

The University of Maryland, College Park
College of Education

EDCI 466: Materials for Young Adults
Course Syllabus
Spring, 2005

Instructor: Dr. Elizabeth Marshall
Office: 2304 Benjamin Building
Phone: 301.405.2985
Email: emarshal@umd.edu
Office Hours: Thursday 3:00-4:00 & by appointment

Conceptual Framework

This course is a requirement for the teacher education program. The intent of the teacher education program at UMCP is to prepare **reflective practitioners** for a diverse society through research based professional programs. Our shared vision is consistent with our mission as a Research I institution that views **Research and Inquiry, Diversity, Collaboration, and Technology** as foundations to our conceptual framework. For more information please visit, http://www.education.umd.edu/teacher_education/downloads/framework.doc

Course Overview

This course provides an introduction to materials written for young adults and emphasizes literary as well as sociopolitical approaches to texts. The course is organized by genres and represents diverse perspectives on adolescence. In particular, students will

- Analyze and critically evaluate texts from a variety of genres and traditions
- Use literary criteria to select and evaluate young adult literature
- Become aware of and address issues of diversity in young adult materials
- Identify authors of landmark texts as well as recently published works
- Develop strategies for bringing adolescents and books together to encourage engagement with literature, develop literary understanding, and foster diversity

Required Texts:

Bauer, M. D. (1994). Am I Blue?: Coming out From the Silence. NY: HarperTrophy.
Block, F. L. (1999). Weetzie Bat. 10th Ann. Ed. NY: Joanna Cotler.
Cisneros, S. (1991, reissue). The House on Mango Street. NY: Vintage.
Donoghue, E. (1997). Kissing the Witch. NY: HarperCollins.
Hinton, S.E. (1967). The Outsiders. NY: Viking.
Huxley, A. (1932). Brave New World. NY: HarperCollins.
Lowry, L. (1993). The Giver. NY: Houghton Mifflin.
Kaysen, S. (1993). Girl, Interrupted. NY: Turtle Bay Books.
Klause, A. (1997). Blood and Chocolate.
Martel, Y. (2002). The Life of Pi. NY: Harcourt Brace.
McCloud, S. (1993). Understanding Comics: The Invisible Art. NY: HarperCollins.
Nye, S. N. (1994). 19 Varieties of Gazelle. NY: Greenwillow.
Pullman, P. (1995). The Golden Compass. NY: Random House
Salinger, J. D. (1951). Catcher in the Rye. NY: Little Brown & Co.
Wittlinger, E. (2001). Hard Love. NY: Simon Pulse.

Choose One: Michael L. Printz Award

Almond, D. (2000). Kit's Wilderness. NY: Delacorte.

Anderson, L. H. (1999). Speak. NY: Farrar, Straus & Giroux.

Chambers, A. (2002). Postcards From No Man's Land. NY: Dutton.

Johnson, A. The First Part Last. NY: Simon and Schuster.

Myers, W. D. (1999). Monster. NY: Amistad Press.

Na, A. (2001). Step from Heaven. NY: Front Street Press.

Course Requirements

Quizzes: 25 points

There will be brief quizzes at the beginning of some classes. Quizzes cannot be made up for credit. The number of quizzes will be directly related to evidence of student engagement with assigned material.

Participation in Class Discussion: 75 points

I expect you to attend all scheduled classes and to participate in discussions. Be on time. Late arrivals disrupt other students and our class time. Consistent tardiness will result in a lowered grade for the course.

Semester Assignments (Please see detailed descriptions):

All assignments are due at the beginning of class on the date listed in the syllabus. Late papers will receive a lowered grade and limited feedback. If you have a special circumstance and won't be able to meet the deadline, let me know *before* the assignment is due and I will consider your request.

Honor Statement:

On every examination, paper or other academic exercise not specifically exempted by the instructor, the student shall write by hand and sign the following pledge: *I pledge on my honor that I have not given or received any unauthorized assistance on this examination.*

Literature Autobiography and Artifact 100 points

Group Printz Presentation: 100 points

Author Presentation: 100 points

Observation Assignment 100 points

Historical Fiction Presentation: 100 points

Final paper 400 points

Grading Scale 1000 points possible:

A = 910-1000

B = 810-900

C = 710-800

D = 700 and below

Note: Please let me know how I can assist you if you require any special accommodations in the course.

Course Outline

January 27 **Introduction to the Course**

- February 03 **Defining Adolescent Literature**
Catcher in the Rye
 Wilder, A. and A. Teasley. (2000). YA: FAQ (We're Glad you Asked!). The ALAN Review 28, 1.
 Wilder, A. and A. Teasley. (1998). Young Adult Literature in the High School. The ALAN Review 26, 1.
Autobiography Due
- 10 **History of Adolescent Literature**
The Outsiders
Weetzie Bat
 Hale, L. and C. Crowe. (2001). "I Hate reading If I don't Have To": Results From a Longitudinal Study of High School Reading Interest. The ALAN Review 28, 3.
S. E. Hinton, Rosa Guy, Robert Lipsyte, Paul Zindel, Francesca Lia Block
- 17 **Michael J. Printz Award Winners**
Selected Title
Printz Presentations
- 24 **Contemporary Fictions**
The House on Mango Street
1-2 page TYPED description of your final paper project.
Sharon Draper, M. E. Kerr, V.E. Wolff, Chris Crutcher
- March 3 **Survival/Adventure**
Life of Pi
Gary Paulsen, Will Hobbs, Jean Craighead George, Robert Cormier
- 10 **Fairy Tale Revisions**
Kissing the Witch
 Tuccillo, D. (2001). Happily Ever After? Teens and Fairy Tales. The ALAN Review 28, 2.
Donna Jo Napoli, Robin McKinley, Margaret Haddix
- 17 **Fantasy**
The Golden Compass
Virginia Hamilton, Philip Pullman
- 24 **Spring Break**
- 31 **Science Fiction**
The Giver
Brave New World
 Bucher, K. & M. Manning. (2001). Taming the Alien Genre: Bringing Science Fiction into the Classroom. The Alan Review 28, 2.
Lois Lowry, Nancy Farmer, Orson Scott Card
- April 07 **Historical Fiction**
Selected Title
Historical Fiction Assignment Due
Karen Hesse, Christopher Paul Curtis, Katherine Paterson

- 14 **Independent Research Day**
- 21 **Graphic Novels & Zines**
Understanding Comics
Hard Love
 1 Graphic Novel (e.g., Persepolis or Maus)
 2 comics or 2 zines of your choice
 Schwarz, G. (2002). Graphic Novels for Multiple Literacies. Journal of Adolescent & Adult Literacy 46, 3, 262-65 (available via EBSCO).
Marjane Satrapi
- 28 **Horror**
Blood and Chocolate
 1 mass-market horror series book of your choice
Observation Due
Stephen King, Annette Klause, Lois Duncan
- May 05 **Memoir/Autobiography/Biography**
Girl, Interrupted
 1 additional memoir / autobiography / biography of your choice
Bring one page of TYPED talking points that addresses where you are in your project, what you've found out so far, and one or two questions for your colleagues. You will have an opportunity to discuss your initial research findings during class.
- 12 **Poetry/Short Stories**
Am I Blue?
19 Varieties of Gazelle
Naomi Shihab Nye, Gary Soto, Julia Alvarez
- 19 **Final papers due in my box by 12:00 p.m.**