1. **LOCATOR INFORMATION**
   Instructor: Carole Weatherford, MFA
   Course Number and Name: ENGL 301-D1 Adolescent Literature
   Credit Hours: 3
   Course Location: Online
   Course Dates: August 18 – December 11, 2015 (Fall Break: October 15-16, 2015)
   Email Address: cweatherford@uncfsu.edu (email preferred over phone calls)
   Phone: 910 672 2149 (office); 336 870-3503 (mobile/preferred)
   Office Location: Butler 127
   Office Hours: Tuesdays and Thursdays 1:30-5:30 p.m.; other times by appointment

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

When emailing the instructor, please include your course and section number and your name.

2. **COURSE DESCRIPTION**
A study of literature for and about the adolescent, examining approaches to literature genres and modes characteristic of the literature, essential elements of literary works for the adolescent, responses strategies, and assessment methods. **Prerequisites:** English 110 and English 120.

**Online Course**
This course utilizes Blackboard as the primary form of student/faculty interaction. We do not meet in a classroom but we have regular and frequent interaction via the computer. You are expected to know and utilize all the different elements of Blackboard for communication with your peers and with the instructor.

One of the discussion forums in this course is called “Q&A.” Throughout the course, this discussion board will be open for questions and answers about the class. You are expected to assist each other in discovering the answers to the questions that arise. Email is our primary form of communication. This course is much more challenging for the student because it requires greater technological skills and, most of all, because it requires you to be a highly motivated self-learner. You are expected to be able to work independently and via online groups to accomplish a variety of tasks.
You are required to access online reading assignments and to obtain class supplies on your own. Tables and graphic organizers are provided for completion of some assignments. Some external links are provided to assist you.

Minimum Technological Prerequisites
You must have access to a computer with the following capabilities:
- Broadband or DSL high-speed Internet access.
- Complete MS Office software*
- All documents must be submitted in MS WORD
- Chapter presentations utilize PowerPoint
- Adobe Acrobat Reader (Can be downloaded for free from the internet)
  http://www.adobe.com/products/acrobat/readstep2.html
The MS Office software suite is available for remote (off-campus) use through the FSU Citrix portal. https://fsuportal.uncfsu.edu/Citrix/MetaFrame/default/default.aspx

3. Disabled Student Services
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

4. Title IX — Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link:  http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional — A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall
Licensed Professional Counselor
Spaulding Building, Room 167
(910) 672-2167
dhall9@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct — The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator
Barber Building, Room 242
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.
Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

5. TEXTBOOK
There is no formal textbook for the course. For each unit, online articles and resources are assigned as background reading. Several charts and checklists are also provided for your use and reference in completing assignments. Students will read six modern examples of adolescent literature from the bibliography below. You may choose to borrow library books or to purchase books from a local or online bookseller. Read either Out of the Dust or Bronx Masquerade; choose the title that you prefer to read.

ISBN: 0689846673
OR
ISBN: 1416907165

ISBN: 0440237688

ISBN: 0064407314

ISBN: 0440414806

6. STUDENT LEARNING OUTCOMES
Upon completion of this course, students will be able to:

1. Utilize technology and library materials to identify examples of adolescent literature.
2. Select and evaluate children’s literature for students in sixth through twelfth grade.
3. Demonstrate literature response strategies.
4. Identify and execute various methods of, and approaches to, presenting young adult literature in the classroom.
5. Design classroom materials incorporating young adult books.
6. Create multimedia projects OR write book reviews, articles or blogs to demonstrate an understanding of adolescent literature.

