

EDML 177
Young Adolescent (YA) Literature & Literacy
(Designated Service Learning Course)
Fall 2012
Tuesdays & Thursdays, 10:00-11:15p.m.
Waterman 539
Blackboard Supported

Course Instructor

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Service Learning TA & Facilitator

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Course Overview:

The purpose of this course is threefold: 1) to familiarize students with the contemporary literature available to young adolescent readers, 2) to focus on research-based instructional strategies for engaging readers with an array of young adolescent literature that includes Dorothy Canfield Fisher (DCF), American Library Association (ALA) Newbery award winners, and multicultural literature, and 3) to understand service learning through a project related to the role of the librarian/library. In this course, we will mostly be looking at literature from the lens of the young adolescent. Questions that we will explore include:

- What are the social and cultural experiences that students bring to reading?
- What is the experience of reading multicultural literature?
- What are good literacy strategies for engaging young adolescents with fiction?
- What is the relevance of student voice and choice with literature?

Course Objectives:

- Read from a wide array of literature recommended for YA readers
- Examine social justice theme (gender, ethnic diversity, disability, religion) within the literature and its relationship to YA development
- Survey young adolescents about their reading habits
- Explore YA literature/literacy in a service learning context
- Use technology to engage literacy
- Develop a written and on-line book review
- Learn the theory and research behind the teaching of reading
- Develop a plan for exploring one novel that incorporates pre-reading/frontloading and comprehension strategies
- Use books to foster a love of reading.

Required Textbook:

Wilhem, J., Baker, T., & Dube, J. (2001). *Strategic reading: Guiding students to lifelong learners*. Heinemann.

4 Required Young Adolescent Novels:

Schmidt, G. (2007). *Wednesday wars*. Clarion Books.

Social Justice/Diversity-Themed Novels: (Book groups will be assigned one of the seven titles on the first day of class)

An Na “A Step from Heaven”
 Flake, Sharon “Money Hungry”
 Lai Thanhha “Inside Out and Back Again”
 Martinez, Victor “Parrot in the Oven”
 Patterson, Katherine “The Day of the Pelican”
 Gary Schmidt, “Lizzie Bright and the Buckminister’s Boy”
 Karen Hess, “Out of the Dust”

Choose 2 additional YA Novels (Librarian-generated list of YA titles will be passed out during the first day of class.)

Required Journal Articles & Book Chapters: (You can access these pdfs on Blackboard)

Beach, R., Thein, A., & Webb, A. (2012). *Teaching to Exceed the English Language Arts Common Core State Standards: A Literacy Practices Approach for 6-12 Classrooms*. Chpts. 2, 3, & 4.

Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. Portland, ME: Stenhouse Publishers. Chpt. 2.

Horning, K. (1997). From cover to cover: Evaluating and reviewing children’s books. Harper Collins Publishing (Chapter on “Fiction,” pps. 149-175).

Louie, B. (2008). Politics in Children’s Literature Colliding Forces to Shape Young Minds. In Lehr, S. (Ed.) *Shattering the Looking Glass: Challenge, Risk & Controversy in Children’s Literature*. Christopher-Gordon Publishers, Inc. Pps. 3-14.

Reid, S. & Stringer, S.

Scharer, P., Freeman, E., & Lehman, B. (2008). Children’s Literature in the Classroom: Essential or Marginal? In Lehr, S. (Ed.) *Shattering the Looking Glass: Challenge, Risk & Controversy in Children’s Literature*. Christopher-Gordon Publishers, Inc Pps. 15-26.

Required Articles on Service Learning: (You can access those as pdfs on Blackboard)

- Service Learning 101
- Service Learning Benefits
- Service Learning in Curriculum

Suggested Texts:

Buss, K. & Karnowski, L. (2000). *Reading and writing literary genres*. Newark, DE: International Reading Association.

