

LSC Use Only Proposal No: \_\_\_\_\_ UWUCC Use Only Proposal No: 13-222b  
 LSC Action-Date: \_\_\_\_\_ UWUCC Action-Date: AP-4/22/14 Senate Action Date: App-4/29/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Emily Wender, Jo-Anne Kerr	Email Address emily.wender@iup.edu
Proposing Department/Unit English Department/B.S. Engl Ed.	Phone 724-357-6492

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

Current course prefix, number and full title: ENGL 318/518 Literature for Adolescents

Proposed course prefix, number and full title, if changing: ENGL 418/518 Young Adult Literature

**2. Liberal Studies Course Designations, as appropriate**  
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
                      Global Citizenship                       Information Literacy                       Oral Communication  
                      Quantitative Reasoning                       Scientific Literacy                       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course                       Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	2/28/14
Department Chairperson(s)	<i>[Signature]</i>	2/28/14
College Curriculum Committee Chair	<i>[Signature]</i>	3/12/14
College Dean	<i>[Signature]</i>	3/12/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	Edel Reilly, TECC <i>[Signature]</i>	4/18/14
UWUCC Co-Chairs	<i>[Signature]</i>	4/23/14

Received  
APR 23 2014  
Liberal Studies

Received  
APR 21 2014  
Liberal Studies

Part II. Description of Curriculum Change

1. Old Catalog Description

**ENGL 318 Literature for Adolescents**

**3c-01-3cr**

**Prerequisites:** ENGL 101, 122, or permission, English Education Major

Surveys poetry, drama, and fiction with which the adolescent is familiar through school work and personal reading.

2. New Catalogue Description

**ENGL 418 Young Adult Literature**

**3c-01-3cr**

**Prerequisites:** ENGL 101, 122, 323, or permission, English Education major

Introduces literature for and about young adults. Emphasizes critical study of the literature and its classification as well as resources and rationales for using young adult literature in the middle and secondary classroom. Explores selection of literature and various methods of literature instruction.

3. Rationales for Changes

A. New Course Number:

The higher course number reflects the fact that this class is paired as a dual-level class with ENGL 515. Since we were updating the class, it made sense to update the material to a 400-level to make this a stronger dual listing.

B. New Course Title:

This title reflects a more current understanding of the field.

C. New Prerequisites:

To ensure that students have an adequate understanding of reading theory to apply to the study of young adult literature, ENGL 323: Teaching Reading and Literature has been added to the list of prerequisites.

D. New Course Description:

This new description moves the class away from a more narrow focus of a survey of literature and reflects how the class is refocusing on a stronger pedagogical and research focus.

E-mail of support for 418/518

**Subject:** E-mail of support for 418/518  
**From:** "Linda C Norris" <lnorris@iup.edu>  
**Date:** 2/27/14 11:19 AM  
**To:** j-a.kerr@iup.edu  
**CC:** <sharon.deckert@iup.edu>

Dear Dr. Kerr and UWUCC,

As director of the Master of Arts in Teaching English (MA/TE) program, I fully support the change from the ENGL 318/518 to ENGL 418/518 dual listing.

Sincerely,

Dr. Linda Norris, Professor of English  
Director, Master of Arts in Teaching English  
343 Sutton Hall  
724-357-3969  
lnorris@iup.edu

## **PROPOSED SYLLABUS OF RECORD**

### **I. Catalog Description**

ENGL 418/ENGL 518: Young Adult Literature

3 class hours  
0 lab hours  
3 credits  
(3c-0l-3cr)

Prerequisites: ENGL 101, 122, 323, or permission, English Education Major

Introduces literature for and about young adults. Emphasizes critical study of the literature and its classification as well as resources and rationales for using young adult literature in the middle and secondary classroom. Explores selection of literature and various methods of literature instruction.

### **II. Course Outcomes**

Students will be able to:

1. Demonstrate familiarity with a wide body of young adult literature.
2. Discuss young adult literature as a complex classification in terms of audience, authorship, and textual features.
3. Analyze and implement various structures for the teaching of young adult literature.
4. Design engaging learning experiences with young adult literature that show knowledge of the teaching of reading and multi-modal learning.
5. Construct detailed rationales for the teaching of specific young adult literature texts.
6. Explain the process of text selection for middle and/or high school readers in terms of textual features and readability, reader interest and ability, and cultural and social perspectives.
7. Employ bibliographic resources and reviews of young adult literature to enhance student reading and understanding.
8. Articulate how young adult literature can be used to promote both life-long reading and critical thinking.

