In accordance with the catalog description, you will “study … literature for the adolescent, including methods of introducing the major literary genres to the secondary school student.”

Upon successful completion of this course, you should be able to design instructional units using YA novels alone or in conjunction with canonical works in ways appropriate to the SC ELA standards. You should also be familiar with a wide range of YA novels and authors, so you can recommend appropriate books to students for independent reading.

You will read a variety of adolescent novels (or “YA novels”), discuss ways to use them in the classroom, write about them and in response to them, and study literary terms used in the discussion of literature at the secondary level. Specifically, you will do the following:

- Read, respond to, and discuss the textbook, two YA novels assigned to the whole class, three YA novels selected by your small group, and eight additional YA novels (including at least six different authors and at least five different genres) selected for yourself. You will sign up for self-selected novels on a first-signed, first-claimed basis; no duplication will be allowed.
- Participate in a “book club” (of 3 or 4 students) to read and discuss three group-selected YA novels and to read and revise your various written assignments.
- Write and post online (to a class website) reviews of your three group and eight self-selected novels.
- Write a paper on a self-selected topic related to the teaching of YA Lit.
- Prepare a teaching unit for a YA novel or a thematic unit involving several YA novels. This may be a whole-class unit, a unit intended for a small group (i.e., literature circle or book club), or a unit for an individual reader. Include complete lesson plans for the unit, copies of any materials needed, and an explanation of the goals for the unit.
- Give several book talks: short presentations (not plot summaries) about your self-selected YA books, accompanied by handouts.
- Participate in class discussions, online discussions, and small-group activities.

Textbook: Readicide, by Kelly Gallagher. (Stenhouse, 2009)

Office Hours: You are welcome to call me at work with questions any time during the day (953-1418), or to contact me by email any time of the day or night (tom.thompson@citadel.edu). I generally check email every weekday morning & evening, and generally evenings on the weekend. In addition to my posted hours (Tu 1:00-3:30) I am available most days when I am not in class or observing student teachers.

Technology: You will regularly post work to a class web site. You will have access to campus computer labs and library computers. You also have access to the campus computer help line (953-HELP).

Special Accommodations: If you need any accommodations for any of the course requirements because of a physical or learning disability, please provide appropriate documentation and recommended accommodations no later than the second class meeting. I will work with the appropriate campus services to provide necessary accommodations.

Attendance: Classes begin promptly at 4:00. You will be considered tardy if you arrive after roll call and administratively absent if you arrive after 4:30. In accordance with school policy, you must attend at least 80% of the meetings to pass the course. Three or more tardies will result in a half-letter deduction from your final grade; three absences will result in a failing grade.
Late Work: Any work turned in via email (tom.thompson@citadel.edu) should be time-stamped no later than 4 pm on the due date. Penalties for late work will be determined on a case-by-case basis, but will generally be steep (i.e., at least a letter grade).

Class Library: We have a class library of YA books available for check-out. Some of the books are Advanced Reader’s Copies, so they might include typos and have different covers than store or library copies. You are welcome to check out these books, but must return them no later than the final class meeting (Dec 7).

Required Readings:
- Readicide, by Kelly Gallagher.
- The Hunger Games, by Suzanne Collins.
- Countdown, by Deborah Wiles.
- 3 YA novels selected by your book club.
- 8 YA novels by at least six different authors and from at least five different genres.

Electronic postings on English Companion Ning and similar sites

Required Writings:
- Reviews of your 8 self-selected YA novels, posted to class blog (www.ENGL552.blogspot.com)
- Reviews, written collaboratively, of your 3 group-selected YA novels, posted to the class blog
- Teaching unit (to include background, lesson plans, list of materials, & tests)
- Formal paper on a YA-Lit-related topic
- Reading journal
- Various informal writings, mostly during class

Required Oral Presentations:
- Several brief talks about your self-selected YA novels

Grades: For an A, you must earn at least 90 points; for a B+, 85; for a B, 80; for a C+, 75; for a C, 70. Maximum point values for assignments are as follows:
  20 pts - teaching unit
  20 pts - 8 reviews of self-selected books
  10 pts - 3 reviews of group-selected books
  10 pts - book talks
  10 pts - formal paper
  10 pts - reading journal
  10 pts - total for quizzes, homework, and other assignments not covered elsewhere
  10 pts - final exam

Caveat: You must pass your teaching unit and your final exam—each with a “C” (70%) or higher—to earn a grade of “C” or higher.

