**University of Wisconsin Oshkosh**

**College of Education and Human Services**

**Fall 2015**

**Young Adult Literature**

**UWSSLEC Section**

**Face-face meeting September 12-13, 2015**

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Office Hours: T/TH: 11:00p.m. –1:00 p.m.

 Wednesday: 4:30-5:30

**Course Description**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This course will cover criteria for evaluation and aids for selection of materials for young people aged thirteen to eighteen. It will also include the extensive reading of YA literature. Reading, listening and viewing guidance techniques appropriate for the classroom and for the school and public library will also be detailed.

**Course Goals**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The goal of this course is to provide students with knowledge and appreciation of young adult literature in a variety of forms. Emphasis will be on the exposure to recent titles (post 2005) as students analyze a variety of themes and genres. Print, audiovisual, and electronic format will be included and encouraged. The course will explore the history, characteristics, benefits and problems of what has been an ambiguous genre.

In order to do so, students will critically read, analyze, research, and discuss a variety of texts and issues associated with young adults. By the end of the course, students will be able to answer the following:

* What texts are the young adults in our communities currently reading?
* What texts are teachers, parents, librarians, etc., choosing for young adults?
* What do young adults choose for themselves?
* What tools can parents, teachers, and librarians use to better understand these texts?
* What are the benefits and/or drawbacks to some young adult literature?
* What influence does young adult literature have on young adults?
* What is the role of race, ethnicity, socioeconomics, and gender in the selection process of appropriate young adult literature?

**Course Objectives**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Students should be able to

1. Describe the historical development, current trends, and enduring characteristics of young adult literature in a variety of forms.
2. Identify current reading, viewing, and listening interests of young adults and incorporate these into the selection and recommendation of materials for young adults.
3. Recognize literary elements in novels and apply critical judgments to selected literature.
4. Use literature circles to discuss young adult literature.
5. Interpret and evaluate research on young adult reading, trends, social issues, concerns, and needs for teachers, parents, librarians as well as young adults.
6. Develop various resources, (booklists, authors, teaching materials) and collaborate with others.
7. Explore issues and trends related to library services for youth, such as intellectual freedom and censorship, access to information, diversity, gender, and exceptionalities.

**Textbook/Readings**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There will be no assigned textbook. Instead, students will choose a variety of young adult literature to read from an instructor-supplied list and from a class-generated list. Additionally, there will be readings posted to D2L.

**Course Requirements**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Attendance and Participation (10%)**

Participate fully in all book sharing, in-class activities, on-line and in-class discussions, etc. Because each class session covers a different theme or genre and many class projects are presentations and group discussions, it is vitally important that you are prepared, present and actively participating every week.

1. **Student Project (25%)**

Student are asked to complete a project on what young adults are reading and why. This project requires you to:

* + - Interview a young adult about their reading habits
		- Find out what their favorite book(s) is
		- During the semester read the book and have a discussion with the young adult about the book (this may be on-line)
		- Write a 3-5 page reflection of what you learned from the young adult
		- Create an annotated biography of books you would recommend for the young adult to read. This should include a rationale for the books.
1. **Literature Circles (5% per text/ 15% total)**

Actively participate in literature circles on *American Born Chinese* by Gene Luen Yang, *The Book Thief* by Marcus Zusak and *All The Bright Places* by Jennifer Niven. Students will participate in Literature Circles on each text either on-line or in person as they so choose. Role sheets will be collected on each book

1. **Book Share activity (5% per share/ 20 % total)**

Students will select and read two young adult titles and then share that book in some way that will pique our interest and make us want to read it. You might tell us about the book, read a few passages, role-play one of the characters, dress up, use props and/or music, act out a scene, etc. Be creative and convincing. Booktalks will be shared with groups either on line or in person and with the instructor through Dropbox.