7. COURSE REQUIREMENTS AND EVALUATION CRITERIA
a. Grading Scale
Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Hours attempted and earned</td>
<td>4 per credit hour;</td>
<td>Exceptionally high (90-100 points)</td>
</tr>
<tr>
<td>B</td>
<td>Hours attempted and earned</td>
<td>3 per credit hour</td>
<td>Good (80-89 points)</td>
</tr>
<tr>
<td>C</td>
<td>Hours attempted and earned</td>
<td>2 per credit hour</td>
<td>Satisfactory (70-79 points)</td>
</tr>
<tr>
<td>D</td>
<td>Hours attempted and earned</td>
<td>1 per credit hour</td>
<td>Marginally passing (60-69 points)</td>
</tr>
<tr>
<td>Grade</td>
<td>Hours attempted</td>
<td>Hours earned</td>
<td>GPA Impact</td>
</tr>
<tr>
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</tr>
<tr>
<td>F</td>
<td>Not earned</td>
<td>0 per credit hour</td>
<td>Failing (0-59 points)</td>
</tr>
<tr>
<td>FN</td>
<td>Not earned</td>
<td>0 per credit hour</td>
<td>Failing due to non-attendance. (Student registered, but never attended.)</td>
</tr>
<tr>
<td>W</td>
<td>Not earned</td>
<td>No impact on GPA</td>
<td>Class withdrawal prior to deadline (see Academic Calendar)</td>
</tr>
<tr>
<td>P</td>
<td>Hours attempted and earned</td>
<td>No impact on GPA</td>
<td>Satisfactory - Assigned only in classes specified as Pass/Fail</td>
</tr>
<tr>
<td>WU</td>
<td>Not earned</td>
<td>No impact on GPA</td>
<td>Withdrawal from all classes for semester or term</td>
</tr>
<tr>
<td>AU</td>
<td>Not earned</td>
<td>No impact on GPA</td>
<td>Auditing</td>
</tr>
</tbody>
</table>

b. **Attendance Requirements**
Engage in this online course from the first day of the term and submit work on time.

c. **Policy on Late Work**
If you do not submit an assignment on time, you will lose 20% of the grade. No extensions will be granted beyond the last day of class. Exceptions to this policy will be made only for documented medical reasons and deaths in the family. Documentation (a medical excuse or an obituary) must be provided. Other emergency situations will be considered on a case-by-case basis. If you submit late work, it will be graded along with work for the next due date. Students who submit late assignments will not be allowed to re-do or revise those assignments to improve their grades.

d. **Assessments**
Work will be graded within a week of the due date.
Grading will be based on a total of 100 points:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 6 @ 5 points; 3 @ 10 points;</td>
<td>60 points / 60% of grade</td>
</tr>
<tr>
<td>Written assignments (3 @ 10 points; 2 @ 5 points)</td>
<td>40 points / 40% of grade</td>
</tr>
</tbody>
</table>

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

8. **Academic Support Resources**
Smartthinking
Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish. Online tutors are available 24 hours a day, 7 days a week. Access Smartthinking through Blackboard's home page. Select "Smartthinking Student Site;" then select "Tools" from the menu on the left. Click on "Smartthinking" login. After logging in, click Smartthinking Student Handbook for tips on navigating the website and using the service.

The Writing Center
For information about the FSU Writing Center, go to http://www.uncfsu.edu/learningcenter/writingcenter/index.htm
Blackboard Training Resources
Visit the Office of Online Education’s Training Library and view the documents and videos as needed. http://www.uncfsu.edu/onlineeducation/training-library/

9. Course Outline (with Assignment Schedule)

General Assignment Guidelines

There will be four deadlines during the course.
Assignments 1-4 - Due September 11
Assignments 5-7 - Due October 12
Assignments 8-10 - Due November 6
Assignments 11-14 & all extra credit - Due December 9 (December 5 for graduating seniors)

All books used for, or referenced in, class assignments must be books written specifically for adolescents, not adult books about adolescents or adult books that teens read. If you are unsure about a title that you are considering using, ask a librarian or check on worldcat.org to see if the title is for juveniles.

Unless otherwise indicated, post assignments on Blackboard’s Assignments page. Click the link on the Assignments page to begin a test or to open a message window where you can paste your assignment. Copy your paper or chart from the word-processing document and then paste it directly into the message window. Pasting your work, rather than uploading it, will save me time in grading and ensure that I can open and read your submission. Attachments sometimes pose compatibility and transmission problems. Avoid such problems by simply pasting your work in the message window. Even the charts can be copied and pasted. Do not email assignments unless Blackboard is not working. However you submit, please label your work/message with your name, the course number and section and the assignment number.