Note to M.A. students: This course is part of the MAT program, and is NOT intended for M.A. students. It is not a traditional lit course (i.e., a study of YA Lit, comparable, for example, to a study of African-American Lit or Southern Lit), but instead focuses on ways to teach YA Lit to middle and high school readers. If you enrolled in this class expecting a traditional lit class, please be aware that this is not the class you were expecting, and the assignments are intended to provide practice for pre-service teachers.
Tentative Schedule of Assignments

(Assignments listed in red are posted online at http://faculty.citadel.edu/thompson/552.)

Aug 24  Introduction. Select books (see next page). Intro to web resources (in Capers 313).

Aug 31  The Hunger Games. Discussion: How might you use The Hunger Games with (or instead of) classic dystopian novels such as 1984, Fahrenheit 451, or Brave New World?

Sep 07  Readicide. ch 1-2. Begin book talks (to continue through Nov 30)

Sep 14  Countdown. Discussion: How does one “read” graphic features other than the text itself, and how can those features contribute to the narrative? Guest speaker: Deborah Wiles.

Sep 21  Readicide, ch 3-5.

Sep 28  Book Clubs 1 (Contemporary Realistic Fiction) Discussion: What is the place (or value) of “problem novels” in the classroom? Formal paper due

Oct 05  Genre: Fantasy/Science Fiction. Initial check of reading journal

Oct 12  Individual book reviews due for first four books

Oct 19  Genre: Holocaust Lit, Book Clubs 2 (Genocide) Discussion: How can novels augment the curriculum in other content-area classes?

Oct 26  Collaborative reviews due (for all book club books)

Nov 02  Election day – no classes.

Nov 09  Book Clubs 3 (Graphic Novels) Discussion: What interpretive skills do students develop while reading graphic novels? Midterm check of reading journal

Nov 16  Genre: Romance. Individual book reviews due for final four books

Nov 23  Thanksgiving Break – no classes

Nov 30  Teaching Unit due. Final book talks

Dec 07  Reading journal due

Dec 14  Final Exam

Book Clubs (choose one book from each group, and discuss it with other book club members):

Book #1 – Wintergirls (Laurie Halse Anderson), If I Stay (Gayle Forman), Deadline (Chris Crutcher), Cut (Patricia McCormick), or Living Dead Girl (Elizabeth Scott)

Book #2 – The Fighter (Jean-Jacques Greif), If I Should Die Before I Wake (Han Nolan), The Book Thief (Markus Zusak), or Malka (Mirjam Pressler)

Book #3 – Maus I & II (Art Spiegelman), American Born Chinese (Gene Luen Yang), Persepolis (Marjane Satrapi), or The Arrival (Shaun Tan)
Suggestions for Individual Books
This is a very short list; these are only suggestions! Note, too, that some books are grouped by genre (e.g., fantasy, romance), while others are grouped more by topic (e.g., genocide, relationships). Some groups include multiple genres, and some books could be categorized in several different ways.

Contemporary Realistic Fiction
Brutal (Michael Harmon), King of the Screwups (K.L. Going), Looking for Alaska (John Green), Before I Fall (Lauren Oliver), Whale Talk (Chris Crutcher), The Last Chance Texaco (Brent Hartinger), Glimpse (Carol Lynch Williams), Hold Still (Nina LaCour), Thirteen Reasons Why (Jay Asher), Tangled (Carolyn Mackler), The First Part Last (Angela Johnson), Willow (Julia Hoban)

Science Fiction / Fantasy
Fablehaven (Brandon Mull), City of Bones (Cassandra Clare), Artemis Fowl (Eoin Colfer), White Cat (Holly Black), The Demon’s Lexicon (Sarah Rees Brennan), Wicked Lovely (Melissa Marr), The Iron King (Julie Kagawa), The Merchant of Death (D. J. MacHale), Eyes Like Stars (Lisa Mantchev), Wake (Lisa McMann), The Lightning Thief (Rick Riordan), Graceling (Kristin Cashore), The Adoration of Jenna Fox (Mary E. Pearson), The Angel Experiment (James Patterson)

Multi-cultural
Kira-Kira (Cynthia Kadohata), A Step from Heaven (An Na), Before We Were Free (Julia Alvarez), The Absolutely True Diary of a Part-Time Indian ( Sherman Alexie), Cuba 15 (Nancy Osa), Real Time (Pnina Moed Kass), Keeping Corner (Kashmira Sheth), Climbing the Stairs (Padma Venkatraman), Tasting the Sky (Ibtisam Barat), Esperanza Rising (Pam Munoz Ryan), Shabanu (Suzanne Fisher Staples)