You must choose:

1. a nonfiction award winner of your choice (honor winner is fine)
2. a Michael Printz Award winner of your choice (honor winner is fine)
3. one book from a popular series currently being read by YALs

4) Students will complete one Book Talk on a book that falls into one of the following categories and be prepared share their ideas on how to deal with intellectual freedom and the controversial nature of the topics in the book in one of the following areas:

* + - Book-movie connections
		- Cross-over literature
		- Multicultural Literature
		- A banned book
1. **Classic versus Current Paper (25%)**

Students will read a YA classic novel often used in schools and compare it to a current YA novel. An example would be *The Outsiders* by SE Hinton and *Lockdown* by Walter Dean Meyers. Students will write a 6-8 page paper (MLA or APA documentation style) comprised of three parts. The first part is an author study of each author including a detailed author biography with at least 4 research sources. The second part includes an analysis and comparison of the strengths and weaknesses of each text. This section should include at least 4 research sources. The third part is your personal analysis of which text you would use in the classroom and why. This does not have to be an either or argument but the paper must include a concrete rationale for your decision.

1. **Library Program Project (20%)**

Develop in detail a school or library program meant to engage middle or high school students in reading. The program should include objectives (or SLOs), a timeline, activities, text set and assessment plan

OR

Develop a detailed plan to initiate a Community Read. The plan should include objectives (or SLOs), a timeline, activities, text set and assessment plan.

(Important Note: Both activities are left purposefully vague to allow students the freedom of creativity and initiative.

**Undergraduate Grading Scale**

|  |  |
| --- | --- |
| **Letter Grade**  | **Percentage Points** |
| A | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D+ | 67-69 |
| D | 64-66 |
| D- | 60-63 |
| F (Failure) | 59 or lower |

**Graduate Grading Scale**

|  |  |
| --- | --- |
| **Letter Grade**  | **Percentage Points** |
| A | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| F (Failure) | 73 or lower |

**Wisconsin Teacher Standards Addressed:**

Course content will address many of the Wisconsin Teacher Standards. However, there is a significant and primary emphasis on Standard 7:

**Teachers are able to plan different kinds of lessons**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

**Library Media Special Licenses: Initial and Professional Levels**

Course content will address many of the Library Media Specialist Initial and Professional Guidelines. However, there is a significant and primary emphasis on Instructional Leadership: the ability to serve as a learning facilitator and a leader in the development of effective strategies for teaching and learning.

The candidate can:

* Plan for development of students’ reading, listening, viewing and critical thinking skills.
* Motivate and guide elementary and secondary students in appreciating literature.
* Demonstrate knowledge of children’s and young adult literature, including multicultural literature, as well as related media.

**Wisconsin’s Model Academic Standards for English Language Arts**

Course content will address many of the Wisconsin Model Academic Standards for English Language Arts. However, there is significant and primary emphasis on:

**English Language Arts – Standard A – Performance Standards Grade 4**

A.4.2 Read, interpret, and critically analyze literature.

A.4.3 Read and discuss literary and nonliterary texts in order to understand human experience.

**English Language Arts – Standard A – Performance Standards Grade 8**

A.8.2 Read, interpret, and critically analyze literature.

A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.

**Link to COEHS Model**

**Focus is primarily on the curriculum and content components of the COEHS Caring Intellectual model:**



**Notes:**

* All written work must be of the **highest quality**. All written work will be assessed on the basis of completion and thoroughness of the assigned task, depth of conceptual understanding, and clarity of expression. Most importantly, work must follow correct conventions of writing.
* Plagiarism is a **major academic sin** and will not be tolerated in any form. If you take **any** material (ideas, paraphrases, or exact words) from another source to include in your papers, annotations, or lesson plans, you must cite the source completely (including any Web sources used) using **APA or MLA documentation style**. Exact words must be placed in quotation marks. You cannot submit others’ works as your own, of course, nor write an assignment for another student. The first instance of plagiarism will result in a failed assignment; the second will result in automatic failure of the course.
* Be aware that work submitted in this course is subject to verification using Turnitin.com technology to ensure that work is the student’s own creation and not in violation of the University’s policy. Submission of work in this course constitutes a pledge that the work is original and consent to have the work submitted to verify that fact is assumed.
* Assignment due dates are not flexible; please see instructor if there are circumstances that require a change in assignment dates. Late assignments will result in a reduction of points for the assignment.

