

I. Course Number and Title: Eng 392 - Reading Interests of Adolescents

II. Academic Credit: 3 (Undergraduate)

III. Course Description:

Reading and discussion of literature popular with adolescents. Insights into using it in the classroom. Prerequisite: English 201.

IV. Course Goals and Objectives

- A. As members of a reading community,
 - 1. to enjoy and share our own reading experiences in literature for young adults, (LD5, LD8, LR4, LR8)
 - 2. to enlarge our understanding of what we read through discussions with others, (LD2, LD5, LD8, LR2, LR4)
 - 3. to encourage others to explore new areas in their own reading. (LD2, LD5, LR4)
- B. As individual readers of literature for adolescents,
 - 1. to explore the field of literature for young adults, encountering new titles, topics, authors, genres, and literary techniques, (LR7)
 - 2. to pursue the reading of one significant author in the field of YA literature, (LR7)
 - 3. to more fully understand how societal issues are reflected in literature for young adults, and ultimately, to expand our sympathies and to see ways in which our growing understanding and sympathy might enhance our own lives and the lives of others. (T5, T7, T9, LD8, LR2, LR4, LR7)
- C. As future professionals,
 - 1. to learn more about adolescents/adolescence, (T3, T5, T6, T8)
 - 2. to learn more about the field of Young Adult literature, discovering specific sources to use for continued learning, (LR5, LR6, LR7)
 - 3. to formulate our own personal goals concerning connecting young adults and books, (T1, T2, T3, T6, T8, T9)
 - 4. to connect the use of literature for young adults in the classroom or other settings to current research concerning literacy learning. (T8, T9)

V. Required Texts

Donelson and Nilsen - Literature for Today's Young Adults, Harper Collins, 1997
 Avi - Nothing but the Truth, Avon, 1991
 Brooks, Bruce - The Moves Make the Man, Harper-Collins, 1984
 Cisneros, Sandra - The House on Mango Street, Vintage/Random House, 1984
 Cormier, Robert - The Chocolate War, Pantheon/Dell, 1974
 Crew, Linda - Children of the River, Dell, 1989
 Duncan, Lois – Gallows Hill, Bantam Doubleday Dell, 1997
 Guest, Judith - Ordinary People, Penguin Books, 1976
 Lasky, Katherine – Beyond the Burning Time, Scholastic, 1994
 L'Engle, Madeleine - Many Waters, Bantam Doubleday Dell, 1986
 Myers, Walter Dean - Somewhere in the Darkness, Scholastic, 1992
 Spiegelman, Art – MAUS: A Survivor's Tale, Pantheon Books, 1986
 Voigt, Cynthia - When She Hollers, Scholastic, 1994
 (or other representative novels and other types of literature—selections change every year to reflect “classics” and current trends/issues in young adult literature)

VI. Content and Methodology

A) Content

- What is Literature: Content or Experience?
- What is Reading?
- What is “Adolescent Literature?”
- The history of adolescent literature
- Literary Aspects of Young Adult Books
- Young Adults and Their Reading
- What is an adolescent?
 - Developmental Tasks,
 - Concrete vs. Formal Operations
 - Conceptual Levels
 - Erikson's Identity Crisis and Recapitulation Theory
- How does adolescence affect adolescents' reading needs?
- Evaluating, Promoting, and Using Young Adult Books
- Representative Genres
 - The New Realism
 - Contemporary Realistic Fiction
 - Romance, Adventure, The Quest, and Accomplishment
 - Sports, Adventures, Mysteries, and the Supernatural

Historical Fiction
Science Fiction/Fantasy
Poetry
Short Story
(all T5, T6, T8, LR4, LR7)

B) Methodology

Minimal lecture, emphasis on student lead class discussion, written and other types of response to literature, sharing of response to literature, research and research-based writing, and sharing of research findings. (T1, T2, T5, T6, T8, LD1, LD2, LD5, LD8, LR2, LR4, LR7)

VII. Student Roles

Students will fulfill the following specific course requirements:

A. Poetry Selections. Students will read the section in Donelson and Nilsen on poetry (pp. 343-352) and then select five poems they enjoy and think students in grades 7 – 12 might enjoy. Students will make copies of the poems for the class and explain in some detail why they selected these particular poems. The primary focus is mutual sharing; the long-term goal is to promote positive feelings for poetry as a genre. (T5, T6, T8, T9, LD1, LR7)

B. Responses to books read in common. Students will do a response or other assigned activity for each of the books read in common by the class. Responses are shared with the class. (LD2, LD5, LD8, LR2, LR4, LR7)

C. Activities for class discussion. Once during the semester, individual students, along with 2 -3 other class members, are in charge of leading the class discussion of a particular book (to be assigned). They must be prepared with questions and/or other activities that will enable the class to respond to, discuss, analyze and evaluate the book. (T1, T2, T5, T9, LD1, LD2, LD5, LD8, LR4, LR7)

D. Individual Single Author Report. Students select an author from the list of “The 100 Most Important Authors of Novels for Young Adults”

(compiled by editors of *The ALAN Review*) for study. Students read three full-length works by this and at least two journal articles or other professional sources with information about the author and his/her work. Students consult Something About the Author and Children's Literature Review for background information on the author and critical reviews of his/her work. They also consult professional sources, such as The Horn Book, The Alan Review, and textbooks on young adult/children's literature to find additional reviews and information on the author. Students complete a formal research paper and present information to the class via a presentation, including appropriate handouts. (T5, LD2, LD5, LD8, LR7)

E. Contemporary Issues Project. Students select a topic related to adolescent literature that is of special interest to them. After reading about the subject in professional sources, students read four young adult novels (and other types of literature when appropriate) that relate to the topic. Possible topics change from year to year. The following is a sample list of possible topics:

Money	Academics	Youth Violence
Death	Love/Dating	Sports
Religion	Sex	War
Suicide	Homosexuality	Vietnam
Drug Abuse	Incest	Survival
Alcoholism	Sexual Abuse	the Holocaust
Eating Disorders	AIDS	Heroes
the Supernatural	Gender issues	the Environment
Mental illness	Race relations	Physical handicaps
Family -	Ethnic groups -	Other cultures
parents	African-American	
step-parents	Native American	
siblings	Mexican-American	
grandparents	Asian	
blended families		

Students complete a formal research paper and present information to the class via a presentation, including appropriate handouts. . (T5, LD2, LD5, LD8, LR4, LR7)

- F. Booktalk. Following the guidelines presented in Donelson and Nilsen pp. 302 – 304 and Joni Bodart and Nancie Atwell's books, students prepare and present a booktalk to the class. (T1, T5, T6, T8, LD2, LD8, LR7)

VIII. Evaluation

Primary means of evaluation are student discussion, responses (written and other types of response), presentations, and papers. (see coding for specific means of evaluation described above)

IX. Bibliography

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Beach, R. & J. Marshall. Teaching Literature in the Secondary School. Harcourt, Brace, Jovanovich, 1990.

Bodart, J. Booktalking the Award Winners. W. Wilson, 1997.

Brown, J. & E. Stephens. Teaching Young Adult Literature: Sharing the Connection. Wadsworth, 1995.

Bushman, J. & K. Bushman. Using Young Adult Literature in the English Classroom. Merrill and Merritt, 1996.

Calvert, S. Best Books for Young Adult Readers. R.R. Bowker, 1997.

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- Cline, R. and W. McBride. A Guide to Literature for Young Adults. Scott, Foresman, 1989.
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- Havinghurst, R. Developmental Tasks and Education. McKay, 1972.
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