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ENT 439.01: Studies in Young Adult Literature

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ENT 439 STUDIES IN YOUNG ADULT LITERATURE (Fall 2021)

Dr. Beverly Ann Chin

Office: LA 109

Office hours: Mondays and Tuesdays, 3 pm to 5 pm

Please make an appointment for a phone or Zoom conversation.

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Course Purpose

This course is designed for beginning English language arts teachers, library media specialists, reading specialists, and other individuals interested in middle school and high school literature. Through this course, educators will gain knowledge and appreciation of young adult literature. We will read representative texts covering the history, genres, authors, themes, narrative styles, theories, and social justice issues for students in the middle school and high school. We will engage in literature circles, book talks, and large and small group discussions, and integrated language arts activities as we respond to and reflect upon our reading processes and preferences.

This methods course embodies the UM College of Education's Professional Behaviors and Dispositions of diversity, equity, fairness, and personal integrity. This course also embodies the UM College of Education's Conceptual Framework through the 3 essential elements of learning communities: Integration of Ideas, Cooperative Endeavors, and Respect for Individual Worth.

This course is a pre-requisite or co-requisite to ENT 441 Teaching Reading and Literature.

Course Objectives

To provide beginning teachers with knowledge of and experience with young adult literature, including an understanding in the following:

- history of young adult literature
- themes and genres of young adult literature
- major authors, texts, and awards in young adult literature
- literary analysis and literary criticism/theories in young adult literature
- reading process and reader responses to young adult literature
- selection and censorship issues in young adult literature
- media, interdisciplinary, and multicultural connections in young adult literature
- relationship between young adult literature and traditional/classic literature

To provide beginning teachers with opportunities to practice and develop the following abilities:

- plan and lead discussions and integrated language arts activities on young adult literature
- research and present information on texts, authors, themes, genres, theories, and issues in young adult literature
- reflect and evaluate their teaching presentation skills

To develop in beginning teachers the following attitudes:

- all readers have value and worth
- teachers need to know how to develop, extend, accept, and respect all responses to literature
- teachers need to encourage all readers to value their own and others' ideas
- teachers need to help students become critical, creative readers
- teachers need to be lifelong readers and learners who model good reading habits

Learning Outcomes

- Teachers will learn about the depth, breadth, and diversity of young adult literature.
- Teachers will learn strategies for introducing and engaging middle and high school students with young adult literary texts, themes, and topics.
- Teachers will reflect on their own reading processes and learn how to support their students as critical, creative readers.
- Teachers will learn how to integrate Montana State Standards for English Language Arts and Literacy and Montana Indian Education for All into their instructional strategies for young adult literature.
- Teachers will demonstrate the principles of learning communities (integration of ideas, cooperative endeavors, and respect for individual worth).
- Teachers will demonstrate professional behaviors and dispositions (diversity, equity, fairness, and personal integrity).

Requirements and Assignments

1. Regular class attendance. Excessive absences are considered in the final grade. If you must be absent, please inform the instructor. Also contact two other classmates to learn what was covered in your absence and what is expected for the next class meeting.
2. Completion of weekly assignments and full participation in the literature circles, book talks, and large and small group discussions and activities.
3. Weekly written response papers for each young adult text. (Refer to **Characteristics of Good Response Papers**.) Response papers are due on the day the texts are being presented by discussion leaders/presenters.
4. Resource packets, presentation handouts, and teaching presentations for specific young adult texts. Each person will work with classmates to present specific young adult texts. (Refer to **Guidelines for Resource Packet and Teaching Presentation**.) After your team presentation, you will write an individual, confidential Reflection & Self-Assessment Paper. (Refer to **Reflection/Self-Assessment Paper**.)

GRADUATE STUDENTS: Students enrolled for graduate credit must plan and present an additional presentation on a young adult text or issue. Please consult with Professor Chin on this project and presentation date.

5. Final Course Synthesis/Reflection Paper. At the conclusion of the course, you will submit a paper that synthesizes and reflects on your course knowledge and experience with young adult literature. (Refer to **Final Course Synthesis/Reflection Paper**.) Be sure to keep all course materials to use as you write this synthesis paper.

6. Professional membership

Required: Student membership in National Council of Teachers of English ([NCTE](#))

Recommended: Student membership in the state NCTE affiliate--Montana Association of Teachers of English Language Arts ([MATELA](#))

7. Course evaluation. On the final day of class, you will complete the IAS evaluation form and an open-ended written evaluation of the course and instructor.

Grading Criteria

Weekly response papers to young adult texts	20%
2 Teaching presentations and Reflection/Self-assessment Papers	20%
2 Resource Packets and Presentation Handouts	20%
Final Course Synthesis/Reflection Paper	20%
Attendance and participation	20%

GRADUATE STUDENTS are required to complete an additional project about young adult literature.

Course Grading Scale

Grade Percentage	Letter Grade
100%--93%	A
92% - 90%	A-
89% - 87%	B+
86% - 83%	B
82% - 80%	B-
79% - 77%	C+
76% - 73%	C
72% - 70%	C-
69% - 60%	D
59% - 0	F

Course Policies

1. Regular attendance and full, respectful, professional participation is expected. Absences and lack of participation will affect the final grade.