Graduate Students (518) will have the additional objectives:

9. Conduct individual research to further pedagogical goals or scholarly argument.
10. Determine a focus within the field; collect and analyze relevant pedagogical and literary sources.
11. Demonstrate understanding and offer evaluation of collected sources; propose a classroom application of this knowledge or respond to the research through written argument; articulate and discuss research with multiple audiences.

### III. Course Outline.

Assignment	Course Objective	College/ Conceptual Framework	Program Objectives	NCTE/CAEP Standards	InTASC Standards
Pre-reading/Post-reading lesson	1, 2	Domains 1 and 3	I.A, I.B, I.E, I.F, I.G, I.I II.A, II.B, II.C, II.E, II.F	I, III	1-8
Book Talk and Read Aloud	5, 7	Domains 1 and 3	I.A, II.A, II.B, II.C, II.E, II.I	I, III	4, 5, 8
<b>Unit Plan</b>	1, 2, 4, 6	Domains 1, 2, and 3	I.A-G; II.A-I	II, III, IV, V, possibly VI	1-8
Reading Notebook and Reflections	1, 3, 5, 8	Domain 1	I.A, I.G, II.A, II.C, II.E, II.F, II.G	I, II, III	4, 5, 7
<b>Lit Circle 1 Webquest Inquiry Project</b>	1, 2	Domain 1	I.A, I.B, I.C, I.E, II.A, II.B, II.C, II.E, II.F, II.G, II.I	V	4, 5, 7, 8
Literature Circle Participation	1, 8	Domains 1 and 2	I.A, I.B, I.G, II.A, II.C, II.D, II.E, II.G, II.H	I, III, V	1, 2, 3, 4, 5, 8
Choice Book Teaching Reviews	5, 7	Domains 3 and 4	I.A, II.A, II.E	I	4
Final Portfolio	3, 6, 8	Domains 1 and 4	I.A, I.G, I.I, II.A, II.C, II.E, II.F	I, III, V, VII	4, 5
Graduate Research Project	5, 7	Domain 1	I.A, I.E, I.I	I	4, 5

(6 hours)

This is a recursive course; the following topics will be simultaneous, woven throughout the semester.

**A. What is Young Adult Literature? (6 hours)**

Adolescence as a construction, our perceptions of adolescence

1. Brief history of adolescence as a concept
2. Analysis of select articles (scholarly and popular media) that confront issues of definition, notably adult authorship and diverse ages of readers, textual elements such as narrative voice and themes of identity, constructions of adolescence and adulthood, and the changing nature of the classification with its close ties to cultural shifts.

**B. Effective Practices for Reading Instruction (13 hours)**

This portion will follow an experiential model informed by John Dewey, engaging students in researched reading practices and then asking them to analyze those practices.

1. Reading Notebook: discuss rotating forms; highlight how forms alter purposes, strategies, and what is noticed; explore what forms make possible for rereading or writing; create alternatives to these forms; share results to experimental forms/ explore the relationship between reading and writing in the teaching of reading.
2. Literature Circles: students participate in a literature circle/book group that offers some kind of choice at least once; students adopt various roles and reflect on those roles; reflect on shifts in reading purposes, styles, and awareness; discuss shifts in accountability and ownership of preparation for class; complete self-assessment, group assessment, and final reflection on the pedagogical principles undergirding the practice.
3. Individual Reading: Students choose and read several young adult texts; enact reading workshop with individual conferences; discuss goals and effects of conferences; examine role of choice, methods of tracking reading, individual motivation, and possible structures for reading workshop.
4. Traditional Whole Class Texts: discuss role of pre-reading and post-reading activities; evaluate effectiveness of in-class models; discuss rationale for whole class shared reading experiences.
5. Compare/contrast all models.

**C. Analysis of Whole Class Texts (8 hours)**

1. Diversity of classification: as a group, read multiple genres (e.g. realistic fiction, fantasy, historical fiction, dystopian fiction, LGBTQ fiction, etc.).
2. Textual features: Notice and analyze textual features, such as form, theme, language, narrative voice, assumptions of adolescence and adulthood, and commonalities across texts in these categories.
3. Scholarship: Relate texts to scholarly articles about teaching young adult literature, definitions of young adult literature, the history of the field, and the possibilities for readers.

**D. Selecting Texts (3 hours)**

1. Rationales: Create, share, and discuss rationales for teaching individual texts in the middle and secondary setting.
2. Concerns: Share and discuss concerns for teaching texts with multiple constituents in mind – students, parents, administrators, etc.
3. Structures: Share and discuss potential structures for including texts in curriculum.

