

ED 421 Adolescent Literature
 Chaminade University of Honolulu
 Spring 2014-15

INSTRUCTOR:	Joy Mahiko, MEd	
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TIME and LOCATION:	Online: www.chaminade.college.com	
TEXT:	Literature and the Young Adult Reader Ernest L. Bond , <i>California State University, Fullerton</i> ISBN-10: 0131116959 ISBN-13: 9780131116955	
CATALOG DESCRIPTION:	The course is designed to present an introduction to adolescent literature. Content includes an overview of the history of young adult literature and will focus on contemporary works and authors of books for adolescents. ED 421 is designed to help the classroom teacher understand young adults and their reading choices, become familiar with a wide range of young adult books in all genres, examine criteria for evaluating adolescent literature and develop ideas to promote and use young adult books both in the classroom and to motivate student leisure reading.	
MAJOR COURSE TOPICS	History, classics, and current trends. Eight major genres. Integrating with all areas of the curriculum. Multicultural approach. Use of supportive technology.	
STUDENT LEARNING OUTCOMES:	Outcomes	How will outcome be achieved?
	1. Expand knowledge of a wide variety of books written for young adults.	1. Document wide reading in the Signature Assignment.
	2. Develop critical awareness of quality literature including a multicultural focus.	2. Apply appropriate criteria to evaluate books and their uses in teaching.
	3. Develop competence in	3. Active participation in class and

	guiding young adult's experience with literature	reflection on learning.
ACADEMIC REQUIREMENTS:	<p><u>Attendance and participation:</u> Every absence or partial absence will mean that vital course content will be missed and the ability to participate in-class activities will be diminished. All students are highly encouraged to participate in these discussions. Attendance is mandatory. Therefore, there is no exception for absences. Absences are submitted to the Registrar's Office at the end of the course.</p> <p><u>Weekly class assignments:</u> Students are expected to complete all readings and assignments before the class. All weekly assignments and discussions are due by Sunday, midnight, Hawaii time.</p> <p><u>Responses:</u> Students are expected to read their classmates' assignments and respond to a minimum of two per week. All responses are due by Tuesday, midnight, Hawaii time.</p> <p><u>Reading autobiography:</u> Write your reading autobiography in 2-3 typed pages. Spend the 1st two weeks of this course thinking back to your childhood experiences. Think about your experiences with reading both at home and at school, from your very earliest memories. This can give you insights into the way you view reading and young adult literature and will serve as a springboard into the course.</p> <ol style="list-style-type: none"> 1. Share your experiences with reading when you were young and then as a young adult at home and at school. 2. If any, share your favorite genre, authors, storytellers when you were a child or young adult. 3. Is reading important? for everyone? for what reasons? 4. Why might people in US society read less? (Information or leisure) What factors in education have contributed to unengaged reading? <p><u>Library assignment:</u> Public libraries provide free, year round programs that encourage reading and life-long learning for all ages. Programs include early childhood story times, storytelling events, author talks, informational seminars, and much more. Go to the ONLINE Hawaii State Public Library System and select a program or event to attend. Write a brief summary of what you observed, the purpose and outcomes of the program, and how it promotes literacy for children or young adults.</p> <p><u>Author Presentation:</u> (1) Select an author or illustrator from the list provided. Create an 8-10 slide power point presentation, a 5-minute podcast, or</p>	

YouTube presentation. Follow the scoring guide below as you plan your presentation.

- (2) Submit a **one-page reflection** on your presentation—(a) what you learned, (b) how/why you might incorporate author studies into your curriculum/teaching. This paper is to be submitted the **following** week after your presentation.

Scoring Guide for Author Presentation

___/2 Well-prepared for author presentation which includes 10-slide PowerPoint, 3-5 minute podcast, or YouTube video.

___/2 Informative, interesting content; included samples of the author's work

___/2 Presenter(s) and class learn about the subject's life and contribution to young adult literature.

___/2 Overall quality of content and presentation (including visuals)

___/2 Reflection paper submitted in the week following the presentation

Individual Project:

Choose a project you *want* to do. Submit a brief reflection paper (1-2 pages, typed) telling (a) why you chose your project, (b) what new knowledge or understanding you gained, how you think your class presentation went, and what you might do differently in the future. See scoring guide for detailed description.

****IMPORTANT**** For privacy, do not post pictures with students. If you choose to post pictures, please only post pictures of yourself.

Select an individual project from the list below:

1. Service-Learning- Spend 10 or more hours at a middle or high school or another after-school program helping a young adult(s) read quality books. Incorporate ideas from this class to bring to life what you are learning about young adults and books. Share your findings with the class in a paper or digital format. Include responses to such questions: How does a young adult select books? How can deeper comprehension be fostered? What have YOU learned about matching young adults interests to books? What surprised or intrigued you about the young adult's reading? How did this experience help you grow as a teacher who uses literature?
2. RAP, Read Aloud America- See current schedule for this excellent opportunity to participate in an evening read aloud program for entire families at selected schools (www.readaloudamerica.org). Click Spring 2015 Schedule.
3. Book Talks- Select two YA novels, plan and present a book talk. In a book talk you tell enough about the book to make the group/class want to read it (search the internet using "book talks" for many ideas, then develop your own). Include your own creative ideas for classroom use. Remember, *sell us* the book so we'll want to read it; don't tell the whole story!

4. Storytelling - Learn more about this aspect of young adult literature as you plan and present a storytelling experience for a group or class. Presentations should include what you have learned about the use of storytelling in the classroom. If possible, attend a storytelling session in your local area. Contact your public library for upcoming events near you.
5. Design a digital book - Create an original story for children OR transfer an already published story to a digital book. Present the book to a group or class. Consider using digital photography and other forms of technology or Apple Apps to create and present your digital book.
6. Annotated bibliography - Select a theme (for example, some aspect of Hawaiian culture; environmental concerns; children with disabilities; coping with a real-life problem such as bullying; teachers as characters in children's books; children's books for character education). Briefly summarize 10 or more books (in addition to the 40 in your book file) you recommend for this theme in a handout you create. Attach photos of the covers of books to share.
7. Book Award Study: Describe the major awards given for young adult books listed in the textbook. Develop a presentation using any form of digital media. Include the award's history, selection criteria, past winners and your own opinions and predictions for the next winner of the selected award. Include picture samples of winners to show how the books met the award criteria.
8. Interviews: Talk with people of various ages and backgrounds about books they loved as young adults. Present your findings in a digital format. If possible, include local authors in your investigation.
9. Translation: Select a book you consider worth translating to English, Hawaiian, or Braille. Options may also include modifying a book for struggling readers. Make sure this has not already been done. For example, a Japanese book could be translated to English; a book in English could be translated to Hawaiian or any language of the Pacific. A book could be modified to support youth that struggle with reading (e.g., adding pictures, segmenting difficult words to promote decoding).
10. Project of your choice, with prior approval of instructor.

NOTE: Your project should be something you are proud of and want to keep for your professional teaching portfolio. Do your best and enjoy this opportunity to choose one particular aspect of children's literature for deeper study. A written reflection on your project is

	<p><i>required.</i></p> <p><u>Scoring Guide for Individual Project:</u> (include reflection and materials, if applicable)</p> <p>___/4 Well-prepared for project, 1-2 pages reflection, submitted on time.</p> <p>___/4 Informative, interesting content; included examples (explains why you chose project)</p> <p>___/4 Individual and class learns about personal learning experience and/or contribution to children’s literature. (new knowledge or understanding gained)</p> <p>___/4 Overall quality of content (how you think the project/service learning went, what you might do differently in the future)</p> <p>___/4 Overall quality of project and materials (if applicable, include pictures of service learning or materials created)</p>
<p>Signature Assignment</p>	<p><u>Digital Book File (“Signature Assignment”):</u></p> <ol style="list-style-type: none"> 1. Locate 40 books you would most likely use in your teaching profession. All should be good quality literature written for young adults. Document a digital record for each book: <ol style="list-style-type: none"> a) Title b) Author’s name c) Genre d) Age level e) Brief summary f) Relevance or significance on how it aligns with HCPS or CCSS g) How it will be useful for you or others h) Identify extension activities, audiobook features, or other digital media that relate to these books. 2. Submission: The Digital Book File (Signature Assignment) will be submitted electronically to (1) Live Text and (2) via eCollege to share with classmates. <p>** Books must be somewhat equally distributed among all 7 categories/genres and be suitable for young adults, with five of the total being for more mature readers. Select books that will be useful to you, now and in the future.</p> <ul style="list-style-type: none"> • The Classics • Illustrated Literature • Traditional • Speculative Fiction • Contemporary Realistic Fiction • Historical Fiction, Nonfiction, & Life Stories • Poetry
<p>Final Exam</p>	<p>Final Exam Date: (online via eCollege)</p>

The final exam will be open book, open notes. The exam will be in essay form and based on the readings from the text.

Select any **2** questions from the Final Exam Questions. Answer in essay form, not to exceed two double-spaced pages **per question**. **Each response per question MUST be backed by empirical research (peer reviewed, refereed)**. Reference to Evidence-Based Practice (EBPs) is highly encouraged.

