issues in teaching young adult literature.
2. Students will have the ability to design curricula that integrates young adult literature.
3. Students will have the knowledge of classic and contemporary young adult literature and easy-reading fiction and non-fiction at levels appropriate to individual readers.
4. Students will demonstrate the ability to create a print- and language-rich classroom that fosters all aspects of literacy.
5. Students will demonstrate the ability to model reading and writing as valuable lifelong activities.
6. Students will demonstrate the ability to use a variety of literary genres including culturally diverse literature.
7. Students will demonstrate the ability to read to students and lead discussions about what was read.
8. Students will demonstrate the ability to provide extensive practice in guiding students to choose and read appropriate texts in a variety of genres.

Evaluation of Objectives/Grade Determination

Students will meet the objectives stated above and demonstrate their competency by completing the following assignments:

Assignment	Due Date	Points
Meaningful Participation	Continuously	10
Chapter and Article Comments	Continuously	10
Interview: YA Reader	April 28	20
Book Annotations	May 17	30
Book Talks	As Scheduled	20
Major Project	May 24	40
Presentation: Major Projects	May 11 or 12	20
Final Reflections	May 17	<u>20</u>
Total Possible Points		170

Grade Scale (Total Points)

A (153 - 170)

B (136 - 152)

C (119 - 135)

Policy on Attendance and Assignments

All students are expected to attend all sessions and participate in class discussions and activities. Arrangements will be made for only the most serious circumstances. All assignments are due at the beginning of the class period for which they are listed. All e-mailed assignments must be sent by the due dates listed.

The University of Alabama Policy on Academic Conduct

"All acts of dishonesty in any work constitute academic misconduct. The Academic Disciplinary Policy will be followed in the event of academic misconduct."

Statement of Equal Treatment and Disabilities

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 354-5175 or visit Osband Hall to register for services.

Quality

All written assignments require that students submit coherent, logical, and carefully edited prose. All work is to be word processed in the APA style. The newest edition is the fourth edition, August 1994.

Chapter and Article Comments

1. We are all responsible for all of the reading.
2. Each class meeting, you will be responsible for completing comments from the assigned reading from the chapters and articles assigned.
3. The comments will form the basis for discussion each class session and will ensure your ability to participate in discussions.

Book Annotations and Book Talks

1. We will all read (and/or listen to **unabridged** audiotapes) **seven contemporary** young adult novels from the reading list below. You must compose short annotations for each book that would inform other teachers/librarians looking for books to use in their classrooms/libraries. Note additional guidelines for some of the choices on the list.
2. Discuss possible classroom uses, list awards the novel has won, censorship issues, brief plot summary, genre, character list, personal reflection, etc. You may find sample annotations posted at <http://www.bama.ua.edu/~jstallwo/cse4555/YAAnnotations2000.html>. You must turn in your annotations on a disk containing all of the annotations. **Two** of these annotations will be posted on the course website. Choose the two you want posted and have those as the first two on your disk. These annotations **must be** in the form as those listed at the site above.
3. You must choose **two** to present to the class during scheduled whole group or small group book talks. Make enough copies for the class when you present the **two** you have chosen for the book talks. Sign up for **two** different times because you will need to present one during each assigned time (for a total of two).
4. Each book talk should be a **three to five minute interesting and creative presentation** of

the two books you present. You should discuss the book's major themes, insights you gained from reading it, feasibility for teaching, your reaction, and other issues you deem important. **DO NOT** give us boring plot summaries. Consult the textbook for guidelines for presenting excellent book talks.

Reading List

I. Read one title from any **TWO** of the following authors:

Gary Paulsen

Mildred Taylor

Robert Cormier

Karen Cushman

Lois Duncan

Avi

Lois Lowry

Chris Crutcher

Walter Dean Myers

M.E. Kerr

Robert Lipsyte

Virginia Hamilton

Cynthia Voigt (other than *Homecoming & Dicey's Song*) Caroline B. Cooney

II. Read any **FOUR** from the following sources: (1) Newbery Award or Honor Book from the 2001 - 1997 lists (<http://www.ala.org/alsc/newbpast.html>) or (2) the ALA 2001, 2000, 1999, or 1998 Top 10 Best Books for Young Adults. The lists can be accessed at: <http://www.ala.org/yalsa/booklists/bbya/>

III. Choose **ONE** of the following:

A. Read a contemporary novel that would appeal to the modern male teen. Discuss whether or not you agree with this statement from Robert Lipsyte: "I think boys don't read as much as we'd like them to because (1) current books tend not to deal with the real problems and fears of boys, and (2) there is a tendency to treat boys as a group . . . which is where males are at their absolute worst. . . . instead of as individuals who have to be led into reading secretly and one at a time."

B. Read a contemporary YA novel with a female as a main character. How is the girl portrayed? How will girls ages 12 - 18 react to it? Why or why would you not teach this book in a whole class setting?

