

ENGLISH 391: Young Adult Literature

Fall 2006-07

Wednesday evenings, 6:40-9:10 pm

Briggs 10

“The arc of the moral universe is long, but it bends toward justice.”

--Martin Luther King, Jr.

COURSE GOALS

To deepen and broaden your experience of young adult literature and to enhance your ability to bridge the adolescent and literature. Our particular focus will be on our own enjoyment and critical understanding of the difference and diversity that inheres in our rich multicultural heritage of literature.

STUDENT OBJECTIVES

As a result of your active participation in this course and upon completion of the in-class and outside class activities, readings and assignments, you will:

- broaden your experience of literature as the verbal expression of the human imagination
- develop an awareness about censorship of young adult literature and an expertise for selecting and teaching young adult literature
- regard literature as a primary means by which a culture transmits itself
- become more aware of how the study and experience of literature add a special dimension to young adults' lives by developing their unfolding insights
- acquire a rich theoretical and practical background in young adult literature; you will be able to help young people at the appropriate developmental phases to grow
- become acquainted with research in the field

REQUIRED TEXTS

Aldrich, Bess Streeter. *A Lantern in Her Hand*

Anaya, Rudolfo. *Bless Me, Ultima*

Berthoff, Ann E. “Paulo Freire’s Liberation Pedagogy” [handout]

Creech, Sharon. *Walk Two Moons*

Dooley, Anne. *Coming of Age in Mississippi*

Donelson and Nilsen, *Literature for Today's Young Adults*

Fox, Paula. *The Slave Dancer*

Frank, Anne. *The Diary of Anne Frank*

Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development* [selections; handouts]

Hazen, Mary Ann. "Learning how to Learn: An Experiment in Dialogue" [handout]

Lehr, Suan. *Battling Dragons: Issues and Controversy in Children's Literature*

Pullman, Philip. *The Golden Compass*

Reid, Louann, ed., with Jamie Hayes Neufeld. *Rationales for Teaching Young Adult Literature* [selections; handouts]

Sachar, Louis. *Holes*

Souljah, Sister. *The Coldest Winter Ever*

COURSE METHOD

The course requires a rigorous schedule of reading and is a writing intensive course. Following initial positioning by the instructor, the classroom method will be interactive: in-class focused raw-writing to prime the pump for discussion, small group, pupil/team, and open conversation. Students are expected to be prepared for class, to have read the assigned material, to have studied it, to have recorded their initial responses and questions in their reading journals, and to have identified areas that need classroom exploration. Collaborative presentations of specific works will be chosen and scheduled as we set the course calendar.

COURSE REQUIREMENTS

All assigned reading and writing is to be completed before the beginning of the class for which it is due. It is a wholesome idea to read and journal ahead of our class discussion.

ATTENDANCE POLICY

Excessive absence may prevent your successful completion of the course. Thus, I expect you to attend every class session and to arrive on time unless there is a

serious reason for absence or lateness. I will circulate an attendance sheet during each meeting.

EVALUATION CRITERIA

Your course grade will be determined by:

- Class participation: 15%--regular, punctual attendance is required for participation. In-class written reflections may not be made up
- Journal entries/reflections/bibliography: 20%
- Collaborative presentations: 10%
- Co-research work: 15%
- Service Learning reflection: 10%
- Cultural diversity personal essay: 15%
- Teaching/learning collaborative portfolio: 15%

READING SCHEDULE (tentative)

Week 1

Literature for Today's Young Adults, 1-3
Walk Two Moons

Week 2

The Slave Dancer

Week 3

Battling Dragons, part 1
Censorship issues

Week 4

The Coldest Winter Ever

Week 5

Bless Me, Ultima

Week 6

Coming of Age in Mississippi

Week 7

"Learning How to Learn"
A Lantern in Her Hand

Week 8

"Paulo Freire's Liberation Pedagogy"

Week 9

The Diary of Anne Frank

Week 10
Holes

Week 11
Literature for Today's Young Adults, 4-6

Week 12
The Golden Compass

Week 13
Presentations

Week 14
Presentations