- Cole, P. (2009). *Young adult literature in the 21st Century*. Boston, MA: McGraw Hill Higher Education. (Excerpt on Young Adult Literature and Censorship, pps. 65-84). McGraw Hill.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. Portland, ME: Stenhouse Publishers Inc.
- Goldberg, G. & Roswell, B. (2002). *Reading, Writing, and Gender (grades 3-8)*. Larchmont, NY: Eye on Education.
- Horning, K. (1997). *From cover to cover: Evaluating and reviewing children's books*. Harper Collins Publishing (Chapter on "Writing a Review," pps. 186-194).
- Johnson, N. & Giorgis, C. (2007). *The wonder of it all: When literature & literacy intersect*. Heinemann.
- Jones, S. (2006). *Girls, social class, & literacy: What teachers can do to make a Difference*. Portsmouth, NH: Heinemann.
- Keene, E. & Zimmermann, S. (1997). *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, HN: Heinemann
- Lehr, S. (ed.) (2008). *Shattering the looking glass: Challenge, risk & controversy in children's literature*. Christopher-Gordon Publishers, Inc.
- Lessene, T. (2010). *Reading Ladders: Leading Students from Where They Are to Where We'd Like Them to Be*. Heinemann.
- Olson, C.B. (2003). *The Reading/Writing connection: Strategies for teaching and Learning in the secondary classroom*. Allyn & Bacon.
- Robb, L. (2000). *Teaching reading in middle school*. New York: Scholastic Professional Books.
- Smith, M. & Wilhelm, J. (2010). *Literary Elements: How to Teach What Really Matters About Character, Setting, Point of View, and Theme*. Scholastic. National Council of Teachers of English.
- Smith, M. & Wilhelm, J. (2002). *Reading don't fix no chevys: Literacy in the lives of young men*. Heinemann.
- Wilhelm, J. (2002). *Action Strategies for Deepening Comprehension*. Scholastic Professional Books.
- (1997) *You gotta BE the book: Teaching engaged and reflective reading with adolescents*. Teachers College Press.

Course Assignments

Assignment	Due Date	Description	Assessment
Reading Survey	Sept. 18	Survey a group of students about their reading interests and habits using an on-line format. Present a visual that captures your students' reading habits and interests. Divide presentation responsibilities and tasks among the group.	Self-Evaluate & Reflection
2 Book Reviews	Oct. 4 & Oct. 16	Develop a written book review and an on-line review (book "glog") based on YA novels. This is not a traditional book summary but an opinion-based review of the novel. Resources: (Also on our course wiki) Kathleen Horning's "Writing a Review" Book Review guide: http://teacher.scholastic.com/writewit/bookrev/tips.htm	Rubric
Literature Circles	Oct. 9	Read one of the social justice-themed novels ("required books" section) and explore them through a literature circle approach. Be prepared to discuss your book and to engage in a group discussion.	Self-Evaluate & Reflection
Literature Group Plan	Dec. 4	Select a novel that describes an issue that is relevant to a young adolescent's life and develop a teaching plan for this novel (can be a novel that you used for your book reviews). This plan will include literacy strategies that you learn in class including but not limited to prior knowledge strategies, comprehension, or fluency. You may <u>not</u> use the novel "Wednesday Wars" for this final assignment.	Rubric
Movie Trailer	Dec. 4	Create a 1-2 minute book movie trailer based on one of the YA novels that you read in class. More information will be forthcoming.	Self-evaluate & Edmunds Middle Grades students evaluation Rubric
Group Author Study	11/8 & 11/10	In groups, research and collect information about a well-known YA author. In 5-minute PowerPoint presentation, introduce your YA author including biographical information, resources available for teachers, and highlights of your author's novels.	Self-Evaluate & Group Rubric
Service Learning Reflection	On every, or every other, Thursday. 12/1	Complete a final reflection on your service learning experience with creating the movie trailers and using the students as consultants.	Rubric
Participation	12/4	Attendance is important to this course. If you miss more than one unexcused absence this may affect your final course grade.	Self-Evaluation & Checklist

Evaluation:

2 Book Reviews (1 written review and 1 electronic 'glog'): 20%

Literature Circles (Multicultural-themed book): 10%
 Literature Group Plan (Includes Reading Interest Survey): 20%
 Author Study Group Project: 10%
 Movie Trailer Project: 20%
 Service Learning Participation & Final Reflection: 10%
 Attendance and participation: 10%
 Total: 100%

Additional Information:

* *Course Accommodations:* If you have a documented disability that warrants accommodation this course, please make an appointment with us at your earliest convenience. We are committed to facilitating your success and will make appropriate accommodations that will increase your learning opportunities in this class. If you have not already contacted ACCESS, please do so. They are located at A170 Living/Learning: 656- 2233.

* *UVM Learning Cooperative Information:* Your ability to communicate through writing is an essential skill and required for success in this course. For one-one assistance with any stage of the writing process (including proofreading and technical assistance) as well as help with study skills such as time management and organization, please contact the Learning Cooperative at 244 Commons Living/Learning, 656-4075

Course Calendar

Date	Topics	Assignments Due
	The Sociocultural Influences on Reading and Theory of Reading	
Week One		
Aug. 28	Course Overview Taking a Reading Survey YA Genres	
August 30	Questions and Bloom's Taxonomy Service Learning Introduction (Anne Chan)	Service Learning 101 (pdf on Course Wiki under "Service Learning" link)
Week Two		
Sept. 4	Overview of historical trend and themes Theory and Readability	<u>Strategic Reading</u> Chpts. 1 & 2 from Wilhelm, Baker, & Dube
Sept. 6	Aesthetic Response to Literature Book Reviews	<u>Cover to Cover</u> Chapter on "Fiction" from Horning, K. (course wiki)
Week Three		
Sept. 11	The risks of teaching YA literature	Politics in Children's

		Literature by B. Louie Ethical Dilemmas in Teaching Problem Novels by Reid & Stringer (optional)
Sept. 13	Service Learning Introduction to Movie Trailer	Benefits of SL SL in Curriculum
Week Four		
Sept. 18	Young Adolescent Surveys Examining & Representing Data from the YA Reading Surveys	Young Adolescent Surveys are completed
Sept. 20	Classical Canon & YA Literature (Bring in a classical YA novel that you read in the middle grades or high school) Prepare for Librarian Panel on September 27.	YA Literature in the 21 st Century The Classical Canon 7 (wiki pdf)
Week Five		
Sept. 25	Reader's Theater	Young & Rasinski, "Implementing Readers Theater as an Approach to Classroom Fluency" (optional) Flynn's "Curriculum-based Readers Theater"
Sept. 27	Librarian Panel: Rebecca Goldberg, Fletcher Free Library (Children's Library), Carole Renca, Edmunds Middle Grades Librarian, Jill Coffrin, Dorothy Alling Children's Library in Williston, VT Location: We will meet at Fletcher Free Library in the Children's Section	Bring your questions.
Week Six		
Oct. 2	Multicultural Literature & Introduction to Social Justice-themed Novels Prep for Literature Circle Roles (Oct. 9)	
Oct. 4	Service Learning- Book Trailers Workshop	YA Review/YA Glog

	YA Glog Prep	
Week Seven		
Oct. 9	Literature Circles & Social Justice-Themed Novels	Readings (Finish one of five YA novels with social justice themes) Literature Circles Self-Evaluation & Reflection
Oct. 11	Service Learning – Book Trailers Workshop	
	PRACTICE & TEACHING YA LITERATURE	
Week Eight		
Oct. 16	Language Arts & the Common Core Introduction to the Literature Group Plan/Assignment	YA Glog Beach, Thein, & Webb, “Common Core Standards & LA” Chpts. 2, 3, & 4
Oct. 18	NO CLASS	
Week Nine		
Oct. 23	Literacy Strategies: Frontloading/Preview (Inference and I-Bet strategies)	<u>Wednesday Wars</u> by Schmidt
Oct. 25	Bring Wednesday Wars book Prep for Guest Speaker on Oct. 30	<u>Strategic Reading</u> by Wilhelm, Baker, & Dube, Chpts. 3 & 4 (pps. 57-121)
Week Ten		
Oct. 30	Literacy Strategies: Comprehension (Reciprocal Teaching, Character Study, etc.) Guest Speaker: Dr. David Shiman, Coordinator of Foundations, Director of the Center for World Education (Waterman Building)	<u>Wednesday Wars</u> by Schmidt <u>Strategic Reading</u> by Wilhelm, Baker, & Dube, Chpts. 6-7 (pps. 152-206)
Nov. 1	Service Learning - Book Trailer Workshop	
Week Eleven		
Nov. 6	Presentation of Group Author Study	Group Author Study

Nov. 8	Presentation of Group Author Study	Group Author Study
Week Twelve		
Nov. 13	More literacy strategies (Reciprocal Teaching, Hot Seat and Dramatic Tableau cont.)	
Nov. 15	Service Learning – Book Trailer Workshop	Rough draft of literature group assignment
Week Thirteen		
Nov. 20 & 22	NO CLASS: Thanksgiving Recess	
Week Fourteen		
Nov. 27		
Nov. 29	Work on Literature Group Plan	
Dec. 1	Service Learning - Book Trailer Workshop	
Week Fifteen		
Dec. 4	Last Class & Evaluations View Book Trailers	Literature Group Plan Book Trailers
Week Sixteen		
Exam Day	December 11, 2012 Room 539, Waterman 1:30-4:30	Receive Feedback from Edmunds Middle Grades Students Reflection on Service Learning

*Please note that our classroom community is based on negotiation and communication. Due dates for all assignments are scheduled as final; however, classroom topics may change depending on schedule conflicts with an invited presenter, etc. Please be flexible as we manage all of the course material this semester. Thank you.