RESOURCES:

Access Chaminade's Library Database to locate empirical research:

Access the following sites to explore EBPs that may be relevant to your topic of choice:

- (1) The CEEDAR Center:
<http://cedar.education.ufl.edu/tools/innovation-configurations/>
 - (2) Center for Research on Education, Diversity & Excellence (CREDE):
<http://manoa.hawaii.edu/coe/crede/>
 - (3) The National Professional Development Center on Autism Spectrum Disorders (NPDCASD):
<http://autismpdc.fpg.unc.edu/content/briefs>
 - (4) Teaching LD:
<http://teachingld.org/alerts>
 - (5) What Works Clearinghouse:
<http://ies.ed.gov/ncee/wwc/>
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FINAL EXAM QUESTIONS: SELECT TWO

1. What are some reasons children and young adults need to spend more time reading every day? What practices could you incorporate into your classroom's daily schedule or homework assignments so that more opportunities are spent in authentic, meaningful, and pleasurable reading? Identify research to defend your reasons and practices.
2. How might you determine what is a good book (good fit) for a young adult that either struggles with motivation to read **or** struggles with the necessary skills to read? Based on the student's needs, what attributes might you consider to determine if the book is a good fit? Justify your response with reference to research.
3. Compare and contrast engaged and unengaged reading.

Identify 3 strategies, backed by research, in which teacher can use to engage students in a “lively discussion” about a text.

4. A “wordless” picture book may seem as though it impedes one’s opportunity to be exposed to rich language and develop necessary reading skills. What are some arguments (evidence backed by research) to disprove this statement? Identify 2 ways you could use wordless picture books as a vehicle for language experience in your lessons for young adults.
5. What strategies or approach could a teacher use to address the reading needs of culturally and linguistically diverse students? (Hint: Locate research that identifies effective practices specifically for culturally and linguistically diverse students)

**Other Assignments
And Grading**

Discussions	50 pts.	(5 @ 10pts each)
Responses	100 pts	(20 @ 5pts each)
Reading Autobiography	50 pts.	
Hawaii State Library website	100 pts.	
Author Presentation	100 pts.	
Individual Project	200 pts.	
Final Exam	200 pts.	
Signature Assignment	<u>200 pts.</u>	
		1000 points TOTAL

Grading Scale

900-1000	A
800- 899	B
700-799	C
600-699	D
500-599	F

**UNIVERSITY
POLICIES:**

Plagiarism - “Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In the cases of alleged academic dishonesty (such as plagiarism, cheating,

Incomplete - An incomplete (I) may be given to a student who did

	<p>not complete a portion of the work or final examination due to circumstances beyond the student's control. The incomplete contract must be signed by the student and the instructor. The work must be completed in 90 days or the incomplete will revert to the grade that the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.</p> <p>Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detail information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.</p>
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Chaminade University Mission Statement:

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, work and service. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character and personal competencies, and the commitment to build a just and peaceful society. The University offers the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

Five elements characterize the Marianist approach to education:

- Educate for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

WEEKLY SCHEDULE & ASSIGNMENTS

	Major Topic	Required Reading	Assignments Due	Due Dates
WEEK 1	Overview of young adult literature: what it is, how to learn about it, uses in teaching	Textbook, Ch.1	<ol style="list-style-type: none"> 1. Introductions 2. Work on Autobiography 3. 2 Responses 	1/18/15
WEEK 2	Value of reading; selecting & evaluating books	Ch.1	<ol style="list-style-type: none"> 1. Submit Reading Autobiography 2. 2 Responses 	1/25/15
WEEK 3	YA Literature and the Classics	Ch.2	<ol style="list-style-type: none"> 1. Select an individual project post within discussion. 2. Submit Library Assignment 3. Discussion: Share about library visit. 4. 2 responses 	2/1/15
WEEK 4	Illustrations for YA	Ch.3	<ol style="list-style-type: none"> 1. Select an author (or illustrator) for a presentation. See syllabus for details. 2. Discussion: name and briefly describe 5 books you have added to your bookfile. 3. 2 responses 	2/8/15
WEEK 5	Traditional and Scripted	Ch.4	<ol style="list-style-type: none"> 1. Submit Author presentations 2. 2 Responses 	2/15/15
WEEK 6	Speculative Fiction	Ch.5	<ol style="list-style-type: none"> 1. Submit Author presentation reflection 2. 2 Responses 3. Discussion: name and briefly describe 5 books you have added to your bookfile. 	2/22/15
WEEK 7	Contemporary Realistic Fiction	Ch. 6	<ol style="list-style-type: none"> 1. Discussion: name and briefly describe 5 books you have added to your bookfile. 	3/1/15

			2. 2 Responses	
WEEK 8	Literature Across the Curriculum -Prepare for Final Exam	Ch. 7	1. Submit Individual Project 2. 2 Responses 3. Begin working on Final Exam.	3/8/15
WEEK 9	Poetry -Prepare for Final Exam	Ch. 8	1. Discussion: name and briefly describe 5 books you have added to your bookfile. Also, describe the format you have chosen for your bookfile. 2. 2 Responses 3. Submit Final Exam 4. Work on Signature Assignment	3/15/15
WEEK 10	Signature Assignment		1. Submit Signature Assignment (bookfile) 2. Farewells/2 responses	3/22/15