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EDU 432.R01: Literature and Literacy for Young Adults

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EDU 432: Literature and Literacy for Young Adults

Instructor Information

Instructor: Stephanie Reid, PhD

Office: EDU 104

Course Day & Time: Wednesdays @ 4pm – 6.50pm (January 13 – April 21, 2021)

[Zoom Link](#) - Passcode: 779551

Email: stephanie.reid@mso.umt.edu

Office hours: Please contact me via email to arrange virtual appointments.

Teaching and Learning Conceptual Framework

The conceptual framework places central value on learning as a collaborative endeavor. The faculty in C&I believe that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is our Unit's intent that teacher candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

1. **Integration of Ideas:** Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations.
2. **Cooperative Endeavors:** In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals.
3. **Respect for Diversity and Individual Worth:** By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence.

Course Description

This course on Literacy and Literature for Young Adults focuses on deepening our understandings regarding adolescents and adolescence and on reconceptualizing traditional and often deficit narratives about who young people are and the life possibilities available to them. Across this course, we will consider relevant policy documents, organizational position statements, and scholarship that address the literate practices of contemporary youth (both inside and outside of school). We will also venture into the incredible realm of young adult literature, reading a diverse range of books written from #ownvoices perspectives in order to experience the texts that secondary students are consuming. We will consider the young adult literature critically, too, applying a Youth Lens (Petroni, Sarigianides, & Lewis, 2014) to interrogate and problematize typical assumptions about youth and their capabilities. We will also examine how reading and writing can support students and teachers in connecting work undertaken in schools to the pursuit of social justice and the creation of an equitable, accessible, and sustainable world. This class will support your work with young adults and help you design meaningful curriculum units and assessments for students in secondary contexts. This course is also specifically geared to support literacy leaders in designing professional development opportunities related to literature and the Montana Common Core Standards.

Learning Outcomes

By engaging with course readings and in course activities, teacher candidates will:

1. Rethink traditional conceptualizations of adolescence and adolescents and expand their understanding of the literacy practices of young people.
2. Expand your working knowledge of contemporary young adult literature, allowing you a wider variety of resources and perspectives within the classroom.
3. Provide you with the critical and analytical tools to evaluate the quality and learning possibilities to be found in a work of young adult literature.
4. Practice critical interpretation and analysis of a diverse range of texts.
5. Introduce some of the contemporary literary theories with regard to the adolescent learner, including reader response theories and other sociocultural approaches.
6. Foster critical engagement with texts through discussion and literacy practices from a social justice perspective.
7. Further develop your skills as a practitioner so as to build upon and implement effective and creative choices in the classroom.
8. Foster social justice education and propel you toward developing strategies to address issues of multiculturalism and equity through literacy.

The International Literacy Association's Standards

EDU 432 is a required course for The University of Montana's Literacy Education Endorsement program in the Phyllis J. Washington College of Education. According to the [International Literacy Association's 2017 Standards for Reading/Literacy Specialists](#), Reading/Literacy specialists are expected to demonstrate proficiency across six standards. This course is designed to meet aspects of Standards 2, 4, 5, and 6. Follow the link above to view the full document.

- **Standard 2: Curriculum and Instruction:** Candidates use foundational knowledge to design literacy curricula to meet needs of learners, especially those who experience difficulty with literacy; design, implement, and evaluate small-group and individual evidence-based literacy instruction for learners; collaborate with teachers to implement effective literacy practices.
- **Standard 4: Diversity and Equity:** Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate an understanding of themselves and others as cultural beings; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
- **Standard 5: Learners and the Literacy Environment:** Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
- **Standard 6: Professional Learning and Leadership:** Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.

Required Course Readings

As part of this course, you will read one course textbook and a sequence of AMAZING young adult literature. I am so excited to share with you this booklist. I am hoping that this booklist will help you begin to formulate an understanding of the field of adolescent literacies and start to build a library of books that can be used as read-alouds, choice reads, and/or curriculum texts across the secondary range. The course textbook problematizes traditional notions of adolescents and adolescence and offers chapters that translates theory into classroom practice. Each YA book centers the importance of storytelling, the authoring of identity, and the role language plays in connecting people to their past, their present, their culture, and their surrounding communities and social worlds. These books also explore contemporary issues from different perspectives, times, and places, igniting critical discussions about equity and the pursuit of social justice.