You are required to use graphic organizers (tables/charts) provided by the instructor for some assignments. Download graphic organizers from the Assignment folders on Blackboard. The graphic organizers are RTF (rich text format) files that are compatible with all word-processing software. The tables serve as a checklist/rubric covering all components of the assignments.

Tests are automatically scored. For fill-in-the blank items, your answer must be correctly spelled. Do not add punctuation. Do not ask me to reconsider an answer deemed incorrect by the automatic scorer.

You are expected to provide complete bibliographic information in Modern Language Association (MLA) style for books you use for assignments. If your MLA citation is not exactly right, it will be counted as incorrect. Find examples of MLA Style in the syllabus under Unit 1.

Week 1: Introduction to Technology & Resources
Background Reading/Resources
Self-Paced Orientation to Online Learning
Visit “Blackboard @ FSU.” Read “Getting Started” and visit the “Student Support Site.”
http://www.uncfsu.edu/bb/students/index.htm

Read or view the instructional media on the Office of Online Education’s Training Library website.
http://www.uncfsu.edu/onlineeducation/training-library/

Read “Selected Children’s and Adolescent Literature Resources in Chesnutt Library” and “Selected Databases Available through the Chesnutt Library Web Page” on Blackboard’s “Course Information” page.

Getting Started Assignment – Do immediately (No points)
Download the syllabus from Blackboard’s Course Documents page and print a copy.
Introduce yourself on the Discussion Board.
Post questions about technology and/or assignments on Q&A forum on Discussion Board. Students and the instructor will try to provide answers.

Unit 1: Literary Genres & Modern Language Association Style

A Definition and Key Characteristics of Adolescent Literature
For the purposes of this course, adolescent or young adult literature is defined as high quality, imaginative works of literature written for, and read by, adolescents. Adolescent literature includes fiction, nonfiction, poetry, and drama in various formats and styles.

There are some key characteristics of young adult literature. In YA literature, adolescent protagonist mirror adolescents’ views. Plots are relevant to adolescents’ attitudes, emotions, issues and concerns. The adolescent protagonist, rather than adult caretakers, is responsible for his or her own accomplishments. Young adult literature features fast-paced action; compactness of language; direct, confrontational dialogue; and a relatively brief timeline. The stories’ outcomes are generally optimistic or hopeful. Even if dealing with difficult circumstances, characters learn and grow.

Young adult literature spans various genres, themes, and subjects, and includes ethnically and culturally diverse characters. A genre is a form of literature. We will be studying the genres of traditional literature, realistic fiction, historical fiction, fantasy, science fiction, biography, informational literature and poetry. We will not be studying drama.

Background Reading/Resources
Genres Defined (Powerpoint on Blackboard)

2012 Young Adult Books
http://www.youtube.com/watch?v=Pql2rTktrP4&feature=related/

Assignment 1 (5 points)—Genres Quiz (Blackboard)
Assignment 2 (5 points)—MLA Scramble Quiz (Blackboard)
We will be using Modern Language Association (MLA)-style bibliographic citations throughout the semester. You are expected to provide complete bibliographic information in Modern Language Association (MLA) style for books you use for assignments. Here are two examples (one with and one without an illustrator):
This assignment will give you practice in formatting MLA style citations. The test is available on Blackboard’s Assignments page.

Format for MLA-style citation for a book with a single author or illustrator
Author’s last name, Author’s first name. Book title. City of publication: Publisher, year of publication.

Example:

Format for MLA-style citation for a book with an author and an illustrator
Author’s last name, Author’s first name. Ill. by. Illustrator’s first name Illustrator’s last name. Book title. City of publication: Publisher, year of publication.

