Goal

Students will develop critical skills in evaluating fiction and informational books and other media for young adults and better appreciate the role independent reading and investigation plays in developing literacy.

Objectives

Students will expand their knowledge of literature and services for young adults as they

- read widely and with discrimination.
- acquire knowledge of diverse authors and titles.
- become familiar with scholarly criticism of young adult literature.
- develop expertise in selecting and recommending a variety of works.
- practice the skills of annotating and summarizing.
- consider a variety of strategies and programming to engage teen readers.
- prepare for active participation in class discussions.

Required texts


*The Fault in Our Stars* by John Green.

*The Chocolate War* by Robert Cormier.

*Annie on My Mind* by Nancy Garden.

*Eleanor & Park* by Rainbow Rowell.

*The Kite Runner* by Khaled Hosseini.

*Speak* by Laurie Halse Anderson.

*Aristotle and Dante Discover the Secrets of the Universe* by Benjamin Saenz.

*The Lord of Opium* by Nancy Farmer.

*In the Shadow of Blackbirds* by Cat Winters.

*It’s Perfectly Normal* by Robie Harris.

*Hole in My Life* by Jack Gantos.

*Persepolis* by Marjane Satrapi.


*Counting by 7s* by Holly Goldberg Sloan.
• Attendance is required.
• Classes will begin on time. Please arrive on time and remain for the entire class.
• Laptops for class notes only.
• Bring your text and individual titles to class on the day they are to be discussed.

Grades

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Reading log</td>
<td>40%</td>
</tr>
<tr>
<td>Special project</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-semester exam</td>
<td>15%</td>
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</tbody>
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Please accept your responsibility for informed contributions to class discussions.

Reading Logs

• Entries for all titles on the basic class list are required as well as others on the syllabus.
• An annotated record of each title is due on the day of the class discussion.
  ~ provides a record for future reference.
  ~ helps focus thoughtful responses.
  ~ gives practice in a useful skill.

Work turned in late will be given a lower grade.

• The final Reading Log, due April 22, will include additional titles of your choosing, selected from a variety of genres.
• Annotations expressed in student’s original writing may include: genre, brief plot, setting, characterization, illustration, time period, theme, style and any other special qualities that should be remembered.

Three sentences are most often sufficient but that is not a strict rule.

• Your analysis of the work is to follow, giving a personal dimension.

• Please read all you are able; the required titles are only a beginning.
  This is your opportunity to demonstrate a commitment to the study of and appreciation for a variety of materials for young adults.

• Please note the Dean of Students statement on “Academic Integrity” and submit only your own writing.
• All independent choices must indicate an appropriate source for selection, such as
  ~ winner of a major award such as the Printz, Alex, Woodson, or Américas.
  ~ list such as YALSA’s “Best of the Best”, or TLA’s “Tayshas”, or ALA’s “Rainbow Books”.
  ~ positive review in periodicals such as Booklist; VOYA (Voice of Youth Advocates); Journal of Adolescent & Adult Literacy; The Horn Book; or ALAN online.
  ~ class bibliography ”Recommended Independent Reading”
  ~ our textbook and other academic source such as 500 Great Books for Teens by Anita Silvey
    Adolescents in Search for Meaning: Tapping the Powerful Resource of Story by Mary Warner
    Best Books for High School Readers and supplement by Catherine Barr
    Best Books for Young Adults from YALSA
    Book Crush: For Kids and Teens: Recommended Reading for Every Mood, Moment and Interest by Nancy Pearl
    Cart’s Top 200 Adult Books for Young Adults by Michael Cart
    Essentials of Young Adult Literature by Carl M. Tomlinson
    Senior High Core Collection: A Selection Guide (includes annual supplements)

• Selections must be word-processed, double-spaced and include a complete bibliographic entry.

**FORMAT**

Your name
Date
Author. **Title.** Publisher, date. Number of pages. Grade level. Genre. (Source).
  Annotation.
  Analysis.

**Examples**

Your name
Date
  Poetry. (VOYA February, 2005).
  Annotation.
  Analysis.

Your name
Date
  Supernatural. (YALSA Best Fiction).
  Annotation.
  Analysis.

Your name
Date
  Grades 7–10. Realistic fiction. (National Book Award for Young Adults).
  Annotation.
  Analysis.
January 14

Introductions
Student profiles
Syllabus
Nilsen text
Reading logs; Grades
Recommended Independent Reading list and local resources

January 21

Developmental tasks of adolescents
Independent reading and literacy
The Power of Reading by Stephen Krashen.
History of literature for young adults
Assignments due
Read Chapters 1 and 2 and Appendix A in text.
View http://www.youtube.com/watch?v=DSW7gmvDLag
Read The Fault in Our Stars and The Chocolate War.
Prepare two possible discussion questions for each title.
Explore John Green online.

January 28

Intellectual Freedom
Professional organizations
Awards and other selection tools
Classics
Recommended Books for the College Bound; Crossovers
Assignment due
Read Chapters 3 and 12 in text.
See Appendices B & C in text.
See ALA Office for Intellectual Freedom Manual, 8th edition
Read “The Students’ Right to Read”.
(http://www.ncte.org/positions/statements/righttoreadguideline).
See http://www.ala.org/advocacy/banned
Visit YALSA online: note Outstanding Books for the College Bound: Titles and Programs for a New Generation
Read Annie on My Mind.
Read Eleanor and Park.

February 4

Evaluating fiction
Realistic fiction
Diversity
Assignment due
Read Chapter 4.
Read The Kite Runner and suggest possible discussion questions.
Read and bring to share another YA novel of your choice.
February 11
   Realistic fiction
Assignment due
   Read *Speak*.
   Read *Aristotle and Dante Discover the Secrets of the Universe*.

February 18
   Independent reading

February 25
   Fantasy, Science Fiction, Utopias, and Dystopias
Assignment due
   Read Chapter 5.
   Read *The Lord of Opium*.
   Read and bring to share a title from a fantasy series.

March 4
   Mid-semester exam
      Bring blue book.
   Poetry
Assignment due
   Final day to sign up for Special Presentation topic.
   Read Chapter 6.
   Read and bring to share a book of poetry for young adults.

March 11
   Spring break

March 18
   Adventure, Westerns, Sports, Historical, and Mysteries
Assignment due
   Read Chapter 7.
   Read *In the Shadow of Blackbirds*.
   Read and bring to share an adventure story.

March 25
   History and history makers
Assignment due
   Read Chapters 8 and 9.
   See NTSA online “Outstanding Science Trade Books for Students”.
   Read *It’s Perfectly Normal*.
   Read *Hole in My Life*.
   Read *Persepolis*.
April 1

Motivational strategies
Professional Toolkit
Graphic novels
Assignment due
Read Chapter 10.
Read *American Born Chinese*.
Read and bring to share a nonfiction title of your choice.
Read and bring to share a journal article on graphic nonfiction.
Consider what you would add to your own Professional Toolkit

April 8

Literature in the classroom
Assignments due
Read Chapter 11.
Read a YA work of Jacqueline Woodson (*If You Come Softly, Behind You, or Lena*).
Read *Counting by 7s*.
Presentations of Special Projects.

April 8-11  Texas Library Association Annual Conference, San Antonio

April 15

Presentations of Special Projects.

April 22

Reading Logs due.
Presentations of Special Projects.

April 29

Presentations of Special Projects.