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-political approaches to texts. 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
- Incorporate technology and varied media to support instruction

Required Texts:

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


Text Choices:
Choose One: Memoir/Autobiography - Due September 10

Choose one: “Classic” Young Adult Titles -Due September 24

Choose One: Fantasy/Sci. Fiction/Horror Due October 5


Choose one: “Classics” -Due October 8


Choose one: Contemporary Texts – Due October 15


Choose One: “Classics and the Cannon- Retellings and Parodies” Due October 22


Choose One: Historical Fiction - Due November 12


Choose One: Graphic Novels


Choose One: Pedagogy /Critical Issue

*Branded*  *Return to Modesty*  *Freakonomics*  *Nickel and Dimed*
*Reviving Ophelia*  *The War Against Boys*  *Amusing Ourselves to Death*
*Teach Like Your Hair’s on Fire*  *You Gotta Be the Book*
*Courageous Conversations About Race*
*Multiculturalism and Learning Style: Teaching and Counseling Adolescents*
*The Adolescent Brain: Reaching for Autonomy*
Course Expectations and Requirements

1. Complete the reading assignments prior to the class meeting for which they are assigned.
2. Attend all class meetings and participate in all social formation activities during specific sessions.
3. Incorporate a contemporary article, pop culture, and your own explorations, innovation and expertise in “experts” facilitation.
4. Submit daily assignments and discussion board dialogue on blackboard which show your preparations and musings for class.
5. Hand in an adolescent interview
6. Hand in a creative and scholarly Resource Unit

Course Assignments and Grading

1. Daily Assignments and Participation 15 pts.
To facilitate class discussion you are expected to come prepared with a daily assignment already submitted on Blackboard. (Please see attached description). This is your opportunity to put your thoughts down and make it easier for you to speak in class. You might wish to bring a copy to class to reference. Daily assignments will generally cover all of the assigned readings for the class period or may address the semester project.

Blackboard: All students are required to submit their assignments on Blackboard by 8am the day that they are due. When questions are posted on blackboard for discussion, a minimum of three well reasoned responses are expected in response to the question and/or other students’ posts. This is the minimum expectation for an average grade.

3. Expert Facilitation/Presentations 10 pts.
Each class session, a student will serve as expert on an assigned reading for that week. Consider yourself an expert on the author as well as the genre. Each student will be prepared to make a 10 minute presentation and lead discussion on the following:
- Information about the author/genre/issue and her/his relationship to YA fiction.
- Controversies that surround the book (e.g. censorship)
- Major themes
- Popular cultural tie (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 Beech 186-189.)
- Two distinct thought provoking discussion questions.

4. Two Lessons 20 pts.
Over the course of the semester you will teach two lessons to small groups of your peers regarding two of the novel selections of your choice.

5. **Coffee Talk:**
   - **October 29**
   - 10 minute chat with a peer regarding the pedagogical/critical issue title of your choice. You have 6 minutes uninterrupted to explain and respond to your choice and its implications for pedagogy and 4 minutes for questions.

6. **Adolescent Interview**
   - **Due: November 5**
   - 10 pts.
   - Interview two students using the action research assignment in Beach et. al., p.39. Attach your questions and students responses. (The adolescent may not be a relative, or a student you have interviewed before.) Analyze the experience: Include at least two citations from Beach et al. Ch.2 in your write up of the interview.
     - Analysis of differences (1pg)
     - Implications for teaching these students (1pg)
     - Reflection (1pg)

7. **Final Project and Ongoing Group Work**
   - **Due December 16 at 10:00am**
   - 25 pts
   - Throughout the semester, you will work together on project topics of your choosing. The group will provide you with an opportunity to share ideas, resources, and your experience researching young adult texts. Your final project consists of three parts.

**Resource Unit:**
You will create a resource unit about a young adult author, a genre, or a particular theme/issue. Your topic will address issues of diversity (e.g., racial, gender, sexuality, religious, class, linguistic and/or disability etc). At the end of the semester, you will have ten minutes to share one or more aspects of your project with the class. Presentations will be modified to fit the class.

1. **Resource Unit Part I:** WEBCAST: Must include a project description/rationale (3-4 pages, excluding bibliography). Your project description should demonstrate an in depth understanding of research in the field as well as a familiarity with county curriculum and state/national standards. Specifically, the project description should include 5 distinct sections
   - 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 in the field of English Education related to your topic that demonstrates an in depth understanding of trends/issues/controversies that surround your topic. 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?
   - A bibliography of 4-8 sources (articles – at least 3- and books – a least 1 - that were integrated into your project description plus citations for county curriculum and state/national standards).

