Course Description

This course is designed to acquaint students with the historical development, critical analysis, and selection of literature and related materials appropriate for young adults. An emphasis will be placed upon motivational techniques, activities, and strategies that help meet the reading and learning needs and interests of adolescents. Additionally, selecting materials that meet expressed reading needs and interests will be included in the course. A strong emphasis will be placed upon literature with multicultural characters and themes. This course is intended for those seeking secondary certification and covers materials appropriate for grades 4-12.

Required Textbooks


Required Reading

These are books that all class members will read. They do not need to be purchased. Many are on reserve in the library. Please, if you do borrow the books, make sure you can bring them to class on the days they are discussed.

Anderson, Laurie Halse. Speak
Bartoletti, Susan Campbell. Hitler Youth: Growing up in Hitler's Shadow
Bauer, Joan. Stand Tall
Cormier, Robert. The Chocolate War
Crowe, Chris. Getting Away With Murder.
Crutcher, Chris. Whale Talk
Gallo, Donald R. On the Fringe
Hinton, S.E. The Outsiders.
Johnson, Angela. The First Part Last.
Korman, Gordon. No More Dead Dogs
Myers, Walter Dead. Monster.
Nixon, Joan Lowery. Whispers From the Dead
Lowry, Lois. The Giver
Paulsen, Gary. Nightjohn
Spinelli, Jerry. Stargirl.
Stone, Tanya Lee. A Bad Boy Can Be Good For a Girl
Trueman, Terry. Stuck in Neutral.
Yang, Gene Luen. American Born Chinese
**Recommended Textbooks**

*This is a writing enhanced course.*

**Course Objectives**  By the end of the semester, you will be able to:

- Direct and encourage students to read a variety of fiction and nonfiction resources for personal and informational needs [TExES I.9]
- Understand and evaluate national, state and local reading initiatives. [TExES I.10]
- Collaborate with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials [TExES II.8]
- Promote awareness of and responsiveness to learning differences and other types of diversity in the learning community [TExES V.1]
- Exhibit effective communication through oral, written, electronic, and nonverbal expression [TExES V.2]
- Use knowledge of literature and information resources to help students select materials [TExES VI.8]
- Understand and model the principles of intellectual freedom, information access, privacy, and proprietary rights [TExES VI.9]
- Use varied reading materials, programs, and motivational strategies to guide development of independent readers [TExES VI.11]

**Knowledge:**

- Provide sufficient rationale for using real books in the classroom.
- Describe the reading needs and interests of middle and high school children.
- Identify leading figures in the field of YA literature.
- Describe the role of the teacher in reading guidance and motivation.
- Identify strategies and activities for matching children and books.
- Identify sources for keeping current in the field.

**Skills:**

Identify and use book selection tools and reviewing sources.
Annotate and respond to a variety of YA books.
Evaluate books using criteria for specific genres.
Select books developmentally appropriate for various learners.

**Dispositions:**
Recognize the benefits and importance of using multicultural literature in the classroom. Provide reading materials that reflect diversity. Distinguish between selection and self-censorship. Model appropriate literate behaviors. Demonstrate enthusiasm for books and reading.

Standards Matrix:

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities (* indicates field-based activity)</th>
<th>Performance Assessment</th>
<th>Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide sufficient rationale for using real books in the classroom.</td>
<td>Online writing and responding</td>
<td>Analysis of postings to discussion board and listserv</td>
<td>• State Standards</td>
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<td>• IRA Standards</td>
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<td>• Library State Standards</td>
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<td></td>
<td>29,032, 33, 5.1, 5.2, 2.12, 3.43s, 2.12s</td>
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<td></td>
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<td>239.55</td>
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<tr>
<td>Describe the reading needs and interests of middle and high school children</td>
<td>Online writing and responding</td>
<td>Analysis of postings to discussion board and listserv</td>
<td>2.14s, 4.2s, 4.8s</td>
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<td>1.2, 1.4, 3.4, 1.7, 3.1, 3.2, 4.4</td>
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<tr>
<td>Identify and use book selection tools and reviewing sources</td>
<td>7. Outside reading of 75 children’s books</td>
<td>Annotated bibliography</td>
<td>2.12s</td>
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<td>8. Lecture and class presentations</td>
<td>Analysis of postings to discussion board and listserv</td>
<td>239.55</td>
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<td>2.11, 8.1, 12.4, 13.1, 16.1</td>
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<tr>
<td>Evaluate books using criteria for specific genres.</td>
<td>9. Outside reading of 75 children’s books</td>
<td>Annotated bibliography</td>
<td>2.12s, 2.14s, 3.43s</td>
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<td></td>
<td>10. Lecture and class presentations</td>
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<td>239.55</td>
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<td>5.2, 8.1, 12.4</td>
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<tr>
<td>Describe the role of the teacher in reading guidance and motivation.</td>
<td>• Online discussion</td>
<td>• Posting to discussion board</td>
<td>2.14s</td>
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<td></td>
<td>• Booktalks</td>
<td>• Booktalk checklist</td>
<td>239.55</td>
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<td>5.3, 13.1, 16.1</td>
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<tr>
<td>Annotate and respond to a variety</td>
<td>Outside reading of 75 children’s books</td>
<td>Annotated bibliography</td>
<td>2.14s, 4.2s, 4.8s</td>
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<td>5.1, 5.4, 5.5, 12.4</td>
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<td>of YA books</td>
<td>Class lectures and presentations</td>
<td>Online discussion postings analysis</td>
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<td>Demonstrate awareness of the importance of a diversity of materials for young adults, responding to needs of individual learners (learners with disabilities, gifted and talented learners, learners from various socioeconomic and ethnic background).</td>
<td>Class presentations and lectures</td>
<td>Postings analysis</td>
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<td>Identify strategies and activities for matching children and books.</td>
<td>Literature Circles</td>
<td>Role sheets for circles</td>
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<td>Understand the role of the library media /reading specialist in reading guidance and motivation, such as through author visits, booktalks, book discussions, book related “chat rooms,” interaction with parents (suggested reading lists, relevant articles) etc.</td>
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Web address for IRA standards: [http://www.reading.org/advocacy/standards/introduction.html](http://www.reading.org/advocacy/standards/introduction.html)

