“We read to know we are not alone.” C.S. Lewis

English 310: Young Adult Literature
Instructor: Jeanie M. Reynolds Email: jmreyno3@uncg.edu
Office: MHRA 3311 Office Hours: by appointment

Class Meeting Times:
TR 2:00-3:15 MHRA 2208

Course Perspective:
This course focuses on the critical study and evaluation of the YA genre; examination of modes and themes found in the literature; ways to write about and support your choices in contemporary YA literature; strategies of effective reading; and discussion techniques for teachers. This course is NOT about how to teach a book. However, as with any course I’m hoping much more will happen than just learning about YA literature. Literacy is a powerful tool in our society, but it is often used as a way to keep some people “in” and others “out” of reach of such power. It is my belief that this course is strengthened by the diversity of thoughts, perspectives, and backgrounds that students bring with them. We will draw upon our own backgrounds as readers and writers in order to critically examine the literature in this course and discover how it applies to our own lives, education, future careers, and much more.

I will do my best to make this an enjoyable and worthwhile course for you, but you should know from the start that teaching—or at least teaching well—is hard work. There is no short cut or magic formula that will reduce the amount of time needed to do well in this course. It’s the nature of the course, I’m afraid. To learn how to teach, you must be critical thinkers and present your thoughts in a manner that is understandable to a wide audience. In order to communicate effectively, you will have to practice the art of communication often and be prepared to receive feedback on each presentation and reflect on ways to improve your communication skills.

Student Learning Outcomes:
After completing this course, the student will be able to:
1. demonstrate understanding of an extensive body of literature for adolescents, the various genres, and the critical study of YA literature. Topics will include historical perspectives and current trends in literature, literature by and about women and minority groups, oral literature, and non-Western literature;
2. analyze current adolescent interests, including visual & audio stimuli & psychological development and how they relate to YA texts;
3. identify possible objectionable books & materials & prepare a rationale for either using or not using materials with students; aware of criteria for selection of print and non-print material;
4. distinguish and justify the use of various theoretical lens by which to approach the study of YA literature;
5. apply multi-media approaches to learning and to literature; recognize and appraise new texts, and professional materials and organizations which will help them keep current in the future.

The course will also meet the following standards of state and national associations:
INTASC: available at www.dpi.state.nc.us/pbl/pblintasc.htm
NCTE/IRA: available at www.ncte.org/standards/standards.shtml
NBPTS (Five Core Propositions): available at www.nbpts.org
ISTE: available at www.cnets.iste.org/teachstand.html
NC Advanced Competencies: available at www.dpi.state.nc.us
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**Speaking Intensive Requirements:**
In order to complete this course, the student will:
1. Demonstrate the ability to communicate course information clearly and concisely to a variety of audiences;
2. Be able to articulate a rational for teaching various YA literature;
3. Demonstrate the ability to respond to questions “off the cuff” in a poised and articulate manner;
4. Demonstrate the ability to accept divergent views, manage conflict and use leadership behaviors;
5. Articulate constructive criticism of peers and reflect upon constructive criticism from peers in order to grow.
6. You will need to take your audio/s and video/s to the Speaking Center for listening/viewing and feedback.

**What You Will Need:**
1. A UNCG email account with access to Edmodo
2. A Daybook (Mead composition notebook) and glue sticks
5. Articles on Blackboard and in Edmodo library

**Texts:**

**Professionalism & Academic Integrity:**
Teaching is a profession and as such establishes standards and expectations for its members. As in-service and pre-service teachers, we must hold ourselves to these standards. Such expectations include respect for self and others. Here are just a few of the ways we demonstrate respect:
- Be punctual to class (See below)
- Respect others even when you disagree with them
- Be a thoughtful and reflective practitioner
- Turn all electronics off or to a silent mode before class begins—please refrain from texting during class—if you should need to use your phone, please step outside.