Example:

More on MLA-style citations: http://owl.english.purdue.edu/owl/resource/747/01/

Hints about MLA-style citations
Do not indicate the state unless there are cities of the same name in different states.
Underline the title of the book.
If you cannot find the name of the publisher, use this search engine: http://www.worldcat.org.
For more information about citation style, see the online MLA Formatting and Style Guide – The OWL at Purdue:owl.english.purdue.edu/owl/resource/557/01

Unit 2: Adolescent Literacy
Background Reading/Resources
Adolescent Literature & Literacy (Blackboard)

For Middle Schoolers: Activities to Build College-Level Reading Skills
http://www.adlit.org/article/32666/

103 Things to Do Before/During/After Reading (reading response strategies)
http://www.readingrockets.org/article/82

Assignment 3 (5 points)—Adolescent Literacy Quiz (on Blackboard)

Unit 3: Youth Culture: Film, Digital Media, and Graphic Novels
Long before Fear Street or Sweet Valley High, series books provided a source of enjoyable fiction for young adults. The first children's fiction series appeared in the United States in the 1830s, and by the 1860s the genre was well-established and earning both praise and censure.

Adolescents devour series fiction for the books' consistency in characterization and story lines. These popular books can foster literacy among all students, including reluctant readers and non-native English speakers. Readers of series fiction often insist on reading books in the series in the sequence that they were published.

Young adult book series may be fictional or nonfiction. Nonfiction books about similar subjects may be marketed as a group by the publisher. Fictional books (usually by the same author) cast the same group of characters in different plots. There are book series for all ages. Our focus is fictional chapter books for adolescents, ages 12-18. Find out more about series fiction for young adults at Kidsreads website (http://www.kidsreads.com/series/index.asp). Note that most of the series listed are for children, not adolescents.

Graphic novels feature sequential art in comic book form. Graphic novels are a popular category of young adult literature that encompasses many genres. Reviews of graphic novels may be found on this website (http://www.noflyingnotights.com).

Many young adult books—Gossip Girls and Twilight, for example—have been adapted as movies or television shows. The following website lists adolescent literature that has been adapted as movies (http://www.framinghamlibrary.org/teen/moviebook.htm)/

Several teen films based on fairy tales have been produced in recent years. Fairy tales are a subgenre of traditional literature that typically have brief once-upon-a-time introductions, long-ago settings, archetypal characters, magical motifs, patterns of three, and happy, good-conquers-evil conclusions. In the public domain (free of copyright restrictions), fairy tales provide rich source material for adolescent literature. Using traditional texts as inspiration, author Donna Jo Napoli has spun several new tales, including Bound, Ugly, Breath, and Zel. The Cinderella story, Ella Enchanted, by Gail Carson Levine, won a Newbery Honor. Fairy tale adaptations for teens are generally darker and more layered than the original tales.

**Background Reading/Resources**

Graphic Novels for the Classroom (video)
http://youtu.be/cWSpQTDTEog

Graphic Novels Handout (on Blackboard)

Graphic Novels 101: FAQ

**Assignment 4 (5 points)—Graphic Novel Quiz (Blackboard)**

**Assignments 1-4 - Due September 11**

**Assignment 5 (5 points)—Teen Films Adapted from Fairy Tales**

View one of these teen movies based on fairy tales: Hansel and Gretel: Witch Hunters, Beasty, Red Riding Hood, Ella Enchanted, Snow White and the Huntsman, A Cinderella Story, Sydney White, The
*Company of Wolves, Snow White: A Tale of Terror,* or *Mirror, Mirror.* Using the table provided, compare the traditional version of the tale with the film adaptation. Links to traditional versions of fairy tales: [http://www.surlalunefairytales.com](http://www.surlalunefairytales.com)

**Unit 3: Modern Fantasy, Science Fiction, and Censorship**

Hans Christian Anderson, who collected fairy tales and wrote original tales, is known as the father of modern fantasy. Jules Verne and H. G. Wells are considered the fathers of science fiction. Modern fantasy includes actions or events that could not occur in real life and/or characters that are capable of feats not possible in real life. Writers of science fiction and modern fantasy conjure realities that invite readers to suspend disbelief. Science fiction involves events and technology that are not currently within the realm of possibility, but given modern advancements, might be possible in the future. Both genres may include folklore elements.

