Course Meetings: Mondays, Wednesdays 11:00-12:15
Room: Benjamin 2121
Instructors: Sarah Morris (slmorris@umd.edu)
Rebecca Hessong (rhessong@umd.edu)
Office: 108L Cole Field House
Office Hours: Wednesday 12:30-1:30 & 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 socio-cultural approaches to texts. In particular, students will
- Analyze and critically evaluate texts from a variety of genres and traditions
- Use pedagogical and literary criteria to 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, individually and collaboratively, for bringing readers and books together to encourage engagement with literature, develop literary understanding, and foster diversity
  - Incorporate technology and varied media to support instruction

Required Texts

Beach, R. et. al. (2006). Teaching literature to adolescents. NJ: Lawrence Erlbaum.

Weekly Book Choices
Choose one book from each list and sign up for your choice on Blackboard. The editions listed below are NOT required; you may read any reliable version of the text.

Classic Young Adult Novels

Banned Books (each person will read a different book- no groups)
See ALA’s list of top 100 challenged/banned books 2000-2009 and ALA’s list of banned and challenged classics.

Contemporary Texts

“Classics” Commonly Taught as YAL (groups of 3 this week)
Orwell, G. Animal Farm.
Huxley, A. Brave New World.
Lee, H. To Kill a Mockingbird
Hurston, Z. Their Eyes Were Watching God
Steinbeck, J. Of Mice and Men.
Twain, M. The Adventures of Huckleberry Finn.

Award Winning Books
Select a book that has received one of the following awards. Please note that some of these lists contain books for younger children as well as YAL selections. Choose a text that is appropriate for middle or high school readers, keeping in mind that you might have lower-level readers who might benefit from reading books geared toward a late-elementary audience. Select a book that no one else in the class has selected and that is not on our syllabus.

Newbery Award (awarded to an author who makes the most distinguished contribution to American children’s literature):
http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/newberymedal/newberyhonors/newberymedal.cfm

Pura Belpre Award (awarded to a Latino/Latina writer who affirms and celebrates Latino culture):
http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/belpremedal/belpreaward/index.cfm

National Book Award (note that the award for Young People’s Literature began in 1996)
http://www.nationalbook.org/nba_winners_finalist_50_07.pdf
The Printz Award (awarded for a book that exemplifies literary excellence in YAL)
http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/printzaward/previouswinners/winn
ers.cfm

The Coretta Scott King Award (awarded to African American writers and illustrators for
significant contributions to educational literature):
http://www.ala.org/ala/mgrps/rts/emiert/cskbookawards/recipients.cfm

Graphic Novels

Pedagogical/ Critical Issue Texts
Andrasick, K. (1990). Opening Texts: Using Writing to Teach Literature. Portsmouth, NH:
Heinemann.
Atwell, N. (1998). In the Middle: New Understandings About Writing, Reading, and
Learning. NY: Boynton Cook.
Teachers 6-12. Portsmouth, NH: Heinmann.
Portsmouth, NH: Heinmann.
Boynton/Cook.
Smith, M. & Wilhelm, J. (2002). Reading Don't Fix No Chevy: Literacy in the Lives of
Tovani, Chris. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent
Reading with Adolescents. NY: Teachers College.

Parodies and Retellings
Quirk Publishing.
Autobiography and Memoir

More Adolescent Fiction (groups of two this week)
Course Assignments and Grading

1. Weekly Assignments and Participation 10 points
Each week, you will post to our Blackboard discussion board. These posts will ask you to share insights on the novel you have read and apply the pedagogical/literary readings. See the attached description (p. 9) for specific guidelines. We will use posts to facilitate class discussions, and they will also serve as valuable references for you to learn about the texts read by your peers. Post must be submitted by 9am each Wednesday morning. You might wish to bring a copy of your blackboard response to class for reference.

