

## EDCI 570: Young Adult Literature in Multicultural Settings (3 cr.)

Spring 2011: Tuesdays 7:20 – 10:00

Commerce

Dr. Laura Horvath  
(703)599-5098  
[lhovath@gmu.edu](mailto:lhovath@gmu.edu), or [dochorvath@gmail.com](mailto:dochorvath@gmail.com)  
Office Hours: before class and by appointment

Graduate School of Education  
George Mason University  
4400 University Dr.  
Fairfax, VA 22030

### Course Description

EDCI 597: Young Adult Literature in Multicultural Settings examines the historical development of literary works written for and about young adults; introduces critical issues surrounding the use and teaching of young adult literature in today's multiculturally diverse public schools; and requires the reading and review of young adult literature in a variety of genres.

### Course Goals

This course is designed to support preservice and inservice secondary school teachers as they:

- Gain knowledge of the emergence of the genre known as young adult literature,
- Read and review a wide range of young adult literature,
- Become familiar with some of the most well-known authors of young adult literature,
- Develop awareness of issues associated with the use of young adult literature in today's public schools (i.e. censorship),
- Consider instructional purposes and strategies for incorporating young adult literature into the middle and high school curricula, and
- Explore research, theory and practice associated with young adult literature.

### Course Readings

Daniels, Harvey. *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. Stenhouse Publishers 2002.

Lesesne, Teri S. *Making the Match: The Right Book for the Right Reader at the Right Time, Grades 4-12*. Stenhouse Publishers 2003.

One of each of the following types of YA Literature. These books will NOT be shelved with the course texts, but you can find them in any bookstore or on Amazon. Literature Circles will be formed around each type for the purposes of discussion and other work, and books will be introduced in class to help you make your selections :

- Nonfiction/Memoir
  - Scheeres, Julia. 2005. *Jesus Land*. Counterpoint.
  - Hoose, Phillip. 2009. *Claudette Colvin – Twice Toward Justice*. Farrar, Straus and Giroux.
  - Fillipovic, Zlata. 2006. *Zlata's Diary: A Child's Life in Wartime Sarajevo*. Penguin.
  - Gantos, Jack. 2004. *Hole in My Life*. Farrar, Straus and Giroux.

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- Science Fiction/Fantasy
  - Lowry, Lois. 2002. *The Giver*. Laurel Leaf.
  - Collins, Suzanne. 2008. *The Hunger Games*. Scholastic Press.
  - Anderson, M. T. 2004. *Feed*. Candlewick.
  - Farmer, Nancy. 2002. *The House of the Scorpion*. Atheneum/Richard Jackson Books.
  - Pearson, Mary. 2008. *The Adoration of Jenna Fox*. Henry Holt and Company.
- Verse Novel
  - Woodson, Jacqueline. 2003. *Loxomotion*. Putnam Juvenile.
  - Burg, Ann. 2009. *All The Broken Pieces*. Scholastic Press.
  - Hemphill, Stephanie. 2007. *Your Own, Sylvia*. Knopf Books for Young Readers.
  - Hesse, Karen. 2001. *Witness*. Scholastic Press.
  - Hopkins, Ellen. 2004. *Crank*. Margaret McElderry
- Graphic Novel
  - Spiegelman, Art. 1986. *Maus: A Survivor's Tale: My Father Bleeds History*. Pantheon.
  - Yang, Gene Luen. 2006. *American Born Chinese*. First Second, First Edition.
  - Satrapi, Marjane. 2003. *Persepolis: The Story of a Childhood*. Pantheon.
  - Sturm, James. 2007. *Satchel Paige: Striking Out Jim Crow*. Hyperion Books.

A minimum of 3 other YA novels. One of these will be a book selected by a secondary student who will be partnered with you for study and online correspondence on the book. One will be the book you select to use for your Book Talk assignment, and another will be the centerpiece of your Mini-Unit Plan assignment.

*Additional readings will be assigned in class.*

Students are also required to obtain a student membership in either the National Council of Teachers of English or the International Reading Association and to subscribe to one of the following journals:

- *English Journal*
- *Voices from the Middle*
- *Journal of Adolescent and Adult Literacy*

### Course Assignments

**Attendance and Participation.** Attendance is *critical*; class time will provide opportunities for (1) participation in hands-on activities, (2) demonstration of effective teaching strategies, and (3) reflection on course readings, class activities and assignments, and observations from the field experience. (If *unavoidable* circumstances prevent attendance at a class, please call the instructor *in advance*; contact a

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classmate to discuss missed assignments). Students are expected to be on time and consistently well prepared to participate in class as active, thoughtful discussants. Good teachers are lifelong learners, open to new developments in both theory and practice.

**Reading Autobiography.** Write a brief reading autobiography. What are your earliest memories of books, of reading? Describe your reading interests and habits during your elementary school years, your middle/junior high school years, your high school years. Did you read? Did you enjoy reading? If so, why? If not, why not? What was easy? What was hard? Describe any school experiences that improved or reduced your interest in reading. How would you describe yourself as a reader?

**Reader's Notebook.** Learning reflections and assignments, some completed in class and others as homework, will enable students to explore and/or practice the ideas presented in class sessions and in the required readings; these assignments should reflect a careful consideration of the course content. The format of assignments will be varied and designed to reflect the range of possibilities recommended for use in today's secondary classrooms. Reader's Notebooks should be brought to all class sessions; they will be used as the basis of class discussions and activities will be shared periodically with classmates and the instructor.

**Book Talks.** Each student will be responsible for conducting one book talk on a young adult novel of their choice over the course of the semester. You **MUST** select a *separate* book from your Lit Circle, ROMP or Unit Plan selections for this assignment. Book Talk sign-ups will happen in class to avoid duplications.

**Reading Online Mentorship Project (ROMP) and Reflective Paper.** Each student enrolled in EDCI 570 will be paired with at least one (and possibly two) secondary student(s) to interact with during the reading of a YA Novel. Secondary students will make the book selections and students in EDCI 570 will be expected to read along with their partners, correspond with each their mentees in online dialogue via email, apply strategies to help their younger student partners engage with the text in meaningful and thoughtful ways, participate in a separate EDCI 570-only discussion board to share tips and strategies with each other on mentoring a secondary reader, and write a culminating reflective paper about these interactions. We hope to have the opportunity to meet with the students at South Lakes High School involved in this project at the end of the semester to celebrate together; more information will be provided in class as available.

**Literature Circle Participation.** Students will prepare for and participate in four different Literature Circles on four different young adult novels. Students will self-select books from books presented in class, and discussion groups will be formed based on book selections for each cycle. Students will also

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be responsible for posting a reflective response to their books for each cycle of Lit Circles on the class Blackboard website. Details will be provided in class.

**Mini-Unit Plan.** Each student will use the “backwards design” process to develop a plan for teaching a mini-unit which actively involves students in meaningful learning; carefully individualizes to accommodate the diverse strengths and needs of students; and provides authentic assessment. The mini-unit must center on a self-selected Young Adult book (different from the Lit Circle, ROMP and Book Talk selections), and focus on an essential question or key understanding which the book addresses. Long-range plans will include: a narrative overview of the unit, its overall goals and objectives, the basic time frame, general procedures, a description of the intended learners, planned assessment techniques, and a unit calendar. Specific daily lesson plans, including support materials should be included for any three lessons from the unit; each of the three daily lesson plans should make clear connections between stated objectives and planned assessment. The unit’s organization and methodological approaches should reflect current research and best practice in the teaching of English/language arts. Additionally, each student will teach one of the lessons from their mini-unit to the class (microteaching). More instruction will be provided in class.

**The Graduate School of Education (GSE) expects that all students abide by the following:**

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions. The Virginia Department of Education and the National Council of Accreditation of Teacher Education promote standards of professional ethics that influence behaviors toward students, families, colleagues and all members of the learning community. The GSE expects students, faculty and staff to exhibit professional dispositions through:

- Commitment to the profession
- Commitment to honoring professional ethical standards
- Commitment to key elements of professional practice
- Commitment to being a member of the learning community
- Commitment to democratic values and social justice

Students must also follow the guidelines of the University Honor Code which states in part; “To promote a stronger sense of mutual responsibility, respect, trust and fairness among all of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members have set forth this Honor Code: *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.*”

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**Schedule of Topics and Assignments**