The Giver, a science fiction novel by Lois Lowry, won the Newbery Medal, a top award in children’s literature, from the American Library Association in 1994. In 2005, a Kansas school district reviewed the book after parents complained that it was “lewd” and “twisted.” Parents considered the book “unfit for analysis by students because it is violent, sexually explicit and portrays infanticide and euthanasia.” One parent said, “This book is negative. I read it. I don't see the academic value in it. Everything presented to the kids should be positive or historical, not negative.” These parents asked that the book be removed from the entire district’s eighth grade reading list.

**Background Reading/Resources**

*The Giver* by Lois Lowry

Checklist for Evaluating Modern Fantasy and Science Fiction(Blackboard)

**Censorship Articles**

Number of Challenges by Year, Reason, Initiator & Institution (1990-2010)

[http://www.ala.org/advocacy/banned/frequentlychallenged/stats](http://www.ala.org/advocacy/banned/frequentlychallenged/stats)

About Banned & Challenged Books

[http://www.ala.org/advocacy/banned/aboutbannedbooks](http://www.ala.org/advocacy/banned/aboutbannedbooks)

Most Frequently Challenged Authors of the 21st Century

[http://www.ala.org/advocacy/banned/frequentlychallenged/challengedauthors](http://www.ala.org/advocacy/banned/frequentlychallenged/challengedauthors)

Frequently Challenged Books of the 21st Century

[http://www.ala.org/advocacy/banned/frequentlychallenged/21stcenturychallenged](http://www.ala.org/advocacy/banned/frequentlychallenged/21stcenturychallenged)

**Assignment 6 (10 points)—The Giver Quiz (Blackboard)**

**Assignment 7 (5 points)—Censorship Quiz (Blackboard)**

**Assignments 5-7 - Due October 12**

**Unit 4: Realistic Fiction**

**Background Reading/Resources**

*Holes* by Louis Sachar
“Elements of Fiction” slide show (Blackboard)

Checklist for Evaluating Modern Fiction (Blackboard)

Assignment 8 (10 points)—Holes Quiz (Blackboard)

Unit 5:

Historical Fiction
Historical fiction blends a make-believe plot and characters with an historical setting and actual historical events. Historical figures may also be depicted. Historical fiction is set during a time period that preceded the author’s lifetime or at least the author’s age of awareness. Although inspired by actual events, historical fiction recounts stories that are not true. Do not confuse them with biographies or informational books about historical topics (see Unit 6).

Background Reading/Resources
Checklist for Evaluating Historical Fiction (on Blackboard)

Historical Fiction or Fictionalized History? Problems for Writers of Historical Novels for Young Adults
http://scholar.lib.vt.edu/ejournals/ALAN/fall98/brown.html

Assignment 9 (10 points)—Evaluating and Extending an Historical Novel for Teens
After reading an historical novel set in North Carolina—either Dovey Coe by Frances O’Roark Dowell OR The Legend of Buddy Bush by Shelia Moses—complete the chart provided and evaluate the book. The completed chart should include bibliographic information; cover the literary elements of setting, point of view, characters, plot/conflict, theme, and style; and provide detailed step-by-step instructions for two original classroom activities, one linked to the language arts curriculum and the other to social studies. See Blackboard’s Course Information page for “Elements of Fiction.”

Unit 6: Biographies and Nonfiction/Informational Books
The informational/nonfiction genre accounts for most of the books published and in bookstores and libraries. Not to be confused with biographies, which tell stories of individual lives, informational/nonfiction books are about places, processes, or things. The subject matter of informational books is almost endless. Children read informational/nonfiction books for reasons ranging from homework to hobbies. Informational/nonfiction books allow children to satisfy their curiosity, to pursue their interests, and to research school assignments.

Biographies, autobiographies and memoirs tell the true stories of individual lives. Biographies that focus only on a portion of the subject’s life are partial biographies. Collective biographies are books that contain the biographies of several individuals, who usually have something in common.