2. Digital Presentation Date ____________________ 15 points
Once during the semester, you will serve as an expert on a topic related to the novel for that week. To do so, you will prepare a 3-5 minute digital presentation for an audience of your peers and other teaching professionals. Consider yourself an expert on the author, the text, or a connected theme, and prepare a resource that would be valuable to a teacher who is preparing to teach this text. Your presentation should consider at least the following:
- Information about the author, genre, and/or issue.
- Controversies that surround the book (e.g. censorship)
- Major themes or styles
- Popular cultural ties (e.g. movie, newspaper article, etc.) and possibly a “classic” or “anchor” book that you might pair with this text.
- An accompanying resource article from a peer reviewed journal
- Two critical theories that would be most useful in illuminating this text (See Beach 186-189.)
- Two distinct thought provoking discussion questions.

3. Discussion Leader Dates: 1: ___________ 2: ___________ 10 points
Over the course of the semester, you will lead small group activities and discussion of two texts. Come prepared with topics, passages, and questions that will lead to informative, useful discussion. You might wish to select passages to read aloud to provoke responses, or summarize and discuss key themes. You should also discuss classroom applications. Feel free to be creative! Approximately 10-15 minutes will be allotted for discussion.

4. Rationale Due February 16 10 points
Review NCTE’s guidelines for writing a book rationale and compose one of your own. Your audience is a school board alerted by concerned parents challenging the use of a particular text in your classroom. For the focus of your rationale, you may choose any banned book from the ALA’s list of top 100 challenged/banned books 2000-2009 or from the ALA’s list of banned and challenged classics. You may not choose the same book as any other student in this course, and you may not choose a book already listed as a selection on this syllabus. Please sign up for your book selection on Blackboard.
5. Coffee Talk Due March 28-30 10 points
You and a partner will prepare a ten minute chat with peers regarding the pedagogical text of your choice. You will have six minutes to explain and respond to your choice and its implications for pedagogy. Be sure to present key ideas and insights from the author. Then, you will have four minutes to lead discussion and answer questions.

6. Resource Unit 35 points
Throughout the semester, you will work on this major project. You will choose a topic and create a resource unit about a young adult author, a genre, or a particular theme/issue. Your topic will include issues of diversity (e.g. age, racial, gender, sexuality, religious, class, linguistic, disability, etc). You will have the opportunity to work with peers on your project on April 11; the purpose of the workshop is to share ideas, resources, and your experience researching young adult texts. At the end of the semester, you will have ten minutes to share a media presentation with the class.

Your final project consists of three parts, the proposal, the media presentation, and the annotated bibliography, which are described below.

Resource Unit Part I
Proposal Due April 13 5 points
• The purpose and the goal of your proposed unit. Why is your topic/author/genre important?
• A brief description of the literary/critical theory that will frame your approach to this project? Why is this lens most useful?
• An overview of research (3 sources minimum) in the field of English Education related to your topic that demonstrates an in depth understanding of trends, issues, or controversies that surround your topic (this will become your annotated bibliography). Who has studied this topic and how? What patterns do you see in the research you reviewed? What have others underscored as the most essential points about your topic?
• How does your resource unit connect with county curriculum and state/national standards?

Resource Unit Part II
Media Presentation Due __________ 20 points
• This presentation will be a 7-10 minute digital product that introduces, discusses, or engages your topic for a secondary level student audience. This should be a stand-alone, multi-modal, sharable piece suitable for showing to a class to supplement a unit or a text.
• We will view several examples in class. Many students have chosen to use iMovie or MovieMaker to create their presentation.
• Remember to model academic honesty (and not plagiarism) for your audience. The end of your piece should include a bibliography of any sources you used in researching and/or creating it and citations for county curriculum and state/national standards.

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Resource Unit Part III
Annotated Bibliography Due Monday, May 9 10 points
- Create an annotated bibliography of resources related to your topic. Detailed instructions and resources will follow. Your bibliography should include:
  - 3-4 texts. At least one should be a young adult novel and at least one should come from local curricula, which can be found here:
    Montgomery County anchor texts
    Howard County curriculum guide
    Prince George's County curriculum framework
  - 4 secondary sources. Each resource must come from a different category. Categories include:
    ▪ Book/guide that deals with the theoretical lens you wrote about in your description
    ▪ Professional articles
    ▪ Web-sites
    ▪ Computer software
    ▪ Audio-visual materials

7. Final Reflection Due Saturday, May 14 by 10 am 10 Points
You will write a brief self-reflection (2-3 pages) in which you assess your work, the class as a whole, and the quality of products and assignments given throughout the semester. In your answer, address the following:
- How would you assess your work this semester? In particular, what does the resource unit show about your learning in this course? Provide at least two specific examples.
- In what ways did the resource unit assignment (your research and others' presentations) and the course as a whole confirm and/or challenge your ideas about young adult fictions? Provide at least two examples. Please draw on course readings, class discussions, etc. in your answer.
- What changes might you make to the course were you teaching it? What would be helpful to you? What do you feel you still need to know as a novice teacher?

Course Policies and Expectations
Assignments
All assignments are due at the beginning of class on the date listed in the syllabus. Blackboard discussions and submissions close one hour before class on the day of class meetings. Late assignments are generally not accepted. If you have a special circumstance and won't be able to meet the deadline, let us know before the assignment is due, and we will consider your request.

Honor Statement
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the
Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html

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.

Grading Scale
A = 91-100  B = 81-90  C = 71-80  D = 70-61  F= 60 and below

Grading Description
A denotes excellent mastery of the subject, outstanding scholarship, and superior performance.
B denotes good mastery of the subject and good scholarship.
C denotes acceptable mastery of the subject and the usual, average achievement.
D denotes borderline understanding of the subject. It denotes marginal performance, and it does not represent satisfactory progress toward a degree.
F denotes failure to understand the subject and unsatisfactory performance.

Attendance
You are expected to attend every class on time. If you have to miss class, please notify the instructors via email before class begins. You are still expected to submit any assignments that are due, including the Blackboard posting. Absences will affect your understanding of course content and may affect your grade.

Accomodations
Please let us know how we can assist you if you require any accommodations in the course.

CourseEvalUM
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for this semester's courses near the completion of the course. Please go directly to the website www.courseevalum.umd.edu. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
Weekly Reflection for Blackboard Discussion Postings
Your weekly Blackboard postings should show thought, insight, and your understanding of the readings for the week. These are meant to prepare you for class discussion—and to continue the discussion beyond our class time. You may (and should) comment on one another’s postings, follow up on class discussion, and interact with the content on Blackboard. Postings should be visible on Blackboard by 9:00 am each Wednesday, unless otherwise noted.

Please include the following:

- Title and author of the novel and the pedagogical texts to which you refer
- A brief (3-4 sentences) synopsis of the novel
- A brief summary of key points in the pedagogical reading, especially as they relate to the novel and your discussion
- Connections between the novel and the pedagogical readings (how to apply the pedagogical theories, critical approaches that would be useful to teach this text, etc.)
- Classroom considerations and applications (Who should read this novel? What literary elements might you teach using this novel? How might you pair this novel with other texts? Do you have any lesson plan or project suggestions? How would you incorporate the theory/pedagogy into a classroom?)

Please do not use this as simply a “checklist;” your posting should serve as a stand-alone piece that discusses and connects the readings for the week.
Course Schedule

Dates are subject to change due to unexpected events; updates will be provided as necessary.

January
M 1/24 Introduction to the Course and Model Expert Presentation
  • On ELMS, sign up for: one text each week; two discussion leader dates; one digital presentation date. Do this by Monday, January 31 or we will assign dates and texts for you.

W 1/26 Media Literacy & Creating Digital Tools
  Read: Beach et al. Ch. 11: Media – What Else Is a Text and How Do I Teach It?
  Read: Beach et al. p. 39: Action Research

M 1/31 Why Teach Literature?
  Read: Beach et al. Ch. 1: What Does It Mean to Teach Literature?
  Appleman Chapter 1: The Case for Critical Theory in the Classroom

To prepare for future classes, please:
  • Read NCTE’s guidelines for challenged books and rationales:
    http://www.ncte.org/positions/statements/righttoreadguideline
    http://www.ncte.org/action/anti-censorship/rationales
  • Review ALA’s top 100 banned books 2000-2009 available at
  • Choose one book from the ALA list to read for your rationale. Sign up on Blackboard by January 31. Do not choose the same book as any other student, and do not choose a book already listed on our syllabus, or you will be assigned a different book.
  • Your book rationale assignment will be due on February 16. Please see description in syllabus for further details.

