

Adolescent Literature in Secondary Schools: Engaging multi-cultural worlds

15:252:520; Spring 2013
Wednesday 4:50 - 7:30 p.m.
Bishop House, Room 211

Contact Information

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Department: Learning and Teaching

Class Information

Day: Wednesday
Dates: January – 23rd, 30th
February – 6th, 13th, 20th, 27th
March – 6th, 13th, 20th, 27th
April – 3rd, 10th, 17th, 24th
May – 1st
Time: 4:50-7:30 p.m.
Location: Bishop House, Room 211
Consultation hours: Wednesdays by appointment

Required Texts and Readings

Text:
Appleman, D. (2009). *Critical encounters in high school English: Teaching literary theory to adolescents*. New York, NY: Teachers College, Columbia University.

Novels:
Fight Club —Chuck Palahniuk
Hunger Games (book 1) —Suzanne Collins
The Perks of Being a Wallflower —Stephen Chbosky
Marcelo in the Real World —Francisco X. Stork
Luna —Julie Anne Peters
First Part Last —Angela Johnson
Love Story —Erich Segal
American Born Chinese —Gene Luen Yang
The Absolutely True Diary of Part Time Indian —Sherman Alexie
Esperanza Rising – Pam Munoz Ryan
Flowers for Algernon —Daniel Keyes
Monster —Walter Dean Myers
Crank —Ellen Hopkins

**N. B. Instructor will provide all additional novels.
All additional course readings/articles will be posted on S**

Course Objectives, Expectations, and Requirements

This seminar course is designed to allow participants the opportunity to engage with a range of adolescent and young adult literature for middle and high school students. The course structure allows for a view of adolescents and young adult readers as multi-literate and multimodal learners with rich and diverse cultural worlds and identities, and an exploration how literature can be used to engage youth in meaningful learning. You will be invited to use theoretical lenses to explore literary, social and cultural issues and to consider the implications of these issues as educators.

New Jersey Professional Standards Covered

1. Subject Matter Knowledge: Teaching of English Literature
2. Human Growth and Development: Studying Adolescence and Teenagers and their habits and stages of development
3. Diverse Learners: Accounting for multiple learning styles and multimodality in secondary learning
4. Instructional Planning and Strategies: Planning lessons, units, and learning strategies
5. Assessment: Balance of formative and summative assessments
6. Learning Environment: Diversifying classroom space and adopting differentiated instruction
7. Special Needs: Modifying program based on student needs
8. Communication: Having an understanding and interaction with age group and forging a community with peers
9. Collaboration and Partnerships: Sharing a community with other educators and joining organizations tied to subject expertise.

Course Objectives

1. Students will critically integrate theory, research and classroom practice in discussions (in-class and online), essays and presentations.
2. Students will interrogate and reflect on personal and conceptual assumptions they bring to their understanding of what it means to teach literature.
3. Students will explore and document their conceptions of literature, and multimodal strategies in an instructional literature unit.
4. Students will work collaboratively in groups to demonstrate their evolving understanding of the complexities of teaching literature by designing and conducting a multimodal presentation.

Expectations

Class participation/Attendance

In this seminar course, all voices and contributions are expected in class and online discussions, presentations, and activities. Each student is expected to be fully prepared to engage in meaningful sharing and co-construction of knowledge. All work must be submitted on time.

Regular, punctual attendance is required. Absences and tardiness will be penalized.

Note: This syllabus is a general plan and is therefore subject to change.

Disability Requirements: In accordance with Rutgers University policy, qualified students with disabilities will be reasonably accommodated. Please direct disability request(s) to instructor.

Academic Integrity: With reference to the Rutgers University Policy on Academic Integrity, please note the following:

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course.

<http://ctaar.rutgers.edu/integrity/policy.html#Integrity>

Assignments

Blog Entries (4 points each for a total of 20 points)

Blog Entries and Comments– Each student is expected to write **5 Entries** (1 per assigned session) AND **20 Comments** on class members' entries (4 per assigned session).