**Timeliness and Attendance:**
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This class is rooted in the idea that learning takes place in a community, so active attendance is required. Your grade will be affected by every absence. Three absences, you will fail the course (each two tardies/early departure will equal one absence). If absent/late, you are responsible for acquiring work, assignments, handouts, etc. from that day from Edmodo and/or colleagues. In short, be in class, be prepared, and be on time. **Finally, simply taking up space in the class is NOT enough—in order to receive full participation credit, you will need to participate in a meaningful way.**

**Papers Style Manual and Manuscript Requirements:**
All written work (except in-class activities) should be typed and reviewed for quality of content and mechanical correctness. For any written work requiring citations, students are expected to use the APA Style Manual or the MLA Style Manual.

**Evaluation & Grading:**
This class is not about figuring out how to create an “A” assignment or the “A” way to read and discuss that reading; however, your success in the class is very important. This class is designed to allow you to demonstrate your success as a developing thinker, reader, writer and teacher. It is my hope that you will have opportunities to evaluate your own work and the work of others in the course. I will respond to assignments in what I believe is an appropriate manner, and I will ask you to respond to one another. I will provide detailed handouts for most assignments and grade according to the objectives and goals for both the content and the speaking intensive requirements.

I view grading as an individual and noncompetitive assessment of your performance and growth through the semester. I do assign credit or a grade for each assignment so that you will be able to assess your progress through this course. I encourage you to make an appointment with me to discuss specific assignments, concerns, or questions about your grade in this course.

**Equivalents for Rubrics**
I will use rubrics for the majority of our assignments. In order to provide well-rounded assessment, we won’t always focus on the “ranking” grade but rather a category in which your work falls. Use this equivalent to help you convert the categories to numerical grades.

- **Accomplished** = Well-above average, distinct work; A range (90-100)
- **Proficient** = Above average work; well done; B range (80-89)
- **Developing** = Accomplished min. requirements; good effort/room to grow; C range (70-79)
- **Emergent** = Did not meet min. requirements, let’s talk; D range (69 and below)

**Assignment Breakdown:**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Reading Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Memo</td>
<td>10%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>30%</td>
</tr>
<tr>
<td>Lit Crit paper/s</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Specific Assignments:**
Participation and Reader Response 20%

1. Participation for this course will manifest in three main forms—class participation, online participation, and daybook participation. Details about each form of participation are explained below. Participation points will not be easily earned in this class. I believe that a class should have a relaxed but focused atmosphere; however, this cannot be achieved unless everyone in class is committed to certain standards of behavior and engagement. Coming to class is important, but it is not enough. The participation grade will be based not only on your daily presence but also your level of focus and preparation for each class. Unconstructive or distracting behavior—both
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in class and online—will negatively affect your participation grade. A high level of independence and ownership of your individual participation and work is expected in order to be successful in this course. However, do not hesitate to ask for help!

1. **Class Participation:** We will experience a highly interactive class structure, so your preparation and productive contribution to class is expected on a daily basis. Participating in whole class and small group discussions, coming to class having read and completed any additional assignments for that day (draft work, daybook work, etc.), and asking questions that are dialogic and relevant to the topic are all part of class participation. This aspect of your participation grade will be determined based on instructor observation and discussion of such during individual conferences between student and instructor.

2. **Reader Response and Online Participation:** This course is a reading intensive course. Our schedule demands that we read, discuss, and process roughly one book a week as well as various articles and/or book chapters. In order to be active readers and demonstrate what and how we are reading, we will use both in-class and out of class discussions. Through our online Edmodo, we will explore non-print means of thinking and communicating in a classroom setting as preparation for our next class meeting. You will be asked to visit, read, write/publish, contribute, etc. to our site on a **weekly basis**. Online participation will involve many things such as posting to discussion threads, sharing writing assignments for feedback, blogging, reading, viewing videos, and uploading sources. Due dates will vary for online work and will be discussed in “f2f” class meetings. Below is further description of the two main ways we will use the class website:

3. **Daybook Participation** -- Throughout the course you are asked to maintain a daybook to capture your thinking through writing. In the daybook, you are expected to write weekly notes, reflections, letters, thought pieces, etc. in response to your readings, assignments, and to the class. You will maintain a daybook in order to capture your thoughts and understanding of the contents of this course. I expect you to read, write, observe, participate, respond, think, and feel. Above all, I expect you to share with the class whatever insights and/or problems this class provokes—this may occur both in class and online. The daybook will help you fulfill this expectation and show evidence of your journey this semester. Many handouts and in-class writing (as well as some out of class writing) will go in the daybook. If it will help you in this class, then it belongs in the daybook. You will need your daybook in class every day. These are yours to keep, but they will be evidenced in your daybook defense at the end of the semester. I will also make observations and ask you to look at your daybook during class in order to assess how well you are utilizing this writing-to-learn tool.

2. **Reading Quizzes (20%)**
   There will be quizzes along the way—and they will be cumulative. [BWAHAHAHA—INSERT EVIL LAUGH HERE]! Seriously, these are not meant to be a “gotcha”—they are intended to help us all think more deeply about the readings and what/how YA Lit works. However, if you don’t read the text (not the movie, nor the Spark/Cliff etc. Notes)—or read it in a distracted manner, don’t expect to do well. You will be expected to provide ample evidence that you have in fact read and understood the text, so the vague sorts of answers that we all give when we haven’t read, won’t really cut it.

3. **Reading Memoir (10%)**
   At the beginning of the semester, to help us frame our discussion of adolescence, adolescents, and literature, you will examine your own in-school and out-of-school reading experiences. You will create a multimodal representation (i.e, Origami Journal, video, podcast with visuals etc.) and write a 1.5-2 page paper focusing on and analyzing a particular moment in your reading development.

4. **Portfolio (30%)**
   Your portfolio (either online or hardcopy) will showcase your work from this course. Including all drafts (label them 1st, final etc.), all audio and video work and various drafts and feedback from peers. Choose work from your daybook and Edmodo that demonstrate the ways you are figuring out ways to not only teach YA Lit, but ways to teach students HOW to read. The portfolio will provide evidence of all the thinking, writing, and overall work you complete in this course.

5. **Literary Criticism Papers (20%)**
   For this course, you will write two critical papers on two different YA lit texts. You will use a literary lens by which to examine the text and offer up a compelling, well-thought out analysis. The first draft will be due according to the rotating posts, you will receive feedback from me and take your paper to the UNCG Writing Center and construct a final draft for your portfolio.

***SAVE EVERYTHING you write in this class, including all drafts***
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Grades will be earned as follows:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
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<tr>
<td>94-97</td>
<td>A</td>
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<tr>
<td>90-93</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<td>80-82</td>
<td>B-</td>
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<td>77-79</td>
<td>C+</td>
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<tr>
<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<td>67-69</td>
<td>D+</td>
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<tr>
<td>63-66</td>
<td>D</td>
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<tr>
<td>60-62</td>
<td>D-</td>
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<tr>
<td>59 points or below</td>
<td>F</td>
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Adolescent Literature
Reading/Literacy Memoir (10%)
Fall 2013
Due September 12, 2013

At the beginning of the semester, to help us frame our discussion of adolescence, adolescents, and literature, you will examine your own in-school and out-of-school reading/writing experiences, grades five through twelve. You will create a multi-modal representation such as an Origami Journal and write a brief paper focusing on and analyzing a particular moment in your adolescent reading/writing development. You may want to think about your struggles and successes, key influences, favorite texts, and significant moments. Here are some options for tackling this assignment:

Options for tackling this assignment will be discussed the first day of class, but here are some ideas to get you started:

1. Reading/Literacy Profile. Use the layout for a profile shown here:
http://www.readwritethink.org/files/resources/lesson_images/lesson11/SampleReadersProfile.pdf, but adapt textbox categories to fit your literacy/reading timeline and important events. You can create this online here:
http://www.readwritethink.org/files/resources/interactives/profile/ and save as picture to insert in Word or manipulate in some other space. Write a 1-1/2 to 2 page reflection to go along with your profile that provides context for your reader and honing in on the analysis and significance of a particular moment as well as the choices you made in creating this piece.

