

EDCI 570
Teaching Young Adult Literature in a Multicultural Setting
Spring 2010

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Office Hours: By appointment

Catalog Description of Course:

Examines literary works written for and about young adults. Introduces critical issues surrounding teaching young adult literature in multiculturally diverse public schools and requires reading and reviewing young adult literature from several genres.

Course Objectives

This course is intended to expose you to young adult literature that (a) helps hook adolescent readers into reading and (b) provides a range of cultural representations and subjects. By the end of the course, you should be more familiar with young adult 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. You should also come away from the course with a number of principals and strategies for using multicultural young adult literature in the classroom.

Course Guidelines

- **Attendance:** Attendance at each class meeting is required. If you miss more than one class, you will not be eligible for an A in the course. Repeated absences will result in a grade of C in the course.
- **Conduct:** I expect professional conduct from students. Please arrive to class on time, put away cell phones and PDA's, and close laptop computers during class discussions. I expect that you will reserve laptop use for when I am presenting notes on the white board or overhead.
- **Late Work:** I do not accept work that is more than 3 weekdays late. For each of those 3 days, I deduct 5 points from the total grade.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions.

See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code.

See

<http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See

<http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.

Click on responsible Use of Computing Policy at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be

registered with the GMU Office of Disability Services (ODS) and inform

the instructor, in writing, at the beginning of the semester. See

<http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

Reading

The following reading is required. You will need to acquire 1-6 on your own; #7 and #8 on the list are available at the GMU bookstore:

- 1. *Twilight* by Stephanie Meyer**
- 2. *The Book Thief* by Markus Zusak**
- 3. *Speak* by Laurie Halse Anderson**
- 4. *Diary of a Wimpy Kid: A Novel in Cartoons* by Jeff Kinney**
- 5. *Orange* by Benjamin (or another manga)**
- 6. A YA novel of your choice (to be chosen at our meeting at Borders bookstore on Feb. 23 and purchased there or somewhere else).**
- 7. *From Hinton to Hamlet, Second Edition* by Sarah K. Herz and Donald R Gallo**
- 8. ONE of the following (to be assigned in class) along with 3-4 additional works of young adult literature (also to be assigned in class):**
 - *To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy* by William Brozo
 - *Discovering Their Voices: Engaging Adolescent Girls with Young Adult Literature* by Marsha M. Sprague and Kara K. Keeling
 - *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap* by Alfred Tatum
 - V. 98 n. 4 of *The English Journal* (read the entire journal).
 - *Middle Ground: Exploring Selected Literature from and about the Middle East* by Sheryl L. Finkle and Tamara J. Lilly

Class Wiki

This class is centered on a wiki so that you can share information and experiences with your classmates. Ultimately, the class wiki will contain book reviews and classroom strategies that you can reference even after the class is over (as long as you save your username and password, you will be able to access the wiki). The wiki is saved on WetPaint.com. The link is <http://spring2010gmuyalit.wetpaint.com/>

Adding Material to the Wiki

Locate and click on the relevant assignment title on the left-hand side of the Home page. Then click "Add a New Page." Use your first and last name for the page's title so that I can easily identify who made which entry. I recommend that you cut and paste a word processing document into the page so that you don't have to type right onto the page. Don't forget to save your work!

Projects and Assignments

- a. Wiki postings. Throughout the semester, you will post items to the class wiki. Each posting is worth a certain number of points that will go towards your total course grade. See the [Reading and Assignment Schedule](#) below for the details of each wiki posting and the associated point values. The wiki assignments, in total, are worth 35 points toward your course grade.
- b. The "What is Young Adult Literature?" paper. This paper (3-5 typed double-spaced pages) will be your answer to the question *What is young adult literature?* Your response will stem from our class readings and discussions. This paper is worth 30 points toward your total course grade. Due March 16 by e-mail attachment to ahruby@gmu.edu
- c. Group Presentation/Associated Outline. At the end of the semester, you will make a group presentation aimed at informing your classmates about a significant aspect of using young adult literature in schools. You will post an outline to the class wiki based on your portion of presentation so that your classmates can have a hard copy of important and useful information. There will be both an individual and a group grade for the presentation. You will receive an individual grade for your outline. In total, the presentation and associated outline are worth 35 points toward your final course grade.

GRADING SCALE

A+	97-100	B+	87-89	D	60-69
A	93-96	B	80-86	F	below 60
A-	90-92	C	70-79		

Reading and Assignment Schedule

January 19

Reading due: Chapter 1 in *From Hinton to Hamlet* (HTH)

Topic: Course Introduction: What do we mean when we talk about “culture” in multicultural Young Adult literature?

January 26

No Class Meeting

Read *Twilight*. Post at least two links related to the novel *Twilight* on the course wiki. These links should position *Twilight* as popular culture. Examples might include book reviews, commentaries, blogs, fan fiction, websites, etc. One of the links must be an article from a reputable online magazine or newspaper. Worth 5 points.

February 2

Reading Due: *Twilight*, Chapter 2 in HTH

Topic: Young Adult Literature as pop culture

February 9

No Class Meeting

Read *Speak* and *The Book Thief*. Post and respond to book reviews about *Speak* and *The Book Thief*. Frame your responses with information from Chapter 2 in HTH regarding definitions of YA Literature. You may also reference our discussions from class on Feb 2. Your response to each should be at least one paragraph. Worth 10 points.

February 16

Reading Due: *Speak* and *The Book Thief*

Topics: (1) YA Lit as quality literature (2) what makes a good book review?

February 23

Reading Due: Chapters 6 and 8 in HTH

Topic: How do adolescents choose what to read? (tonight our class will meet at Border’s bookstore on the corner of 50 and Lee Hwy in Fairfax)

March 2

No Class Meeting

Read the book you chose while at Border’s. Also read a manga book and *Diary of a Wimpy Kid*. Post a book review of one of

these books to the class wiki. Worth 10 points. Your book review should be at least 500 words and should follow the criteria we established in class on Feb. 16.

March 16: *What is Young Adult literature?* paper is due through e-mail attachment to ahruby@gmu.edu

Reading Due: choice novel; *Diary of a Wimpy Kid*; manga book
Topics: (1) pleasure reading (2) visual literacy

March 23:

No Class Meeting

Read Chapters 4 and 5 in HTH. Choose canonical text to use in a unit plan that will include both the canonical text and YA literature. Post a list to the wiki that includes the canonical text, possible YA literature to supplement the canonical texts, possible concepts for a unit plan that includes these texts, and some possible response activities you might have students do during the Unit. Worth 10 points.

March 30

Reading Due: Chapters 4 and 5 in HTH

Topics: (1) Unit Plan workshop based on wiki postings (2) First meeting of
Presentation groups

April 6

No Class Meeting

Begin reading the textbook (or journal issue) and YA novel for your group presentation. You should read at least half of each to be prepared for your presentation-planning meeting on April 13

April 13

Topic: Planning for your group presentations

Reading Due: at least one half of your presentation textbook (or journal issue) and one half of your presentation YA novel.

April 20 and April 27: Group presentations and discussion.

*** The outline for your part of the group presentation is due May 4. Post the outline to the class wiki.**

