

UNIVERSITY OF PUERTO RICO - AGUADILLA
DEPARTMENT OF ENGLISH
Bachelor of Arts in Education with a Major in English
with Multimedia Technology

SYLLABUS

Course Number	:	INGL 4327
Course Name	:	Literature for Adolescents
Credits	:	Three (3)
Hours per Week	:	Three (3)
Pre-requisite	:	INGL 3222
Semester and Academic Year:		First Semester 2009-2010

Course Description:

Selection and use of literature according to the different abilities and interests of students from grades 7 to 12. Critical analysis of literature for adolescents. Study of the problems and objectives to be developed. Practice in preparing a reading class.

Course Objectives:

By the end of the semester the students will:

- interact as a facilitator of learning through teamwork and workshops. (***) (NCATE 1.1, 1.4) (TESOL 1a.)
- discuss and critique existing definitions of what literature is and what literature is appropriate for adolescents. (***) (NCATE 1.1, 1.4) (TESOL 1a.)
- evaluate, select, and adapt books and materials according to established criteria for adolescent literature in general, as well as criteria generated by a discussion of the special circumstances of teaching literature in English in the Puerto Rican schools and for various classifications. (***) (NCATE 3) (TESOL 1a., 3a.,5a.)
- recall and examine the methods, techniques, and devices used in the effective teaching of young adult literature. (***) (NCATE 1.3) (TESOL 2, 3a, 3b., 3c., 5)
- become familiar with testing materials and assessment tools. (***) (NCATE 1.7) (TESOL 4a., 4b.)
- discuss and analyze the concept of theme reading. (***) (NCATE 1.1, 1.3.) (TESOL 1b.)
- become familiar with all the classic and current "best" books for adolescents or young adults. (***) (NCATE 1.1) (TESOL 3c., 4c.)
- develop "mini-lessons". (***) (NCATE . 1.3) (TESOL 3b.)
- become familiar with the literature available in schools in Puerto Rico. (***) (NCATE 1.1) (TESOL 3.c., 4c.)
- analyze and write critiques on assigned readings, (***) (NCATE 1.1) (TESOL 1b.,2a,3c.,4b.)
- work in groups on chapter presentations dealing with issues on young adult literature instruction. (***) (NCATE 1.1) (TESOL 1a.,3a.,3b.,3c.,5a.,5c)
- become familiar with literary theories and apply both theories and current trends in the teaching of young adult literature. (***) (NCATE 1.1,1.3,1.4) (TESOL 1b.,3a.,3b.)
- discuss cultural and learning diversity through the readings and study of multicultural literature and cognitive, social, and ethical/moral developmental stages. (***) (NCATE 1.1,1.3,1.7,4.1) (TESOL 1b.,2a.,3a.,5a)

Technology Related Skills:

Develop students' proficiencies in using technologies purposefully, especially in using technology effectively. (***) (NCATE 1.3) (TESOL 3c.)

- *NCATE Standards
- **TESOL Standards
- ***Teacher Candidates' Proficiencies

Tentative Course Outline:

Definitions of Literature and Young Adult Literature

Aug. 10-22

Chapter 1 – “Young Adults and the Literature That Meets Their Needs and Interests.” pp. 1-25 Using Young Adult Literature in the English, Bushman and Parks Haas

Chapter 11 – “Young Adult Literature: A Brief History” pp. 263-273. The History of Young Adult Literature

Aug. 24-Sept. 4

Test #1

Standards or Criteria for Evaluating Young Adult Literature

Sept. 8-25

Methods, Techniques and Devices Used in The Teaching of Young Literature (Group Presentations and Mini Lessons) (Instruction of Writing Mini-Lessons) (Workshop)

Chapter 3 – “Using Reader Response to Begin”, pp. 48-56, 62-65, 68-71.

Chapter 4 – “The Reading-Writing Connection”, pp. 80-86, 62-65, 68-71.

Chapter 4 – “The Reading-Writing Connection”, pp. 80-86, 87-93.

Chapter 9 – “Media and Young Adult Literature”, pp. 199-215.