| <b>Date</b> | <b>Topic</b>  | <b>Assignments Due by NEXT Class</b>  |
|-------------|---|---|
| 1/25        | <b>Introductions/Course Overview<br/>Definition and historical perspectives<br/>of YA Literature</b>                  | <ul style="list-style-type: none"> <li>• Read Part I of Teri Lesesne's book.</li> <li>• Read Chapters 1-3 of Daniels' book.</li> <li>• Reflect in writing in your Reader's Journal on the assigned readings.</li> <li>• Begin drafting your own reader's autobiography</li> <li>• Read the O'Donnell-Allen &amp; Hunt article</li> </ul> Reminders: <ul style="list-style-type: none"> <li>• Join NCTE or IRA; subscribe to one of their journals</li> <li>• Check out the Blackboard site</li> </ul> |
| 2/1         | <b>Adolescent development, reading<br/>surveys, Introduction to Reading<br/>Online Mentorship Project (ROMP)</b>      | <ul style="list-style-type: none"> <li>• Create a reader's survey and give it to your ROMP partner. Reflect on your partner's responses to your survey on the Bb discussion board.</li> <li>• Read the articles by Meixner and Dong handed out in class.</li> <li>• Read Chapters 4-6 of Daniels' book.</li> <li>• Reflect on the assigned readings in your Reader's Journal</li> </ul>   |
| 2/8         | <b>Multi-cultural Literature, Responses<br/>to Reading, Reader's Notebook, Intro<br/>to Unit Plan</b>                 | <ul style="list-style-type: none"> <li>• Read Chapters 7, 9 and 10 of Daniels' book</li> <li>• Read the article by Crowe entitled "The Problem with YA Literature."</li> <li>• Reflect on the assigned readings in your Reader's Journal</li> <li>• Revise your Reader's Autobiography and post it on Bb for peer review no later than midnight 2/11.</li> <li>• Respond to the Autobiographies of your PRG on Bb by midnight on 2/14.</li> <li>• Respond to your ROMP partner(s).</li> </ul>         |
| 2/15        | <b>Literature Circles and Book Clubs,<br/>Book Tastings and Book Pass, Sign up<br/>for Lit Circles and Book Talks</b> | <ul style="list-style-type: none"> <li>• Read Chapters 12-14 of Daniels' book</li> <li>• Read the Sullivan article</li> <li>• Read your nonfiction/memoir Lit Circle book</li> <li>• Complete your assigned Lit Circle Role Sheet</li> <li>• Email the final version of your Reader's Autobiography to me by midnight on 2/19.</li> <li>• Respond to your ROMP partner(s).</li> </ul>   |
| 2/22        | <b>Intro to Book Talks and Book Reviews,<br/>Lit Circle Meeting #1:<br/>Nonfiction/Memoir</b>                         | <ul style="list-style-type: none"> <li>• Read Part II of Teri Lesesne's book.</li> <li>• Read the articles by Clausen-Grace &amp; Kelley, and DeBenedictis</li> <li>• Complete your Lit Circle Book Response for LC #1 and post it on Bb by Monday at midnight.</li> <li>• Bring a draft of your Unit Plan to class for PRG</li> <li>• Respond to your ROMP partner(s).</li> </ul>  |

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| <b>Date</b> | <b>Topic</b>  | <b>Assignments Due by NEXT Class</b>   |
|-------------|---|--|
| 3/1         | <b>Sustained Silent Reading Programs, Reading Strategy Toolkit, Unit Plan PRG</b>                                 | <ul style="list-style-type: none"> <li>• Read your science fiction/fantasy Lit Circle book</li> <li>• Complete your Lit Circle Role Sheet for Lit Circle #2 (make sure it's different than your role for LC #1)</li> <li>• Respond to your ROMP partner(s).</li> </ul>   |
| 3/8         | <b>Metacognitive Strategies for reading, Booktalks and Lit Circle Meeting #2: Science Fiction/Science Fantasy</b> | <ul style="list-style-type: none"> <li>• Read Part III of Teri Lesesne's book.</li> <li>• Read the Gorlewski article</li> <li>• Read the article by Crowe entitled "Can Reading Help?"</li> <li>• Complete your Lit Circle Book Response for LC #2 and post it on Bb by Monday at midnight.</li> <li>• Bring a draft of your Unit Plan to class for PRG</li> <li>• Respond to your ROMP partner(s).</li> </ul> |
| 3/15        | <b>SPRING BREAK</b>   | <ul style="list-style-type: none"> <li>• Respond to your ROMP partner(s).</li> </ul>   |
| 3/22        | <b>Booktalk, Pre-reading Strategies: Read alouds, Think alouds, Unit Plan PRG</b>                                 | <ul style="list-style-type: none"> <li>• Read the article by George.</li> <li>• Write a response to this reading in your Reader's Journal.</li> <li>• Read your verse novel Lit Circle book</li> <li>• Complete your Lit Circle Role Sheet for Lit Circle #3 (make sure it's different than your role for LC #1, 2)</li> <li>• Respond to your ROMP partner(s).</li> </ul>                                     |
| 3/29        | <b>Booktalk, Lit Circle Meeting #3: Verse Novels, More Pre-reading Strategies, During Reading Strategies</b>      | <ul style="list-style-type: none"> <li>• Read the article by Bushman.</li> <li>• Write a response to the article in your Reader's Journal.</li> <li>• Complete your Lit Circle Book Response #3 and post it on Bb by Monday at midnight.</li> <li>• Bring a draft of your Unit Plan to class for PRG</li> <li>• Respond to your ROMP partner(s).</li> </ul>  |
| 4/5         | <b>Booktalk, Linking Canonical texts with YA Lit, Unit Plan PRG</b>   | <ul style="list-style-type: none"> <li>• Read the articles by Mahar and Gomes &amp; Carter.</li> <li>• Respond to these readings in your Reader's Journal.</li> <li>• Read your graphic novel Lit Circle book</li> <li>• Complete your Lit Circle Role Sheet for Lit Circle #4 (make sure it's different than your role for LC #1,2,3)</li> <li>• Respond to your ROMP partner(s).</li> </ul>                  |

