

ENT 439 STUDIES IN YOUNG ADULT LITERATURE (Fall 2017)

Dr. Beverly Ann Chin
Phone: (406) 243-2463
Email: beverly.chin@umontana.edu

Office: LA 133
Office hours: Tuesdays & Thursdays 3-5pm;
and by appointment

Course Purpose

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. Through this course, educators will gain knowledge and appreciation of young adult literature. We will read representative texts covering the history, genres, authors, themes, 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 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.

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

Learning Outcomes and Course Objectives

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

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
- reflect and evaluate their teaching presentation skills

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

Requirements and Assignments

1. Regular class attendance. Excessive absences are considered in the final grade. If you must be absent, please inform the instructor. 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. (Refer to **Characteristics of Good Response Papers**.) Response papers are due on Moodle by noon of the day the texts are being presented by discussion leaders/presenters.
4. Resource packets, presentation handouts, and teaching presentations for specific young adult texts. Each person will work with classmates to present specific young adult texts. (Refer to **Guidelines for Resource Packet and Teaching Presentation**.) After your team presentation, you will write an individual, confidential Reflection & Self-Assessment Paper. (Refer to **Reflection/Self-Assessment Paper**.)

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

5. Final course synthesis paper. At the conclusion of the course, you will submit a paper that synthesizes and reflects on your course knowledge and experience with young adult literature. (Refer to **Final Course Synthesis Paper**.) Be sure to keep all course materials to use as you write this synthesis paper.
6. Professional membership: Students in the English Teaching Program are required to join National Council of Teachers of English <www.ncte.org>. Students are also encouraged to join the NCTE state affiliate, Montana Association of Teachers of English Language Arts <www.matelamt.com>
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.

Criteria for Final Grade

Weekly response papers to young adult texts	20%
2 Teaching presentations and Reflection/Self-assessment Papers	20%
2 Resource Packets and Presentation Handouts	20%
Final course synthesis paper	20%
Attendance and participation	20%

GRADUATE STUDENTS are required to complete an additional project.

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: http://www.umt.edu/vpsa/policies/student_conduct.php. Plagiarized work results in an automatic F in the 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 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 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 call (406) 243-2243. I will work with you and Disability Services to provide an appropriate accommodation.

Required Core Course Texts

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

Additional resources by Beverly Ann Chin

TEACHING MULTICULTURAL LITERATURE: A WORKSHOP FOR THE MIDDLE GRADES
< www.learner.org/resources/series203.html >

THE EXPANDING CANON: TEACHING MULTICULTURAL LITERATURE IN HIGH SCHOOL
< www.learner.org/resources/series178.html >

REQUIRED YOUNG ADULT TEXTS:

Anderson, Laurie Halse. SPEAK

Anderson, M. T. FEED

Barron, T.A. THE LOST YEARS OF MERLIN

Bruchac, Joseph. CODE TALKER: A NOVEL ABOUT THE NAVAHO MARINES OF WORLD
WAR TWO

Collard, Sneed. FLASH POINT

Condie, Ally. MATCHED

Cormier, Robert. THE CHOCOLATE WAR

Crutcher, Chris. WHALE TALK

Curtis, Christopher Paul. THE WATSONS GO TO BIRMINGHAM--1963

Farmer, Nancy. THE HOUSE OF THE SCORPION

Grant, K.M. BLOOD RED HORSE

Hiaasen, Carl. FLUSH

Ingold, Jeanette. THE BIG BURN

Jiang, Ji-Li. RED SCARF GIRL: A MEMOIR OF THE CULTURAL REVOLUTION

Konigsberg, Bill. OUT OF THE POCKET

Mikaelsen, Ben. PETEY

Ryan, Pam Munoz. ESPERANZA RISING

Sachar, Louis. HOLES

Staples, Suzanne Fisher. SHABANU: DAUGHTER OF THE WIND

Tingle, Tim. HOW I BECAME A GHOST: A CHOCTAW TRAIL OF TEARS STORY

Venkatraman, Padma. CLIMBING THE STAIRS