

**EDML 177**  
**Young Adolescent (YA) Literature & Literacy**  
**(Service Learning Component)**  
**Fall 2014**  
**Tuesdays & Thursdays, 10:00-11:15p.m.**  
**Waterman 539**  
**Blackboard Supported**

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**Course Instructor**

Cynthia Reyes, Ph.D.

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Office Hours: By appointment

**Edmunds Middle School Teacher**

Katie Wyndorf

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Email: [Kwyndorf@gmail.com](mailto:Kwyndorf@gmail.com)**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 engage in service learning once a week (Thursdays) in a 6<sup>th</sup> grade language arts class at Edmunds Middle School. 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
- Understand literary analysis and author intention
- Survey young adolescents about their reading habits
- Learn and facilitate literature circles 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 mini-unit for exploring one novel that incorporates pre-reading/frontloading and comprehension strategies
- Use books to foster a love of reading.

**Required Textbook:**

Beach, R. & Myers, J. (2001). *Inquiry-based English instruction*. NY: Teachers College Press.

**4 Required Young Adolescent Novels:**

- 1) Fleishman, P. (1997). *Seedfolks*.
- 2) Lin, G. (2009). *Where the mountain meets the moon*.

Choose 2 additional YA Novels (I will do a book talk and bring the book cart on Day 1.)

**Required miscellaneous 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*. Chpt. 2
- Gambrell, L. (2011). Seven rules of engagement. *Reading Teacher*, Vol. 65(3), 172-178,
- Horning, K. (1997). From cover to cover: Evaluating and reviewing children's books. Harper Collins Publishing (Chapter on "Fiction," pps. 149-175).
- Ivey, G. & Johnston, P. (2013). Engagement with young adult literature: Outcomes and processes. *Reading Research Quarterly*, Vol. 48(3), 255-275.
- Liang, L. (2011). Scaffolding middle school students' comprehension and response to short stories. *Research on Middle Level Education Online*, Vol. 34(8), 1-16.
- Louie, B. (2008). Politics in children's literature: Colliding forces to shape young minds. In Susan Lehr (Ed.) *Shattering the Looking Glass: Challenge, Risk, and Controversy in Children's Literature*. Christopher-Gordon Publishers, Inc.
- Nauman, A., Stirling, T., & Borthwick, A. (2011). What makes writing good?: An essential question for teachers. *The Reading Teacher*, 64(5), 318-328.
- Triplett, C. (2004). Looking for a struggle: Exploring the emotions of a middle school reader. *Journal of Adolescent and Adult Literacy*, Vol. 48(3), 214-222.

**Recommended Texts:**

- Buss, K. & Karnowski, L. (2000). *Reading and writing literary genres*. Newark, DE: International Reading Association.
- Cole, P. (2009). *Young adult literature in the 21<sup>st</sup> 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. 16          | 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 | Sept. 23 & Oct. 7 | Develop a written book review and an on-line review (book cover trailer/Glogster) based on YA novels. This is not a traditional book summary but an opinion-based review of the novel.   | Rubric                     |

|                    |  |   |                              |
|--------------------|--|---|------------------------------|
|                    |  | Resources: (Also on our course wiki)<br>Kathleen Horning's "Writing a Review"<br>Book Review guide:<br><a href="http://teacher.scholastic.com/writewit/bookrev/tips.htm">http://teacher.scholastic.com/writewit/bookrev/tips.htm</a>  |                              |
| Literature Circles | Oct. 14<br><br>(Teach to Edmunds' students<br>10/16 & 10/23) | Explore Lin's "Where the Mountain Meets the Moon" through a literature circle approach. Be prepared to discuss your book and to engage in a group discussion. You will also use the literature circle approach with Edmunds' 6 <sup>th</sup> graders.   | Self-Evaluate & Reflection   |
| Mini-Unit          | Dec. 8<br>(Monday)   | 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 this class). This plan will include literacy strategies that you learn in class including but not limited to prior knowledge strategies, comprehension, or fluency. | Rubric                       |
| Digital Story      | Final (Last Class)   | Create a 2-minute digital story describing your literacy life. Who am I as a literate person? What experiences, people, and events have influenced my literacy development? How does who I am as a literate person impact who I am (or will be) as an educator?   | Reflection & Rubric          |
| Group Author Study | 11/4   | 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 |
| Participation      |  | 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 online book trailer): 20%

Literature Circles (Where the Mountain Meets the Moon): 20%

Language Arts Mini-Unit (Includes Reading Interest Survey): 30%

Author Study Group Project: 10%

Digital Story: 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   |
|--|---|---|
| <b>The Sociocultural Influences on Reading and Theory of Reading</b> |   |   |
| <b>Week One</b>  |   |   |
| Aug. 26  | Course Overview<br><br>Taking a Reading Survey<br><br>YA Genres<br><br>Literacy Timeline Prep                   |   |
| August 28  | Theory and Readability<br><br>Literacy Map Timeline   | Ivey & Johnston (2013):<br>Engagement with young adult literature<br><br>Triplett (2004) Looking for a Struggle<br><br>Gambrell (2011) 7 Rules for Motivation |
| <b>Week Two</b>  |   |   |
| Sept. 2  | Overview of historical trend and themes<br><br>Prepare for Edmunds – Literacy Timeline<br><br>Model Book Review | Horning: From Cover to Cover  |
| Sept. 4  | Edmunds   |   |
| <b>Week Three</b>  |   |   |
| Sept. 9  | The risks of teaching YA literature<br><br>Model Readers' Theater   | Politics in Children's Literature by B. Louie<br><br>Bring Seedfolks  |
| Sept. 11   | Edmunds – Read Aloud  | Finish Seedfolks (Bring to school)  |
| <b>Week Four</b>   |   |   |
| Sept. 16   | Young Adolescent Surveys  | <b>Young Adolescent Surveys are completed</b>   |

|  |   |  |
|--|---|--|
|  | Examining & Representing Data from the YA Reading Surveys<br><br>Literary Elements: Mind Map (Character's Analysis) |  |
| Sept. 18                                     | Edmunds   |  |
| <b>Week Five</b>                             |   |  |
| Sept. 23                                     | Online Digital Book Cover<br><br>Literary Elements: Change over time, mind map/character analysis)                  | Written Book Review  |
| Sept. 25                                     | Edmunds   |  |
| <b>PRACTICE &amp; TEACHING YA LITERATURE</b> |   |  |
| <b>Week Six</b>                              |   |  |
| Sept. 30                                     | Approach to Literacy Units  | Meyers & Harste: Inquiry-Based English Instruction (chapters 1-3)  |
| Oct. 2                                       | Edmunds   |  |
| <b>Week Seven</b>                            |   |  |
| Oct. 7                                       | Approach to Literacy Units<br><br>Jigsaw chapters   | Meyers & Harste: Inquiry-Based English Instruction (chapters 4 & 5, assigned chapter)<br><br>Online Digital Book Cover |
| Oct. 9                                       | Edmunds   |  |
| <b>Week Eight</b>                            |   |  |
| Oct. 14                                      | Literature Circles with Where the Mountain Meets the Moon   | Finish Where the Mountain Meets the Moon   |
| Oct. 16                                      | Edmunds – Literature Circles with students  | Bring Where the Mountain Meet the Moon   |
| <b>Week Nine</b>                             |   |  |

|                      |   |   |
|----------------------|---|---|
| Oct. 21              | Writing Approaches<br>Introduce Group Author Study Project<br><br>Prepare for Literature Circles at Edmunds | Nauman, A., Stirling, T., & Borthwick, A. (2011). What makes writing good?<br><br>Liang, L. (2011). Scaffolding middle school students' comprehension and response to short stories   |
| Oct. 23              | Edmunds – Literature Circles with Students - Writing  | Bring Where the Mountain Meets the Moon   |
| <b>Week Ten</b>      |   |   |
| Oct. 28              | Language Arts and the Common Core<br><br>Introduce the Mini-LA Unit   | Beach, R., Thein, A., & Webb, A. (2012). <i>Teaching to Exceed the English Language Arts Common Core State Standards: A Literacy Practices Approach for 6-12 Classrooms</i> . Chpt. 2 |
| Oct. 30              | Edmunds   |   |
| <b>Week Eleven</b>   |   |   |
| Nov. 4               | Group Author Study Presentations  | Group Author Study Project  |
| Nov. 6               | Edmunds   |   |
| <b>Week Twelve</b>   |   |   |
| Nov. 11              | More Literacy Strategies<br><br>Work on Mini-LA Unit  |   |
| Nov. 13              | Edmunds   |   |
| <b>Week Thirteen</b> |   |   |
| Nov. 18              | Work on Digital Storytelling Project  | Bring materials for Digital Story   |
| Nov. 20              | <b>Last Day at Edmunds</b>  |   |
| Nov. 25 & 27         | <b>NO CLASS: Thanksgiving Recess</b>  |   |
| <b>Week Fourteen</b> |   |   |
| Dec. 2               | <b>No Class</b>   |   |
| Dec. 8 (Monday)      |   | Submit Final Mini-LA Unit   |
| <b>Final Exam</b>    | Share Digital Stories   | Submit Digital Stories  |

\*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.