**E. Planning, Enacting, and Articulating Instruction (12 hours)**

1. Designing and teaching lessons in class: For pre-lessons discuss and evaluate activating schema, framing texts, and familiarizing students with aspects of texts (highlighting prominent textual features, for example, and previewing language, portions of text, structure, etc). For post-lessons discuss and evaluate comprehension strategies, questions to guide interpretation, purposes for rereading, and ways to consider authorship. Reflect on in-class lessons as a whole group with attention to engagement with lesson and the text.
2. Designing learning experiences (webquests and unit plans): read and analyze model documents; brainstorm goals for student roles, products, and knowledge; use Bloom's Taxonomy to design deep experiences with texts; workshop stages of plan; devise multi-modal learning environments.

**F. Culminating Activity: Finals Week (2 hours)****IV. Assignments and Evaluation Methods.**

<b>Assignment</b>	<b>Description</b>
<b>Reading Notebook and Reflections</b>	Students will keep a notebook in response to the literature we read. In the notebook, students will try various formats for responding to texts. Each week they will reflect on the format itself: What did it push them to do as a reader? How did their attention shift? What changed about their reading or feeling about the book from using this form? Throughout the course, we will reflect on what these formats offer readers during our time in class. Students will complete 5 responses and reflections on whole class texts and 6 responses and reflections on individual texts.
<b>Unit Plan</b>	<b>Students will plan a three week unit on a young adult novel of their choice. This unit plan will require various components: a rationale, a unit map, a unit calendar, three consecutive lessons, one developed formative assessment with grading criteria, one developed summative assessment with grading criteria. They will include references to at least three sources to explain their rationale and approach.</b>
<b>Choice Book Teaching Reviews</b>	Student will read three young adult novels of their choice and compose short analytical reviews (2-3 pages each) for an audience of teachers. In class we will create the guidelines for these reviews; what do teachers of young adults care to know about texts as they make curricular decisions?
<b>Final Portfolio</b>	Week 15: Culminating Activity (handing in and sharing this portfolio) This portfolio will include: 1) a completed reading notebook with a detailed reflection. This reflection will analyze this specific journey of reading. Students will also select formats within the notebook that they intend to use when teaching literature and will offer an explanation of why. The reflection

	<p>should be 3-4 pages.</p> <p>2) Young Adult Books I Intend to Teach List: from our required texts, students' individual texts, and notes from other students' book talks, students will include a list of five books they intend to teach with brief rationales for each. They will also include potential factors that could shift the selection of each novel.</p> <p>3) Young Adult Literature Definition: Using the scholarly sources we discuss, the notes from our discussions, and the various relevant reflections they have written, students will write their own "definition" of young adult literature. This definition must use at least three scholarly sources and three literary sources from our semester of study and should be 3-4 pages in length.</p>
Pre-reading/Post-reading lesson	Students will choose one of our shared texts and teach a lesson either "before" or "after" our reading of the text. These lessons will follow a required lesson plan framework and will ask students to consider how whole class activities can shape students' experiences with literature.
Book Talk and Read Aloud	Students will deliver a book talk on one of the novels they choose to read, which will include a short read aloud.
<b>Lit Circle 1 Webquest Inquiry Project</b>	<b>Students will create a webquest on their first literature circle novel, using their literature circle as a consulting group. The webquest will follow a traditional webquest sequence, will engage potential students in genuine inquiry, and will highlight high quality web resources.</b>
Lit Circle 1 Participation	This includes attendance, preparation, participation in discussion, and sticking to the schedule each group creates. Students will complete a self-assessment, I will observe groups at least twice, and they will hand in discussion preparation for each week's meeting.
Lit Circle 2 Participation	This includes attendance, preparation, participation in discussion, and sticking to the schedule each group creates. Students will complete a self-assessment, I will observe groups at least twice, and they will hand in discussion preparation for each week's meeting.
Individual Research Project (518 only)	<p>This project will be generated between individual students and the professor during the first two weeks of class.</p> <p>1) For graduate students who are interested in pursuing young adult literature in a literary capacity, this will be a 6-8 page paper, easily convertible to a conference presentation, that explores a scholarly interest decided by the student and professor jointly.</p> <p>2) For graduate students interested in a pedagogical focus, this project will encompass surveying young adult literature and the supporting pedagogical scholarship as they relate to a particular interest. Students will create a young adult literature annotated bibliography, one of supporting scholarship, and a detailed explanation of a classroom application for this research.</p>



<b>Assignment</b>	<b>418 Percentages</b>	<b>518 Percentages</b>
Reading Notebook and Reflections	20%	20%
<b>Unit Plan</b>	<b>15%</b>	<b>10%</b>
Choice Book Teaching Reviews	15%	10%
Final Portfolio	15%	10%
Pre-reading/Post-reading lesson	10%	10%
Book Talk and Read Aloud	10%	10%
Lit Circle 1	5%	5%
<b>Webquest Inquiry Project</b>		
Lit Circle 1 Participation	5%	5%
Lit Circle 2 Participation	5%	5%
Individual Research Project (518)		15%
	100%	100%

### V. Grading Scales

<b>418</b>		<b>518</b>	
A	90-100%	A	90-100%
B	80-89%	B	80-89%
C	70-79%	C	70-79%
D	60-69%		
F	<60	F	<70

### VI. Course Attendance Policy.

The attendance policy in the Undergraduate Catalogue will be followed.

### VII. Required Textbooks, supplemental books and readings

The field of young adult literature is rapidly changing and must in order to respond to the current interests of young adults. These titles will most definitely change from year to year.

#### Novels:

Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. New York: Little, Brown and Co., 2007. Print

Bray, Libba. *The Diviners*. New York: Little, Brown and Co., 2012. Print.

Lu, Marie. *Legend*. New York: Putnam Juvenile, 2011. Print.

Myers, Walter Dean. *Monster*. New York: HarperTeen/Amistad, 2008. Print.

Peters, Julie Anne. *Luna*. New York : Little, Brown, 2004. Print.

Pullman, Philip. *The Golden Compass*. New York : Alfred A. Knopf, 1998. Print.

Satrapa, Marjane. *Persepolis*. New York: Pantheon Books, 2003. Print.

Shusterman, Neil. *Unwind*. New York: Simon & Schuster Books for Young Readers, 2007. Print.

Westerfield, Scott. *Uglies*. New York: Simon Pulse, 2005. Print.

Zusak, Markus. *The Book Thief*. New York: Alfred A. Knopf, 2005. Print.

**A packet of articles with recent publications from the following:**

English Journal

The ALAN Review

Young Adult Library Services Association (white papers)

Journal of Adolescent and Adult Literacy

Children's Literature

The Lion and the Unicorn

The New York Times

The Atlantic

The Los Angeles Times

**Select web pages from the following electronic sources:**

The Looking Glass: New Perspectives of Children's Literature

American Library Association

Young Adult Library Services Association

Bowling Green State University Curriculum Resource Center

**IX. Bibliography.**

**Articles:**

Bruce, Heather E., Shirley Brown, Nancy Mellin McCracken, and Mary Bell-Nolan. "Feminist Pedagogy Is for Everybody: Troubling Gender in Reading and Writing." *English Journal* 97.3 (Jan. 2008): 82-89.

Cart, Michael, for YALSA. "The Value of Young Adult Literature." *American Library Association*. American Library Association. 2014. 19 Feb. 2014.

Carter, James Bucky. "Transforming English with Graphic Novels: Moving toward Our 'Optimus Prime.'" *English Journal* 97.2 (Nov. 2007): 49-53.

Clark, Caroline T. and Mollie V. Blackburn. "Reading LGBT-Themed Literature with Young People: What's Possible?" *The English Journal* 98.4 (Mar. 2009): 25-32.

Crowe, Chris. "Young Adult Literature: What Is Young Adult Literature?" *English Journal* 88.1 (Sep. 1998): 120-122.

Crowe, Chris. "Young Adult Literature: YA Boundary Breakers and Makers." *English Journal* 91.6 (Jul. 2002): 116-118.

Jones, Patrick. "Stargirls, Stray Dogs, Freaks, and Nails: Person vs. Society Conflicts and Nonconformist Protagonists in Young Adult Fiction." *The ALAN Review* Summer (2006): 13-17.

Ruggieri, Colleen A. "Multigenre, Multiple Intelligences, and Transcendentalism." *English Journal* 92.2 (Nov. 2002): 60-68.

Skeans, Sharon Sicinski. "Reading . . . with Pen in Hand!" *English Journal* 89.4 (Mar. 2000): 69-72.

Thein, Amanda Haertling, Richard Beach, and Daryl Parks Source. "Perspective-Taking as Transformative Practice in teaching Multicultural Literature to White Students." *English Journal* 97.2 (Nov. 2007): 54-60.

### **Books**

Beach, Richard, Amanda Haertling Thein, and Allen Webb. *Teaching to Exceed the English Language Arts Common Core State Standards*. New York: Routledge, 2012. Print.

Beers, Kylene. *When Kids Can't Read: What Teachers Can Do*. Portsmouth, NH: Heinemann, 2003. Print.

Blau, Sheridan. *The Literature Workshop*. Portsmouth, NH: Heinemann, 2003. Print.

Bomer, Randy, *Building Adolescent Literacy in Today's English Classrooms*. Portsmouth, NH: Heinemann, 2011. Print.

Hayn, Judith and Jeffrey Kaplan. *Teaching Young Adult Literature Today: Insights, Considerations, and Perspectives for the Classroom Teacher*. Lanham, Maryland: Rowman and Littlefield Publishers, 2012.

### **The Novels Used in Class:**

Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. New York: Little, Brown and Co., 2007. Print

Bray, Libba. *The Diviners*. New York: Little, Brown and Co., 2012. Print.

Lu, Marie. *Legend*. New York: Putnam Juvenile, 2011. Print.

Myers, Walter Dean. *Monster*. New York: HarperTeen/Amistad, 2008. Print.

Peters, Julie Anne. *Luna*. New York : Little, Brown, 2004. Print.

Pullman, Philip. *The Golden Compass*. New York : Alfred A. Knopf, 1998. Print.

Satrapa, Marjane. *Persepolis*. New York: Pantheon Books, 2003. Print.

Shusterman, Neil. *Unwind*. New York: Simon & Schuster Books for Young Readers, 2007. Print.

Westerfield, Scott. *Uglies*. New York: Simon Pulse, 2005. Print.

Zusak, Markus. *The Book Thief*. New York: Alfred A. Knopf, 2005. Print.

## **Course Analysis Questionnaire**

### **Section A: Details of the Course**

A1 We are making major changes to an old course to update it focus.

A2 These changes do not affect other courses in the sequence—except that an additional prerequisite is being added. This actually reflects changes in the program's individual sequence of classes.

A3 The course has been offered in its old 318/518 format.

A4 This course was a dual level 318/518 course, we are moving it to a 418/518 course which is more appropriate for the groups of students who are taking the class together.

A5 NA

A6 Yes, under the "Young Adult Literature" topic. Examples include: ASU College of Liberal Arts, University of Texas Arlington, University of Washington state. Some of these also offer this course as an on-line course. We will be proposing this course as a hybrid online course in the future.

A7 No, but this course is part of our PDE accreditation, which is one impetus for us to keep the course current and updated.

### **Section B: Interdisciplinary Implications**

B1 No

B2 This update will not affect other departments, though the MATE program is supportive of the move from the 318 to the 418 since it means that their graduate students will be taking the class with more upper division students. See attached email.

B3 No.

B4 No.

### **Section C: Implementation**

C1 Are faculty resources adequate? Yes, new hires in the program provide adequate support.

C2 This class will continue to be taught in the same space, with the same requirements as in the past.

C3 No

C4 Every semester as it is now.

C5 One

C6 25

C7 No

C8 If this course is a distance education course, see the Implementation of Distance

**Section D: Miscellaneous**


The purpose of this course revision is to update the course and to improve the dual level status.



Indiana University of Pennsylvania  
DEPARTMENT OF ENGLISH

Leonard Hall, Room 110  
421 North Walk  
Indiana, PA 15705-1015

P: (724) 357-2261  
F: (724) 357-2265

To: UWUCC  
From: Jo-Anne Kerr   
Subject: Past syllabus of record for ENGL 318  
Date: February 27, 2014

I was unable to locate a syllabus of record for ENGL 318 Literature for Adolescents. The attached syllabus is from Fall 2004.

**EN 318/518: ADOLESCENT LITERATURE /W/**

9:45 – 11:15 AM, Tuesdays & Thursdays

Fall 2004; 3 Credits

Office Location: 359 Sutton

Office Hrs: Mondays 1-3 PM; Tuesdays and Wednesdays 3-5 PM

Dr. Lynne Alvine

Phone: 357-2261/2744

Emergencies: 357-0833 (H)

**GENERAL PURPOSES**

This course is designed to give the prospective middle and/or high school English teacher a familiarity with the literature adolescents choose to read, enjoy reading, and find relevant to their lives. We will look at the reasons why teenage readers make the choices that they do and review texts teenagers will read with pleasure. We will also explore resources for using adolescent literature in the classroom. In addition, the course intends to help the prospective professional educator develop a positive attitude toward adolescent literature and its role in the secondary English classroom.

**SPECIFIC GOALS**

Students who are successful in this course will show growth in the following:

1. Positive attitudes about reading for enjoyment, the place of the classics in a young person's education, and the place of the young adult book;
2. Successful use of criteria for evaluation and selection of books for different groups of middle and/or high school students with respect to literary quality, reader interest, developmental levels, and social and political perspectives.
3. Familiarity with a wide body of adolescent literature and a willingness to read this material as part of professional reading throughout the teaching career;
4. Familiarity with bibliographic resources and reviews of YA literature, including those in hard copy and on the Web, and a willingness to use them to enhance student reading and understanding;
5. Ability to bring to adolescent literature knowledge from the psychology of learning, the psychology of adolescence, and the principles of research;
6. Awareness of many ways to report on a book and the disadvantages of the traditional book report; familiarity with a variety of ways to get students to respond to literature;
7. Familiarity with various ways of bringing guided outside reading into classroom discussion and the value of individualizing reading programs;
8. Ability to make judgments about selections based on readability formulas and knowledge of the student(s);
9. Familiarity with many approaches to literature in the classroom so that over analysis may be avoided while literary quality remains a genuine issue;
10. Awareness of the importance of helping middle and high school students become lifelong readers;
11. Sensitivity to gender and cultural issues pertaining to adolescent literature;
12. Becoming an 'expert' on one author of adolescent literature; and
13. Development of writing abilities.

**UNDERSTANDINGS**

The student who successfully completes this course will understand that:

1. The literature defined as literature for adolescence is composed of
  - a) literature with adolescents as main characters written by serious authors who write for the adolescent audience;
  - b) literature with adolescents as main characters written for adult readers;
  - c) adult literature that has relevance and appeal to the adolescent reader;
2. Literature written specifically for adolescents deals with the problems, the interests, and the emotion of the teenage years;
3. The concerns and interests of adolescents have remained relatively stable in spite of cultural and technological changes;
4. Adolescents read for escape, self-discovery, and recreation and rarely for aesthetic reasons;
5. Literature can make a contribution to the lives of individual adolescents;
6. The reading and the study of adolescent literature can serve as an important transitional element in the literary education during the teenage years and even into adulthood;
7. Young people go through reading phases related to the basic psychological problems they face at different stages in growing up;
8. And, the only way to assure life-long reading habits is to make reading an enjoyable and meaningful experience for students.

## REQUIRED TEXTBOOKS:

- \*\* Kaywell, Joan. ADOLESCENT LITERATURE AS COMPLEMENT TO THE CLASSICS. Vol. 2. Christopher-Gordon. (1994).
- \*\* **Course Packet Available at Copies Now on Oakland Avenue.**

## Works of Literature:

The following works of literature are organized into pairs within each of several loosely drawn categories. Select a learning partner from among the members of this class. One of you will be responsible for securing the first book listed in each pair; the other will secure the second. (There are several copies of each of these books available at the bookstores, or you may find them on line or in area bookstores. The library is also a possibility.) You are to read at least one of the two books in each category by the day they are discussed in class, preferably the one you were responsible to secure. If possible, borrow the other book when your partner is not using it so that you may participate in the discussions and further enrich your background in adolescent literature. Students often read most of the selections. **Graduate students are expected to read both, and are to have both books read before the class in which they are discussed. The three autobiographies listed below are required for everyone. [\*\* = Required.]**

## GROWING UP

- Paulsen, Gary. HATCHET. Alladin (1999) (Revised Ed.).
- Sachar, Louis. HOLES. Scholastic. (1998).

## TEEN EXPERIENCE

- Spinelli, Jerry. STAR GIRL. Laurel Leaf (2004).
- Woodson, Jacqueline. I HADN'T MEANT TO TELL YOU THIS.

## TEEN PROBLEMS

- Mazer, Norma Fox. WHEN SHE WAS GOOD. Scholastic. (2000).
- Cormier, Robert. THE CHOCOLATE WAR. (1999).

## SCHOOL PROBLEMS

- Crutcher, C. STAYING FAT FOR SARAH BYRNES. Greenwillow
- Draper, Sharon M. TEARS OF A TIGER. Aladin Paperbacks.

## TEENS ACROSS CULTURES

- Taylor, Mildred. ROLL OF THUNDER, HEAR MY CRY. Bantam.
- Mori, Kyoto. SHIZUKO'S DAUGHTER. Fawcett Juniper (1993).

## TEENS IN HISTORY

- Rinaldi, Ann. HANG A THOUSAND TREES WITH RIBBONS: THE STORY OF PHYLLIS WHEATLY. Scholastic. (1996)
- Rinaldi, Ann. CAST TWO SHADOWS: THE AMERICAN REVOLUTION IN THE SOUTH. Gulliver Books of Harcourt Brace & Co. (2000)

## SHORT STORY COLLECTIONS

- Gallo, Donald R., Ed. FIRST CROSSING: Stories about Teen Immigrants. Candlewick Press, October 2004.
- Gallo, Donald R., Ed. DESTINATION UNEXPECTED: SHORT STORIES, Candlewick Press. (2003)

## A CURRENT BEST-SELLERS -- (Select one you have not yet read, if any....)

- Rowling, J.K. HARRY POTTER AND THE SORCERER'S STONE. (1998)
- Rowling, J.K. HARRY POTTER AND THE CHAMBER OF SECRETS. (1999)
- Rowling, J.K. HARRY POTTER AND THE PRISONER OF Azkaban... (1999)
- Rowling, J.K. HARRY POTTER AND THE GOBLET OF FIRE. (2000)
- Rowling, J.K. HARRY POTTER AND THE ORDER OF THE PHOENIX. (2004)

## SEXUALITY

- Garden, N. ANNIE ON MY MIND. Farrar, Straus, & Giroux
- Bauer, Marion Dane. AM I BLUE? HarperCollins. (1994).

