

Ed 2201
Perspectives on Young Adult Literature: Schooling, Society, and Culture
(May term 2005)

Instructor

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Office Hours

Mondays and Wednesdays 2-3PM, Tuesdays and Thursdays 1-2 PM and by appointment.

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 set aside enough funds for approximately 6 young adult novels to be purchased (\$7-\$14 each)

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. This course offers a brief introduction to elementary concepts of literary theories, focusing primarily on reader response theories and activities. A more in depth examination of literary theories is available in English 1131, 2011, 3411 and other courses in the English discipline.

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.

Assignments and Grading

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.

Poetry file (10%)

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

Response log/Genre readings journal (20%)

Each student will keep a response log or journal where he or she will record reactions and responses to the literature being read and discussed in literature circles.

Textbook Journal (15%)

Each student will keep a journal where he or she will record reactions and responses to readings from the Willis textbook.

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 distributed in class.

Text set (25%)

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

Online Discussions (15%)

Each student is expected to participate fully in online discussion about three multicultural titles.

Calendar of Learning Activities
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	3 week option		5 week option		10 week option	
May 16-22	Genre books 1 & 2 URL Collection Class Meetings May 16 and 19	Sinclair Discussion	Genre Book 1 Class Meeting May 16	Sinclair Discussion	Genre Book 1 Class Meeting May 16	Sinclair Discussion
May 23-29	Genre Books 3 & 4 Aesthetic Response Poetry File Class Meetings May 23 and 25	Alexie Discussion	Genre Books 2 & 3 URL Collection Class Meeting May 24	Alexie Discussion	Genre Book 2 URL Collection	
May 30- June 5	Genre Books 5 & 6 Textbook Journal Text Set Project Class Meetings May No class meetings, Michelle out of town	Okada Discussion	Genre book 4 Poetry File No class meeting— Michelle out of town		Genre Book 3 No class meeting— Michelle out of town	
June 6-12			Genre Book 5 Textbook Journal Aesthetic Response Class Meeting June 7	Okada Discussion	Aesthetic Response Class Meeting June 7	Alexie Discussion
June 13-19			Genre Book 6 Text Set Project Class Meeting June 14		Genre Book 4	
June 20-26					Poetry File Class Meeting June 21	Alexie Discussion
June 27- July 3					Genre Book 5	Okada Discussion
July 4-10					Textbook Journal	
July 11-17					Genre Book 6	
July 18-24					Text Set Project Class Meeting July 19	