Course Textbook

- Sarigianides, S. T., Petrone, R., & Lewis, M. A. (2017). *Rethinking the 'Adolescent' in Adolescent Literacy*. NCTE.

YA Literature

- Shaun Tan's (2007) wordless graphic novel/picturebook, [The Arrival](#). Arthur A. Levine
- Jerry Craft's (2019) graphic novel, [New Kid](#). Quill Tree Books.
- Samira Ahmed's (2019) novel, [Internment](#). Little, Brown Books for Young Readers.
- Cherie Dimaline's (2017) novel, [The Marrow Thieves](#). DCB.
- Cynthia Leitich Smith's (2020) novel, [Hearts Unbroken](#). Candlewick
- Ibi Zoboi and Yusef Salaam's verse novel, [Punching the Air](#). HarperCollins.
- Choose one book mentioned in this [blog post by Robert Petrone and Alli Behrens](#). Both work/worked in the Montana education system as a professor and educator respectively.
- You will also each identify and introduce a novel for the class to read. These texts are TBD.

Note on Course Content

Some of the content within the YA literature texts is controversial and may make you uncomfortable. Please see me (in advance of class, if possible) if you have any concerns with the course content. Please also know that I am available to support you at all times. I am always open to conversation and willing to discuss your questions, comments, and concerns.

Additional Required Course Readings

Important: Additional course readings from Language Arts journals, websites, and other textbooks will be woven across this course. You will need to locate and access journal articles using the Mansfield Library's online database. The Library's website provides information regarding [searching for online journals and articles](#). Please contact me if you are unable to find the articles. The four main journals you will need to locate are *The Journal of Adolescent and Adult Literacy (JAAL)*, *Voices from the Middle*, *English Journal*, and *The ALAN Review*.

Web Resources and Tools

Throughout the course, a number of web-based resources and readings will be used during class and required or recommended as additional reading. These resources include:

- [Montana Content Standards for English Language Arts](#)
- [Dr. Steven Bickmore's YA Wednesday Blog](#)
- [Young Adult Library Association](#)
- [NCTEs Position on Preparing Teachers with Knowledge of Children's and YAL](#)
- [Disrupt Texts](#)
- [We Need Diverse Books](#)
- [Diverse Futures](#)
- [American Indians in Children's Literature](#)
- [Teaching Tolerance](#)

Attendance and Zoom Notes

Participation is an important part of this class. Participating in class discussions and engaging with the ideas of other students will help you think through what you are reading. This is a Zoom-based synchronous class. You should feel free to have your camera turned on or off but, as we are a small class, I hope that you will feel comfortable sharing your thoughts and ideas during class time. Feel free, too, to use the range of Zoom tools: emojis, hand-raised symbol, the chat box. Being prepared for class and participating in class activities form part of your grade.

You are expected to attend every class session. However, these are difficult and complex times, so I understand that you may experience good reasons to be absent. **Please notify me via email if you must miss a class to arrange completion of course and class content.** Do not, however, feel that you have to provide me with reasons for any absences. I trust that your reasons are very good ones. Again, please know that your success in this course is important to me.

Course Calendar: An Overview of Session Topics

*Important: Each session's topic and content will be posted on our course Moodle page. The schedule is subject to change based on the needs of our class. The most current information can always be found on Moodle on the weekly "to do" lists. I will also send out a weekly update clarifying any changes. This email will also be posted in the "Announcements" section of the Course Introduction.

