

LS 585, LITERATURE FOR YOUNG ADULTS
SAM HOUSTON STATE UNIVERSITY
College of Education and Applied Science
Department of Library Science
Fall 2007

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Required Text: Lesesne, Teri S. *Making the Match*. Stenhouse, 2003.

Available new and used online

Required Readings: Bartoletti, Susan. *Hitler Youth*.
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*.
Hinton, S.E. *The Outsiders*.
Johnson, Angela. *The First Part Last*.
Korman, Gordon. *No More Dead Dogs*.
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*.
Rylant, Cynthia. *God Went to Beauty School*.
Smith, Jeff. *Bone, Volume 1*.
Trueman, Terry. *Stuck in Neutral*.

Course Objectives {AASL and TExES standards}

- Candidates are aware of major trends in reading material for children and youth. [AASL Standard 1.2]
- Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners. [AASL Standard 1.2]
- Candidates use a variety of strategies to promote leisure reading. [AASL Standard 1.2]
- Candidates model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading. [AALS Standard 1.2]
- Candidates direct and encourage students to read a variety of fiction and nonfiction resources for personal and informational needs [TExES I.9]
- Candidates understand and evaluate national, state and local reading initiatives. [TExES I.10]
- Candidates collaborate with faculty to ensure that the process of evaluating and selecting library resources provides curriculum-related and leisure reading materials [TExES II.8]
- Candidates promote awareness of and responsiveness to learning differences and other types of diversity in the learning community [TExES V.1]
- Candidates exhibit effective communication through oral, written, electronic, and nonverbal expression [TExES V.2]
- Candidates use knowledge of literature and information resources to help students select materials [TExES VI.8]
- Candidates understand and model the principles of intellectual freedom, information access, privacy, and proprietary rights [TExES VI.9]
- Candidates 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 elementary school children.
- Identify leading figures in the field of children's literature.
- Identify various artistic styles, techniques, and media used in illustration.
- 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 children's 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 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.

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.

Course Outline:**FTF Topics**

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 Courses

Online Topics

Knowing the Readers
 Knowing the Books
 Knowing the Strategies

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. I also expect to see you respond and react to the postings of other members of the class.

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 2007 lists: Quick Picks, Best Books for Young Adults, Books for the College Bound, Great Graphic Novels for Teens, 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. PECK'S QUESTIONS

50 points

You will read an additional 5 books for this assignment. For each book you will answer a separate Peck's question. You must use 5 different questions for this assignment. These books must come from the following 2007-2008 lists: TAYSHAS, Lone Star, Popular Paperbacks, and/or NYT Bestsellers.

5. BOOKTALK

50 points

You will read and use 5 of the required books from the front of the syllabus or from the lists in the blogging and Peck's Question assignment 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:

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.

Disability Statement:

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. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

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.

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.
- Carter, Betty and Richard F. Abrahamson. 1990. *Nonfiction for young adults: From delight to wisdom*. Oryx.

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 genrelecting*. 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.

Janeczko, 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.

Journal of youth services in libraries (JOYS). Membership journal of YASLA and ALSC.

Kutzer, M. Daphne. 1996. *Writers of multicultural fiction for young adults: A bio-critical sourcebook.* Greenwood.

Lesesne, Teri S. and Rosemary Chance. *Hit list: Frequently challenged books for young adults.* 2002. American Library Association.

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

Lesesne, Teri S. 2006. *Naked reading: Uncovering what tweens need to become lifelong readers.* Stenhouse.

Middle and junior high school library catalog. 1995. 7th ed. H.W. Wilson.

More teens' favorite books: Young Adults' Choices 1993-1995. 1996. International Reading Association.

National Council of Teachers of English online at www.ncte.org.

Rollins, Deborah and Dona Helmer. 1996. *Reference sources for children's and young adult literature.* ALA.

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.

School library journal. Review journal.

Senior high school library catalog. 1997. 15th ed. H.W. Wilson.

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.

Stoll, Donald R., ed. 1997. *Magazines for kids and teens.* International Reading Association.

Teacher librarian: The magazine for school library professionals. Contains review columns.

Top one hundred countdown: Best of the Best Books for Young Adults. 1994. American Library Association.

Tovani, Chris. 2003. *I read it, but I don't get it.* Stenhouse.

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

Voice of youth advocates (VOYA). Review journal for YA materials. Scarecrow Press.

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.