2. **Resource Unit Part II:** Create an annotated bibliography of resources related to your topic
3-4 texts. At least one should be a young adult novel and at least one should come from the Montgomery County secondary education anchor text list, 
http://www.mcps.k12.md.us/curriculum/secenglish/anchortexts.shtm

4 secondary sources. Each resource must come from a different category.
Categories include
  o Book/guide that deals with the theoretical lens you wrote about in your description
  o Web-site
  o Computer software
  o Audio-visual materials

3. Reflection: You will write a brief self-reflection (2-3pages) in which you assess your work throughout the semester. In your answer, address the following:

  • How would you assess your work this semester? In particular, what does this resource unit show about your learning in this course? Provide at least two specific examples.

  • In what ways did this project 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.

Other things you need to know:
All assignments are due at the beginning of class on the date listed in the syllabus. Blackboard discussions and submissions close at Late assignments are generally not accepted. 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:
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 for this course. 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 100 points possible:
A = 91-100  B = 81-90  C = 71-80  D = 70 and below

Grading Description
A denotes excellent mastery of the subject and 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 achievement expected.
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.
Note: Please let me know how we can assist you if you require any accommodations in the course.

CourseEvalUM Fall 2009

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 fall semester courses between Tuesday, December 1 and Sunday, December 13. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. 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.

Course Outline

September 3  Introduction to the Course
Beach Ch 1 and Appleman Ch 1
Sign up for novels, presentations, etc.

September 10  Autobiography and Memoir
Daily Assignment: Memoir of choice.
Expert Presentation: Michelle

September 17  Why Teach Literature?
Appleman Ch 2

Using Young Adult Literature in the Classroom Bushman & Bushman, Chap 1 & 2

September 24  Defining Young Adult Lit. and “Adolescent Readers”
“Classic” Young Adult Titles
Beach et al. Ch. 2: Understanding Students’ Individual Differences

October 1  Fantasy/Sci-Fi/Horror
Appleman Ch 7
Beach et al. Ch. 13: Text Selection, Censorship, and Ethics
Bring a literary book review for your selected text.Student’s Reading I

October 8  “Classic” Titles
Appleman Ch 4

Teaching Young Adult Literature, Brown & Stephens, Ch 10 improving Classroom Interaction:
Making Discussion and Writing Real

DUE: One page, typed description of your proposed resource unit topic. How will you organize your unit? (See Beach et al., p. 57).

October 15  Contemporary Fictions
Beach et al. Ch. 7&8: Appleman Ch 5
Using Narratives in the Classroom for Both Teaching and Learning, What’s the Use of Story?, Teaching Text and Task Specific Strategies.

October 22
“Classics” and the Cannon– Retellings and Parodies
Appleman Ch 8

Daily Assignment: Write a response to “I remember sitting in English class discussing the canonical novel ____.” Describe your experience. Given your experiences, would you assign this text?

October 29
Coffee Talk re: Pedagogical/Critical Issues title of your choice.

November 5
Interests and Preferences
Appleman Ch 3

Teaching Literature in the Secondary Schools, Beach & Marshall, Ch. 8 Organizing units in Literature

Read the YA Lit. selection of your choice. You may read the recommendation of your adolescent reader, or choose something from one of the top teen read lists available on sites such as YALSA. Adolescent Interview Assignment due

November 12
Historical Fiction
Appleman Ch 6

Student Centered Language Arts, Moffet & Wagner, Chap 5 & 12

November 19
Media Literacy -
Film TBA - Digital Story Telling
Beach et al. Ch. 11: Media – What Else Is a Text and How Do I Teach It?

November 26
Thanksgiving Holiday

December 3
Graphic Novels, Zines
Understanding Comics

Daily Assignment: One-page typed list of the patterns/themes you found in scholarship related to your resource unit topic along with a bibliography.

December 10
Presentations

December 16
Final Resource Unit Projects due by 10:00 a.m.
Daily Reflection
Book:
General Impressions:

Role for the classroom:

Literary Elements:

Critical Theories:

Lesson Ideas and Potential Pairings:

Book:
Synopsis:

Who should read and possible purposes:
Suggested Units and Books:

Project Ideas:

Literary Elements and Critical Approaches: