

Ed 2201

Perspectives on Young Adult Literature: Schooling, Society, and Culture

Instructor

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Office Hours

Mondays and Wednesdays 10-11AM and 2-3PM and by appointment.

Course Meeting Times

This course is a hybrid online course. This means that the bulk of our activities will take place in a virtual environment. However, we will meet twice in a face-to-face format. The first day of class (May 22) we will meet at (TIME) in (ROOM). In this session, you will be introduced to the course software and we will get to know each other a little bit. We will meet again during week eight, on July 14 at (TIME) in (ROOM). In this class meeting, we will present our aesthetic responses and will informally discuss the final project and how it is going. If the face-to-face meetings are not possible for you, contact the instructor immediately to make other arrangements.

Texts

- Willis, A. I. (Ed.). (1998). *Teaching and Using Multicultural Literature in Grades 9-12: Moving Beyond the Canon*. Christopher Gordon.
- *Reservation Blues* by Sherman Alexie
- *No-No Boy* by John Okada
- *Coffee Will Make You Black* by April Sinclair
- Assorted young adult novels chosen by the student. Each student should plan on finding texts in a public library or should set aside enough funds for approximately 8 young adult novels to be purchased (\$7-\$14 each). The reading list is attached.

Recommended but not required:

- Donelson, K. L. and Nilsen, A. P. (2005). *Literature for Today's Young Adults*, 7th ed.. New York: Longman.

Students with Disabilities

This material and course texts are available to persons with disabilities in alternate formats on request. Please contact Disability Services. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students

with disabilities are encouraged to contact their instructors and Disability Services to discuss their individual needs for accommodation.

Course Description and Objectives

This course is primarily intended for students who are considering middle or secondary school teaching of English as a career or Elementary Education students with middle level communications arts specialty. The course is also suitable as a general education course for students interested in adolescent literature.

Multiple genres of young adult literature and literature produced by or featuring characters of diverse ethnic, racial, or linguistic groups will be discussed and analyzed. Students will consider their own literary responses as well as the ways that young adults respond to literature and use this knowledge to address issues around the teaching of literature. Students will critically evaluate literature and will use a variety of tools to help them locate quality young adult literature. Students will read a number of works of literature, creatively and personally respond to the works, and critique and analyze readings. At the end of the course, students will be able to identify the characteristics of a variety of genres and select books, poems, and other materials that are developmentally appropriate for young adults. In addition, students will examine images in literature, study young adult literature as tool to transmit moral and cultural values and explore means of involving parents and community in literacy activities. Students will become familiar with resources for teachers pertaining to literacy, such as journals, web sites, and others.

Some notes about taking an online course

This course will require you to have an internet connection. It needn't be a super-fast one, but you must be able to access the course web site. Since our course activities are online, you will find that you will engage in a lot of reading and writing. You will engage in interactive activities as well, where you converse with peers, but it will feel a bit different than a face-to-face class. Often people will offer fewer comments but their comments will be of better quality. Make sure to log on to your interactive discussions often. You will find that if you are logged in often you will get to know your classmates better, enjoy your discussions more, and will get more out of the books you are reading.

Some technical things to know:

- Our course web site is at <http://www.morris.umn.edu/moodle>. After logging in, you will choose the category "Education" and the course "Ed 2201".
- Before you can access the course you will need to create a Moodle account. Go to <http://www.morris.umn.edu/moodle> and click on the "Login" button in the upper right hand corner. This will take you to a screen where you can create your account. You will use this login information when you access the course in the future. You may also enroll in the course simply by using the "enrollment key", which is the word fiction.
- You may find that during the course you want to cut and paste things into discussions or journals. This is easy if you use Internet Explorer and Word. If you use other programs, however, you may not be able to cut and paste. There is a way to modify Mozilla Firefox to allow cutting and pasting and I will post a document about this in the News forum. It's a little complicated, though, so only use if you are fairly computer literate.

- Submit all assignments in one of the following formats: Word, PDF, or Rich Text Format. If you use Microsoft Works, Word Perfect, and other types of software you can usually do a "save as" and pick the rich text format in which to save your work. Contact me if you have problems with saving your work.
- Some resources and documents will open in their own window. You may want to make sure pop-ups are enabled for this site so that you can access these more easily. Or, the site will always give you a link to follow as well as the popup window and you can follow that.

Assignments and Grading

Response log/Genre readings journal (25%)

For each genre reading, each student will submit a journal entry where he or she will record reactions and responses to the literature being read and discussed in literature circles. Journals should be responsive to prompts if there are any present and will be scored according to the criteria posted online.

