

ENT 543 ADVANCED TEACHING STRATEGIES FOR YOUNG ADULT LITERATURE (Fall, 2017)

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Liberal Arts 133

Office hours: Tuesdays and Thursdays, 3-5 pm, and by appointment

DESCRIPTION

Young adult literature is a rapidly growing and quickly changing field. Elementary, middle, and secondary teachers, librarians, and reading specialists should be knowledgeable and current in the field of young adult literature. This course provides an overview of the history, genres, authors, literary theories, and themes in young adult literature. Emphasis is placed upon reading, responding to, teaching, and evaluating contemporary young adult literature. Multicultural perspectives, diversity and gender representation, social justice issues, censorship concerns, media/interdisciplinary connections, and Indian Education for All are presented through our reading and discussion of the literary and professional texts. The course models a student-centered learning environment in which teachers design reading workshops and use guiding questions and text sets to teach young adult literature. Best practices, effective teaching strategies, and current research are embedded in this course.

This methods 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.

LEARNING OUTCOMES

Through the readings, presentations, activities, and assignments, teachers will

- 1) read extensively and respond to young adult literature;
- 2) become familiar with the genres, history, authors, literary theories, and themes in young adult literature;
- 3) use criteria to select and evaluate contemporary young adult literature;
- 4) develop strategies to address sensitive issues and censorship challenges;
- 5) recognize the characteristics of young adults and learn how they respond to and evaluate literature;
- 6) create lesson plans for teaching young adult literature, including guiding questions; multicultural, diversity, and interdisciplinary perspectives; and Indian Education for All and social justice issues;
- 7) design reading workshops (I do, We do, You do) that demonstrate reading comprehension strategies,

- 8) design curriculum based on guiding questions and text sets to engage young adults in critical thinking and to foster empathy;
- 9) discover how young adult literature may be a bridge to children's and traditional/classic literature,
- 10) become familiar with state (Montana Common Core Standards) and national standards and assessments for reading and their implications for teaching reading and young adult literature.

National Board for Professional Teaching Standards

This course also addresses the following NBPTS--Adolescence and Young Adulthood/English Language Arts Standards.

- I. Accomplished AYA/ELA teachers acquire specific knowledge about students' individual, intellectual, and social development and use that knowledge as readers, writers, speakers, listeners, and viewers in English language arts.
- II. Accomplished AYA/ELA teachers have a thorough command of the various domains of knowledge that compose the English language arts.
- III. Accomplished AYA/ELA teachers use their knowledge of students, English language arts, and pedagogy to design curricula, instruction, and assessment.
- IV. Accomplished AYA/ELA teachers demonstrate their commitment to fairness, equity, and diversity.
- V. Accomplished AYA/ELA teachers establish and manage inclusive learning environments in which they engage, challenge, and support students.
- VI. Accomplished AYA/ELA teachers create, select, adapt and use a wide range of instructional resources to support their students' learning and strengthen their own teaching.
- VII. Accomplished AYA/ELA teachers integrate reading, writing, listening, speaking, and viewing and producing media texts in their instruction and incorporate content from other disciplines.
- VIII. Accomplished AYA/ELA teachers develop students' reading skills and their abilities to comprehend, interpret, and analyze a wide variety of texts for personal, literary, informational, and critical purposes.
- IX. Accomplished AYA/ELA teachers develop and refine students' abilities to write effectively and independently different types of texts for a variety of purposes and audiences.
- X. Accomplished AYA/ELA teachers advance students' abilities to speak and listen for a variety of purposes and audiences.
- XI. Accomplished AYA/ELA teachers enable students to critically read, evaluate and produce messages in a variety of media.

XII. Accomplished AYA/ELA teachers develop students' abilities to use language effectively and to appreciate the different ways readers, writers, and speakers use language.

XIII. Accomplished AYA/ELA teachers use a range of formal and informal assessment methods to plan for instruction, to monitor and evaluate student progress, and to involve students in the assessment process, and to report student achievement to various audiences.

XIV. Accomplished AYA/ELA teachers continually observe, analyze, and seek to improve the quality and effectiveness of their teaching, and articulate reasons for their instructional decisions.

XV. Accomplished AYA/ELA teachers participate collaboratively in the educational community to improve instruction, advance the knowledge and practice of the field, and enhance their professional identities.

XVI. Accomplished AYA/ELA teachers work with families, caregivers and community members to best serve the needs of students.

