

**LS 585 LITERATURE FOR YOUNG ADULTS
SUMMER 2008**

*Course Number is a required course for the Masters of Library Science and Library Science
Certification*

**College of Education
Department of Library Science**

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Text/Readings:

Lesesne, Teri S. *Making the Match: The Right Book for the Right Reader at the Right Time.*
Stenhouse, 2003.

Required Readings:

Bauer, Joan. *Hope Was Here.*
Canales, Viola. *The Tequila Worm.*
Choldenko, Gennifer. *Al Capone Does my Shirts.*
Cormier, Robert. *The Chocolate War.*
Crowe, Chris. *Getting away with Murder.*
Crutcher, Chris. *Sledding Hill.*
Finkel, John. *Greatest Stars of the NBA* (any title in series)
Gallo, Donald R. *On the Fringe.*
Garden, Nancy. *Endgame.*
Green, John. *Looking for Alaska.*
Harris, Robie. *It's Perfectly Normal.*
Johnson, Angela. *The First Part Last.*
Kinney, Jeff. *Diary of a Wimpy Kid*
Korman, Gordon. *No More Dead Dogs.*
Landy, Derek. *Skulduggery Pleasant*
Levithan, David. *Boy Meets Boy.*
Lubar, David. *Hidden Talents.*
Lynch, Chris. *Inexcusable.*
Mosely, Walter. *47.*
Myers, Walter Dean. *Monster.*
Osa, Nancy. *Cuba 15.*
Peters, Julie Ann. *Luna.*

Sis, Peter. *The Wall*
 Trueman, Terry. *Stuck in Neutral*.
 Urban, Linda. *A Crooked Kind of Perfect*
 Yang, Gene. *American Born Chinese*.

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.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • TExES competencies • <u>State Standards</u> • <i>IRA Standards</i> • <u>AASL Standards</u>
Describe the reading needs and interests of secondary school children	Textbook assignment; students post to Discussion Board about characteristics and needs and YA students.	Analysis of postings to Discussion Board	<u>Standards 1 and 2</u> <u>239b(6)</u> 4.1 001(h, j)
Model appropriate literate behaviors and demonstrate enthusiasm for books and reading.	Booktalk Assignment* Reading autobiography	See rubric for booktalk assignment on TK20. Completion of reading autobiography	<u>Standard 1</u> <u>239b(9)</u> 4.3 004(e)
Evaluate books using criteria for specific genres.	Postings to wiki and blog	Analysis of postings to wiki and blog	<u>Standard 1</u> <u>239d(1)</u> 2.2, 2.3 005 (b, h, i)
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.	Booktalk Assignment*	See rubric for booktalk assignment on TK20.	<u>Standard 2</u> <u>239b(6), (9)</u> 4.3, 4.1 001 (h, j)

Demonstrate 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).	Booktalk Assignment Blogging of books	See rubric for booktalk assignment on TK20. Completion of blogging assignment.	<i>Standards 1 and 2</i> <u>239g(11), 239b(6, 11)</u> 4.1, 4.2 001 (g)
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Web address for IRA standards:

<http://www.reading.org/downloads/resources/545standards2003/index.html>

Web address for state standards:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=55](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=55)

Web address for AASL Standards:

http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/ala-aasl_slms2003.pdf

Web address for Conceptual Framework

www.shsu.edu/~ncate/concept.html

Course Format: The format includes lecture or narrative presentations, small group discussions, whole class discussions, self-selected inquiries, writing, and individual presentations. Evaluation consists of self-, peer, and professor assessments using rubrics for products, discussions, workshops and presentations. Samples of completed assignments are provided.

IDEA Objectives: ESSENTIAL only

23. Learning to apply course materials.
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
27. Gaining a broader understanding and appreciation of intellectual/cultural activity.

Important IDEA Objectives: 21, 22, 26, 28, 29

Knowledge:

- Provide sufficient rationale for using real books in the classroom.
- Describe the reading needs and interests of secondary 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 tweens, teens 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.

Course Outline: This hybrid course meets only once in the traditional format. All other meetings and work will be done online for this course. Please refer to the Blackboard site for further information on dates and assignments and the like.

Meeting #1

Overview of the Course
 Developmental Tasks of the YA
 Stages in Reading Development
 How Young Adults Develop
 History of the YA Novel
 Nature of Hybrid Course

Course Requirements:**1. READING AUTOBIOGRAPHY**

50 points

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. There is an additional example in the textbook in Chapter Ten. Please use the examples only for reference, as your memories of reading should be individual and idiosyncratic.

2. TEXTBOOK DISCUSSION 50 points

Since many of our meetings are online in nature, I will be monitoring the discussion of the textbook at Blackboard for this portion of your grade. I expect to see well developed and thoughtful and reflective answers to the postings at Discussion Board.

3. BLOGGING 50 points

You will read an additional 10 books (other than the ones on the front of the syllabus) for this assignment. These books must come from one of the following 2008 lists: Quick Picks, Best Books for Young Adults, Lone Star, TAYSHAS, Great Graphic Novels for Teens, Printz, or ALEX Award winners. Visit my blog at: www.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. Details will be provided by the Instructor. You will blog these under TOOLS/BLOG TOOL on Blackboard.

4. AUDIOBOOK EVALUATION 50 points

You will listen to an audiobook for YAs (approval by Instructor required in advance) and complete the audiobook evaluation form found at Blackboard.

5. BOOKTALK 50 points

You will read and use 5 of the required books to booktalk in front of a group of students. Please see the instructions for completing this assignment.

6. IN COMMON READING ANNOTATIONS 150 points

We will be using the wiki at Blackboard to talk about the assigned books. I will set up a schedule for which books we will discuss each week. More instructions will be provided at the first class meeting.

Evaluation:

Reading Autobiography	50
Blogging	50
Textbook Discussion	50
Peck's Questions	50
Booktalking	50
In Common reading discussion	150

Total: 400

A=360

B=320-359

Expectations:

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.

STUDENT RESPONSIBLE FOR DROPPING CLASS

You need to be aware of the dates for dropping this course for refund, dropping without a grade, etc. Do not assume you will be dropped by the professor if you do not come to class. You need to withdraw officially from this class.

ADDITIONAL POLICIES FOR THIS CLASS AND INSTRUCTOR

All of the departmental policies apply for this class. In addition, the policies noted below are in effect.

1. Late work is **not** accepted. This is a graduate class, and all work must be turned in on the dates assigned. Occasionally, there is a compelling reason for work to be late. This will be determined at the instructor's discretion. Work more than 3 days past the due date, however, will not be accepted under any circumstances. No late work will be accepted the final two weeks of the class. Late work of any kind will suffer grade reduction. Failure of your hardware or software is not sufficient reason for late work. It is the students' responsibility to ensure that work arrives on time. Please retain a copy of all material submitted plus the "receipt" from Blackboard. Most assignments are to be submitted via the ASSIGNMENTS link at Blackboard.
2. Attendance is strongly encouraged and roll will be taken. Absences exceeding three hours will result in serious grade reduction. Consistently being late for class or asking to leave early is akin to being absent. Do NOT ask to miss a class. If you should miss a class, you can expect to earn an "F" for the course. There are NO exceptions to this policy.
3. Plagiarism is not tolerated. Please avoid using wording from book flaps, reviews, Amazon.com, etc.
4. All assignments are to be submitted via BLACKBOARD. I will accept NO hard copies unless the assignment is done in class. Assignments should come to me via the ASSIGNMENTS and or DISCUSSION BOARD or under the blog and wiki tool features of Blackboard. Please ensure that you send assignments in time. Do not send assignments via email.
5. Special notes about Blackboard:

I will not acknowledge receipt of assignments. Blackboard sends you a receipt when assignments are sent correctly.