Blog Entries:

- These entries will be posted on Sakai Blog for class members. Each **Entry** will focus on the novel(s) for the upcoming week(s), should include at least one of the required readings for the respective week(s), and one self-selected article of choice, and can make connections with other related YA novels/literature.
- Each **Entry** must be approximately 150-200 words. This Blog is not a summary of the novels/texts. The Blog entries must engage in substantive, thought-provoking discussion and critical analysis of key issues raised in the novel(s) and article(s). You may include pertinent links, multimodal references/sources etc.

Blog Comments:

- You are expected to see the Blog Comments as a dialogue. Therefore, in your response, you should make every effort to engage with the Entries of your group members both on Sakai and in class discussions.

All Blog Entries and Comments must be posted on Sakai by 9 a.m. on the due date.

Blog Entry 1: Based on assigned readings from Weeks 2 & 3.

Due date: Wednesday 6th February @ 9 a.m.

Blog Entry 2: Based on assigned readings from Weeks 4 & 5.

Due date: Wednesday 20th February @ 9 a.m.

Blog Entry 3: Based on assigned readings from Weeks 6 & 7.

Due date: Wednesday 6th March @ 9 a.m.

Blog Entry 4: Based on assigned readings from Weeks 8-10.

Due date: Wednesday 27th March @ 9 a.m.

Blog Entry 5: Based on assigned readings from Weeks 11-13.

Due date: Wednesday 17th April @ 9 a.m.

Group Presentation (20 points)

Each group (**3-4 members**) will deliver one **30-minute multimodal** presentation focusing on a contemporary A&YA novel/text. Using digital/multimodal approaches, the

presentation must *focus on the central **themes/issues** raised in the novel/text, *address relevant readings and blog discussions, and applicable **theoretical lenses**, and *include **at least 3 of the following**: (a) book talk (b) review/literary critique (c) theoretical approaches to study and/or teaching the novel/text (d) lesson plan/unit plan outline (e) description of 2 instructional activities to be used to teach the novel/text.

Group Presentation Dates: February 13th & 27th; March 20th; April 3rd & 17th.

Note: E-copy of Presentation must be submitted by 4:50 p.m. on due date in DropBox on Sakai.

Book Talk (20 points)

Each student will deliver to a 5-7-minute multimodal presentation a self-selected A&YA novel. Your presentation is intended to showcase the content/plot and literary merit of the novel/text while addressing relevant themes and issues (literary, sociocultural, academic etc.) and possible curricular applications.

Presentation Dates: April 17th & 24th

Note: E-copy of Book Talk must be submitted by 4:50 p.m. on due date in DropBox on Sakai.

Issues Paper (20 points)

You will identify one A&YA Literature text of your choice. You must draw on research literature, and primary and secondary sources to address relevant (a) social and/or cultural issues in the text, (b) possible censorship issues (c) academic rationale (including cross-curricular connections) for the inclusion of your text in the literature curriculum, and (d) theoretical approaches to the study of the text.

Format: 6-8 pages (excluding title page, references and appendices); double-spaced, 12 point font.

Due Date: Wednesday 1st May @ 4:00 p.m. in the Learning and Teaching Department office **OR @ 11:55 p.m.** in drop box on Sakai.

Grading & Rubrics

Procedure

Grades will be based on the following activities and criteria:

Blog Entries	20 points
Group Presentation	20 points
Book Talk	20 points
Issues Paper	20 points
Attendance/Participation	20 points
Total points	100 points

Rubrics

Blog Entries

4= Superior Evidence Shown

The work shows clear evidence that the writer went beyond the expectations of competent effort by taking the care and effort to distinguish the work as an original, complex, and vigorous example of that criterion. It fulfills its potential given the limits of production and has impact.

3= Useful Evidence Shown

The work is useful and clearly reflects care and concern in terms of fulfilling the needs of the criterion, but doesn't necessarily distinguish itself beyond the expectations of a competently crafted piece.

2=Adequate Evidence Shown

The work fulfills minimum quality standards for the criterion, but shows little enthusiasm or intention to do more. It promises more than it delivers.

1= Little Evidence Shown

The work does little to fulfill the minimum quality standards for the criterion.