Session Date	Session Topic
January 13, 2021	<ul style="list-style-type: none">• Introductions – to you, to the course• Looking for YA literature: A range of sources and options• Planning for talk around YA literature• A typical young adult?
January 20, 2021	<ul style="list-style-type: none">• Questioning traditional conceptualizations of adolescents/ce• Reading Graphic and Multimodal YA Texts• Speaker: Dr. Dani Kachorsky, Texas A&M University – Corpus Christi
January 27, 2021	<ul style="list-style-type: none">• Considering the literary canon and what counts as literature• #ownvoices; #weneeddiversebooks; #disrupttexts• Critical Literacy & Problem-Posing questions
February 3, 2021	<ul style="list-style-type: none">• Youth and Media• Representations of youth in popular culture
February 10, 2021	<ul style="list-style-type: none">• Montana State Standards for Reading Literature• Applying a Youth Lens to YAL• Additional critical lenses
February 17, 2021	<ul style="list-style-type: none">• IEFA and English Language Arts Education
February 24, 2021	<ul style="list-style-type: none">• Researching with adolescents in school
March 3, 2021	<ul style="list-style-type: none">• Researching with adolescents outside of school
March 10, 2021	<ul style="list-style-type: none">• Designing Curriculum Units with YA Literature• The literary essay...and other ways of responding to literature
March 17, 2021	<ul style="list-style-type: none">• Instilling book love and creating space for independent reading• Book talks & annotated bibliographies
March 24, 2021	<ul style="list-style-type: none">• Young Adult Literature as catalyst for activism• Individual meetings?
March 31, 2021	<ul style="list-style-type: none">• Student-led session: Genre discussion & literature circle
April 7, 2021	<ul style="list-style-type: none">• Student-led session: Genre discussion & literature circle
April 14, 2021	<ul style="list-style-type: none">• Student-led session: Genre discussion & literature circle
April 21, 2021	<ul style="list-style-type: none">• Student-led session: Genre discussion & literature circle

Course Calendar: Proposed YA Literature & Course Textbook Reading Schedule

Session Date	Session Readings
January 20, 2021	<ul style="list-style-type: none"> • Before class read <i>The Arrival</i> • Before class read Chapter One of course textbook (pp. 1-17)
January 27, 2021	<ul style="list-style-type: none"> • Before class read <i>New Kid</i> • Before class read Chapter Two of course textbook (pp. 17-37)
February 3, 2021	<ul style="list-style-type: none"> • Before class read <i>Internment</i> • Before class read Chapter Three of course textbook (pp. 37-59)
February 10, 2021	<ul style="list-style-type: none"> • Before class read part-way through <i>The Marrow Thieves</i> • Before class read Chapter Four of course textbook (pp. 59-82)
February 17, 2021	<ul style="list-style-type: none"> • Before class finish <i>The Marrow Thieves</i> • Read the Essential Understandings Regarding Montana Indians
February 24, 2021	<ul style="list-style-type: none"> • Before class read part-way through <i>Hearts Unbroken</i> • Read choice <i>ALAN Review</i> article
March 3, 2021	<ul style="list-style-type: none"> • Before class finish <i>Hearts Unbroken</i> • Read choice <i>Journal of Adolescent and Adult Literacy</i> article
March 10, 2021	<ul style="list-style-type: none"> • Before class read choice YA Lit Book situated in rural America • Before class read Chapter Five of course textbook (pages 82-93)
March 17, 2021	<ul style="list-style-type: none"> • Before class read <i>Punching the Air</i> • Read choice <i>Voices from the Middle</i> or <i>English Journal</i> article • Present Book Talks with Annotated Bibliography
March 24, 2021	<ul style="list-style-type: none"> • Time to locate and start reading remaining four books • Choose one of curated articles or blog posts to read
March 31, 2021	<ul style="list-style-type: none"> • Finish student choice Book One
April 7, 2021	<ul style="list-style-type: none"> • Finish student choice Book Two
April 14, 2021	<ul style="list-style-type: none"> • Finish student choice Book Three
April 21, 2021	<ul style="list-style-type: none"> • Finish student choice Book Four

Assignments Overview

Please know that assignments may be altered and redesigned according to how the semester unfolds.

