

George Mason University  
College of Education and Human Development  
Secondary Education Program

College of  
EDUCATION & HUMAN DEVELOPMENT



Promoting Learning & Development Across the Lifespan

**EDCI 570**  
**Young Adult Literature in Multicultural Settings**  
**Summer 2012**

Instructor: Leslie Lipovski, PhD, Assistant Professor □

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Class Meetings: June 4th - July 26<sup>th</sup>, 2012, M/W, 4:30 – 7:10 Robinson Hall, A250

## **Course Description**

EDCI 570, “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 culturally 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 pre-service and in-service secondary school teachers as they:

### **Innovation**

- Gain knowledge of the emergence of the genre known as young adult literature

### **Research-Based Practice**

- Read and review a wide range of young adult literature, including 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
- Become familiar with some of the most well-known authors of young adult literature

### **Ethical Leadership**

- Consider instructional purposes and strategies for incorporating young adult literature into the middle and (high school curricula

### **Collaboration**

- Explore research, theory, and practice associated with young adult literature


### **Social Justice**


- Examine critical issues surrounding the use and teaching of young adult literature in today’s culturally diverse public schools


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• **College of Education and Human Development Statements of Expectations** □The


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


 •Students are expected to exhibit professional behavior and dispositions. See □<http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.


 •Students must follow the guidelines of the University Honor Code. See □<http://academicintegrity.gmu.edu/honorcode/> for the full honor code.

 •All students must follow the university policy for Responsible Use of Computing. [See □<http://universitypolicy.gmu.edu/1301gen.html>].

 •Students with disabilities who seek accommodations in a course must be registered with the Mason Office □of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. [See □<http://ods.gmu.edu>].

 •Counseling and Psychological Services (CAPS) offers a wide range of services to students that are □provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops, and outreach programs – experiences to enhance a student’s personal and academic performance. [See <http://caps.gmu.edu>].

 •All communication from the university, college, school, and program will be sent to students through their Mason e-mail account only. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate their account and check it regularly.

 •University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor. □

**Emergency Notification** □The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting <https://alert.gmu.edu>. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at <http://cert.gmu.edu/>.

## Course Readings

Alexie, S. (2009). *The Absolutely True Diary of a Part-Time Indian*. Little/Brown Books. (\$7.99)

- Daniels, H. (2002). *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. Stenhouse Publishers.
- Herz, S.K. and Gallo, D.R. ( ). *From Hinton to Hamlet*, 2<sup>nd</sup> Ed.
- Lesesne, T.S. (2003). *Making the Match: The Right Book for the Right Reader at the Right Time, Grades 4-12*. Stenhouse Publishers.
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In addition, each student will read one example of five of the following types of young adult literature listed below; we will identify which specific books you will read based on a class survey and these will be read using literature circle and other small group structures. Literature circles will be formed around each type for the purposes of discussion and other work. Please note these books will NOT be shelved with the course texts, but you can find them in any bookstore or on Amazon or other bookselling Websites. Please note, too, that recent publisher and price for each of these books is listed; you may be able to find these book from different publishing houses or with different prices.

### “Classics” □

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- Anderson, Laurie Halse. 2009. *Speak*. Puffin. (\$9.99) □ ○
- Cormier, Robert. (2004). *The Chocolate War*. Ember. (\$8.99) □ ○ Hesse, Karen. 1999. *Out of the Dust*. Scholastic Press. (\$6.99). □ ○ Hinton, S.E. 2006. *The Outsiders*. Puffin. (\$6.99). □ ○ Lee, Harper. 2010. *To Kill a Mockingbird*. Puffin. (\$13.99) □ ○ Potok, Chaim. 2006. *The Chosen*. Ballantine. (\$10.99) □ ○
- Zindel, Paul. 2006. *The Pigman*. HarperTeen. (\$6.99) □ ○
- Curtis, Christopher Paul. 2000. *The Watsons Go to Birmingham-1963*. Laurel Leaf. (\$6.99) ○
- Lowry, Lois. 2002. *The Giver*. Laurel Leaf. (\$8.99) □ ○
- Woodson, Jacqueline. 2010. *Miracle’s Boys*. Speak. (\$7.99)

### Historical fiction □

- Jordan, Hillary. 2009. *Mudbound*. Algonquin. (\$10.99). □ ○
- Blundell, Judy. 2011. *Strings Attached*. Scholastic. (\$12.99) □ ○ Sedgwick, Marcus. 2011. *Revolver*. Square Fish. (\$8.99) □ ○ Sheinkin, Steve. 2010. *The Notorious Benedict Arnold*. Flashpoint. (\$17.99)
- Aronson, Marc & Budhin, Marina. *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*. 2010. Clarion. (\$14.99) □
- Spinelli, Jerry. 2005. *Milkweed*. Laurel Leaf. (\$8.99) □