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| Date | Topic  | Assignments Due by NEXT Class   |
|------|--|---|
| 4/12 | <b>Booktalk, Lit Circle Meeting #4:<br/>Graphic Novels, Modifications to Lit<br/>Circles</b> | <ul style="list-style-type: none"><li>• Read the articles Jacobs and Frey &amp; Fisher.</li><li>• Respond to the readings in your Reader's Journal.</li><li>• Complete your Lit Circle Book Response for LC #4 and post it on Bb by Monday at midnight.</li><li>• Bring a draft of your Unit Plan to class for PRG</li><li>• Respond to your ROMP partner(s).</li></ul> |
| 4/19 | <b>Booktalk, Manga/Anime/Graphic<br/>Novels, Unit Plan PRG</b>                               | <ul style="list-style-type: none"><li>• Read the Nilsen article.</li><li>• Work on your Unit Plan and Microteaching Lesson plan presentation.</li><li>• Respond to your ROMP partner(s).</li></ul>  |
| 4/26 | <b>Booktalk, Hot Seats and Panel<br/>Discussion, Responses to YA Lit</b>                     | <ul style="list-style-type: none"><li>• Finish Final drafts of Unit Plans</li><li>• Prepare for first round of Microteaching</li><li>• Respond to your ROMP partner(s).</li></ul>   |
| 5/3  | <b>Microteaching Lessons</b>   | <ul style="list-style-type: none"><li>• Prepare for second round of Microteaching</li><li>• Respond to your ROMP partner(s).</li></ul>  |
| 5/10 | <b>Microteaching Lessons</b>   |   |

### Course Evaluation

All assignments will be graded using a system developed by Lisa Green, English department chair at Robinson Senior Secondary School. Eligible, *complete* assignments (with the exception of oral exams, the "Theory of Teaching English" paper, and the Field Experiences Report) may be revised and/or edited and resubmitted for a "higher grade" up until the final deadline of . Each *complete* assignment handed in will receive either (1) R/E (needs to be revised, edited and resubmitted), (2) R (needs to be revised and resubmitted), (3) E (needs editing before resubmission), or (4) A (accepted – no revision required). ***Incomplete assignments handed in on the initial due date or late will not be eligible for revision and resubmission.*** Eligible assignments may be revised and resubmitted as many times as you wish until the final deadline. At that point of "final deadline" ( ), codes become letter grades (A = A, E = B, R = C, and R/E = D) and no more resubmissions will be considered.

The grading system for graduate courses at GMU is as follows: A+, A, A-, B+, B, B-, C+, C, F. In this course, the following system will be used:

A+ = 97 – 100

B+ = 87 – 89

C = 70 – 79

F = -70

A = 94 -96

B = 84 – 86

A- = 90 – 93

B- = 80 – 83

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All assignments must be turned in on time. ***Late and/or incomplete assignments will not be given full credit;*** in the case of extenuating circumstances, approval must be granted ***in advance*** by the instructor.

Grades of “A” in the course are earned by students who do exemplary, distinguished work. The A+, A, A- student participates actively and thoughtfully in class; completes all required reading assignments and related assignments in a timely and professional way; shows coherence and thoroughness in lesson and unit planning; completes well-organized, well-written papers; and consistently demonstrates the ability to make connections between theory and practice.

**College of Education and Human Development Expectations**

The College of Education and Human Development (CEHD) expects that all students abide by the following:

Students must follow the guidelines of the University Honor Code. See the website for the full text of the honor code. Additionally, students agree to abide by the university policy for Responsible Use of Computing. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. Call 703-993-2474 to access the DRC.