I will send out emails when I grade work. It is then the responsibility of the student to check grades at Blackboard and communicate any concerns to the instructor **immediately**.

Important announcements will be posted at Blackboard and emailed through Blackboard. It is the responsibility of the student to check email routinely.

If students encounter difficulties, they need to contact Computer Services (936-294-1950) and not the instructor.

Bibliography:

Selective Reference List of Young Adult Literature Professional Resources

- The ALAN Review*. Journal from the Assembly on Literature for Adolescents, National Council of Teachers of English. Contains reviews of YA titles. Available on-line at <www.alan-ya.org>.
- Allen, Janet. 2002. *There's room for me here*. Stenhouse.
- Allen, Janet. 2004. *Content area reading strategies*. Stenhouse.
- Allen, Janet. 2001. *Yellow brick roads*. Stenhouse.
- Beers, Kylene and Barbara Samuels, eds. 1998. *Into focus: Understanding and creating middle school readers*. Christopher-Gordon.
- Beers, Kylene. 2003. *When kids can't read what teachers can do*. Heinemann.
- Beers, Probst, and Rief (eds). (2007). *Adolescent literacy: Turning promise into practice*. Heinemann.
- Beers, Kylene and Teri S. Lesesne, eds. 2001. *Books for You: An annotated guide for senior high students*. NCTE
- Best videos for children and young adults: A core collection for libraries*. 1990. ABC-CLIO.
- Blasingame, James. (2007). *Books that don't bore 'em*. Scholastic.
- Bodart, Joni Richards. 1980. *Booktalk!: Booktalking and school visiting for young adult audiences*. H.W. Wilson. (13 other Bodart booktalking titles are available)
- The book report: The journal for junior and senior high school librarians*. Linworth Press.
- Booklist*. Review journal from the American Library Association.
- Books for the teen age*. 1999. New York Public Library.
- Broderick, Dorothy M., ed. 1990. *VOYA reader*. Scarecrow Press.
- Brown, Jean E. and Elaine C. Stephens. 1995. *Teaching young adult literature: Sharing the connection*. Wadsworth.
- Bulletin of the Center for Children's Books*. Review journal.
- Calvert, Stephen J., ed. 1997. *Best books for young adult readers*. Bowker.
- Carlsen, G. Robert. 1980. *Books and the teen-age reader*. 2nd ed. HarperCollins.

Cart, Michael. 1996. *From romance to realism: 50 years of growth and change in young adult literature*. HarperCollins.

Carter, Betty. 1994. *Best Book for Young Adults: The selections, the history, the romance*. American Library Association.

_____. 2000. *Best Books for Young Adults*. 2nd ed. American Library Association.

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Chelton, Mary K. and Dorothy M. Broderick, eds. 1998. *VOYA reader two*. Scarecrow Press.

Dresang, Eliza T. 1999. *Radical change*. New York: H.W. Wilson.

Drew, Bernard A. 1996. *100 most popular young adult authors: Biographical sketches and bibliographies*. Libraries Unlimited.

Early, Margaret. 1960. Stages of growth in literary appreciation. *English journal*. 49 (March): 161-7.

Edwards, Margaret A. 1994. *The fair garden and the swarm of beasts*. Reprint. American Library Association.

English journal. Journal for secondary English teachers from National Council of Teachers of English.

Gallo, Donald R., ed. 1990. *Speaking for ourselves: Autobiographical sketches by notable authors of books for young adults*. National Council of Teachers of English.

_____. 1993. *Speaking for ourselves, too: More autobiographical sketches by notable authors of books for young adults*. National Council of Teachers of English.

Gillespie, John T. 1991. *Best books for junior high readers*. Bowker.

Havighurst, Robert James. 1948. *Development tasks and education*. Chicago: University of Chicago Press.

Helmrich, Erin V. and Wendy Woltjer. 1999. Teen pop culture: Are you keeping up. *Voice of Youth Advocates* 22 (October): 239-241.