C. Listen to an unabridged YA **award-winning** novel on tape. Would students enjoy books on tape? Why or why not? What are the benefits and challenges of using audio books with secondary students?

D. Read a graphic novel. What is the special appeal of this genre to teenagers? (You will hear about graphic novels on 4/26.)

E. Read a biography or autobiography for young adults. Use the suggestions in our text.

F. Read a book from either the science fiction or fantasy genre. Use the suggestions in our text.

What is the special appeal of the genre to some teenagers?

For a total of SEVEN novels

Information for the Collaborative Project

This most important assignment is an opportunity for you to be engaged in an activity that will most benefit you as an in-service teacher or librarian. You will work with a partner to create a YA project. Below are some ideas you might want to consider. They are only brief descriptions. After you and your partner select one of them or design a comparable project, we can talk so that the details of the project can be developed. I only ask that you choose and develop a project which (1) reflects a high level of professionalism and (2) will be useful to you as a teacher of English/language arts or librarian.

Possibilities

1. unit plan using one or a combination of the following approaches and reflecting your understanding of approaches to using YA literature:

Multicultural	Historical period
Topical	Genre
Issue	Archetypal/mythic
Thematic	Regional

- The unit should be about four weeks in duration
 - A chapter in Teaching Literature in the Secondary School (you may copy sections from my text) is an excellent resource in addition to other material I have.
2. 16 additional annotations of YA literature: novels, short stories, or audiotapes (at least **eight** must be novels or unabridged audiotapes) that are recognized (e.g., award-winning or appearing in recognized collections); preferably arranged around a theme or subject
3. A manuscript focusing on an important problem/issue related to the teaching of YA literature for submission to a recognized journal; at least 15 pages in length; consult journals like the English Journal, the ALAN Review, and the Journal of Adolescent and Adult Literacy for manuscript guidelines
4. Administration of a reading inventory for young adults; include a statement of purpose, rationale citing at least five references, findings, conclusions, and recommendations; administer to at least 30 students (I have several inventories).
5. A YA author study that at least includes: author's background, training as a writer, types of novels written by author, recognized critiques of the author's works (e.g., published reviews), a discussion of at least 3 works by the author, awards the author has received, etc.

Project Presentation

Your **10-minute** presentation should illuminate what you did, why you did it, what you learned, etc. as appropriate to the nature of your project. Please note that you may not be completely finished with your major project (it is due by May 24). However, you should be able to present your project in progress by the presentation due date.

Guidelines for the Interview

1. Interview a young adult (between 12-18) about his/her reading habits.
2. Include such questions as the following: (these are in no particular order; adjust them as you deem appropriate)
 - a. How often do you read for pleasure?
 - b. What do you read for pleasure? (e.g., magazines, newspapers, etc.)
 - c. Do you like to read in school? Why/why not?
 - d. What activities do you enjoy during your leisure time?
 - e. What are your favorite novels or short stories?
 - f. Do you consider yourself a good reader? Why/why not?
 - g. What kinds of reading materials do you have at home?
 - h. What reading materials do your parents/guardians routinely read?
 - i. What kinds of subjects or topics do you like to read about?
 - j. Do you consider reading important? Why/why not?
 - k. How often are you assigned reading tasks in school? In what courses?
 - l. OTHERS
3. Limit your interview to no more than 20 minutes.
4. Use a young adult other than your own child.
5. Your word-processed summary (not a transcript of the interview) should be two to three pages.

Final Reflections

We will respond to group developed questions representative of issues we have considered throughout the course. This will be an in-class writing activity on the final night of class. You may use notes, readings, texts, etc.

Course Content

(Chapters are to be read by the date listed. Three sets of the articles will be on reserve in

the library; you are responsible for making your own copies.)

Date	Topic
4/19	Introductions Explanations Project Selections (Tentative) Article: "It's the THAT, Teacher"
4/26	Discussion: Chapters 1 & 2 Why use YA literature? Articles: "The High School Connection: Young Adult Literature in the High School?" "Young Adult Literature in the Classroom - Or Is It?" Audiotape: "YA Literature: It's Not Just Novels Anymore" Brainstorming, Sharing, and Reading
4/27	Discussion: Chapters 10 & 12 Video Tape: <i>Homecoming</i> (Voigt) Preview <u>Dacey's Song</u> (complete reading by 5/13) Discussion: Internet and Other Teaching Resources
4/28	Discussion and Teaching Ideas: <u>Dacey's Song</u> Discussion: Chapters 3, 4, & 5 Articles: "What Young Adult Books Have You Used Successfully To Teach The Classics?" "Standing on the Border: Issues of Identity and Border Crossings in Young Adult Literature" "Young Adult Literature for Young Adult Males"

"Grappling With Grendel or What We Did When the Censors Came"

"What Happens When a High School Censors"

Discussion: Integrating Multicultural Literature

Video Clips:

Using Multicultural Literature

Censorship

Reflections:

Valuing Diversity in YA Literature

Justifying the Use of YA Literature

Pairing YA and Traditional Literature

Book Talks

YA Interview Summary Due

5/3

Discussion: Chapters 6, 7, & 8

Article: "Using Young Adult Realistic Literature to Help Troubled Teenagers: Something New, Tried and True"

Book Talks

5/10

Articles:

"The Anti-Utopian Novel: Making Connections by Pairing *1984* with *The Giver*"

"Sounds and Pictures in Words: Images in Literature for Young Adults"

Reflections:

Choosing Quality YA Novels

Censorship

Using Technology, Audiotapes, Videotapes, Etc.