February
W 2/2 Discussion of Anchor Text
  Read: When You Reach Me by Rebecca Stead
  Excerpt from The Literature Workshop by S. Blau

M 2/7 Defining Young Adult Literature and “Adolescent Readers”
  Read: Beach et al. Ch. 2: Understanding Students’ Individual Differences
  Appleman Ch 2.: Through the Looking Glass: Multiple Perspectives

W 2/9 Classic Young Adult Texts
  Choice:

M 2/14 Banned Books Week
  Read: Beach et al. Ch. 13: Text Selection, Censorship, and Ethics
  NCTE’s guidelines for challenged books and rationales:
  http://www.ncte.org/positions/statements/righttoreadguideline
ALA's synopsis of Banned Books Week
http://www.ala.org/ala/issuesadvocacy/banned/bannedbooksweek/index.cfm

W 2/16 **Banned Book**
Choice:

**Rationale due.** Be prepared to share a brief synopsis and your rationale with the class. No Blackboard posting due this week.

M 2/21 **Contemporary Texts**
*Read:* Beach et al. Ch. 3: Planning and Organizing Literature Instruction
Appleman Ch. 3 The Lens of Reader Response Theory

W 2/23 **Contemporary Texts**
Choice:

M 2/28 **“Classics” Commonly Taught as YAL**
*Read:* Appleman Ch 6 Deconstruction: Postmodern theory
Appleman Ch 4: Of Grave Diggers and Kings: reading literature through the Marxist Lens

March
W 3/2 **“Classics” Commonly Taught in Schools** (selections drawn from county lists)
Choice:

M 3/7 **Award Winning Books**
*Read:* [YALSA’s position statement on the value of YA Lit](http://www.ala.org/ala/mgrps/divs/yalsa/profdev/whitepapers/yalit.cfm)
Appleman Ch 5: A Lens of One's Own: Of yellow wallpaper and beautiful fools

W 3/9 **Award Winning Books**
Choice:

M 3/14 **Graphic Novels**
*Read:* Selections from *Understanding comics: The invisible art* by S. McCloud.
Available on Course Reserves.

W 3/16 **Graphic Novels**
Choice:

M 3/21 **Spring Break**

W 3/23 **Spring Break**

M 3/28 **Coffee Talk**

W 3/30 **Coffee Talk**
April
M 4/4 Parodies and Retellings
  Read: Beach et al. Ch. 10: Multiple Perspectives to Engage Students/Critical Theories
  Appleman Ch 8: Critical Encounters

W 4/6 Parodies and Retellings
  Choice:

M 4/11 Workshop day for Resource Unit
  Read: Beach et al. Ch. 6: How Do I Get Students to Write About Literature?

W 4/13 Autobiography and Memoir
  Choice:

M 4/18 More Adolescent Fiction (some of our favorites, selections from county lists, etc.)
  Read: Beach et al. Ch. 7 Using Narratives in the Classroom for Both Teaching and
  Learning, What’s the Use of Story?;
  Beach et al. Ch. 8 Teaching Text and Task Specific Strategies.

W 4/20 More Adolescent Fiction
  Choice:

M 4/25 Reader’s Choice Week
  It is your turn to select a book that you want to read. It might be a book that you heard
  about from one of your peers during this course, a YAL book you saw in a bookstore, an
  award winner that sounded interesting, or a title recommended to you by a mentor
  teacher. If you need ideas, we also have suggestions!
  Choice:

W 4/27 Resource Unit presentations

May
M 5/2 Resource Unit presentations

W 5/4 Resource Unit Presentations

M 5/9 Resource Unit Presentations

S 5/14- Final Reflections Due

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