Herald, Diana Tixier. 1997. *Teen genreflecting*. Libraries Unlimited.

Hipple, Ted. 1997. *Writers for young adults*. 3 vols. Scribners.

Hit list: Frequently challenged books for young adults. 1996. American Library Association.

Holtz, Sally Holmes. 1996. *Seventh book of junior authors & illustrators*. Serial. H.W. Wilson.

International Reading Association online www.reading.org.

Janezko, Paul B. 1991. *Poetspeak: In their work, about their work*. Collier.

Jones, Patrick. 1998. *Connecting young adults and libraries: A how-to-do it manual*. 2nd. ed. Neal-Schuman.

Jones, Patrick. 2004. *YA Core Collection*. Neal-Schuman.

Journal of adolescent and adult literacy. Membership journal of IRA.

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Lesesne, Teri S. 2003. *Making the match: The right book for the right reader at the right time, 4-12*. Stenhouse.

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Rothschild, D. Aviva. 1995. *Graphic novels: A bibliographic guide to book-length comics*. Libraries Unlimited.

Schon, Isabel. 1993. *Books in Spanish for children and young adults, Series VI. An annotated guide*. Scarecrow.

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Sherman, Gale W. and Bette D. Ammon. 1993. *Rip-roaring reads for reluctant teen readers*. Libraries Unlimited.

Smith, Karen P. 1994. *African-American voices in young adult literature*. Scarecrow.

Spencer, Pam. 2001. *What do young adults read next? A reader's guide to fiction for young adults*. Gale.

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Vandergrift, Kay E., ed. 1996. *Mosaics of meaning: Enhancing the intellectual life of young adults through story*. Scarecrow Press.

Van Horn, L. (ed.). 2008. *Reading on the edge*. Christopher-Gordon.

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Voices from the Middle (VM). Journal for middle level teachers from the National Council of Teachers of English.

Wilhelm, Jeff. 1999. *You gotta BE the book*. NCTE.

Your reading: A booklist for junior high and middle school students. 2004. 12th ed. NCTE.

Zvirin, Stephanie. 1996. *The best years of their lives: A resource guide for teenagers in crisis*. American Library Association.

Assessment: Motivating Readers through Booktalks
NCATE Assessment #5: Reading and literacy assignment
Course: LS 585

In order to bring students to a lifelong love of reading and learning, it is imperative that you possess three types of knowledge: knowledge about the readers, knowledge about the books and knowledge about the strategies that connect books and readers. For this assignment, then, you will work on increasing your knowledge in each of these three areas. The *Motivating Readers through Booktalks* assignment has several component parts; each will be assessed using a separate rubric (see below). Detailed instructions for each assignment are included in the syllabus under the section labeled COURSE REQUIREMENTS. I have included a Power Point on booktalking and a podcast of a booktalk at the Blackboard site as well.

Components of this assignment:

1. Permission form
2. Planning form
3. Booktalk
4. Evaluation Forms
 - a. Student evaluation
 - b. Librarian evaluation
5. Bookmark for students

AASL/ALA/NCATE Standards Addressed:

Standard One: Use of Information and Ideas

Standard Two: Teaching and Learning

- Candidates are aware of major trends in reading material for children and youth. [AASL Standard 1.2a]
- Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. [AASL Standard 1.2b]
- Candidates use a variety of strategies to promote leisure reading. [AASL Standard 1.2c]
- Candidates analyze the role of student interest and motivation in instructional design. [AASL Standard 2.2c]
- Candidates adhere to and communicate legal and ethical policies. [AASL Standard 1.1d]

Conceptual Framework Objectives Addressed:

Knowledge:

- Describe the reading needs and interests of elementary school children.

- Describe the role of the teacher and librarian in reading guidance and motivation.
- Identify strategies and activities for matching children and books.

Skills:

- Annotate and respond to a variety of books for young adults.
- 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.
- Model appropriate literate behaviors.
- Demonstrate enthusiasm for books and reading.