2. Academic Policy – All students must practice academic honesty. Students should complete their own work. Students should not claim authorship of other scholars' publications. References should be cited in APA or MLA format for all written work submitted for this class.

Plagiarism, whether intentional or unintentional, will be addressed directly by the instructor and may result in an F in the course. Please review the definition and consequences of plagiarism described in Academic Conduct from the University of Montana Student Conduct Code - [UM Student Conduct Code](#)

3. You must elect to take this course for a traditional letter grade.
4. Late assignments may be penalized.
5. A grade of "Incomplete" may be assigned at the instructor's discretion when a student has petitioned in writing to receive an incomplete grade. The instructor may consider an incomplete grade only when a student has been in regular attendance, has participated fully in class, and is currently passing the course. Please refer to the section titled "Incomplete Grade Policy" in the University of Montana Catalog for more information - [Academic Policies and Procedures](#)
6. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the Office for Disability Equity (ODE). Students with disabilities may obtain support for classes through DSS in the Lommasson Center 154 or (406) 243-2243. Please consult with me at the beginning of the semester if you have registered with ODE and have accommodations for your classes. I want to ensure all students receive the necessary support and appropriate modifications for success in this course. <https://www.umt.edu/disability/>
7. Please consult UM website for important dates, especially the last day to drop the course with full refund and the last day to drop the course without a refund.

Required Young Adult Literary Texts

Anderson, Laurie Halse. SPEAK
Bruchac, Joseph. CODE TALKER: A NOVEL ABOUT THE NAVAHO MARINES OF WORLD WAR TWO
Cormier, Robert. I AM THE CHEESE
Crutcher, Chris. WHALE TALK
Draper, Sharon. OUT OF MY MIND
Grimes, Nikki. BRONX MASQUERADE
Hesse, Karen. OUT OF THE DUST
Hiaasen, Carl. FLUSH
Jiang, Ji-Li. RED SCARF GIRL: A MEMOIR OF THE CULTURAL REVOLUTION
Konigsberg, Bill. OUT OF THE POCKET
LeGuin, Ursula. WIZARD OF EARTHSEA
Lowry, Lois. THE GIVER
Ryan, Pam Munoz. ESPERANZA RISING
Sachar, Louis. HOLES
Staples, Suzanne Fisher. SHABANU: DAUGHTER OF THE WIND
Takei, George. THEY CALLED US ENEMY
Venkatraman, Padma. CLIMBING THE STAIRS

Recommended Resources

Literature for Today's Young Adults, 9th Ed., by Alleen Nilsen, James Blasingame, Kenneth Donelson, and Don Nilsen (Pearson, 2013)

Teaching Multicultural Literature: A Workshop for the Middle Grades by Beverly Ann Chin, Editorial Director/Lead Content Advisor (Annenberg Media and Thirteen WNET, 2005)

<https://www.learner.org/series/teaching-multicultural-literature-a-workshop-for-the-middle-grades/>

The Expanding Canon: Teaching Multicultural Literature in High School with Beverly Ann Chin, Scholar and Educator (Annenberg Media and Thirteen WNET in collaboration with NCTE, 2003)

<https://www.learner.org/series/the-expanding-canon-teaching-multicultural-literature-in-high-school/>

The ALAN Review: National Council of Teachers of English

www.alan-ya.org/publications/the-alan-review

<https://scholar.lib.vt.edu/ejournals/ALAN>

English Journal: National Council of Teachers of English

<https://ncte.org/resources/journals/english-journal>

Journal of Adolescent and Adult Literacy: International Literacy Association

<https://literacyworldwide.org/get-resources/journals>

School Library Journal

<https://www.slj.com>

Study and Scrutiny: Research on Young Adult Literature

<https://journals.shareok.org/studyandscrutiny/issue>

Voices from the Middle: National Council of Teachers of English

<https://www2.ncte.org/resources/journals/voices-from-the-middle>

iNK ThinkTank—nonprofit organization of award-winning authors of nonfiction books for children and young adults www.inkthinktank.org

Montana State Standards for English Language Arts and Literacy

[Office of Public Instruction \(MCCS\)](#)

Montana Indian Education for All (IEFA) [OPI Indian Education For All](#)

IMPORTANT INFORMATION REGARDING A HEALTHY UM
DURING THE COVID-19 PANDEMIC

To encourage a healthy learning environment, UM has asked faculty to inform you of the following information:

- Regardless of your vaccination status, you must wear a mask in classrooms, laboratories, and offices.
- If you feel sick and/or are exhibiting COVID-19 symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. (For ENT courses, be sure you notify the instructor regarding your absence. You should also should contact a classmate with a laptop and arrange to participate via Zoom in that evening's class.)
- UM recommends students get the COVID-19 vaccine. Vaccinations are free on a drop-in basis at the Curry Healthy Center.
- Where social distancing (maintaining consistent 6 feet between individuals) is not possible, specific seating arrangements will be used to support contact tracing efforts.
- Class attendance and seating will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom.

If you wish to visit me in my office, please make an appointment and wear a mask. Thank you.