

COURSE SYLLABUS

LIT 910 The Young Adult Novel

Instructor: Luetta Reimer

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Instructor's website: www.pdcourses.com

Number of Units: 3 Semester Units

Grade Level: 5-12

Course Description

This course offers teachers an opportunity to learn more about the young adult novel as a literary form, how to incorporate it into a traditional classic-based classroom, how to select appropriate, high-quality novels, and how to make the reading of young adult novels stimulating and relevant to students' lives. The course takes a much-needed look at the rationale behind using young adult fiction in the classroom and discusses how best to utilize this enriching resource. This course will help teachers find refreshing and practical ways to integrate quality young adult novels into their curriculum, simplifying their teaching and making literature more accessible for their students.

Designed for teachers of grades 5-12, this course asks participants to read sections of the text, to reflect on the concepts, and to use the text's resources to build and teach lessons that focus on young adult novels. Teachers will select several young adult novels to read and discuss in written responses that incorporate both personal and textual reflection. By gaining exposure to the variety of resources available and by incorporating young adult fiction into their classrooms, participants in this course will discover that the young adult novel can invigorate their teaching, stimulate classroom discussion, and, most importantly, facilitate successful learning.

The Common Core State Standards for Language Arts as well as the five core propositions of the National Board for Professional Teaching Standards have provided the guiding principles and philosophical basis for this course. Participants may be asked to make connections between course work and these standards or the standards of their own states.

Course Dates:

This course is self-paced; students may enroll at any time and take up to a year to complete assignments. No course should be completed in less than three weeks (one week per credit).

Course Materials

Text (Included):

Monseau, Virginia R., and Gary M. Salvner, eds. *Reading Their World: The Young Adult Novel in the Classroom*. 2nd ed. Portsmouth: Boynton/Cook Publishers, 2000.

Because each participant is free to select young adult novels of his or her choice, none are included in the materials.

Materials include instructions for completing this course, information about Fresno Pacific University, the Center for Professional Development, and the instructor, plus specifics on course policies and procedures.

Course Requirements

To successfully complete this course, participants are asked to select and read at least four young adult novels in addition to the course text as assigned.

Participants must submit

1. a personal response to a selected chapter in the text
2. a list of three recommended Internet sources
3. a project identifying "connections" as modeled in Chapter 2
4. reflections on a selected multicultural novel
5. three lesson plans
6. three evaluations

See the "Schedule of Topics and Assignments" for more details on these assignments.

All work should be typed and sent to the instructor at one time when the course is completed. Please keep a copy; work will not be returned. Students have one full year to finish the course but should not send completed work in less than three weeks from registration.

Send completed work by email attachments to: Lmreimer@fresno.edu

OR

Mail all the above items to:

Luetta Reimer
1549 S. Lind Avenue
Fresno, California 93727

IN EITHER CASE, request online grading: <http://ce.fresno.edu/cpd>

National Standards:

This course is designed to reinforce and support the English Language Arts Standards of the Common Core State Standards Initiative (CCSS). The Anchor Standards for Reading (Grades 6-12) are listed here:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

National Board for Professional Teaching Standards: Five Core Propositions

In addition to the content standards referenced above, this course supports the following core propositions that characterize National Board Certified Teachers (NBCTs).

Proposition 1: Teachers are Committed to Students and Their Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCTs model what it means to be an educated person—they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

Learning Objectives/Outcomes

Participants will be able to

- identify characteristics of outstanding young adult novels by reading the text and supplementary resources. (CCSS 1-10; NBPTS Props 2 & 5).
- formulate a rationale for using young adult novels in the classroom (CCSS 7-10; NBPTS Props 1-5).
- describe how teaching the young adult novel can help meet state and/or national standards. (NBPTS Prop 5).
- design lessons to use the young adult novel to approach contemporary issues (CCSS 7-10; NBPTS Props 1, 3, 4 & 5).
- integrate the young adult novel into a classic-oriented classroom (NBPTS Props 1-5).
- analyze issues concerning censorship and formulate methods to deal appropriately with text controversies (NBPTS Props 1-5).

Schedule of Topics and Assignments

Please note: None of the novels selected and read for this course should be used to satisfy the requirements of more than one assignment detailed below. Try to select novels that are new to you. Word count guidelines for written responses are approximate, provided to give you a general sense of the length expectation.

1. Read the Introduction and Chapters 1, 2, 7, 8, and 9 of the text.
2. Search online for current information about the young adult novel as well as for lists of recommended novels for your use. Consider The Alan Review as well as YALSA (the Young Adult Library Services Association), among other sites. Identify and briefly describe three websites you would recommend to your colleagues.
3. Choose one additional chapter to read that interests you. Respond in a 250-400-word reflection, identifying the chapter read and highlighting the ways in which the chapter's ideas connect to your teaching or classroom goals.
4. Chapter 2 discusses practical ways in which young adult novels can be integrated with the study of classic works of literature. Choose a classic literary work that you already teach and select a young adult novel that complements your unit. Read the young adult novel you have chosen and, modeling your brainstorming on the examples provided in Chapter 2, identify three "connections." If you do not currently teach classic works, select two young adult novels and use this connection activity to compare and/or contrast them.

