

EN 323-01: Literature for Young Adults
Instructor: Mrs. Dianne Dodson
Spring 2012

Office: 221 Willingham Hall
Office phone: 256-765-4187
Email: tddodson@una.edu

My office hours this semester: MON. & WED. 9-10; 12-1 TUES. 8-9; 11-12 THUR. 8-9
Note: I am generally on campus from 7:45 until 3:00 each day. Please feel free to come by the office anytime you have questions or concerns.

Course description from Catalog: Literature suitable for instructional and recreational use by middle school/junior high school and high school students. *Open to English Language Arts majors only.*

REQUIRED TEXTS: You may choose hardback, paperback, or digital formats, but keep in mind that the books will be needed in the classroom at appropriate times. The ISBN provided is for the paperback version if one is available.

NOVELS

The Last Summer of the Death Warriors Stork 9780545151344 Scholastic Paperbacks Jan-12
Matched Condie 9780142419779 Speak 2011 reprint
Along for the Ride Dessen 9780142415566 Speak 2011
Revolution Donnelly 9780385737647 Ember 2011
American Born Chinese Yang 9780312384487 Square Fish 2008
Copper Sun Draper 9781416953487 Atheneum 2008

SHORT STORIES

Visions Gallo (ed) 9780440202080 Laurel Leaf/Bantam Latest ed

POETRY

This Same Sky Nye (ed) 9780689806308 Aladdin Paperbacks 1996

TEXTBOOK

Literature for Today's Young Adults Nilsen & Donelson 9780205593231 Allyn & Bacon 8th ed

IN ADDITION TO THESE, each student will select **6 more "free choice" novels** included in the Honor List in our textbook. (See pages 21-26 in *LFTYA*.) You may also choose current prize-winning novels with my prior approval. Note that my required list includes female and minority authors, as well as different genres (i.e. realism, fantasy, historical, etc.). Your selections should reflect variety as well.

PURPOSE/SCOPE: EN 323 introduces students to authors writing in Young Adult Literature. The class focuses on exploring primary texts and classroom application. Students are expected to explore the trends, philosophies, attitudes, and problems reflected in the literature.

OBJECTIVES: Successful completion of the course should enable students to:

- Recognize authors of YA literature and representative texts;
- Be familiar with the history of the development of YA literature from 1850 until the present;
- Be aware of the philosophies and cultural influences in the literature;
- Analyze literary texts and develop a familiarity with the basic terms and definitions used in criticism and interpretation of literature, pursuant to developing some ideas about how to teach them to young adults;
- Locate, read, evaluate, and adapt literary criticism;
- Write effectively on topics relating to a specific subject matter;
- Be familiar with Reader-Response theory;

- Develop an appreciation of the value of reading for broadening perspectives;
- Improve command of the English language through vocabulary building, including both connotation and denotation;
- Prepare lesson plans and classroom presentations, of which 2 are required for completion of the course;
- Use technology for effective classroom presentations;
- Be aware of the problem of censorship and its current issues;
- Select and defend YA literature selections for classroom use;
- Recommend age-appropriate reading materials for young adults based on grade level, interests, and ability;
- Encourage recreational reading;
- Be familiar with journals and authors publishing information about YA literature;
- Develop a thematic unit for teaching several selections of YA literature.

This course addresses the following standards:

Standard	Assessment
290-3-3-.03(1)(c)2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields.	Thematic Unit for teaching one of the required novels.
290-3-3-.10(2)(a)1.(i)(I) Knowledge of the reciprocal relationship between literature and cultural, economic, political, and social environments.	Thematic Unit; Summary/Response papers
290-3-3-.10(2)(a)5.(i)(III) Knowledge of numerous works specifically written for older children and younger adults.	Summary/Response papers

REQUIRED ELEMENTS OF THIS COURSE (you cannot receive credit for this course unless you complete all of these assignments):

- Academic Dishonesty Form (Submit this by the due date.)
- Field experiences of 6 or 9 hours (No grade. Required by the State Board of Education.)
- Use of LiveText (COE requirement. Team teaching lesson plan and poetry lesson plan must be completed in LiveText using the COE lesson plan template.)
- Thematic unit (30% of the final grade)
- Team teaching and individual teaching (30% of the final grade)
- Weekly summary/response papers or article summaries (40% of the final grade)

Students may **not** elect to simply take a zero (0) on any required element of the course. Completion of the requirements for the papers, unit, and the presentations is required in order to receive credit for the course, even if the assignment receives a failing grade. Regular login to your Angel course site is necessary to access course materials and submit papers. Separate, detailed instructions will be given for the unit, teaching presentations, and papers on Angel.

Field Experiences: Subject area methods courses require fifteen (15) total hours of field experience, fulfilled in **three (3) hour** segments. **At least six (6) of these hours must be in this course.** The remainder may be fulfilled in EN 443/ EN 543, Instruction of Composition. Acceptable field experiences for this course include, but are not limited to, observations, tutoring, or library assistance, but the content must be **literature based**. The deadline for turning in the field experience documentation is May 2 (last day of class).

GRADING SCALE: A = 90-100; B = 80-89; C = 70-79; D = 60-69 F = 59 and below

CONTENT: The class will follow a lecture/discussion format. Students are expected to participate in class discussion led by Mrs. Dodson or their fellow students. Students are required to present at least two (2) times to the class and cannot simply elect to take a zero (0) for the presentations. Students are responsible for all readings scheduled, including any biographical and introductory material included with each author assigned. Summary/Response papers are due about a week after a given book is scheduled on the assignments calendar. Student preparation for each day's class is a must. (Keep in mind that the success of your own teaching experiences in this class may depend in part on your fellow students being prepared to discuss the reading!)

POLICIES & PROCEDURES:

- **Manuscript form:** All papers should be typewritten/word-processed in the 2009 MLA format. (Be aware that MLA format has changed significantly in the newest edition!)
- **Attendance: This is very important!** For this MW class, every absence beyond four (4) will be penalized with a 5-point deduction from the final average. A student whose university-excused absences exceed this limit may be granted an exception. Any student whose total absences exceed eight (8), regardless of reason, will earn a grade of "F" in the course and should drop the class to avoid that penalty. Students **MUST** communicate with the instructor in the case of absence and provide documentation for excused absences. Emergencies resulting in absences will be assessed on an individual basis for make-up opportunities.
- **Late penalties:** Written assignments will be penalized 10 points for each day late. Points will be prorated according to the number of hours late. Exceptions will be made if the Angel system is down on a due date for an assignment. The assignment drop box (in Angel) will be open for late submissions up to three days past the assignment's due date. If a drop box has closed when you try to submit a late assignment, contact Mrs. Dodson for any remedy available.
- **Academic dishonesty:** The use of words/ideas/philosophies/insights/original research of others without acknowledging them as the rightful owners is prohibited. ANY form of plagiarism or cheating WILL result in a zero (0) for the assignment; you may be required to file an academic dishonesty report, and you may fail to receive credit for the course.
- **Students with Disabilities:** Any student with a disability will be given all the rights and privileges granted under the Americans with Disabilities Act once registered with and certified by the Student Development Center.

PROFESSIONAL DISPOSITIONS (UNA College of Education)

1. The candidate demonstrates commitment to professionalism.
2. The candidate demonstrates commitment to ethical standards
3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development.
4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction.
5. The candidate demonstrates a commitment to using current technology for instruction and learning.
6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners.
7. The candidate demonstrates commitment to collaboration with parents, community members, and other professionals to improve the overall learning of students.

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION**

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals” who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students.