

Fayetteville State University
College of Arts and Sciences
Department of English

Undergraduate
Adolescent Literature ENGL 301-D1
Spring 2012

1. LOCATOR INFORMATION

Instructor: Carole Weatherford

Credit Hours: 3

Course Meeting Time: Online course

Course Dates: January 7 – May 4, 2012 (with break from March 3-9)

Location: Online course

e-mail: cweatherford@uncfsu.edu

Office Location: Butler 129

Office Hours: Tuesdays, 9:30 a.m.-12:30 p.m. and 1:45-4:45 p.m.

Telephone: 910-672-2149 (email preferred)

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>

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. 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.

Dowell, Frances O’Roark. *Dovey Coe*. New York: Aladdin, 2001.
ISBN: 0689846673

Hesse, Karen. *Out of the Dust*. New York: Scholastic Paperbacks, 1999.
ISBN: 0590371258

Grimes, Nikki. *Bronx Masquerade*. New York: Puffin, 2003.
ISBN: 0142501891

Lowry, Lois. *The Giver*. New York: Laurel Leaf, 2002.
ISBN: 0440237688

Moses, Shelia. *The Legend of Buddy Bush*. New York: Simon Pulse, 2005. ISBN: 1416907165

Myers, Walter Dean. *Monster*. New York: Amistad, 2001.
ISBN: 0064407314

Sachar, Louis. *Holes*. New York: Yearling, 2000.
ISBN: 0440414806

5. 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.

6. 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.

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

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

I provide a no-penalty, no-excuses grace period for submission of up to two late assignments. This does not apply to the last assignment of the semester. The last assignment must be turned in on time. No extensions will be granted beyond the last day of class. Exceptions to this policy will be made only for medical reasons and deaths in the family. Documentation (a doctor's note or an obituary) must be provided.

d. Assessments

Work will be graded weekly, usually within a week of the due date.

Grading will be based on a total of 100 points:

Assignments	Points
Written assignments (1 @ 5 points; 4 @ 10 points; 2 @ 15 points; 1 @ 20 points)	95 points/100% of grade
Discussion Board Posts (5 @ 1 point)	10

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

7. 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 Smarthinking through Blackboard's home page. Select "Smarthinking Student Site;" then select "Tools" form the menu on the left. Click on "Smarthinking" login. After logging in, click Smarthinking Student Handbook for tips on navigating the website and using the service.

The Writing Center

Individualized tutoring. 216-C Chick Building. 8 a.m.-8 p.m., Monday to Thursday; 8 a.m.-5 p.m. Friday. Hours subject to change; call 672-1864. <http://www.unctsu.edu/writingcenter>

8. Course Outline (with Assignment Schedule)

General Assignment Guidelines

All books used for, or referenced in, class assignments must be books written specifically for adolescents, not adult books about adolescents or with adolescent main characters. 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. Do not email assignments or upload to the Digital Drop Box.

Graphic organizers (tables) are required for completion of some assignments. All graphic organizers can be downloaded from the Assignment folders on Blackboard. You are required to use these graphic organizers (tables). They are RTF (rich text format) files that are compatible with all word-processing software. The tables serve as a checklist to ensure that you have covered all components of the assignments. The tables also include a rubric of point values for each item to help in scoring your responses. If you do not use the graphic organizer, points may be deducted from your grade.

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 "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: Books with Teen Appeal

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 formats and styles.

Background Reading/Resources

The Elements of Fiction (see Blackboard's Assignments page)

Adolescent Literature by Dr. Johna Faulconer

<http://www.napomle.org/KeepingMiddleSchoolsSuccessful/Adolescent%20Literature%20Faulconer.pdf>

Young Adult Literature in High School (criteria for selecting books for whole class study)

<http://scholar.lib.vt.edu/ejournals/ALAN/fall98/wilder.html>

"I Hate Reading If I Don't Have To":

Results from a Longitudinal Study of High School Students' Reading Interest

<http://scholar.lib.vt.edu/ejournals/ALAN/v28n3/hale.html>

Kay VanderGrift's Young Adult Literature Page

<http://www.scils.rutgers.edu/~kvander/YoungAdult/index.html>

Historical Timeline of YA Literature (on Blackboard)

Online Booklists

VanderGrift's 100: List of Young Adult Authors and Titles

<http://www.scils.rutgers.edu/~kvander/YoungAdult/100list.html>

Teen Reads

<http://www.teenreads.com>

Favorite Teen Angst Books

<http://www.grouchy.com/angst>

YALSA Booklists

<http://www.ala.org/yalsa/booklists>

Assignment 1 (5 points) – Due January 17

MLA Scramble Exercise

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:

Nelson, Kadir. We are the Ship: The Story of Negro League Baseball. New York: Hyperion/Jump at the Sun, 2008.