2. A Podcast. Create a podcast that tells the story of particular events in your adolescent reading experiences. Consider how you might use various sound effects, intonation, and texts to provide depth to your story. How did this event affect you as an adolescent reader? How is it still affecting you now? Write a 1-1/2 to 2 page reflection to go along with your podcast that provides context for your reader and honing in on the analysis and significance of a particular moment as well as the choices you made in creating this piece. SoundCloud (https://soundcloud.com) is a user-friendly online podcast creation tool, but there are other tools (GarageBand, Audacity) that may be used as well.

3. PowerPoint or movie presentations with voice over. Create a PowerPoint presentation that includes visuals and audio that showcases the timeline of your adolescent reading experiences. Write a 1-1/2 to 2 page reflection to go along with your PowerPoint that provides context for your reader and honing in on the analysis and significance of a particular moment as well as the choices you made in creating this piece. Use similar instructions for using MovieMaker or iMovie or Jing to create an audio/video piece.

4. Other. With the instructor’s approval, you may suggest another format for representing your literacy development that integrates both visual and textual aspects. You will need to write a 1-1/2 to 2 page reflection to go along with your suggestion that provides context for your reader as well as explains the choices you made in creating this piece.

5. Origami Journal. Create a journal of your literacy development using pictures and words in this creative format. You can organize this chronologically or topically (significant moments, people, etc.). We will model these in class and directions are available on the course website. Write a 1-1/2 to 2 page reflection to go along with your origami journal that provides context for your reader and honing in on the analysis and significance of a particular moment. Create a podcast of your reflection to be shared with the class.

Things to think about:
  * Family experiences. Perhaps family members read to you as a child or you saw others reading/writing.
  * Good and bad experiences with teachers.
  * Childhood insights and misconceptions about reading and writing.
  * Friends or classmates who were better at reading and writing than you were.
  * Strategies for reading and writing, both successful and unsuccessful.
  * Experiences with foreign languages and literacy.
  * Major breakthroughs and sudden insights.
  * Attitudes toward reading and writing at different ages.

Organize the experiences you have chosen into a coherent narrative about your developing literacy. Document how your perspectives on literacy have changed over time. What did you believe in the past and what do you believe now? How have your reading and writing tastes changed over time? I will assess this using the following guidelines:

***SAVE EVERYTHING you do in this class, label appropriately***
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Adolescent Literature
Reading/Literacy Memoir
Spring 2013

Reading Memoir Assessment Guidelines
Use the following guidelines to help you in the creation of your Reading Memoir. The instructor also will use this form to evaluate your work.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Accomplished</th>
<th>Proficient</th>
<th>Developing</th>
<th>Emergent</th>
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<tbody>
<tr>
<td><strong>Audio/Visual Elements:</strong></td>
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<tr>
<td>Elements are well organized and provide a strong sense of key texts and moments that were a part of the student’s development and history as a reader and writer.</td>
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<td><strong>Reflection &amp; Analysis:</strong></td>
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<td>The reflection provides clear insight about one specific aspects of your literacy autobiography and clearly explains multimodal choices. The reflection moves from description of key events or realizations to an analysis of those events—that is, from “what happened” to the impact of those events. Together these pieces make clear your development as an adolescent reader/writer.</td>
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<td><strong>Process:</strong></td>
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<td>Student clearly participated in all aspects of the process in creating this assignment and came to class prepared. Piece has clearly gone through process work and revisions have been made as needed.</td>
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<td><strong>Layout, Organization &amp; Mechanics:</strong></td>
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<td>The reflection is easy to read with appropriate visual organization of information using a suitable and consistent format. Visual elements are laid out with care and organized in an effective manner. Audio elements are well-planned and edited. The text has few if any errors in grammar, capitalization, punctuation, and spelling.</td>
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**TOTAL GRADE:**
A- = at least 3/4 “Accomplished” and no “Emergent”; Every “Emergent” drops grade

***SAVE EVERYTHING you do in this class, label appropriately***