Background Reading/Resources
Checklist for Evaluating Biographies (Blackboard)
Checklist for Evaluating Nonfiction (Blackboard)

Assignment 10: Interactive Information Literacy Learning Activity (10 points)
DIRECTORY OF YOUNG ADULT BOOK AWARDS & WINNING BOOKS

Using the graphic organizer provided, compile a directory of at least ten (10) different American young adult book awards for titles published since 2000. All of the books must be biographies and informational books. The graphic organizer includes an example that will help you understand the assignment. For each award cited, provide:

- The award’s sponsor
- The award’s official web site
- The award’s purpose (who and/or what it honors; not the purpose of the winning book)
- A link to a lesson idea or classroom activity for the book
- The bibliographic citation for a recent winning book, author and/or illustrator
- The genre of the winning book
- Book cover image for the winning book that is cited

See a listing of book awards and a database of titles at the Database of Award-winning Children’s Literature. [http://www.dawcl.com](http://www.dawcl.com)

You may also need to visit the award sponsor’s web site to view winning titles. Consult a librarian, Worldcat <http://www.worldcat.org>, or book reviews from respected publications or web sites to determine if books are the appropriate genres for the assignment.

Assignments 8-10 - Due November 6

**Unit 7: Poetry**

Remember when poetry was music to your ears. When you were young, poetry tickled your tongue, trained your ears to listen, and got you ready to read. Before literacy was widespread, poetry was an oral art form, performed in the streets. Poetry is still enjoyed aloud, but is also be appreciated on the printed page. **Several elements distinguish poetry** from prose: deliberate line breaks, intense feeling, evocative words and sounds, use of imagery, rhythm and/or rhyme, and musicality. The 1990s and early 21st century have seen the publication of numerous young adult novels and biographies in verse.

**Background Reading/Resources**

Authors Who Write Poetry for Young Adults Handout (Blackboard)

Checklist for Evaluating Poetry (on Blackboard)

No Need to "Duck, Run and Hide": Young Adult Poetry that Taps into You

**Booklists**

Pure Poetry: VOYA’s Poetry Picks

Connected Youth - Novels in Verse
Assignment 11 (10 points)–Compiling a Mini-Poetry Anthology

Select 5 poems from 5 different poetry books published especially for adolescents since 1990. The poems should all be on the same theme. Organize the poems in the same order that the source books appear in the bibliography. Your anthology must include:

- A title of your anthology
- A brief introduction (1-3 paragraphs) that you wrote noting the theme and its relevance to teens
- 5 poems on the same theme from 5 different poetry books published for adolescents since 1990 (retyped or scanned)
- An MLA style bibliography citing the 5 books that the poems appear in

REMEMBER: The poems must come from books, not web sites. The poems must have been written especially for adolescents. Books about toys or animals, childish subject matter, or elementary school situations are not for teenagers. Consult a librarian to ensure that the book is for teens. Some poetry collections, anthologies or verse novels may be in the public library's young adult section or poetry books for teens may be mixed in with children’s poetry books in the juvenile section. Either way, the call number will likely be 811.

Unit 8: Reluctant Readers and Urban Fiction/Street Lit

Urban fiction or street lit is a booming genre that many teens find appealing. In these gritty novels, inner city teens or young adults confront the ills – from violence and substance abuse to HIV/AIDS – that plague their communities.

Background Reading/Resources
Encouraging Reluctant Readers and Avid Readers

Assignment 12 (10 points)–Monster Quiz (Blackboard)

Unit 9: Multiculturalism and Contemporary Themes in Adolescent Literature

Multicultural and international literature spans all genres and is written from the point of view of an historically under-represented ethnic group, often people of color but also strong female characters and people with disabilities and other differences for which they have been discriminated. International literature is set overseas. Multicultural and international literature expands the adolescent’s worldview, enhances appreciation and respect for diversity and allows some adolescents from marginalized or under-represented groups to see themselves in books.

Adolescent literature gained sophistication in the late 20th century. Themes once deemed too taboo or mature for youth are now fair game in adolescent novels. Usually the main character is confronting a specific social ill or personal problem for the first time. Contemporary realistic adolescent fiction is set in modern times (post-1980) and does not shy away from tough issues, such as AIDS, Alzheimer’s disease, crime, death, disability, divorce, domestic violence, foster care, gangs, homelessness, mental illness, poverty, sexuality, substance abuse, and teen pregnancy.

Background Reading/Resources
At Home with Good Multicultural Adolescent Literature
Online Booklists
Multicultural Literature for Adolescents: An Increasingly Diverse Group of Authors and Characters
http://www.pampetty.com/multiadolescent.htm

Michael L. Prinz Winners and Honor Books (for young adult books)
http://www.alaweb.org/ala/awardsgrants/awardsrecords/schneideraward/schneiderawardrecipients.cfm

Coretta Scott King Book Award (for children’s and young adult books by and about African Americans)
http://www.alaweb.org/ala/awardsgrants/awardsrecords/schneideraward/schneiderawardrecipients.cfm

Pura Belpre Book Award (for children’s and young adult books by and about Latino Americans)
http://www.alaweb.org/ala/awardsgrants/awardsrecords/schneideraward/schneiderawardrecipients.cfm

Schneider Family Book Awards
http://www.alaweb.org/ala/awardsgrants/awardsrecords/schneideraward/schneiderawardrecipients.cfm

Asian/Pacific American Award for Literature (books for all ages)
http://www.apalaweb.org/awards/awards.htm

Database of Award-winning Children’s Literature - http://www.dawcl.com

WorldCat - http://worldcat.org

Assignment 13 – Test on Multicultural Adolescent Fiction (5 points)
This assignment requires you to research recent and award-winning multicultural adolescent novels. Use the web sites and online booklists under this unit’s background reading.

Assignment 14 – Are you cooler than a 9th grader? (5 points)
Take a Teen Pop Culture Quiz at the Voices of Youth Advocates (VOYA) web site. Go to http://www.voyamagazine.com and search the term “pop culture quiz.” Choose one quiz to take.

Take only one quiz. Do not copy or post the quiz or your answers on the discussion board. Just report your score. Then, write responses to these questions. Was your score better or worse than you expected? How can educators stay abreast of teen trends? How might knowledge of pop culture help teachers select or suggest books for teen readers? What current teen trend most surprises or concerns you? How do today’s youth compare to you as a teen?

Assignments 11-14 & all extra credit - Due December 5

10. TEACHING STRATEGIES
Teaching strategies include the use of structured overview, demonstration, lecture-discussion, individual and group projects, role play, Internet research, online discussion board, field observations, and storytelling and reading.

11. REFERENCES (Suggested Readings, Internet and/or Multimedia Resources)
Adlit.org – Adolescent Literacy: All About Adolescent Literacy
http://www.adlit.org/

North Carolina Standard Course of Study” website.
http://www.ncpublicschools.org/curriculum/

The ALAN Review (The Assembly on Literature for Adolescents)
http://community.alan-ya.org/Home/

The Book Report
http://www.thebookreport.com

Bulletin of the Center for Children's Books
http://bccb.lis.illinois.edu/

School Library Journal
http://www.schoollibraryjournal.com

ChildrensLit.com
http://www.childrenslit.com

TeenReads
http://www.teenreads.com/

VanderGrift’s 100: List of Young Adult Authors and Titles
http://www.scils.rutgers.edu/~kvander/YoungAdult/100list.html

YALSA Booklists
http://www.ala.org/yalsa/booklists
Online Learning: Frequently Asked Questions

When and where does the class meet?
This course is totally online. We do not meet in a classroom but interact via the computer, using Blackboard. You are expected to know and utilize all the different elements of Blackboard for communication with your peers and with the instructor. This course is much more challenging for the student because it requires greater technological skills and, most of all, because it requires you to be a highly motivated self-learner. You will be expected to be able to work independently, to collaborate online to accomplish a variety of tasks, and to pace yourself to meet deadlines.

How can I communicate with classmates?
Throughout the course, the discussion board will be open for questions and answers about the class. You may also contact classmates using Blackboard’s email tool (under the Communications menu).

One of the Discussion Board forums is called “Q&A.” Students should use this forum to help each other find answers to questions about assignments or Blackboard.

What are the minimum technological requirements for this course?
You must have access to a computer with the following capabilities:
- Broadband or DSL high-speed Internet access
- Complete MS Office software
- All documents must be submitted in Microsoft Word.
- Some presentations utilize PowerPoint.
- Adobe Acrobat Reader (Download for free from the internet) [http://www.adobe.com/products/acrobat/readstep2.html]

The FSU Citrix portal gives FSU students access to the Microsoft Office software suite free of charge (even off-campus!). [https://fsuportal.uncfsu.edu/Citrix/MetaFrame/default/default.aspx]

When does the course begin and end?
This class follows the academic calendar for semester-long courses. During the summer, the course follows the academic calendar for the eight-week term.

When are mid-term and final exams scheduled?
There will be no exams in this course. However, there are periodic tests.

How do I succeed in this course?
To successfully meet course requirements, get busy from the first day of class. Do the background reading for each unit; then complete all parts of the corresponding written assignment(s). Budget your time and meet deadlines. Although, this course is largely self-paced, you must work steadily to avoid falling behind.

How does a new student get an account for Blackboard and email?
Follow these instructions from on the ITTS web site. [http://accts.uncfsu.edu/footprints/solution.cfm?id=2796&projectID=100]

How do I request Tech Support from ITTS?
Contact the Helpdesk at 910-672-2085. Press 1 for Blackboard and 2 for ITTS tech support. The ITTS Tech Support staff answers calls Monday-Friday, 8:00 am - 5:00 pm. Blackboard support is available twenty-four hours a day, seven days a week.
You may also get help via email (help@uncfsu.edu) or through the web site below. [http://accts.uncfsu.edu/footprints/solution.cfm?id=2795&projectID=100]

Where do I submit assignments?
Use the appropriate folders on Blackboard’s Assignments page. Here are some tips for preparing and posting your work.

1. Use word processing software to write your assignments. Use the software’s spell-checker and grammar checker to correct errors. Proofread your writing. Respond fully to the question at hand and complete all required tasks or parts of the assignment.
2. You will submit your work as an attachment. If you use a word processor other than MS Word and MS Works, please save as in rich text format (rtf), an option in the pull-down menu in the “save” or “save as” window.
3. Use and completely fill in the graphic organizer provided for the assignment. This will ensure that you have covered all parts of assignments that may have multiple steps.

How can I resolve compatibility issues between different versions of Microsoft Word and Works?

May I submit my work in the Digital Dropbox, on the Discussion Board, or via email?
No. It is confusing for the instructor to have to check multiple locations for student work. Thus, the Assignments Folder is the central repository for student assignments. If you have difficulty uploading work, notify me and contact the Help Desk for technical support. If, after repeated tries and Tech Support, the problem persists, you may email your work to cweatherford@uncfsu.edu. In your email’s subject line, indicate the course number and assignment number; for example: ENGL 300-D1, Assignment 1.

May I submit late work?
If you do not submit an assignment on time, you will lose 20% of the grade. No extensions will be granted beyond the last day of class. Exceptions to this policy will be made only for documented medical reasons and deaths in the family. Documentation (a doctor’s note or an obituary) must be provided. Other emergency situations will be considered on a case-by-case basis. If you submit late work, it will be graded along with work for the next due date.

Where can I get help with written assignments?
As a first line of defense, use your word processing software’s spelling and grammar checkers. Do not depend on these tools, though, because they are not foolproof. For online help, consult Smarthinking, a 24/7 tutorial service, accessible from Blackboard’s Tools page. You may also get help in-person at the FSU Writing Center, 216-C Chick Building, Mondays through Fridays. Call for hours: 910-672-1864.
http://www.uncfsu.edu/writingcenter

May I redo assignments for which I earn a low grade?
Requests to re-do assignments that are submitted on time will be considered on an individual basis. If your work was late, do not request to re-do the assignment.