- Avi. 2004. *The True Confessions of Charlotte Doyle*. HarperCollins. (\$6.99) □
- Choldenko, Gennifer. 2006. *Al Capone Does My Shirts*. Perfection Learning (\$11.99)
- Curtis, Christopher Paul. 2004. *Bud, Not Buddy*. Laurel Leaf. (\$6.99)

### **Adolescent Lives and Adventures** □

- Wynne-Jones, Tim. 2011. *Blink and Caution*. Candlewick. (\$6.99) □
- Omololu, C.J. 2011. *Dirty Little Secrets*. Walker Childrens. (\$8.99)
- □ Williams, Carol Lynch. 2010. *The Chosen One*. St. Martins Griffin. (\$8.99)
- Hopkins, Ellen. *Perfect*. 2011. Margaret McElderry Books. (\$10.99) □
- Jaramillo, Ann. 2008. *La Linea*. Square Fish. (\$7.99) □ ○ Kass, P.M. 2006. *Real Time*. Graphia. (\$7.99) □
- Bauer, Joan. 2000. *Hope Was Here*. Putnam Juvenile. (\$6.99)
- Johnson, Angela. 2010. *The First Part Last*. Simon & Schuster. (\$6.99)
- Mikaelson, Ben. 2005. *Touching Spirit Bear*. HarperTeen. (\$6.99) □
- Spinelli, Jerry. 2004. *Stargirl*. Laurel Leaf. (\$6.99) □
- Kerr, M.E. *Deliver Us from Evie*. HarperTeen. (\$17.99)
- Volponi, Paul. 2006. *Black and White*. (\$6.99) □
- De la Pena, Matt. 2007. *Ball Don't Lie*. (\$7.99) □
- Weeks, Sarah. 2005. *So B. It*. HarperCollins. (\$6.99) □
- Klass, David. 2010. *You Don't Know Me*. Square Fish. (\$6.99)

### **Nonfiction/Memoir** □

- Scheeres, Julia. 2005. *Jesus Land: A Memoir*. Counterpoint. (\$10.99) □
- Hoose, Phillip. 2009. *Claudette Colvin – Twice Toward Justice*. Farrar, Straus and Giroux. (\$9.99) □
- Phillipovic, Zlata. 2006. *Zlata's Diary: A Child's Life in Wartime Sarajevo*. Penguin. (\$18.99)
- Gantos, Jack. 2004. *Hole in My Life*. Farrar, Straus and Giroux. (\$6.99) □
- Ross, Stewart. 2011. *Into the Unknown: How Great Explorers Found Their Way by Land, Sea, and Air*. Candlewick. (\$17.99) □

### **Science Fiction/Fantasy**

- Stiefvater, Maggie. 2011. *The Scorpio Races*. Scholastic. (\$10.99).
- Revis, Beth. 2011. *Across the Universe*. Razorbill. (\$11.99) Shusterman, Neal. 2009. *Unwind*. Simon & Schuster. (\$8.99) Bacigalupi, Paolo. 2011. *Ship Breaker*. Little/Brown. (\$9.99) □
- Collins, Suzanne. 2008. *The Hunger Games*. Scholastic Press. (\$8.99)
- Anderson, M. T. 2004. *Feed*. Candlewick. (\$7.99)
- Farmer, Nancy. 2002. *The House of the Scorpion*. Atheneum/Richard Jackson Books. (\$9.99)
- Pearson, Mary. 2008. *The Adoration of Jenna Fox*. Henry Holt and Company. (\$8.99)
- Halpern, Jake & Kujawinski, Peter. 2010. *Dormia*. Sandpiper. (\$7.99)
- Verse Novel □
- Woodson, Jacqueline. 2003. *Locomotion*. Putnam Juvenile. (\$7.99) □

- Burg, Ann. 2009. *All The Broken Pieces*. Scholastic Press. (\$9.99)□
- Hemphill, Stephanie. 2007. *Your Own, Sylvia*. Knopf Books for Young Readers. (\$15.99)
- Hesse, Karen. 2001. *Witness*. Scholastic Press. (\$6.99)□
- Hopkins, Ellen. 2004. *Crank*. Margaret McElderry Books. (\$13.99)□
- Glenn, Mel. *Split Image*. (\$6.99)□
- Wolff, Virginia Euwer. 2006. *Make Lemonade*. Square Fish. (\$7.99)

#### **Graphic/Multi-Modal Form Novel**□

- Myers, Walter Dean. *Monster*. Amistad. (\$8.99)□
- Spiegelman, Art. 1986. *Maus: A Survivor's Tale: My Father Bleeds History*. Pantheon. (\$9.99)
- Yang, Gene Luen. 2006. *American Born Chinese*. First Second, First Edition. (\$8.99)□
- Satrapi, Marjane. 2003. *Persepolis: The Story of a Childhood*. Pantheon. (\$8.99)□
- Sturm, James. 2007. *Satchel Paige: Striking Out Jim Crow*. Hyperion Books. (\$12.99)

### **Course Requirements**

#### **Attendance and Participation (15 pts)**

As this is a summer class and therefore a condensed class, it is expected that you be present at all class meetings. Obviously, we all have things that come up – illness, etc, These situations will be discussed with the instructor and handled on a case by case basis. Weekly participation is expected in the form of class discussions, group work, and presentations. Participation also involves being fully present when you are here – no laptops (unless taking notes) or cell phones are to be in use during class time.