Book Talks

5/11

Discussion: Chapters 9 & 11

	Book Talks
	Presentations of Projects
5/12	Book Talks
	Presentations of Projects
5/17	Final Reflections
	All Book Annotations Due (on disk)
5/24	Major Projects Due (to Gadsden Center)

Web Sites

Web Sites for Contemporary Young Adult Literature:

Adolescent Literature (from ERIC): http://www.indiana.edu/~eric_rec/ieo/bibs/adol-lit.html

Young Adult Library Services Association (of The American Library Association):
<http://www.ala.org/yalsa/>

ALAN (NCTE's Assembly on Literature for Adolescents): <http://english.byu.edu/ALAN/>

Young Adult Literature: Middle & Secondary English-Language Arts:
<http://falcon.jmu.edu/~ramseyil/yalit.htm>

Children's Literature Web Guide: <http://www.acs.ucalgary.ca/~dkbrown/>

Young Adult Novel Annotations:

<http://www.bama.ua.edu/~jstallwo/cse4555/YAAnnotations2000.html>

<http://www.bama.ua.edu/~jstallwo/cse4555/Annotations.html>

See appendix B of the text for additional books and articles about young adult literature.

Other Useful Web Sites:

Multicultural Resources <http://curry.edschool.virginia.edu/go/multicultural/home.html>

Cyber Guides by California Department of Education <http://www.sdcoe.k12.ca.us/score/cyberguide.html>

Teachers Helping Teachers <http://www.pacificnet.net/~mandel/>

Kathy Schrock's Guide For Educators <http://school.discovery.com/schrockguide/index.html>

Houghton Mifflin's Education Place	http://www.eduplace.com/
Word Search Puzzle Maker	http://cornvalley.peak.org/wordsearch/
Crossword Puzzle Maker	http://puzzlemaker.school.discovery.com/index.html
Outta Ray's Head English Lesson Plans	http://www3.sympatico.ca/ray.saitz/
Purdue OnLine Writing Lab	http://owl.english.purdue.edu
Grammar Sites	http://members.home.net/garbl/writing/grammar.htm http://www2.pct.edu/courses/evavra/ATEG/index.htm http://gabiscott.com/bigdog/index.htm http://webster.commnet.edu/HP/pages/darling/original.htm http://andromeda.rutgers.edu/~jlynch/Writing/
Random House Resources	http://www.randomhouse.com/teachers/ http://www.randomhouse.com/teachers.html
Daryl Cagle's Editorial Cartoons	http://cagle.slate.msn.com/
The <i>New York Times</i> Learning Network	http://www.nytimes.com/learning/
Rock and Roll Hall of Fame Lesson Plans	http://www.rockhall.com/programs/plans.asp
Educational Resources Information Center (ERIC)	http://ericir.syr.edu
ERIC Lesson Plans	http://www.askeric.org/
ERIC Clearinghouse on Reading, English, and Communication	http://www.indiana.edu/~eric_rec/
Folger Shakespeare Library	http://www.folger.edu/welcome.htm
Museums (and virtual field trips)	Smithsonian Institution: http://www.si.edu/ Library of Congress: http://lcweb.loc.gov/ National Gallery of Art: http://www.nga.gov/ National Museum of African Art: http://www.si.edu/nmafa/nmafa.htm

National Museum of American History:

<http://www.si.edu/nmah/>

National Portrait Gallery: <http://www.npg.si.edu/>

National Museum of the American Indian

<http://www.si.edu/organiza/museums/amerind/>

United States Holocaust Memorial Museum:

<http://www.ushmm.org/>

Newseum (museum of news): <http://www.newseum.org/>

Museum of Afro American History:

<http://www.afroammuseum.org/>

The Art Institute of Chicago: <http://www.artic.edu/>

Brooklyn Museum of Art: <http://www.brooklynart.org/>

The Metropolitan Museum of Art

<http://www.metmuseum.org/>

WWW Virtual Library: Museums around the U.K.:

<http://www.museums.reading.ac.uk/vlmp/uk.html>

Louvre Museum: <http://www.louvre.fr/>

Organizations

National Council of Teachers of English: <http://www.ncte.org>

The International Reading Association: <http://www.reading.org>

The Public Broadcasting Service: <http://www.pbs.org>

U.S. Department of Education: <http://www.ed.gov/>

Discovery Channel School: <http://school.discovery.com/schoolhome.html>