**Tentative Schedule of Topics\***

|  |  |  |
| --- | --- | --- |
| **Face-to-Face** | **September 12** | **Introduction to course, expectations and overview,****Review of elements of literature; Literature Circles; Young Adults Literature** |
| **Face-to-Face** | **September 13** | **Book Talks, Acceptable and Accessible, Controversial Literature** |
|  | **Due Sunday September 27** | **Literature Circle of *American Born Chinese*****On line in groups. Each student puts into dropbox a one page reflection on the booktalk and all materials needed for their role. Reflections should include justification for the use of graphic novels with Young Adults.** |
|  | **Due Sunday October 11** | **Literature Circle of *The Book Thief*****On line in groups. Each student puts into dropbox a one page reflection on the booktalk and all materials needed for their role. Reflections should include justification for the use of historical fiction with Young Adults.** |
|  | **Due Sunday October 25** | **Share with the group an article on YAL. Share article or link and a review of the article** |
|  | **Due Sunday November 1** | **In pairs book discussion of *All the Bright Places******Each student puts into dropbox a one page reflection on the booktalk and all materials used for their book talk. Reflection should include the positive and negative uses of contemporary literature dealing with sensitive topics.*** |
|  | **Due Sunday November 15** | **Book Talk on:****book-movie connections****Cross-over literature****Multicultural Literature****Plays and books****Banned Books** ***Each student puts into dropbox a one page reflection on the booktalk and all materials used for their book talk. Reflection should include ideas for preparing to deal with controversial literature and their pros and cons.*****Papers Due if you want them proofread** |
|  | **Due Sunday November 29** | **Nonfiction booktalks** |
|  | **Due Sunday December 6** | **Book Talk – Michael Printz Award Winners** |
|  | **Due Sunday December 13** | **Share student project with group Write a group response to the activity** |
|  | **Due Friday December 18** | **Library Projects Due** |

**\*Any changes made to the above schedule will be announced in class and posted on D2L**

**Name:**

**Previous course taken in this area (title, location, date):**

I verify that the work included is my own.

Signature Date

Course description: This course incorporates extensive reading of YA literature and covers criteria for evaluation and aids for selection of materials for young adults aged thirteen to eighteen. Reading, listening and viewing guidance techniques appropriate for the classroom, school and public library will also be detailed.

Age / grade range:  Grades 8-12

All artifacts must demonstrate quality in design and communication for specified audience.

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| --- | --- | --- | --- | --- |
| **YA Literature Competencies** | **DPI Competencies** | **ALA/AASL****Competencies** | **Examples of Evidence** | **Your Evidence  (attach artifacts)** |
| 1. Identify notable young adult fiction and nonfiction authors and their works
 | 10g | 2.1 |  |  |
| 1. **Understand student reading interests and provide reading, viewing, and listening guidance for young adults founded on knowledge of a wide range of YA literature and an understanding of student culture and development.**
 | 10f | 2.1 | Teen reader interviewInterest survey or focus group with analysisBibliography for a studentComparison paper on themes in classic and contemporary literature |  |
| 1. **Read widely and critically contemporary books intended for and/or of interest to young adults**
 | 10g | 2.1 | Bibliography / reading journal with summaries / reviews representing a variety of titles read / listened to for a range of young adults |  |
| 1. Demonstrate familiarity with selection and evaluation tools for YA materials including awards, best lists, associations and websites
 | 7a, 7b | 5.1 | Selection for a particular need / interestCreate a resource for teachers that includes at least five sources for selecting quality materials for young adults on a  topic. |  |
| 1. Explore and develop effective promotional and programming techniques such as book talking to promote reading with adolescents
 | 10f | 2.2 | Reading promotion activity and discussion of impactBook talks script / video and discussion of impactDisplay photo, description, and discussion of impactBook club link and/or description and discussion of impact |  |
| 1. **Explore controversial issues and trends related to young adult literature and the challenges faced by young adults. Discuss the role of intellectual freedom in allowing young adults to explore literature addressing controversial issues.**
 | 10g, 6g | 2.1, 2.3, 5.2 | Analysis and classroom use of controversial bookEvidence of use of controversial or sensitive book with young adultsEvidence of addressing a book challenge |  |
| 1. Monitors, assesses and employs existing and emerging technologies in the field
 | 10i | 2.1, 2.3 | Activities or selection of digital, audio, or visual materials |  |
| 1. Demonstrate the ability to keep current with the field
 |  |  | Identification of resources, people, and organizations to keep current on the topics (PLN) |  |