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:

Weatherford, Carole Boston. Ill. by Eric Velasquez. I, Matthew Henson. New York: Walker Publishing, 2007.

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

Discussion Board Post 1: Classic Adolescent Literature (1 point) Due January 23

Classic adolescent literature includes outstanding books that were written for teens, as well as some adult books with adolescent protagonists. The booklists under this unit's background reading include many classics. Using those lists, find a book that you have read and today's youth should read.

Step 1

Provide complete bibliographic information in Modern Language Association (MLA) style for the book that you selected.

Step 2

Write a paragraph covering the following information.

- Put the central conflict in the form of a question. (Example: Will Dorothy ever reach the Emerald City, so she can return from Oz to Kansas?) The question should involve the main character's fate.
- Write a 2 to 3 sentence synopsis of the plot, revealing the setting, characters, point of view and theme, but not the conclusion.
- Consider how the characters, setting, plot/conflict, theme and style appeal to today's youth. Will they identify with a particular character? Will they gain insight or inspiration from the book?

Writing Tips

Do not begin with: "I chose this book," "The book I picked," or "My book is." Introduce the book in a sentence involving the book's theme or plot.

Use third person point of view. Do not use first person or such phrases as: "I think," "I believe," "I recommend," "I would," and "In my opinion." Do not use second person, as in: "If you like romance, you will enjoy this book." Instead say, "Fans of romance will enjoy this book."

Unit 2: 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.

Graphic novels feature sequential art in comic book form. Graphic novels are a popular category of young adult literature that encompasses many genres.

Many young adult books—*Gossip Girls* and *Twilight*, for example—have been adapted as movies or television shows.

Background Reading/Resources

Articles from ALAN Review and other websites.

Graphic Novels

<http://www.ipl.org/div/procrast/graphicnovels/>

A Portrait of Popularity: An Analysis of Characteristics of Novels from Young Adults' Choices for 1997

<http://scholar.lib.vt.edu/ejournals/ALAN/fall99/chance.html>

Online Booklists

No Flying, No Tights: Graphic Novel Reviews for Teens

<http://www.noflyingnotights.com/index2.html>

The Best Graphic Novels of 2009

<http://www.voya.com/2010/04/08/kat-kans-graphic-novels-best-list-the-best-graphic-novels-of-2009/>

Kidsreads-Series Books

<http://www.kidsreads.com/series/index.asp>

Read a movie; Watch a book (lists movies from YA books/Framingham Public Library)

<http://www.framinghamlibrary.org/teen/moviebook.htm>

TeensReadToo.com-Welcome

<http://www.teensreadtoo.com/Opening.html>

Assignment 2 – Evaluating a Graphic Novel (10 points total) Due January 31

Evaluate a graphic novel, using the chart provided for download on the Assignments page. The term graphic novel does not mean that the book includes sex or violence. A graphic novel features sequential art in what is essentially an extended comic book. Assess all categories on the chart. Do graphic novels foster or impede literacy? Do graphic novels have literary value? If so, what are their merits? Why do teens find graphic novels appealing? Do graphic novels belong in schools? Use examples from the genre to support your argument.

Discussion board Post 2 (1 point) February 6

Are you cooler than a 9th grader?

Take a Teen Pop Culture Quiz at the Voices of Youth Advocates (VOYA) web site.

Latest quiz under Hot Topics (lower right corner of home page): <http://www.voya.com/>

Archived quizzes: <http://www.voya.com/2010/03/30/voya-teen-pop-culture-quiz/>

Take one quiz. Do not copy or post the quiz or your answers on the discussion board. Do 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?

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 by Lois Lowry

This science fiction novel 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

Checklist for Evaluating Modern Fantasy and Science Fiction (on Blackboard)

Taming the Alien Genre: Bringing Science Fiction into the Classroom

<http://scholar.lib.vt.edu/ejournals/ALAN/v28n2/bucher.html>

What Johnny Can't Read: Censorship in American Libraries

<http://scholar.lib.vt.edu/ejournals/ALAN/winter96/pubCONN.html>

Online Booklists

What's in VOYA? VOYA Booklists

<http://www.voya.com/2010/03/30/the-b-e-s-t-science-fiction-fantasy-and-horror-2009/>

Fantastic Fantasies and Sci-Fi (Plymouth District Library)

<http://plymouthlibrary.org/yasffant.htm>

Read On: Fractured Fairy Tales (A list of traditional tales for teens, Hennepin County Library)

http://www.hclib.org/teens/booklistaction.cfm?list_num=52

Free People Read Freely: A Report on Banned and Challenged Books in Texas Public Schools 2004-2008

<http://www.aclutx.org/files/Free%20People%20Read%20Freely%202008.pdf>

Assignment 3: Evaluating and extending a frequently challenged science fiction book (10 points) Due February 15

After reading The Giver, complete the Chart for Evaluating a Modern Fantasy or Science Fiction book. Include bibliographic information in MLA style; an assessment of setting, point of view, characters, plot/conflict, theme, and style; open-ended discussion questions; vocabulary words/terms; and step-by-step instructions for two original lesson ideas/classroom activities related to the book.

Discussion Board Post 3 (1 point) February 20

Teen Films Adapted from Fairy Tales

Cite a recent teen movie based on a fairy tale. Provide the title of the film and the tale on which it was based (if the title differs as is sometimes the case). Watch the movie trailer at the film's site or on youtube. Why do you think the film appealed to teens? Find movies at these web sites.

<http://www.kidsreads.com/features/books2movies.asp>

4 Teen Movies Based on Fairy Tales

<http://www.lovelyish.com/743464971/4-teen-movies-based-on-classic-fairy-tales>

Unit 4: Contemporary Themes in Realistic Fiction

Background Reading/Resources

Holes by Louis Sachar

Researching Reality: How a Young Adult Novelist Researches (modern fiction)

<http://pdfs.voya.com/VO/YA2/VOYA200412AuthorTalk.pdf>

Checklist for Evaluating Modern Fiction (on Blackboard)

Read one of these articles.

Beyond Picket Fences: What Gay/Queer/LGBTQ Teens Want from the Library

<http://pdfs.voya.com/VO/YA2/VOYA200408BeyondPicketFences.pdf>

Is “Gossip Girls” Too Racy for Teens?

<http://www.cbsnews.com/stories/2007/10/17/earlyshow/living/parenting/main3376531.shtml?source=RSS&attr=3376531>

A Psychological Perspective of Teen Romances in Young Adult Literature

<http://scholar.lib.vt.edu/ejournals/ALAN/v28n3/dickson.html>

Online Booklists

Best Friends: Books About Human-Animal Relationships for Teens (Plymouth District Library)

<http://plymouthlibrary.org/animbib.htm>

Funny Fiction for Teens (Plymouth District Library)

<http://plymouthlibrary.org/funny.htm>

Adventure Books for Teens (Orion Township Public Library)

<http://www.orion.lib.mi.us/teens/booklists/adventure.htm>

Assignment 4 – Evaluate and Extend a Work of Modern Fiction (10 points) Due February 28

After reading *Holes*, complete the chart entitled “Reading, Discussion and Activity Guide for Young Adult Fiction.” The completed chart should include bibliographic information; a synopsis (a brief narrative summary covering the literary elements of setting, point of view, characters, plot/conflict, theme, and style); open-ended questions for classroom discussion; a vocabulary list (no definitions needed); and step-by-step instructions for two original classroom activities related to the book and linked to the curriculum. See Blackboard’s Course Information page for “Elements of Fiction.”

Discussion Board Post 4 (1 point) March 1

Teen Fiction Series

Cite one teen fiction series that you were not previously aware of. The book’s main character should be a teenager, not an elementary school child or an adult. Provide the series name (such as Sweet Valley High), not the titles of individual books in the series. Indicate why you think the series appeals to teens. Find teen series at this web site.

<http://www.kidsreads.com/series/index.asp>

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>

Images of Women in Historical Young Adult Fiction: Seeking Role Models

<http://scholar.lib.vt.edu/ejournals/ALAN/winter99/boreen.html>

Assignment 5: Evaluating and Extending An Historical Novel for Teens (10 points) March 16

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 evaluate the book. The completed chart should include bibliographic information; a synopsis (a brief narrative summary covering the literary elements of setting, point of view, characters, plot/conflict, theme, and style); open-ended questions for classroom discussion; a vocabulary list (no definitions needed); and 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 (on Blackboard)

Checklist for Evaluating Nonfiction (on Blackboard)

Telling Our Stories, Sharing Our Lives: Collective Biographies of Women

<http://scholar.lib.vt.edu/ejournals/ALAN/fall98/bucher.html>

Course Correction (nonfiction books)

<http://scholar.lib.vt.edu/ejournals/ALAN/spring99/bode.html>

Booklists

Nonfiction Honor List

<http://pdfs.voya.com/No/nfi/NonfictionList2007.pdf>

Young Adult Biographies

http://www.tigard-or.gov/library/teens/reading_for_fun/docs/biographies.pdf

Assignment 6– Due March 23

Note that there are two parts to this assignment.

Evaluating Biographies (10 points)

AND Nonfiction/Informational Books (10 points)

Components: Evaluation of two biographies; evaluation of two nonfiction/informational books

Select two biographies about the same person (Eleanor Roosevelt, for example) and two nonfiction books about the same subject (sharks, for example). The biographies and nonfiction/informational books must be intended for adolescents, not children or adults, and have been published since 1985. Complete the two charts “Comparing Two Biographies” and Comparing Two Nonfiction/Informational Books.” Both charts are on one document which is downloadable from Blackboard’s Assignments page. For all books selected, provide complete bibliographic information in MLA style. To identify books, consult a librarian or bookseller, or use such search engines as the Database of Award-winning Children’s Literature or WorldCat (url’s below).

<http://www.dawcl.com>

<http://www.worldcat.org>

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

Reading Rockets: A Video Interview with Carole Boston Weatherford

<http://www.readingrocket.org/books/interviews/weatherford>

You do not have to view all segments--just Remember the Bridge; Birmingham, 1963; and Billie Holiday.

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

<http://scholar.lib.vt.edu/ejournals/ALAN/v28n3/lipsett.html>

Checklist for Evaluating Poetry (on Blackboard)

Booklists

Pure Poetry: VOYA's Poetry Picks

<http://www.voya.com/2010/03/30/pure-poetry-voyas-poetry-picks-2009/>

Connected Youth - Novels in Verse

<http://www.connectedyouth.org/books/index.cfm?booklist=verse>

Assignment 7 – Evaluating a Novel in Verse (10 points) Due April 2

Read either Bronx Masquerade by Nikki Grimes, or Out of the Dust by Karen Hesse. Then, write a three-paragraph review of the book, considering the literary elements of setting, characters, point of view, plot/conflict, tone, theme, and style. Do you think poetry is an effective vehicle for telling the story? Will adolescents find the book appealing? Why or why not? Suggest three lesson ideas to engage students in activities inspired by the book. **Do not merely pose discussion questions.**

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

Teens and Street Lit

<http://pdfs.voya.com/Vo/yaT/VoyaTakinItToTheStreets.pdf>

More Books Like *The Coldest Winter Ever*

pdfs.voya.com/VO/YA2/VOYA200508SexDrugs.pdf

THIN Books, BIG Problems: Realism and the Reluctant Teen Reader

<http://scholar.lib.vt.edu/ejournals/ALAN/winter94/Jones.html>

Encouraging Reluctant Readers and Avid Readers

<http://www.eddept.wa.edu.au/cmisis/eval/fiction/classroom/class5.htm>

Young Adult Literature for Young Adult Males

<http://scholar.lib.vt.edu/ejournals/ALAN/winter99/gill.html>

Picture Books for Young Adult Readers by Sunya Osborn

<http://scholar.lib.vt.edu/ejournals/ALAN/v28n3/osborn.html>

Online Booklists

Cool Books for Tough Guys: 50 Books Out of the Mainstream of Adolescent Literature That Will Appeal to Males Who Do Not Enjoy Reading

<http://scholar.lib.vt.edu/ejournals/ALAN/fall94/Baines.html>

Assignment 8 – Evaluation of Monster (10 points) Due April 12

Read Monster by Walter Dean Myers. Use the chart provided (Evaluating Urban Fiction) to respond to these prompts. Write a review of the book, judging its merits by the literary elements of setting, characters, point of view, plot/conflict, tone, theme, and style. Suggest a response strategy/classroom activity that will engage students with the literature. Also, answer these questions, indicating why or why not. Will the book appeal to reluctant readers? Does the book belong in classrooms and school libraries? Do you recommend that educators or future teachers read the book? In each response, explain why or why not.

Discussion Board Post 5 (1 point) Due April 13

Was Steve Harmon guilty or not guilty? Do you think it is an effective narrative technique to leave his guilt or innocence to readers?

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

<http://scholar.lib.vt.edu/ejournals/ALAN/fall95/Ericson.html>

10 Quick Ways to Analyze Children's Books for Racism and Sexism
(developed by the Council on Interracial Books for Children, c. 1980)
<http://www.birchlane.davis.ca.us/library/10quick.htm>

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.ala.org/ala/mgrps/divs/yalsa/booklistsawards/printzaward/previouswinners/winners.cfm>

Coretta Scott King Book Award (for children's and young adult books by and about African Americans)

<http://www.ala.org/ala/mgrps/rts/emiert/corettascottkingbookaward/ckspastwinners/chronologicallist/ckskchronological.cfm>

Pura Belpre Book Award (for children's and young adult books by and about Latino Americans)

<http://www.ala.org/ala/mgrps/divs/alsc/awardsgrants/bookmedia/belpremedal/belprepast/index.cfm>

Schneider Family Book Awards

<http://www.ala.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>

Assignment 9 – Test on Multicultural Adolescent Fiction (10 points) Due April 23

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 10—Personal Response to an Adolescent Book of Your Choice (5 points) May 2

Choose a work of adolescent literature published since 2000. The book must have been written especially for adolescents, but may be any genre that we have studied this semester. Read the book. Using one of the strategies at the website below, or a strategy of your own creation, respond to the book that you selected. In other words, you are to do an activity that a middle or high school teacher might assign based on the book. No tests or quizzes, please. Feel free to use Blackboard tools and youtube. Be creative!

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

EXTRA CREDIT

Book Recommendations (up to 2 at 2 points each)

The recommended book should be adolescent literature, meaning quality literature written especially for adolescents. For each recommendation, provide complete bibliographic information (author, illustrator, title, city of publication, publisher, and year of publication), and **write a one-page review**, discussing the literary elements of setting, character, point of view, plot, theme, and style/artistry. **Due the same date as the next to last assignment.**

Films Based on Adolescent Books (No more than 1 at 2 points)

Read a young adult novel and view the film adaptation. Write a one-page paper comparing the book and film. How faithful was the film to the text? Review the film. Suggest ways that it can be used in the curriculum to supplement the reading. **Due the same date as the next to last assignment.** Find films on this web site.

<http://www.framinghamlibrary.org/teen/moviebook.htm>

9. 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.

10. 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/ncscos>

Mathematics Curriculum
<http://www.ncpublicschools.org/curriculum/mathematics/scos/2003/k-8/index>

Science Curriculum

<http://www.ncpublicschools.org/curriculum/science/scos/2004>

English Language Arts Curriculum

<http://www.ncpublicschools.org/curriculum/languagearts/scos/2004/>

Social Studies Curriculum

<http://www.ncpublicschools.org/curriculum/socialstudies/scos>

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/>

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?

Download the Works 6.0 Converter from the ITTS site to convert word processor documents created in Microsoft Works 6.0 to Microsoft Word and other versions of Works. The converter works with Works 2000, 4.5, and 4.x, and Word 2002, 2000, and 97 on machines running Microsoft Windows 98, 2000 Professional, Millennium Edition, and XP.

<http://office.microsoft.com/downloads/2002/wp6rtf.aspx>

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.

If I experience technical difficulties, such as a computer crash or loss of internet access, how can I submit work?

Mail it to this address: Carole Weatherford, 3313 Sparrowhawk Drive, High Point, NC 27265. During the fall and spring semester, you may drop off work in my mailbox in Butler 123. During summer sessions, do not leave work for me on campus. I am not on campus in the summer.

May I submit late work?

I provide a no-penalty, no-excuses grace period for submission of up to two late assignments. This does not apply to the last assignment of the semester. The last assignment must be turned in on time. No extensions will be granted beyond the last day of class. Exceptions to this policy will be made only for medical reasons and deaths in the family. Documentation (a doctor's note or an obituary) must be provided.

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 Smartthinking, 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?

Redo requests for assignments that are submitted on time will be considered on an individual basis. If your work was late (even the two no-penalty, no-excuses late assignments), do not request to re-do the assignment.