Web address for state standards: [http://www.sbec.state.tx.us/stand_framewrk/stand_framewrk.htm](http://www.sbec.state.tx.us/stand_framewrk/stand_framewrk.htm)
Course Outline (Tentative)

Note that the titles of the required readings are indicated in parentheses when they are up for class discussion.

Week #1

Overview of the Course
  Successful reading environment
  Review Syllabus
  History of YA Literature
  Due Dates

Week #2

Female Characters and Rites of Passage
  STARGIRL
  SPEAK
  A BAD BOY CAN BE GOOD FOR A GIRL
Male Characters and Cult of Kill
  WHALE TALK
  STAND TALL
Historical Fiction
  NIGHTJOHN

Week #3

Fantasy and Science Fiction
  THE GIVER
Mystery
  WHISPERS OF THE DEAD
The Problem Novel
  THE OUTSIDERS
  THE FIRST PART LAST
  MONSTER
Non-Fiction
  GETTING AWAY WITH MURDER
  HITLER YOUTH
Week #4

Censorship and Related Issues

THE CHOCOLATE WAR

Other Genre: poetry, story, drama

Graphic Novel

AMERICAN BORN CHINESE

Multicultural Literature

ON THE FRINGE

STUCK IN NEUTRAL

Humor

NO MORE DEAD DOGS

Class Presentations

Wrap up

Final Course Evaluation

Course Requirements:

1. READING AUTOBIOGRAPHY

This paper should document your life as a reader (or as a nonreader if that is more descriptive of you). Consider how you learned to read, your earliest memories of reading at home and at school, your reading interests and dislikes, your reading habits as a child, teen, adult, and your attitude about reading. This is a personal narrative. It should provide the Instructor with a clear picture of your development as a reader (or a nonreader as the case may be). Please mention specific events, titles, and authors as well as images and recollections from your childhood, adolescence, and adulthood. A sample reading autobiography may be found at the Blackboard web site for this class. Please use the example only for reference, as your memories of reading should be individual and idiosyncratic.

2. OUTSIDE READING BLOGGING

In addition to the assigned books on the syllabus, you are to read an additional 20 books. These books must meet the following requirements. You may NOT use REQUIRED READING BOOKS for this assignment. Visit Teri Lesesne's blog at: http://professornana.livejournal.com/ for examples of what I am looking for in this assignment. Be sure to read a handful of blog entries to see the range and variation they can have. In addition to your own blog, you are required to respond to the blogs of your classmates as well. Details will be provided by the Instructor. There will be specific questions for you to discuss in the 4 blogs you will be doing.
5 Lone Star or Tayshas books 2008-2009
5 BBYA books from the 2007 list
5 past Printz Award winners (may use honor books)
1 series books.
2 Alex Award winners.
2 Challenged books

5. Questions for Textbook
   I will post discussion questions from your textbook readings under Assignments. If you have any questions about this assignment you can ask them at the Discussion Board. Your question might be one that others have.

6. Literature Circles
   In class assignment.

7. Class Presentation
   Each student will do a presentation on 5 books. We will discuss the criteria in class.

**Evaluation:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tr>
<td>Reading Autobiography</td>
<td>50</td>
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<tr>
<td>Peck Questions</td>
<td>50</td>
</tr>
<tr>
<td>Blogging</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td>Textbook Questions</td>
<td>50</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>100</td>
</tr>
</tbody>
</table>

Total: 400 points

A=360+
B=319-359
C=278-318
D=237-277
F=below 236

**Class Policies**

1. Late work is not accepted unless the student has a compelling reason and the instructor is notified in advance. This will be determined at the instructor’s discretion. Work more than 3 days past the due date will not be accepted. No late work will be accepted the final three weeks of the class. Late work of any kind will suffer grade
reduction. If the Instructor is to return work to the student in a timely fashion, deadlines must be met.

2. Attendance is strongly encouraged and roll will be taken. Absences exceeding three hours will result in serious grade reduction. The only excused absence occurs when students are involved in university sponsored activities and obtain prior approval from the Instructor. Consistently being late for class or asking to leave early is akin to being absent.

3. All assignments are to be submitted via the Blackboard DIGITAL DROP BOX feature of Blackboard for turning work in to me. I will NOT accept work via my email accounts or hard copies of assignments. Failure of your hardware or software is not sufficient reason for late work. It is your responsibility to ensure that work arrives on time. Please retain a copy of all material submitted in the form of an email so that you can re-send and prove promptness if necessary.

4. Plagiarism is not tolerated.

5. Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY
It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT
SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to
providing reasonable accommodations for students with disabilities. Students with disabilities that may
affect adversely their work in this class should register with the SHSU Counseling Center and talk with
their University supervisor and classroom mentor teachers about how they can help. All disclosures of
disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with
the Counseling Center is complete

Availability of Instructor

Lois Buckman
(281) 467-0821  CELL PHONE
lab008 @shsu.edu  OR  lois_buckman @ sbcglobal net
(936) 294-1150  Department secretary, Rebecca Lewis

PO Box 2236
Huntsville, TX  77341-2236

Office Hours:  Before or after class