

Fall 9-1-2018

## ENT 439.01: Studies in Young Adult Literature

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ENT 439 Studies in Young Adult Literature  
Fall 2018  
Tuesdays, 5:00-7:50 p.m. – LA 336  
Instructor: Leanne Deschamps  
Office Hours: Tuesdays (7:50-8:45 p.m. and by appointment) – LA 126  
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**Course Description and Purpose:**

Throughout this course we will navigate the waters of young adult literature by gaining knowledge and appreciation of this vast literary world. We will read representative texts covering the history, genres, authors, themes, literary theories, and issues of literature 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 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.

The Montana Common Core Standards (MCCS) and Indian Education for All (IEFA) will be integrated throughout the course.

This 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 three essential elements of learning communities: Integration of Ideas, Cooperative Endeavors, and Respect for Individual Worth.

This course is a prerequisite or co-requisite for ENT 441 Teaching Reading and Literature.

**Course Objectives and Topics:**

**1. 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
- Montana's Indian Education for All and Native American young adult literature and authors

**2. 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

- write rationales for selecting and teaching young adult texts
- reflect and evaluate their teaching presentation skills

### **3. 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.
- Teacher candidates will recognize and respect that all readers come to texts from various backgrounds and they take different things away from texts as they read.
- Teacher candidates will know how to teach young adult literature to students including selecting and utilizing appropriate resources and making effective instructional decisions.
- Teacher candidates will demonstrate professional behaviors and dispositions (diversity, equity, fairness, and personal integrity).
- Teacher candidates will engage with and become familiar with representative texts of current young adult literature.

## **Requirements and Assignments:**

### **1. Regular class attendance:**

Students are expected to attend every class on time, to actively participate in each week's discussions and activities, and to complete weekly assigned readings and homework. Excessive absences are considered in the final grade. If you must be absent, please inform the instructor (see contact information above). Also contact two other classmates to learn what was covered in your absence and what is expected for the next class meeting.

### **2. Weekly written response papers for each young adult text:**

For each of the whole-class texts, submit your **1-page, single-spaced** response paper to Moodle by 5:10 p.m. on the day the text is presented. You will be required to submit 1-2 papers each week (see reading schedule). These papers should demonstrate your engagement, analysis and/or evaluation of the text (refer to **Characteristics of Good Response Papers**). Additionally, bring a paper or electronic copy of your response paper to class so that you may share your thoughts with your colleagues; this paper copy will also serve as a review for you when you begin your final course synthesis and reflection paper. Presenters do not have to complete a response paper for the text on which they are presenting.

### **3. Presentations and discussion of young adult texts:**

Each person will work with classmates to present one text during the first half of this course and a different text during the second half of this course. You will have 60 minutes for your presentations (refer to **Guidelines for Presenting Young Adult Literature**). Each team will turn in to the instructor a packet of resources used to research, prepare, and present the text.

After each presentation, each person in your group will write a confidential **1-2 page**, single-spaced self-assessment/reflection on your ability to promote critical, creative thinking about the book and to engage classmates in thoughtful, respectful discussion and to collaborate with classmates on this project (**refer to Reflection/Self-Assessment questions**). Turn in **1 copy** of this self-reflection paper to Moodle by 5:10 p.m. the Tuesday following each presentation.

#### 4. Final course synthesis and reflection paper:

At the conclusion of the course, you will turn in a **Final Course Synthesis and Reflection Paper**. Throughout the semester, be sure to keep all course materials to use as you write this synthesis paper. A description of this paper will be provided for planning purposes after the course begins.

- **GRADUATE STUDENTS:** Students enrolled for graduate credit must plan and present an additional young adult text or issue. Please consult with the instructor regarding this project.

#### Late Work Policy

Late work will be assessed a full letter grade per day it is late (including weekends). After four days (including weekends), late work will not be accepted. Please contact the instructor in writing through email in advance of any planned absences to discuss accommodations.

#### Criteria for Final Grade:

Your course grade will be determined in the following way:

Weekly Young Adult Text Response Papers	20%
First YAL presentation and packet of resources	25%
Second YAL presentation and packet of resources	25%
Final course synthesis and reflection paper	20%
Attendance, Participation, and Strategies Classwork/ Homework	10%

#### Course Grading Scale:

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

#### Required Core Course Text:

*Literature for Today's Young Adults*, 9th ed., by Alleen Nilsen, James Blasingame, and Kenneth Donelson (please bring this text to each class meeting).

#### Required Young Adult Texts:

*Ashes of Roses* – MJ Auchs  
*The Big Burn* – Jeannette Ingold  
*Caraval* – Stephanie Garber  
*Cinder* – Marissa Meyer  
*Code Talkers* – Joseph Bruchac  
*Esperanza Rising* – Pam Munoz Ryan  
*Falling over Sideways* – Jordan Sonnenblick  
*Flash Point* – Sneed B. Collard, III  
*Flush* – Carl Hiaasen  
*The Hate U Give* – Angie Thomas  
*How I Became a Ghost: A Choctaw Trail of Tears Story* – Tim Tingle

*The Miseducation of Cameron Post* – Emily M. Danforth  
*My Sister Lives on the Mantelpiece* – Annabel Pitcher  
*Red Scarf Girl* – Ji-Li Jiang  
*The Reluctant Journal of Henry K. Larsen* – Susin Nielsen  
*Shabanu Daughter Of The Wind* – Suzanne Fisher Staples  
*The Smell of Other People's Houses* – Bonnie-Sue Hitchcock  
*Speak* – Laurie Halse Anderson  
*Turtles all the Way Down* - John Green  
*Whale Talk* – Chris Crutcher  
*A Wizard of Earthsea* - Ursula Le Guin  
*Yummy: The Last Days of a Southside Shorty* – G.Neri

### **Additional Resources**

*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): [Annenberg Learner](#)

[Montana Common Core Standards](#)

[Indian Education for All](#)

[Read, Write, Think](#)

### **Course Policies**

- Academic Policy – Academic honesty is expected. Students should complete their own work. Students should not turn in parts 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. Please see the section on Academic Conduct from the University of Montana Student Conduct Code - [UM Student Conduct Code](#)
- You must elect to take this course for a traditional letter grade.
- 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](#)
- Students with disabilities may obtain support for classes through Disability Services in the Lommasson Center 154. Please consult with me at the start of class if you have accommodations for your classes. I want to ensure all students receive the necessary support to be successful in this course.
- Please note this semester's calendar for fee payment and drop/add deadlines, as well as other important dates.

### **Professional Membership**

Students in the English Teaching Program are required to join National Council of Teachers of English as student members - [National Council of Teachers of English](#)

Students are also encouraged to join NCTE's state affiliate, Montana Association of Teachers of English Language Arts as student members - [MATELA](#)