

EDCI 570
Teaching Young Adult Literature in a Multicultural Setting
Summer 2011

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Office Hours: By appointment
Class Meeting: 7:20 – 10:00 MWF

Catalog Description of Course:

EDCI 570 examines literary works for and about young adults. Introduces critical issues surrounding teaching young adult literature in multicultural, diverse public schools and requires reading and reviewing young adult literature from several genres.

Course Objectives:

This course is intended to expose the learner to young adult literature that (a) helps attract adolescent readers into reading and (b) provides a range of cultural representations and subjects. By the end of the course, you should be more familiar with young adult literature that is popular with adolescents, that is well regarded among ELA educators and media specialists, and that represents a wide range of cultural experiences. The learner should also come away from the course with a number of strategies for using multicultural young adult literature in the classroom.

Course Guidelines:

Attendance: Attendance at each class meeting is required. If you miss more than one class, you will not be eligible for an A in the course. Repeated absences will result in a grade of C in the course.

Conduct: Professional conduct is expected. Please arrive on time, put away cell phones and close laptop computers when not using them to take class notes.

Late Work: Late work is not accepted past three weekdays. For each of those three days, 5 points will be deducted from the total grade.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENTS AND EXPECTATIONS:

All students are expected to abide by the following:

Exhibit professional behavior and disposition. See <http://gse.gmu.edu/facultystaffres/profdisp.htm>

Follow guidelines of the University Honor Code. See <http://gmu.edu/catalog/apolicies/#Anchor12>

Agree to abide by the university policy for responsible use of computing. See <http://gmu.edu/facstaff/policy/newpolicy/1301gen.html>

Students with disabilities who seek accommodations in a course must be registered with the GMU office of Disability Services (ODS) and inform the instructor in writing at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods> or call 703-993-2474 to access ODS.

Reading

The following reading is required. The first two texts are available at the GMU bookstore, the remaining books you will need to acquire on your own.

1. *From Hinton to Hamlet, Second Edition* by Sarah K. Herz and Donald R. Gallo
2. *To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy* by William Brozo
3. *Twilight* by Stephanie Meyer
4. *The Book Thief* by Markus Zusak
5. *Speak* by Laurie Halse Anderson
6. *Diary of a Wimpy Kid: A Novel in Cartoons* by Jeff Kinney
7. *Orange* by Benjamin
8. A YA novel of your choice

Projects and Assignments

1. “What is Young Adult Literature Paper?” This paper (3-5 typed double-spaced pages) will be your answer to the question what is young adult literature? Your response will stem from our class readings and discussions. More information will be provided on this assignment via an in-class handout. 25 pts. **Due June 15th**
2. Group Presentation/Associated Outline. At the end of the course, you will make a group presentation aimed at informing your classmates about a significant aspect of using young adult literature in schools. In addition, you will present creative ways to teach one of the trade books used in this class. There will be both an individual and group grade for the presentation. 25 pts. **Due June 22nd and June 24th**
3. Journal Articles. Each week, you are expected to read an article from a peer reviewed journal on an aspect of adolescent literature in the classroom. A written component will be turned in each Friday along with a copy of the article. See handout for more specific information. 4 articles will be due for a total of 20 pts. **Due May 27th, June 3rd, June 10th, and June 17th**
4. Book Talks. Each student will be responsible for conducting one book talk on a young adult novel of their choice. You MUST select a separate book from the ones required for this course. Book talk sign-ups will happen in class to avoid duplications. 10 pts. **Due June 15th and June 17th**
5. Various assignments (one chapter reflection, book review, and one mini-unit, see schedule) 20 pts. **Due May 27th, June 10th, and June 17th**

GRADING SCALE

A+ 97-100	B+ 87-89	D 60-69
A 93-96	B 80-86	F below 60
A- 90-92	C 70-79	

Reading and Assignment Schedule

May 23rd

Reading due: Ch. 1 *From Hinton to Hamlet* (HTH) In class

Topic: Course Introduction: What do we mean when we talk about “culture” in multicultural Young Adult literature?

May 25th

Read *Twilight* - (first half)

Book Talk sign-ups

Topic: Young Adult Literature as Popular Culture

***Bring to class at least two links discussing *Twilight* as popular culture. Examples might include book reviews, commentaries, blogs, fan fiction, websites.**

May 27th No class meeting

Reading due: *Twilight*; (2nd half) Chapter 2 in HTH

Topic: Turn in journal article review online

Assignment: Reflection on Chapter 2 HTH (5 pts)

- How do you differentiate what is and is not young adult literature?
- What are some common themes seen in YAL?
- How would/do you incorporate YAL in your classroom?
- Minimum 1 page (double spaced, 12 pt font)

Journal Article and reflection are due by 5:00

May 30th

Memorial Day – No class meeting

June 1st –

Reading due: *Speak* and *The Book Thief*. Ch. 3 HTH

Topic: Class discussion using information from Chapter 2 and 3 in HTH regarding definitions of YA literature.

June 3rd

Reading due: *Speak* and *Book Thief* **Journal Article #2 due**

Topics: YA as quality literature and what makes a good book review?

June 6th -

Reading due: Chapters 4 and 5 in HTH

Topic: How do adolescents choose to read?

June 8th -

Reading due: *Diary of a Wimpy Kid* CH 6 and 7 HTH

Topic: Write a book review of this book using the criteria we established in our class on June 3rd. due June 10th (5 pts)

June 10th -

Reading due: Orange CH 1 To Be a Boy.... Assignments due: **Journal Article #3 and Book Review**

Topic: Pleasure reading and visual literacy
Boys and reading

June 13th -

Reading due: CH 4 and Ch 6 To Be a Boy...

Topic: Unit planning with YAL - choose a text from classic literature to use in a unit plan that will both this text and YA literature. Plan and create a unit plan that includes these texts and some possible response activities you might have students do during the unit. (10 pts)

June 15th -

What is Young Adult Literature? Paper due via e-mail to LCLipovski@hotmail.com by 5:00

Reading due: YA novel for your group presentation. Ch 8 To Be a Boy...

Topic: Boys and literature – what the research says, what you say

Book Talks (3)

First meeting of presentation groups

June 17th

Reading due: The English Journal, v. 98, n.4. DUE: **Journal Article #4 and Unit plan**

Topic: Meeting of presentation groups

Book Talks (3)

June 20th

Reading due: YA novel for group presentation

Topic: YAL literature for diverse populations

Book Talks (3)

June 22nd -

Group Presentations and discussion

June 24th -

Group Presentations and discussion

Lecture Notes: (Night 1) Play with dates a bit – research YAL for first night – have “fun” engaging activity ready! Add To be a Boy in here somewhere (consider taking out trade book reading except wimpy kid and adding text – to be a boy) Need class location, number of students, etc.

Intro

Syllabus – 30 min

Free write on topic – why is this even important?

YAL helps answer the question: Who am I? Where do I fit in? 15 min, write 15 min discuss

The transformation of YAL –

Was originally used for less able, less motivated readers – Now is a rich, literary source used to meet the needs of all readers. Characteristics:

Main character is a teenager

Story often narrated by a teenager, creating an intimate contact between reader and writer

Story is about a problem with which teens can identify

First page or two demands reader attention, enticing them to read on

Book is not too long

Ch 1

Literary Snobbery

Resistance from “classics” teachers

Student Choice

Recall personal experiences with YAL

Value Student Judgment

LECTURE 45 min

Group Formation and Brainstorm 30 min