Pay particular attention to the sample comparisons beginning on page 21 of the text. Identify several points of connection, such as character, setting, theme, etc. using Christenbury's model. For each connection that you discover between the two literary works, develop a collection of discussion questions (see the bulleted sections of Christenbury's examples). List the names of the two books you are comparing and your connecting ideas. (300-400 wds)

At this point, email the instructor (Lmreimer@fresno.edu) with a brief analysis of your initial response to the ideas and experiences of the content of this course.

5. Choose and read a young adult novel that reflects the multicultural emphasis discussed in Chapter 9. As you read, consider the principles of building a "community of readers" (Ch. 7) and the suggested criteria for choosing appropriate multicultural literature (Ch. 9). Choose three of the nine criteria listed on page 106 of the text and analyze the novel's treatment of each aspect. Record your reflections on the three criteria in a short typed response (300-400 wds).

6. Select and read at least two different young adult novels. **Design and teach** three lessons (approximately 40 minutes each). As you plan, consider ways to incorporate your standard teaching objectives (Ch. 8) into your work on the novels. Your lessons should encourage discussion and interactive work between your students and you, facilitating a community of readers and building on ideas you have gleaned from the reading. Two lessons may be based on one of the novels.

You may follow the accepted lesson plan format for your district or a format that is functional for your teaching situation. While it should be specific and detailed, it need not be more than one or two pages. Each plan should include the following elements:

- a. Grade level
- b. Date presented
- c. Young adult text used
- d. Lesson objectives
- e. Outline of presentation procedures
- f. Methods for evaluating or assessing student progress and growth
- g. State or national standards addressed

Evaluate the success of each lesson. Write a short paragraph responding to each of these questions.

- a. How fully were your objectives met?
- b. How did students respond?
- c. How might you adjust the lesson or reinforce the concepts taught?

Note: Persons who are not currently teaching should prepare the lessons for future use. The teaching and evaluating of the lessons may be omitted without penalty by reading and responding to an additional chapter in the text. (See Assignment 3 above.)

Evidence of Learning

- 1) Student demonstrated evidence of understanding of course objectives through reflective writing assignments. (Assignments 3, 4, & 5)
- 2) Student demonstrated evidence of understanding of course objectives through presentation of lesson plans and projects. (Assignments 4, 5, & 6)
- 3) Student demonstrated creative use of a variety of learning methodologies and strategies. (Assignments 4 & 6)
- 4) Student included the use of critical thinking skills and made connections to his or her state content and/or professional teaching standards. (Assignments 4, 5 & 6)
- 5) Student's writing reflected thoughtful engagement with the course readings. (Assignments 3, 4, & 5)
- 6) Student demonstrated healthy educational perspectives on cultural and global issues. (Assignments 5 & 6)

Grading Policies and Rubric:

Grades will be determined using the following percentages:

Response to the text reading: 10%

List of Internet sources: 5%

Connection project based on Chapter 2: 20%

Reflections on the multicultural novel: 20%

Three lesson plans: 35%

Three evaluations: 10%

Total scores determine the final grade:

90 - 100% = A

80 - 89% = B

79% or below = no credit

All coursework must reflect a minimum "B" quality to receive credit. Discernment between an A and a B is at the discretion of the instructor, based on the quality of work submitted (see assignment rubric). Participants may request either a letter grade (A or B) or credit (CR). Coursework falling short of a "B" or "CR" grade will be returned with further instructions. Every person with a score of 80% or above will receive three semester units of credit.

Scoring Rubric

Type of Assignment	90 – 100 points Exceptional	80 – 89 points Adequate	70 – 79 points Not Acceptable
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Written responses	Student's written responses show an exceptional investment of time, energy and thoughtful reflection. The work submitted by the student is original and thorough. The student effectively organizes key insights and demonstrates evidence of interaction with the texts.	Student's written responses show an adequate investment of time, energy and thoughtful reflection. The work submitted by the student is complete, but lacks thoroughness and originality. The student sufficiently organizes insights and demonstrates evidence of interaction with the readings.	Student's written responses show little investment of time, energy and thoughtful reflection. The work submitted by the student does not show adequate thought or effort.
Lesson design	Lesson plans show an exceptional investment of time, energy and thoughtful reflection. Student consistently makes connections to local instructional goals/standards and implements research-based strategies and approaches.	Lesson plans show an adequate investment of time, energy and thoughtful reflection. Student makes some connections to local instructional goals/standards and research-based strategies and approaches.	Lesson plans submitted by the student do not show adequate thought or effort, and may not address specific goals.
Lesson evaluations	Student includes the use of critical thinking and reflection in the evaluation of lessons implemented.	Student includes the use of reflection in the evaluation of lessons implemented, but may lack sufficient detailed analysis.	Student does not demonstrate critical thinking or reflection in the evaluation of lessons implemented.
Presentation	Student effectively organizes key insights into a thoughtful and well-written presentation.	Student includes several key insights in an adequately written response.	Student response lacks key insights and is carelessly written.

Instructor/Student Contact

Students are warmly invited to contact the instructor at any time with concerns, questions, or comments related to course work. They are specifically asked to do so after the completion of Assignment 4. At the completion of the course, the instructor will comment on the student's work and make suggestions, if needed.

Policy on Plagiarism

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalog.

University Information

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- Oral and written communication in individual and group settings
- Content knowledge, and application of such knowledge in the student's area of interest to affect change
- Reflection for personal and professional growth
- Critical thinking
- Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems