

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROFESSIONAL DEVELOPMENT STUDIES**

EDPD 502.6R5: Young Adult Literature
3 Credits, Fall 2015
5:30 – 8:30, Wednesdays Kelly Leadership Center

PROFESSOR(S):

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COURSE DESCRIPTION:

LAA 690, Young Adult Literature examines the historical development of literary works written for and about adolescents. It 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. It also focuses on the study of respected authors in depth and using young adult literature to teach the Virginia Standards of Learning successfully.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

- Gain knowledge of the emergence of the genre known as young adult literature
- 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
- Develop awareness of issues associated with the use of young adult literature in today's public schools
- Consider instructional purposes and strategies for incorporating young adult literature into the middle and high school curricula
- Explore research, theory, and practice associated with young adult literature

PROFESSIONAL STANDARDS ([Name of Professional Organization]):

[Enumerate specific standards met through this course or “Not Applicable”. This information is available from your program coordinator or the Associate Dean.]

REQUIRED TEXTS:

Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. New York, New York: Grove Press, 2013.

Beers, Kylene, Robert E. Probst, and Linda Reif. *Adolescent Literacy: Turning Promise into Practice*. Portsmouth, NH: Heinemann, 2007. (Textbook)

Clark, Kristin Elizabeth. *Freakboy*. New York, New York: Farrar, Straus and Giroux, 2013

Gaines, Ernest J. *A Lesson Before Dying*. New York, New York: Vintage Books, 1994.

Nielsen, Susin. *The Reluctant Journal of Henry K. Larsen*. New York, New York: Tundra Books, 2013.

COURSE ASSIGNMENTS AND EXAMINATIONS:

Inclement Weather: If schools are closed or night time activities are cancelled by Prince William County Public Schools, we will not have class. Any assignments that are due will be due next class. Canceled days will be made up on an as needed basis.

1. Attendance, participation, discussion, and community blog (20%; blog entries should be posted throughout the course, but all entries must be submitted by December 2, 2015)

As we come together and learn from one another, we form a learning community. As part of a community, we rely on each other to attend, participate, and contribute to our collective responsibility of growing and learning as a community so we can better serve the young people in our classrooms and lives. As an adult learner, sharing your experiences will be a valued and desired component of our discussions. Thus, your attendance and participation are essential to the class.

The required YA novels will be the basis of some class activities. Therefore, be sure to read them by the due dates so you can successfully contribute and participate in learning opportunities.

- *The Lone Ranger and Tonto Fistfight in Heaven* **due September 23, 2015**
- *Freakboy* **due October 7, 2015**
- *A Lesson Before Dying* **due October 28, 2015**
- *The Reluctant Journal of Henry K. Larsen* **due November 18**

Additionally, as members of the community, you and your classmates are asked to contribute to a collaborative blog. You are expected to post at least three blog entries during the duration of our course. The entries will center on aspects of YA literature. You may post about books, resources, references, classroom ideas, your application of what we have learned in class, challenges, your own

thoughts and hunches, and so on. However, whatever you choose to post, please ensure that each of your contributions is 250+ of your own words. For example, if you were to post a quote from a YA book that intrigues you and captures an aspect of young adults, you would still be expected to provide your own commentary of 250+ words.

2. Exploratory synthesis and comparison of four foundational questions discussed in class session two (10%, due September 16, 2015)

The questions are:

- What is reading?
- What is literacy?
- What is young adult literature?
- What is adolescent literacy?

For this assignment, you are asked to synthesize in writing your learning around the four foundational questions. Your thinking will be guided by our classroom discussions and what you will read and research about these questions.

Writing helps solidify our own thinking. As Beal (2011) notes, “Whatever term we choose, what we mean is the kind of exploratory, thinking on paper we do to discover, develop, and clarify our own ideas. Exploratory writing is typically loosely structured and tentative, moving off in unanticipated directions as new ideas, complications and questions strike the writer in the process of thinking and creating.” Given this explanation, your paper will be used as a means to capture your thoughts and to make your learning visible to others, rather than an evaluation of your writing ability or your attention to details and format. I do ask that you consult and credit at least three scholarly sources and consider how the material presented coincides with or diverges from your own thoughts on these four questions.

3. Emergent issues and themes in YA literature list, text set, annotated bibliography, and “gallery walk” (25%)

Part 1. On the third session of the course, you are expected to bring a list of current and/or emergent themes in young adult literature. To survey themes, you may consult scholarly research, trade journals, popular websites, use your assumption, speak with a library media center specialist, or ask young people themselves. Whatever you are most comfortable doing. Gather as many themes as you can. **(Due September 16, 2015)**

Part 2. You will work in pairs to create a text set, a collection of books you have read or will read, on a selected theme from the class-generated list. The text set should represent the diverse readers of your grade level. The set may include fiction, nonfiction, poetry, drama, and graphic novels. **(Due December 2 or 9, 2015)**

Part 3. You and your partner will create an MLA works cited page which includes all books in the text set. Each of you will then choose two titles, so that there will be four titles total, to include annotated bibliographic entries. You can think of this as a *hybrid bibliography-annotated bibliography*. Six of the titles on the works cited page will be citation only; four of the titles will have annotated citations. **(Due December 2, 2015)**

Part 4. You and your partner will create a display of materials to present your text set during a gallery walk on the thirteenth (and fourteenth) class meeting. Your presentation should be no longer than 15 minutes and should include brief book talks of at least two representative titles, an explanation of the theme as current or emerging for YA literature, and classroom ideas for implementation of the particular text set. **(Due December 2 or 9, 2015)**

4. Current instructional issues in young adult literature Socratic Seminars (10%; various dates)

Based on scholarly reading and/or interviews, the class will identify five current matters teachers face when teaching young adult books or students face when reading them. We will form five lead groups, each group taking an issue. The lead groups will be responsible for finding and assigning the class a recently published journal article which offers insight into the identified matter. To offer different perspectives on the issue, the lead group may choose two journal articles and assign the members of the class which one he or she is to read. The group will then design and lead a Socratic Seminar with the class. As members of the community, all participants are expected to contribute to the discussion and it is the lead group's responsibility to encourage discussion through their questions and design of the seminar.

5. Reading survey and text recommendation (35%; September 9 and December 16, 2015)

You will design and implement a reading survey with the goal of matching a young adult reader or readers with suggested titles. You will complete a book talk of the texts you suggest with the reader(s) and have the student(s) pick one. If appropriate, these text may also be a part of your text set. You will confer with the student(s) at least twice during the reading of the text. If reading surveys, book talks, and conferring are already your common practices, try changing some part or adding a new component. You will be asked to document this experience through word and image. To document your words, you will keep an experiential journal to record, at a minimum, your planning, implementation and reflection of the three processes. You will also be asked to capture images, either photographs or video clips, of your work with the young adult reader. You will be asked to submit your experiential journal and images, and on last night of class, you will share your experience through word and image in small groups.

Part 1. A reading survey and the results from one YA participant **due September 9, 2015**

Part 2. Book talk and conferring should occur through the course when deemed appropriate.

Part 3. Experiential journal, images, and presentation to small group **due December 16**

Note: Rubrics for all assignment will be given on the first day of class.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Note: Content of the schedule is subject to change.

Date	Location	Come prepared for	Come prepared with
September 2	Room 2011	Class topics: YA Literature as a genre, historical perspectives Reading surveys Introductions (favorite lit) Ice Breaker (Finding a Poem) Course Overview and Assignments Book Talks of Class Required Novels	Note: AL on the syllabus will indicate reading in <i>Adolescent Literacy</i>
September 9	Room 2011	Class topics: “Real world” issue and adolescents as subjugated Conducting book talks Carousel to consider the four questions Responding with images	<ul style="list-style-type: none"> • Read AL pages 1 – 26 • Read assigned article • A developed reading survey and the results of at least one YA
September 16	Room 2011	Class topics: Does art imitate life? Matching reader to texts/text complexity Real understanding Debate Discuss and choose theme and partner for text set	<ul style="list-style-type: none"> • Read AL pages 27 – 41 and 61 – 87 • List of YA themes (Part 1 of assignment 3) • Assignment 2 due: Synthesis exploratory paper
September 23	Room 2002/04	Class topics: Responding to text and using theoretic perspectives Jigsaw topics	<ul style="list-style-type: none"> • Completed reading of <i>The Lone Ranger and Tonto Fistfight in Heaven</i> • AL pages 143 – 147 • Read assigned article
September 30	Room 2011	Class topic: Prereading strategies Self-Selected reading material and supporting independence Determine issues and assign Socratic groups	<ul style="list-style-type: none"> • List of teacher and YA reading issues • AL pages 209 – 212 and 243 - 256
October 7	Room 2002/04	Class topic: conferring Modeling and practice	<ul style="list-style-type: none"> • Completed reading of <i>Freakboy</i> • Read assigned article
October 14	Room 3011	Class topics: During reading and metacognitive strategies Socratic Seminar 1	<ul style="list-style-type: none"> • Socratic Seminar group 1 • Read SS article • Read assigned article
October 21	Room 2002/04	Class topics: The value of talk and reading and talk-centered strategies Socratic Seminar 1	<ul style="list-style-type: none"> • Socratic Seminar group 2 • Read SS article • AL pages 42 - 59

October 28	Room 2011	Class topic: Inquiry circles Participate in Inquiry circle Generate lessons and share	<ul style="list-style-type: none"> Completed reading of <i>A Lesson Before Dying</i> AL pages 231 – 242
November 4	Room 2002/04	Class topics: The value of writing and reading and writing-centered strategies Socratic Seminar 3	<ul style="list-style-type: none"> Socratic Seminar group 3 Read SS article AL pages 167 – 187
November 11	Room 2002/04	Class topics: 21st century and technology Picture books, manga, graphic novels Socratic Seminar 4	<ul style="list-style-type: none"> Socratic Seminar group 4 Read SS article AL pages 149 – 165 and 213 – 229
November 18	Room 3011	Class topics: Fan fiction and student publishing Addressing Vocabulary Socratic Seminar 5	<ul style="list-style-type: none"> Completed reading of <i>The Reluctant Journal of Henry K. Larsen</i> Socratic Seminar group 5 Read SS article AL pages 87 - 104
December 2	Room 2002/04	Class topic: Assessment Gallery walk	<ul style="list-style-type: none"> Assignment 3 due: Presentation and gallery walk of text set, bibliography All blog entries due by this date Review AL pages 1 – 13 and read pages 257 - 293
December 9	Room 3011	Class topics: Using Film in YA Literature Studies Gallery walk	<ul style="list-style-type: none"> Assignment 3 due: Presentation and gallery walk of text set, bibliography Read assigned article
December 16	Room 2002/04	Class topics: Using Film in YA Literature Studies continued Text recommendation for YA reader reflections	<ul style="list-style-type: none"> Assignment 4 due: Presentation in small groups, experiential journal, and images of text recommendation for YA reader

ASSESSMENT RUBRIC(S):

Rubrics for all assignments will be given on the first day of class.