

## **ENT 439 Studies in Young Adult Literature Fall 2016**

**Instructor: Dr. Dana Haring**

**Wednesdays, 6:00 pm until 8:50 pm**

**Liberal Arts Building, Room 336**

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**Office hours: 9:00 pm - 9:30 pm on Wednesdays (and by appointment) in LA 109**

### **Course Description and Purpose:**

Throughout this course we will navigate the waters of young adult literature by gaining knowledge and appreciation of this vast literary world. We will read representative texts covering the history, genres, authors, themes, literary theories, and issues of literature for students in the middle school and high school. We will engage in literature circles, book talks, and large and small group discussions, and integrated language arts activities as we respond to and reflect upon our reading processes and preferences. This course is designed for beginning English language arts teachers, library media specialists, reading specialists, and other individuals interested in middle school and high school literature.

The Montana Common Core Standards (MCSS) and Indian Education for All (IEFA) will be integrated throughout the course.

This course embodies the UM College of Education's Professional Behaviors and Dispositions of diversity, equity, fairness, and personal integrity. This course also embodies the UM College of Education's Conceptual Framework through the 3 essential elements of learning communities: Integration of Ideas, Cooperative Endeavors, and Respect for Individual Worth.

This course is a prerequisite or co-requisite to ENT 441 Teaching Reading and Literature.

### **Course Objectives and Topics:**

#### **1. To provide beginning teachers with knowledge of and experience with young adult literature, including an understanding in the following:**

- history of young adult literature
- themes and genres of young adult literature
- major authors, texts, and awards in young adult literature
- literary analysis and literary criticism/theories in young adult literature
- reading process and reader responses to young adult literature
- selection and censorship issues in young adult literature
- media, interdisciplinary, and multicultural connections in young adult literature

- relationship between young adult literature and traditional/classic literature
- Montana's Indian Education for All and Native American young adult literature and authors

**2. To provide beginning teachers with opportunities to practice and develop the following abilities:**

- plan and lead discussions and integrated language arts activities on young adult literature
- research and present information on texts, authors, themes, genres, theories, and issues in young adult literature
- write rationales for selecting and teaching young adult texts
- reflect and evaluate their teaching presentation skills

**3. To develop in beginning teachers the following attitudes:**

- All readers have value and worth.
- Teachers need to know how to develop, extend, accept, and respect all responses to literature.
- Teachers need to encourage all readers to value their own and others' ideas.
- Teachers need to help students become critical, creative readers.
- Teachers need to be lifelong readers and learners who model good reading habits.
- Teacher candidates will recognize and respect that all readers come to texts from various backgrounds and they take different things away from texts as they read.
- Teacher candidates will know how to teach young adult literature to students including selecting and utilizing appropriate resources and making effective instructional decisions.
- Teacher candidates will demonstrate professional behaviors and dispositions (diversity, equity, fairness, and personal integrity).
- Teacher candidates will engage with and become familiar with representative texts of current young adult literature.

**Requirements and Assignments:**

**1. Regular class attendance:**

-Excessive absences are considered in the final grade. If you must be absent, please inform the instructor (see contact information above). Also contact two other classmates to learn what was covered in your absence and what is expected for the next class meeting.

**2. Completion of weekly assignments and full participation in the literature circles, book talks, and large and small group discussions and activities.**

**3. Weekly written response papers for each young adult text:**

-For each of the whole class texts, submit **1** of your **1-page, single-spaced** response papers to Moodle by 5:10 p.m. on the day the text is presented. This paper should demonstrate your engagement, analysis and/or evaluation of the text. (Refer to **Characteristics of Good Response Papers.**)

Additionally, bring a paper copy of your response paper to class so that you may share your thoughts with your colleagues; this paper copy will also serve as a review for you when you begin your final course synthesis and reflection paper. Presenters do not have to complete a response paper for the text on which they are presenting. (NOTE: The response papers are not the same as the brief homework assignment given by the presenters.)

#### **4. Presentations and discussion of young adult texts:**

-Each person will work with classmates to present one text during the first half of this course and a different text during the second half of this course. You will have 60 minutes for your presentations. (Refer to **Guidelines for Presenting Young Adult Literature.**) Each team will turn in to the instructor a packet of resources used to research, prepare, and present the text.

-After each presentation, each person in your group write a confidential **1-2 page**, single-spaced self-assessment/reflection on your ability to promote critical, creative thinking about the book and to engage classmates in thoughtful, respectful discussion and to collaborate with classmates on this project. (Refer to **Reflection/Self-Assessment questions.**) Turn in **1 copy** of this self-reflection paper to Moodle by 5:10 p.m. the week following each presentation.

*GRADUATE STUDENTS:* Students enrolled for graduate credit must plan and present an additional presentation on a young adult text or issue. Please consult with the instructor regarding this project.