## PERSONAL SOCIAL PROBLEMS (Contemporary)

- Myers, Walter Dean. MONSTER. Harper Trophy (2001).
- Anderson, Laurie Halse. SPEAK. Puffin. (2001).

## AUTOBIOGRAPHY

- \*\* Angelou, M. I KNOW WHY THE CAGED BIRD SINGS. Bantam
- \*\* Appelman-Jurman, A. ALICIA: MY STORY.
- \*\* Wiesel, Elie. NIGHT. Bantam.



## EVALUATION

### Reading Assignments:

1. At least one work from each of the categories and required works prior to the scheduled discussion. **Graduate students should read everything, if possible.**
2. Read sections from Kaywell as assigned in advance and/or as related to the topics. We may or may not discuss these readings, but you may use Kaywell as a resource for discussion and unit planning.
3. Select and prepare to share your reading of at least one poem as related to the themes of the works.
4. Readings from the Course Packet and additional handouts will be assigned, as they are relevant to our literary texts, topics, and classroom activities.

### For Review by Students:

Additional recommended and required texts, as they are appropriate resources for discussion of the course topics, and additional recommended resources such as booklists, web sites, bibliographies, reviews, journals — available in the library and in my office.

### Major Assignments:

1. Each student will prepare an annotated list of websites appropriate for use in the study of Adol. Lit.
2. Each student will select a poem that relates with themes of a novel we are reading and discussing.
3. Each student will prepare and share with the class a 'book project' related to one of the "free choice" books read for the course.
4. Each student will prepare a Web Quest for one of the course texts.
5. Each student will complete a teaching unit dealing with a work or several works of YA literature. The unit should include as a major part a work of literature read for this class. The use of technology is encouraged.
6. Each student will select one YA author to study in depth and prepare a 10-minute bio-critical class presentation on the selected author. The use of technology is encouraged.

**Students earning graduate credit will prepare an 8-10 page paper suitable for publication on some topic related to YA literature or develop a web page for use with Adolescent Literature. Another option is developing an extended annotated bibliography on a topic of interest to teens.**

### Response Journal and Other Class Participation:

1. Each student will be expected to participate in the class discussion and activities. The instructor will introduce a variety of ways to involve students in sharing response to literature. **STUDENTS WHO DO NOT REGULARLY CONTRIBUTE TO THE CLASS ACTIVITIES SHOULD NOT EXPECT TO BE SUCCESSFUL IN THE COURSE. Attendance is required.** Absences will be noted and excessive absence (more than three) will result in a lower course grade.
2. Each student will keep a Response Journal for many of the selected texts. A variety of ways to respond to literature will be suggested. **Journal entries will be a base for discussions and should be brought to class!** Entries will be handed in approximately three times.

### Mid-term and Final Exams:

Each student will complete a mid-term and a final essay exam to be evaluated by the instructor. Exams will include application of concepts discussed in class as they relate to the works read.

## GRADES

Annotated Website List = 5%	Connecting Poems with Novels = 5%
Midterm Exam = 10%	
Final Exam = 10%	
Book Project = 10%	
Web Quest = 10%	(Includes self-assessment.) *****
Teaching Unit = 10%	(Includes self-assessment.) *****
Author Presentation = 10% (Delivery and Handout)	(Includes self-assessment.)
Author Paper = 10%	(Includes self-assessment.)
Response Journals = 10%	(Includes self-assessment.)
Discussion and Other Class Participation = 10%	(Includes self-assessment.)
[Graduate Papers will be evaluated (S or U) and responded to, but not graded.]	

\*\*\*\*\* These assignments will be used as a basis for collecting data for NCATE accountability.