Assignment Name	Points
Attendance and participation in each session (15 x 20 points) <ul style="list-style-type: none">• Present and participated in discussion (10 points)• Reading work and any other preparation work completed for class (10 points)	300
Ongoing Weekly Response Journal w/ a cover page to: <ul style="list-style-type: none">• The academic readings• Class discussions• The YA Literature you are reading• Can include drawing, art, music, soundbites....	300 (20 points per week)
Analysis of one YA book w/regards to the Youth Lens: Choice book. This can be the same book you use for the assignments below.	50
Book Pitch: with Book Trailer and Annotated Bibliography	50
Student-Led Session on selected YA book <ul style="list-style-type: none">• Assign session readings• Organize and lead discussion on the book (100 points)• Present your curriculum map (50 points)	150

Required Major Assignments

Class participation (20 points per session = 300 points)

There will be learning activities and discussions each week in class. Attendance is important.

You are required to notify the instructor via email if you must miss a class. You are still responsible for course content during your absence. Participation in class activities means:

- Being present during the synchronous class-time and being prepared for class
- Participating in class activities/discussions (be sure to complete the readings)

Personal Weekly Response Journal (20 points per week = 300 points)

Each class member will be assigned a Google Document that will function as a Reading Response Journal. The goal of the journal is to provide you with a space to reflect upon and think through the course readings and discussions. The journal is a space for you to write and think in as you read. This work will support the contributions you make to class discussions. You will receive points for volume and thoughtfulness (criteria from Ted Kesler's 2018 publication on The Reader Response Notebook).

Some important notes on this assignment:

- **Entries:** You should make a **minimum of 2 entries each week**. I will be entering scores and responding to your work on the Friday following class, so one entry could be written after each class session in response to ideas shared and discussed by classmates. Entries should be dated and the texts that inspired your responses (scholarly works or YA novels) should be identified.
- **Platform:** Google Docs allow for a shared space that makes possible different kinds of responses and that allows you to build a single document over time. For example, you could record audio files or video and provide links to those files (maybe you uploaded to Box or Google Drive). You could also handwrite your responses or use paper-based tools to draw and sketch. You could then upload photographs and images of your responses. If you have a different platform that you would rather use, please let me know.
- **Format of Response:** You can work in any kind of modality that you wish. You can write, make visual art, create charts and diagrams, take photographs, build collages, record video or audio, make music...or a combination of any of these things.
- **Response Content:** I want you to know that I am very open as to what you include in this response journal. Here are some options. Feel free to experiment with your responses and "try on" different ways of responding. Possible options include: art, collage, or photography; drawing or [sketching to stretch](#); [double-entry journals](#) (I recommend adding a column that asks So What?); writing about connections (text-to-self, text-to-text, text-to-world); diagrams or webs; letters to authors, characters, folks you know; your own fictional writing/poetry; questions you would like to ask the author or teen readers; quotations that speak to you; exploration of links to other texts (think broadly – books, TV, songs, film...)

Analysis of a Selected YA Text through Application of the Youth Lens (50 points)

When you view a text through a critical lens, your focus and perspective is altered by the theoretical ideas guiding your analysis. The Youth Lens (Petroni, Sarigianides, & Lewis, 2014) is discussed in detail in the course textbook and is your focalizing lens for this assignment. You will choose a minimum of two books/texts. One of the books should be an assigned reading from this course's list of YA novels. The other YA text can be your choice: a contemporary YA novel, a "classic" YA novel, or even a movie, TV show episode, or commercial (the audience must be young adults). You may focus on more than two texts. The central question of your analysis is: How do texts represent adolescents/ce? This particular critical lens asks you to consider "assumptions about who youth are and are supposed to be" (Sarigianides, Lewis, & Petroni,

2017, p. 21). This assignment can be written and formatted in the style of a literary essay, but I am very happy to talk with you about other multimodal and possibly digital options. Tom Romano's multi-genre approach to publishing academic thinking could be utilized here.