War / Genocide
Fallen Angels (Walter Dean Myers), Sunrise Over Fallujah (Walter Dean Myers), Soldier Boys (Dean Hughes), Tree Girl (Ben Mikaelson), Girl of Kosovo (Alice Mead), First They Killed My Father (Louong Ung), What is the What (Dave Eggers), Tears of the Desert (Halima Bashir), The Weight of All Things (Sandra Benitez), A Long Way Gone (Ishmael Beah)

Historical Fiction
Fever 1793 (Laurie Halse Anderson), Chains (Laurie Halse Anderson), Crispin: The Cross of Lead (Avi), The Luxe (Anna Godbersen), Counting on Grace (Elizabeth Winthrop), Distant Waves (Suzanne Weyn), Uprising (Margaret Peterson Haddix), Ashes of Roses (Mary Jane Auch), Loving Will Shakespeare (Carolyn Meyer), The Other Half of Life (Kim Ablon Whitney), Hattie Big Sky (Kirby Larson)

Romance
Shiver (Maggie Stiefvater), The Body Finder (Kimberly Derting), The Dark Divine (Bree Despain), Beautiful Creatures (Kami Garcia & Margaret Stohl), Hush, Hush (Becca Fitzpatrick), Swoon (Nina Malkin), Infinite Days (Rebecca Maizel), Wondrous Strange (Lesley Livingston)

Chick Lit
I’d Tell You I Love You, But Then I’d Have to Kill You (Ally Carter), Hex Hall (Rachel Hawkins), Bras and Broomsticks (Sarah Mlynowski), Private (Kate Brian), Pretty Little Liars (Sara Shepard), Secrets of My Hollywood Life (Jen Calonita), This Lullaby (Sarah Dessen), Suite Scarlett (Maureen Johnson)

Relationships / Self-Discovery
Firegirl (Tony Abbott), Stargirl (Jerry Spinelli), The Wednesday Wars (Gary Schmidt), Saffy’s Angel (Hilary McKay), Amy & Roger’s Epic Detour (Morgan Matson), An Abundance of Katherines (John Green), All Unquiet Things (Anna Jarzab), A Mango-Shaped Space (Wendy Mass)

Dystopias
Feed (M.T. Anderson), The Knife of Never Letting Go (Patrick Ness), Candor (Pam Bachorz), Skinned (Robin Wasserman), The Bar Code Tattoo (Suzanne Weyn), Uglies (Scott Westerfeld)
This course is part of a curriculum for the English Education major, so it addresses certain NCATE standards. The specific standards addressed by this course are as follows:

1.1 complete a specific language arts course of study.
   As noted above, this course is one piece of a larger curriculum. Your performance will be assessed with a course grade based on the various reading, writing, and speaking assignments listed in the syllabus.

1.3 experience modeling of effective pedagogy and attitudes by college/university faculty in both English and education, and by middle/junior high and senior high school supervising teachers.
   The instructor will model effective pedagogy, combining lecture, discussion, small group work, and independent study. You will assess this modeling on the student evaluation of instruction administered near the end of the course.

3.3 The program prepares the preservice teacher with knowledge and understanding or reading processes; as a result, the preservice teacher will demonstrate how to respond to and interpret what is read in different ways; demonstrate how to discover and create meaning from texts; use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.
   The course will include readings, lecture and discussion on reading processes. You will demonstrate how to respond to and interpret texts, as well as how to discover and create meaning from texts by writing annotations, reviews, lesson plans, and a scholarly article in response to your readings. You will demonstrate how to discover and create meaning from texts and how to use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts through classwide and small-group discussions, and through your written and oral presentations. Your work will be assessed with written feedback and/or letter grades on the various assignments.

3.5 The program prepares the preservice teacher with knowledge and understanding of an extensive range of literature; as a result, the preservice teacher will show knowledge of a broad historical and contemporary spectrum of United States literature, including: works by female authors; works by authors of color; works written specifically for older children and young adults.
   Because the full class will read and discuss two novels, each group will read and discuss several more novels, and each class member will read and discuss six additional novels, you will be exposed to—and read reviews of—a wide variety of novels. These novels will come from a broad historical and contemporary spectrum of United States literature and will include works by female authors, works by authors of color, and works written specifically for older children and young adults. Your knowledge of these works will be assessed informally through class discussions and formally through exams, written work, and oral presentations.

Class web site:  http://faculty.citadel.edu/thompson/552

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