**COURSE SCHEDULE:**

Aug. 31	Intro. to Course: Goals; Books Policy; Bkg. As Readers; Connecting Poems with Novels	19	<b>Fall Break – No Class</b> <b>**FREE CHOICE 2**</b> (By subject of author paper.)
Sept. 2	<b>** Conflict w/ Self -- Survival **</b> Reader Response (Assign Author P)	21	<b>MID-TERM Exam</b> "Disturbing the Universe" Trites <b>Web Quest Due -- Sharing</b> <b>Meet in Writing Center</b>
Sept. 7	Nature of Adolescence Kaywell, Ch. 1,2 (Assign Websites List)	26	<b>** Current Bestsellers **</b> Planning for Teaching
9	<b>**Teen Experience**</b> Characteristics of YA Lit. "Before Teaching..." - Kelly	28	Lit. Texts/Resources More about Planning
14	Literary Criticism – "Aspects of Quality in YA Lit." – Cline & McBride	Nov. 2	<b>** Short Stories **</b> Kaywell, Ch. 8
16	<b>** Teen Problems **</b> Begin AP <b>Annotated Websites – List Due</b>	4	Poetry for Adolescents Performing Poetry Kaywell, Ch. 12
21	The 'Aliterates' – K. Beers Alternatives to Book Reports/ Additional Resources Kaywell, Ch. 3	9	<b>**Personal Social</b> <b>Contemporary)**</b> Unit Plan Workshop
23	<b>**Teens Across Cultures**</b>	11	Kaywell, Ch. 5 Non-Fiction for Adol.
28	Sharing Web Resources (Assign Web Quest) <b>Meet in Writing Center</b>	16	<b>** Autobiography **</b> <u>I Know ... Caged Bird Sings</u>
30	<b>** FREE CHOICE **</b> <b>Project 'Reports'</b>	18	Unit Plan Revising and Editing NCTE in Indianapolis
Oct. 5	Workshops/Individualized Reading Programs; <b>Project 'Reports'</b>	23	<b>Unit Plan Due</b> <b>** Autobiography **</b> Elie Wiesel's <u>Night</u>
7	<b>**Teens in History **</b> Curric. Links; Lit. Circles	30	<b>** Autobiography **</b> <u>Alicia. My Story</u> "Talking about Teaching..."- Alvine
12	Readability; Organizing the Lit. Curriculum Kaywell, Ch. 6,7 "T. Lit. Org. Units..." Beach and Marshall	Dec. 2	Handout on censorship Author Paper Workshop
14	<b>**Sexuality **</b> "Rationales..." Alvine "Identity Issues" Drapkin & Alvine	7	Censorship
		9	Synthesis/Review <b>Author Paper DUE</b>
		Dec 16	<b>10:15 – 12:15 AM</b> <b><u>FINAL EXAM</u></b>

ENGL 318/518: Adolescent Literature

Course Goal	Assignment/Task	Eng. Ed. Obj.	NCTE	INTASC
1,2,4	Annotated List of Websites	I, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	3.1.2; 3.3.3; 3.5.1.5; 4.1; 4.2; 4.6; 4.8; 4.11	1
1,7,10	Poem that Relates to a Novel	I, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	2.2; 2.4; 3.1.2; 3.5.1.2; 4.1; 4.2; 4.11	
1,6,7	Book Project	I, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	2.2; 3.3.2; 3.3.3; 4.6; 4.7; 4.11	2,3,5
1,2,4,5,6,7,9,10	Web Quest	I, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	2.2; 3.3.2; 3.3.3; 3.5.1.2; 3.5.1.5; 4.1; 4.2; 4.6; 4.7; 4.11	2,3,4
4,5,8,9,10,11,12,13	Adolescent Literature Teaching Unit	I, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	2.2; 2.4; 2.6; 3.3.3; 3.5.1.2; 3.5.1.5; 4.1; 4.2; 4.6; 4.7; 4.9; 4.11	2,3,4
4,12,13	Author Presentation	I, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	3.1.2; 3.5.1.5; 4.7	5,6,8
1,2,3,4,9,10,11,12	Author Paper	I, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	3.1.2 3.5.1.5; 4.7	5
1,2,3,4,9,10,11,13	Response Journal	I, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	2.2; 2.4; 2.6; 3.1.2; 3.3.2; 3.3.3; 3.5.1.2; 3.5.1.3; 4.1; 4.2; 4.5; 4.7; 4.9; 4.10	1.2.3.5.6
1-12	Discussion and Participation	I, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	2.2; 2.4; 2.6; 3.1.2; 3.3.2; 3.3.3; 3.5.1.2; 3.5.1.5; 4.1; 4.2; 4.4; 4.5; 4.6; 4.7; 4.9; 4.10; 4.11	1,3,5,6
1,3,4,5,8,11,13	Midterm and Final Exams	I, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z	3.3.2; 3.3.3; 3.5.1.2; 3.5.1.3; 3.5.1.5; 4.1; 4.2	2