Textbook Journal (15%)

Each student will keep a journal where he or she will record reactions and responses to readings from the Willis textbook. Journals should be thoughtful, drawing connections between the textbook and other article and book readings and will be scored based on the criteria posted online.

Online Discussions (20%)

Each student is expected to participate fully in online discussion about three multicultural titles. Students should post reflective comments of their own and respond to classmates' postings.

Collection of Web Sites (5%)

Students will compile a list of at least 5 URL's pertaining to young adult literature. For each site, students will critique its strengths and weaknesses and credibility, according to guidelines posted online.

Poetry File (5%)

Each student will collect 15 poems appropriate for young adults and will discuss why the poems are appropriate and why they were chosen.

Aesthetic Response (10%)

Each student will present to the class one aesthetic response to a work of literature. Students may choose any medium desired, such as creative writing, song, dance, drama, readers' theatre, artistic representation, collage, etc.

Text Set or Author Study (20%)

Text Set: Each student will compile a set of ten young adult books. This set should be unified by a particular theme or construct (not author). The student should describe why the books were chosen, explain how they relate to each other, and discuss possibilities for teaching these books in a classroom.

Author Study: Each student will study a young adult author in depth. The author study should include biographical information about the author and an annotated bibliography of the author's works. The student should have read several of the author's works in their entirety and discuss in their paper the merits of these works, common themes, and other important elements.

Text Sets and Author Studies will be scored based on rubrics posted online.

Calendar of Learning Activities

	Readings due	Assignments due	
Week 1	<ul style="list-style-type: none"> Overview of Young Adult Literature Syllabus Historical fiction book Historical fiction article 	Getting to Know You Online Discussion	<ul style="list-style-type: none"> Syllabus scavenger hunt Historical fiction journal "Getting to Know You" Online Discussion
Week 2	<ul style="list-style-type: none"> Mystery notes Mystery book Willis notes (Chapter 1) Willis Chapter 3 <i>Coffee Will Make You Black</i> by April Sinclair 	Coffee Will Make You Black by April Sinclair Discussion	<ul style="list-style-type: none"> Mystery journal <i>Coffee Will Make You Black</i> online discussion Willis Chapter 3 journal
Week 3	<ul style="list-style-type: none"> Realistic fiction article Realistic fiction book Willis Chapter 4 <i>Coffee Will Make You Black</i> by April Sinclair 		<ul style="list-style-type: none"> Realistic fiction forum/online discussion Willis Chapter 4 journal <i>Coffee Will Make You Black</i> online discussion
Week 4	<ul style="list-style-type: none"> Willis Chapter 6 Science fiction book Science fiction article <i>Reservation Blues</i> by Sherman Alexie 	Reservation Blues by Sherman Alexie Discussion	<ul style="list-style-type: none"> URL Collection posting (in a forum or discussion) Science fiction journal <i>Reservation Blues</i> online discussion Willis Chapter 6 journal
Week 5	<ul style="list-style-type: none"> Willis Chapter 7 Fantasy book Fantasy article 		<ul style="list-style-type: none"> Willis Chapter 7 journal Fantasy journal <i>Reservation Blues</i> online discussion Midterm feedback
Week 6	<ul style="list-style-type: none"> Poetry article Poetry book 	<ul style="list-style-type: none"> Poetry file Poetry book journal 	

Week 7	<ul style="list-style-type: none">• Willis Chapter 5• <i>No-No Boy</i> by John Okada	No-No Boy by John Okada Discussion	<ul style="list-style-type: none">• Aesthetic Response• Willis Chapter 5 journal• <i>No-No Boy</i> online discussion• Work on Aesthetic Response (due next week!)	No-No Boy by John Okada Discussion
Week 8	<ul style="list-style-type: none">• <i>No-No Boy</i> by John Okada		<ul style="list-style-type: none">• <i>No-No Boy</i> online discussion• AESTHETIC RESPONSE DUE—MEET 1pm JULY 14, ED 102• Quiz on genre characteristics	
Week 9	<ul style="list-style-type: none">• Graphic novel article• Graphic novel book• Nonfiction articles (2)• Notes on nonfiction• Nonfiction book		<ul style="list-style-type: none">• Graphic novel forum/discussion• Nonfiction journal	
Week 10	<ul style="list-style-type: none">• Texts for Text Set project as needed	Summary and Reflection Discussion	<ul style="list-style-type: none">• Text set project DUE BY 5 PM JULY 28	Summary and Reflection Discussion

Genre Readings/Book List

As part of the course you will be asked to read samples of several common young adult literature genres. Below you will find a list of books with hyperlinks to the book's description on the web. Please SELECT ONE of each genre to read and either purchase the book (online sources such as amazon.com and powells.com are helpful) or find it in a library. The first genres we will discuss are Historical Fiction and Mystery so you may want to begin with those. Reading levels are as follows: M (middle school); H (high school); A (adult work that appeals to young adults).