REQUIREMENTS AND ASSIGNMENTS

1. Regular attendance and active class participation in the workshop process, including small group work, role playing/creative drama, and class discussions.

2. Completion of all homework and daily assignments.

3. Completion of all major assignments, including:

--teaching presentation of a young adult text and written reflection on the presentation

-- written lesson plans for teaching the young adult texts (pre-reading, during reading, post-reading)

--presentation of young adult curriculum and written reflection on the presentation

--written young adult curriculum

NOTE: All assignments must be typed and meet the conventions of standard written English. Late assignments may be penalized.

4. Professional Membership:

Required: Students in the English Teaching Program are required to join the National Council of Teachers of English (www.ncte.org)

Recommended: Students in the English Teaching Program are encouraged to join NCTE's state affiliate, Montana Association of Teachers of English Language Arts

(www.matelamt.com)

5. Final course synthesis paper.

6. 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.

CRITERIA FOR FINAL GRADE

Teaching presentation of young adult text and written reflection of presentation	20%
Written lesson plans for young adult text	20%
Presentation of Young Adult Literature Curriculum and written reflection of Presentation	20%
Written Young Adult Curriculum	20%
Final course synthesis paper, attendance, participation, homework	20%

GRADES

A = 95-100

B = 89-94

C = 83-88

D = 77-82

F = below 77

COURSE POLICIES

1. Regular attendance and full participation are expected. Absences and/or lack of participation will affect the final grade.
2. Please consult this semester's university class schedule for deadlines on fee payments, withdrawal deadlines, and other important dates.
3. You must elect to take this course for a letter grade.
4. 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: life.umt.edu/vpsa/student_conduct.php Plagiarized work results in an automatic F in this course.
5. Late assignments may be penalized.
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 has a) been in regular attendance, b) participated fully in class, and c) 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 may 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 TEXTS

LITERATURE FOR TODAY'S YOUNG ADULTS, 9th edition, by Alleen Nilsen, James Blasingame, Kenneth Donelson, and Don Nilsen (Pearson, 2013)

INTERPRETING YOUNG ADULT LITERATURE: LITERARY THEORY IN THE SECONDARY CLASSROOM by John Moore (Heinemann, 1997)

NOTICE AND NOTE: STRATEGIES FOR CLOSE READING by Kyleene Beers and Robert Probst (Heinemann, 2012)

READING NATIVE AMERICAN LITERATURE: A TEACHER'S GUIDE by Bruce Goebel
(NCTE, 2004)

YOUNG ADULT TEXTS

Alexie, Sherman. ABSOLUTELY TRUE DIARY OF A PART-TIME INDIAN
Cormier, Robert. I AM THE CHEESE
Crutcher, Chris. IRONMAN
Curtis, Christopher Paul. ELIJAH OF BUXTON
Danticat, Edwidge. BEHIND THE MOUNTAINS
Draper, Sharon. OUT OF MY MIND
Houston, Jeanne Wakatsuki, and James Houston. FAREWELL TO MANZANAR
Ingold, Jeanette. HITCH
Konigsberg, Bill. OPENLY STRAIGHT
LeGuin, Ursula. A WIZARD OF EARTHSEA
Lowry, Lois. THE GIVER
Powell, William Campbell. EXPIRATION DAY
Tingle, Tim. HOW I BECAME A GHOST: A CHOCTAW TRAIL OF TEARS STORY
Williams-Garcia, Rita. JUMPED

Other Course Resources

TEACHING MULTICULTURAL LITERATURE: A WORKSHOP FOR THE MIDDLE GRADES
by Beverly Ann Chin, Editorial Director/Lead Content Advisor (Annenberg Media and
Thirteen WNET, 2005)

<http://www.learner.org/resources/series203.html> You then enter the series web site.

THE EXPANDING CANON: TEACHING MULTICULTURAL LITERATURE IN HIGH SCHOOL
with Beverly Ann Chin, Scholar and Educator (Annenberg Media and Thirteen WNET in
collaboration with NCTE, 2003)

<http://www.learner.org/resources/series178.html> You then enter the series web site.

MONTANA COMMON CORE STANDARDS FOR ENGLISH LANGUAGE ARTS AND
LITERACY

http://www.opi.mt.gov/Curriculum/MontCAS/MCCS/index.php#gpm1_2

INDIAN EDUCATION FOR ALL

<http://opi.mt.gov/programs/IndianEd>