#### **5. Final course synthesis and reflection paper:**

At the conclusion of the course, you will submit to Moodle (by 5:10 p.m. on December 16th) a **4 page**, single-spaced paper that synthesizes your course knowledge and experience with young adult literature. You will also rank the texts you liked most and least. Be sure to keep all course materials to use as you write this synthesis paper. (Refer to **Final Course Synthesis and Reflection Paper.**)

#### **6. Professional membership:**

Students in the English Teaching Program are required to join National Council of Teachers of English as student members <[www.ncte.org](http://www.ncte.org)>. Students are also encouraged to join the NCTE state affiliate, Montana Association of Teachers of English Language Arts as student members <[www.opi.state.mt.us/MATELA](http://www.opi.state.mt.us/MATELA)>.

#### **7. Course evaluation.**

On the final day of class, you will complete the university evaluation form and an open-ended written evaluation of the course and instructor.

→ Please note that all work should meet the conventions of Standard Written English.

#### **Criteria for final grade:**

Your course grade will be determined in the following way:

Weekly response papers to young adult texts	20%
First YAL presentation and packet of resources	25%
Second YAL presentation and packet of resources	25%
Final course synthesis and reflection paper	20%

Attendance and participation

10%

GRADUATE STUDENTS are required to complete an additional project.

\*\* Late homework/daily assignments and major assignments may be penalized.

Plagiarism results in an automatic F in the course

### Course Grading Scale:

100%--93%	A	79% - 77%	C+
92% - 90%	A-	76% - 73%	C
89% - 87%	B+	72% - 70%	C-
86% - 83%	B	69% - 60%	D
82% - 80%	B-	59% - 0	F

### Course Policies

- 1. Regular attendance and full participation are expected. Absences and/or lack of participation will affect the final grade. If you must be absent, make sure to email the instructor prior to the start of class.**
- 2. You must elect to take this course for a letter grade.**
- 3. Plagiarized work results in an automatic F in the course.**
- 1. "All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://life.umd.edu/vpsa/student\\_conduct.php](http://life.umd.edu/vpsa/student_conduct.php)."**
- 4. Late assignments may be penalized.**
- 5. Please consult this semester's university class schedule for deadlines on fee payments, withdrawal deadlines, and other important dates.**
- 6. A grade of "Incomplete" may be assigned at the discretion of the instructor when a student has petitioned in writing to receive this incomplete grade. The instructor may consider an incomplete grade only when a student a) has been in regular attendance, b) has participated fully in class, and c) is currently passing the course. Please see university catalog for circumstances regarding incomplete grades.**

7. **“The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.”**

**Required Core Course Text: Bring this text to each class meeting**

LITERATURE FOR TODAY’S YOUNG ADULTS, 8<sup>th</sup> ed., by Alleen Nilsen & Kenneth Donelson

**Required Young Adult Texts:**

1. ASHES OF ROSES by Mary Jane Auch
2. THE BIG BURN by Jeannette Ingold
3. BIRCHBARK HOUSE by Louise Erdrich
4. BLOOD RED HORSE by K.M. Grant
5. BROWN GIRL DREAMING by Jacqueline Woodson
6. CLIMBING THE STAIRS by Padma Venkatraman
7. CODETALKERS by Joseph Bruchac
8. ESPERANZA RISING by Pam Muñoz Ryan
9. THE FAULT IN OUR STARS, John Green
10. FLUSH by Carl Hiasen
11. GEOGRAPHY CLUB by Brent Hartinger
12. HATCHET by Gary Paulsen
13. THE HOUSE OF THE SCORPION by Nancy Farmer
14. LEVIATHAN, by Scott Westerfeld
15. THE LOST YEARS OF MERLIN by T.A. Barron
16. MATCHED by Ally Condie
17. MONSTER (the graphic novel) by Walter Dean Myers, adapted by Guy A. Sims
18. THE ONE AND ONLY IVAN by Katherine Applegate
19. PETEY by Ben Mikaelson
20. RED SCARF GIRL by Ji-Li Jiang
21. THE RELUCTANT JOURNAL OF HENRY K LARSEN by Susin Nielsen
22. SPEAK by Laurie Halse Anderson
23. A STEP FROM HEAVEN, by An Na
24. WHALE TALK by Chris Crutcher

## **Additional Resources**

INDIAN EDUCATION FOR ALL <http://opi.mt.gov/Programs/IndianEd/Index.html>

MONTANA COMMON CORE STANDARDS

<http://opi.mt.gov/Curriculum/MontCAS/MCCS/index.php>

READ, WRITE, THINK <http://www.readwritethink.org>

TEACHING MULTICULTURAL LITERATURE: A WORKSHOP FOR THE MIDDLE

GRADES [www.learner.org/resources/series203.html](http://www.learner.org/resources/series203.html)

-Dr. Chin was Editorial Director/Lead Content Advisor for this Annenberg Media series.

THE EXPANDING CANON: TEACHING MULTICULTURAL LITERATURE IN HIGH

SCHOOL <[www.learner.org/resources/series178.html](http://www.learner.org/resources/series178.html)>

-Dr. Chin appears as Literary Scholar/Teacher Educator in this Annenberg/CPB and NCTE series.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH [www.ncte.org](http://www.ncte.org)

MONTANA ASSOCIATION OF TEACHERS OF ENGLISH LANGUAGE ARTS [www.matelamt.org](http://www.matelamt.org)