Determining the Final YA Novels for the course

As a classroom teacher, I sought to balance the texts I chose and the texts my district demanded I teach with student choice. I found ways to weave independent reading and student choice across my curriculum units. In an effort to stay true to my belief in student choice, each course member will be responsible for selecting a YA novel that speaks to a particular thematic representation of adolescents/ce. Several assignments are connected to your book choice:

Choosing a YA Novel: You will read and select a YA novel for the class to read. The novel should be contemporary and published in the last five years (2015-2020/1). Each class member will choose a book that aligns with one of the following organizing/genre-oriented categories: Sexuality and Gender; Eco-literature and Climate Change; Adolescents/ce in Historical Fiction; Adolescents/ce in Fantasy or Fairytale; Non-Fiction for Adolescents; Disability and the Body in YA Fiction; YA novels that Address Mental and Emotional Health. If there is category not listed that you would like to add or a valuable novel you have found that falls outside of the publication range, please arrange for a conversation. I am open to listening to your ideas. Please think about curating diverse perspectives and #ownvoices when making your decision.

Pitching Your YA Novel & Book Trailer: You will create a short YA Novel Pitch that you will present to your classmates. The author, book title, and publication date should be clear. Include a rationale for your choice – but do not share major spoilers. Your goal is to drum-up enthusiasm for the book you have selected and pique your classmates' interest. Your presentation pitch should include a short [digital book trailer](#). See here for another [web tool's guidelines](#).

Annotated Bibliography: You will have ready as a short handout (1-2 pages). The handout should include: (a) At least two Guiding or Essential Questions; (b) A brief introduction to the novel; (c) Links and annotations for three connected webpages (blog post, Author page, video interview, great book reviews...); (d) Citations and annotations for two connected scholarly articles (published in a peer-reviewed journal); (e) Links and/or annotations to any other relevant texts (film version; other YA books or classics that might fit with a study of your selected novel; intertextual resources...)

Student-Led Session on YA Book and Curriculum Map

For your final assignment, you will lead a session on your chosen YA book. You will be responsible for 60-90 minutes of class during your session. You will: (a) assign the course readings for this session (b) organize and lead the discussion that centers on your text; (c) organize and lead any additional in-class tasks and activities; (d) present your vision of how this text might play a role in the secondary curriculum (ELA, other content area, or potential

interdisciplinary project). You will bring with you a curriculum map (suggested template will be provided) that will be shared with the class. The curriculum map will include a title for your unit, a list of resources, the essential questions and enduring understandings of the unit, and state standards. Also included will be a rationale for the unit that includes references to research. On March 24, there will be time for me to meet with you individually to discuss your session plans.

Assignment expectations

Students are expected to complete the reading assignments in whole. All written work must be typed, double-spaced, use people-first language, use APA 6th Edition style guidelines, be fully referenced, and be clearly and concisely written (unless otherwise indicated). When submitting assignments, follow APA format. See the Academic Writing section on Moodle.

Utilizing the University of Montana Writing and Public Speaking Center

The University of Montana Writing and Public Speaking Center offers students in all disciplines one-on-one consultations as they write or prepare presentations for any course. Welcoming all students, the Writing Center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their process. **To make an appointment and learn more about The Writing and Public Speaking Center, visit www.umt.edu/writingcenter.**

Grading policy

All assignments will be accompanied by a rubric containing criteria that describe achievement with regards to the different components of each assignment. Please let me know at any point if further clarity regarding any assignment is required. My goal is to support you in successfully accomplishing all assignments and meeting all learning objectives. Although the D-F grades are available to me as your course instructor, should I assign you a D or an F grade for any assignment, I will reach out to connect with you regarding the coursework and your progress. My purpose in contacting you will be to support you in meeting the course requirements as best I can. I am invested in you and your success in this course.

Letter Grade	Equivalent Percentage
A	95-100%
A-	92-94%
B+	89-91%
B	86-88%
B-	83-85%
C+	80-82%
C	77-79%
C-	74-76%
Work Not Submitted	0%

Disability modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Student Conduct Code

In an academic context like ours, if you draw on someone else's work (whether the source is a journal article author, a teacher, or a website), you must give credit. Work that is not your own must be properly cited. If you do not cite work that is not your own, it is plagiarism; this qualifies as academic misconduct. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The [Student Conduct Code](#) at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. The updated version of the Code took effect on August 1, 2021.

Health and Safety:

Please adhere to all face-mask and health advisories when on-campus.