#### **Book Talk Fliers (10 points)**

For this second assignment each student in our class will be assigned to research—and ideally read—one of the books listed under the literature circle books above. Your mission will be to create a one-page document that briefly describes, summarizes, and sells the book to young adults. Your fliers must include key information about the book, who might be interested in reading it, key review quotes (that you find or create) that suggest the importance of the book and why young adults might find it interesting. Your flier must also include visuals—a picture of the cover of the book and any other images that you think might help adolescents to be drawn into the book. Be creative with these fliers, use interesting layouts and fonts, and finally save this flier as a PDF so that it can be printed and shared. Please note that our current and future students are the primary audiences of these fliers.

### **Current Issues in Young Adult Literature Discussion (10 points)**

Based on the results of our individual and class research, we will identify three current issues in young adult literature—issues and challenges that teachers and youth face when teaching and reading young adult books. We will then form three groups—one per issue—and each group will be responsible for identifying a professional journal article (something accessible and published within the past five years) that describes this issue and offers teachers solutions to dealing with it. Each group will provide our class with electronic access to their article, craft a discussion question and create a brief PowerPoint presentation summarizing the article and the issue that they will share. The discussion strategy or strategies used must involve all members of our class in the discussion. Each group must also share a one-page summary of the discussion strategies they have developed or on which they have relied, with an eye toward offering classmates discussion strategies they might use in their own classrooms.

### **Multi-Genre Project (20 pts)**

For those of you that have seen this assignment in Methods One, we will follow the same format, but the project is a bit smaller in number in this course. This project is an exploration of combining a classic text with a young adult novel. Modeled after the multi-genre research paper designed by Tom Romano, the project consists of at least three different genres such as autobiography, personal vignette, narrative, research essay, poetry, fiction, drama, summary, informal letter, news story, essay, etc.; one of which must be technology based. Course texts can be used as sources, but a minimum of 3 additional readings from the NCTE/IRA publications or relevant texts/journals must also be cited in the paper. This is the culminating activity for this course and will be presented to the class.

### **Journal Articles (5 pts each, 25 points total)**

You are expected to read five articles from a peer-reviewed journal on an aspect of young adult literature in the classroom. A written component will be turned in on the following due dates: 6/13, 6/27, 7/11, 7/18 and 7/25

**The format for the article write-up is as follows: 1 to 2 pages**

Title and Author (APA format)

Summary of article

Your thoughts on the article – critically examine the ideas of the author, can they be implemented in a classroom? If so, how? If not, why not? In your opinion, are the ideas discussed relevant in today's classroom?

### **Literature Circle Participation (10 points)**

Students in our class will prepare for and participate in four different literature circle groups and activities focused on four different types of young adult books, drawn from the six categories and lists above. Students will rank their choices in each of the seven categories listed above and literature circle groups will be formed based on these selections. These books and our common reading (the Alexie) will also be the focus of our weekly discussions. Our goal is that during each round of literature circle participation each person will play a different role in these groups. Details of literature circles will be shared in class and through our class textbooks. Students will also have the option of identifying another small group method for engaging with young adult literature for the last two of the five planned literature circle rounds. Students in these last two groupings must agree on this alternative method and gain approval from the instructor before utilizing the method.

### **Course Points**

Attendance and Participation **(15 pts)**

Book Talk Fliers **(10 points)**

**July 11th**

Current Issues in Young Adult Literature Discussion **(15 points)**

**July 18th**

Multi-Genre Project **(20 pts)**

**July 23rd**

Journal Articles **(5 pts each, 25 points total)**

**June 14<sup>th</sup>, 27<sup>th</sup>  
July 11<sup>th</sup>, 18<sup>th</sup>, 25<sup>th</sup>**

Literature Circle Participation **(15 points)**

**June 18<sup>th</sup>, 25<sup>th</sup>  
July 9<sup>th</sup>, 16<sup>th</sup>**

### **Grading Scale**

A+ = 98-100%

A = 94-97%

A- = 93-90%

B+ = 89-88%

B = 87-84%

B- = 83-80%

F = Below 70%

**Schedule of classes and readings, see class calendar (separate handout)**