Historical Fiction

[Mississippi Trial 1955](#) by Chris Crowe (M)
[Fever 1793](#) by Laurie Halse Anderson (M)
[A Single Shard](#) by Linda Sue Park (M)
[Crispin: The Cross of Lead](#) by Avi (M)
[Forgotten Fire](#) by Adam Bagdasarian (H)
[Copper Sun](#) by Sharon Draper (H)

Mystery

[Hoot](#) by Carl Hiaasen (M)
[The Christmas Killer](#) by Patricia Windsor (M, H)
[The Killer's Cousin](#) by Nancy Werlin (M, H)
[The Woman in White](#) by Wilkie Collins (A)
[The Rag and Bone Shop](#) by Robert Cormier (M)
[Two Mysteries](#) by Joan Lowery Nixon (M)

Realistic Fiction

[America](#) by ER Frank (M, H)
[You Don't Know Me](#) by David Klass (M)
[Speak](#) by Laurie Halse Anderson (M)
[Monster](#) by Walter Dean Myers (M, H)
[True Confessions of a Heartless Girl](#) by Martha Brooks (H)
[Fat Kid Rules the World](#) by K. L. Going (M, H)
[Rainbow Boys](#) by Alex Sanchez (H)

Science Fiction

[Feed](#) by MT Anderson (H)
[The House of the Scorpion](#) by Nancy Farmer (M, H)
[Ender's Shadow](#) by Orson Scott Card (A)
[Parable of the Sower](#) by Octavia Butler (H)
[Uglies](#) by Scott Westerfield (M)
[Fade](#) by Robert Cormier (M, H)
[Jumping off the Planet](#) by David Jerrold (A)
[Shade's Children](#) by Garth Nix (M)

Fantasy

[Artemis Fowl: The Eternity Code](#) by Eoin Colfer (M)
[Eragon](#) by Christopher Paolini (M)
[Skellig](#) by David Almond (M)
[The Golden Compass](#) by Phillip Pullman (M, H)
[Dark Lord of Derkholm](#) by Diana Wynne Jones (M, H)
[Abarat](#) by Clive Barker (M)
[Bones of the Earth](#) by Michael Swanwick (H)

Poetry

[Cool Salsa](#) edited by Lori Carlson (M, H)
[The Pain Tree and Other Teenage Angst-Ridden Poetry](#) edited by Esther Watson and Mark Todd (M, H)
[Bronx Masquerade](#) by Nikki Grimes (M, H)
[Crashboomlove](#) by Ron Felipe Herrera (H)
[Stop Pretending: What Happened when my Sister went Crazy](#) by Sonya Sones (M)
[You Remind Me of You](#) by Eriemann Corrigan (H)

Graphic Novels

[Blankets](#) by Craig Thompson (H, A)
[Fax from Sarajevo](#) by Joe Kubert (H)
[Pedro and Me: Friendship, Loss, and What I Learned](#) by Judd Winick (H)
[Stuck Rubber Baby](#) by Howard Cruse (A)
[Death: The High Cost of Living](#) by Neil Gaiman (M, H)
[Persepolis: The Story of a Childhood](#) by Marjane Satrapi (H, A)

Nonfiction and Biography

[Stick Figure: A Diary of my Former Self](#) by Lori Gottlieb (M, H)
[Getting Away with Murder: The True Story of the Emmitt Till Case](#) by Chris Crowe (M)
[The Brothers Grimm: Two Lives, One Legacy](#) by Donald Hettinga (M)
[Manga Mania: How to Draw Japanese Comics](#) by Christopher Hart (M)
[Hidden Secrets: A Complete History of Espionage and the Technology Used to Support It](#) by David Owen (A)
[When I was a Soldier](#) by Valerie Zenatti (H)

All Together Books

In addition we will all read and discuss three books together. Find these at a library or purchase:

[Coffee will make you Black](#) by April Sinclair (H)
[Reservation Blues](#) by Sherman Alexie (A)
[No-No Boy](#) by John Okada (A)