0= No Evidence Shown

The work shows no evidence of any effort to fulfill the criterion.

Issues Paper and Presentations

Criteria	
Depth of Thought and Expression 4	Includes the specificity with which arguments are supported and the use of details in ways that are apt and help the reader to more clearly see the author's perspective. It must bring out the individual nature of the work through vivid use of detail as well as connect that work to other works.
Organization of Thought & Expression 4	Includes the logical flow of the language and ideas, as well as the sequencing of details. The detail is organized in such a way that it deepens the grasp of the subject matter and delves beneath the surface. The work must feel cohesive in construction.
Originality of Thought & Expression 4	Includes deft and interesting use of language, insight into matters discussed, connections, and of thought. The work must feel original in thought and execution.
Synthesis of Ideas 4	Includes the way the ideas in the text come together as a whole, the way the text includes and rethinks the work of the class, and the way the text includes and rethinks the readings, assigned and otherwise, of the class. The writing/content must take the ideas of the class and make new meaning rather than merely rehashing or summarizing.
Conventions & Expectations 4	Includes spelling, punctuation, capitalization, paragraphing, usage, writing conventions such as title pages and page numbers, physical presentation, correctness of detail, completion of all tasks, and use of appropriate (APA/MLA) formatting where applicable. Adherence to digital design conventions where applicable. The work must meet all expectations and requirements of the assignment, and show professionalism in all aspects of a final product and complete what it set out to do with vigor and engagement.

General Session Outline

Session	Date	Focus Topics	Readings	Assignments
1.	Jan 23	What is Adolescent and Young Adult Literature?		
2.	Jan 30	Using Literary Theory to Engage With Texts	<i>Critical Encounters</i> <i>NCTE: Adolescent Literacy*</i> <i>Eckert: Bridging Pedagogical*</i>	
3	Feb 6	Cultural worlds: Fantasy, fiction, and realistic fiction...	<i>YAL: Where Teens Go*</i> <i>Bridges: Canon *</i>	Blog Entry 1
4	Feb 13		<i>Fight Club **</i> <i>Hunger Games**</i> <i>Myers: Labor of Love*</i> <i>Plemmons: Finding Self 1&2*</i>	GROUP 1
5	Feb 20	Dealing with the Ds of A&YA Lit (death, disaster, discovery, difference, divorce....)	<i>Guerra: Urban Fiction*</i> <i>Meese: Modern Family*</i> <i>First Part**</i> <i>Love Story**</i>	Blog Entry 2
6	Feb 27	Taboo No More: Gender, Sexual orientation & Identity	<i>Critical Encounters</i> <i>Jones: Taboo *</i>	GROUP 2
7	Mar 6		<i>Perks**</i> <i>Marcelo**</i> <i>Luna**</i> <i>Blackburn: Gender *</i> <i>Moeller: Gender & Boys*</i> <i>Smith: Boys*</i>	Blog Entry 3
8	Mar 13	SPRING RECESS		
9	Mar 20	Outsider-Insider Perspectives	<i>Critical Encounters</i> <i>Danzak: Graphic Stories*</i> <i>Vyas: Bicultural identities*</i> <i>American Born**</i> <i>Absolutely True**</i> <i>Esperanza Rising**</i> <i>Bishop: Whose story *</i> <i>Glenn: Gossiping girls*</i> <i>Christensen: Happened *</i> <i>Palmer: Bridging*</i>	GROUP 3
10	Mar 27			Blog Entry 4
11	Apr 3	The 21 st Century Reader	<i>Critical Encounters</i> <i>Groenke: Postmodern*</i> <i>Flowers**</i> <i>Monster**</i> <i>Crank**</i> <i>Critical Encounters</i> <i>Swartz: Multimodality*</i>	GROUP 4
12	Apr 10			
13	Apr 17	Censorship & The Politics of the Word	<i>Sarigianides: Tensions*</i> <i>Stallworth: The List*</i> BOOK TALK	Blog Entry 5 GROUP 5
14	Apr 24	How do we create and sustain a community of readers/writers/educators?	BOOK TALK	
15	May 1			Issues Paper

*Novels/texts** Readings/Articles**