Handouts of Literary Theories

The Concept of Theme Reading Background Information on Schema Theory Workshops: Techniques and Strategies

Sept. 28–Oct. 9

Literature Circles
Graphic Organizers
Poetry Instruction

Chapter 6 – “Organizing the Literature”, pp. 121-142

Classics and Young Adult Literature

Chapter 7 – “Young Adult Literature and the Classics”, pp. 156-166

The Current “Best” Books for Young Adult Literature - IRA

Chapter 8 – “Diversity in Young Adult Literature”, pp. 173-189

The Chocolate War – Robert Cormier (Critique)

Oct. 14-17

Testing Materials

Oct. 19–Oct. 21

Chapter 23 - “Testing Students” The Practice of English Language Teaching, (2001) Jeremy Harmer: Longman, [428-007H287p2001]

“Measuring Student Progress”, pp. 168-186. The English Teacher Companion. Jim Burke” Boynton/Cook Publishers [428-00712B959e1999] New Edition: 2003.

"Young Adult Literature in the ESL (Puerto Rican) Classroom"

Oct. 23-26

Department of Instruction
Puerto Rico

*Materials will be provided by professor.

Final Project: Presentations on Teaching Young Adult Literature in Puerto Rico

Oct. 29 – Dec. 3

***Readings may be added or deleted. Further instructional materials such as manuals, modules, and/or study guides may be added to enrich and assist learning activities.**

Texts:

Bushman, John H. and Kay Parks Haas. Using Young Adult Literature in the English Classroom. New Jersey: Merrill Prentice Hall, 2003.

Carlson, Lori M. red hot salsa: Bilingual Poems on Being Young and Latino in the United States. New York: Henry Holt and Company, 2005.

Cormier, Robert. The Chocolate War.

Cart, Michael. Necessary Noise: Stories about our families as they really are. New York: Hamper Tempest, 2006.

Cruz, Gladys. Manual: Enriching Activities and Innovative Techniques to Enhance Teaching Young Adult Literature to Students in Puerto Rico. (Furnished by Prof. Gladys Cruz)

Textbooks used in Puerto Rican intermediate and high schools.

Course Content:

Study of stages of cognitive, social / emotional and ethical / moral adolescent development.

- Historical overview of adolescent literature
- Current trends in young adult literature
- Understanding young adults and books
- Evaluating, adapting and using young adult books
- Types of young adult literature.
- Major authors and books
- The role of young adult literature in the ESL classroom
- Genre approaches
- Assessment strategies

Instructional Strategies:

Lectures
Critiques
Collaborative Learning
Group Work
Learning Logs
Library and Internet Research
Oral Discussions
Oral Reports
Writing Tasks
Panel Presentations
Portfolios

Methods of Evaluation:

Exams	100	15%
Critiques/Reflections	100	15%

<u>The Chocolate War</u> – Robert Cormier	50	8%
Mini-Lessons	50	8%
Presentations	150	23%
Learning Log	50	8%
*Portfolio	50	8%
Final Project	100	15%

*Will be collected for assessment.

CERTIFICATION #10

“Evaluación diferenciada a estudiantes con impedimento”. “La evaluación responderá a la necesidad particular del estudiante.”

Bibliography:

Appleman, Deborah. Critical Encounters in High School English-Teaching Literacy Theory to Adolescents. Illinois: NCTE, 2002. [820.71273A 6488C 2000]

Blackford, Virginia Holly. OUT OF THIS WORLD: Why literature matters to girls. New York: Teachers College Press, 2004. [028.55B628702004]

Brozo, William G. To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy. DE: IRA, 2002. [428.40712 B8859+2002]

Burke, Jim. The English Teacher’s Companion: A Complete Guide to Classroom, Curriculum, and the Profession. N.H.: Boynton/Cook, 2003. [428.00712 B959e2003]

Campbell Hill, Bonnie, Katherine L. Schlick Noe and Janine A. King. Literature Circles in Middle School: One Teacher’s Journey. Massachusetts: Christopher-Gordon Publishers Inc., 2003. [732-64 H6453L2003]

Cart, M. From Romance to Realism: 50 Years of Growth and Change in Young Adult Literature. New York, Harper Collins, 1996. [813.099283 C3221 1996]

Carrell, Patricia L., Joanne Devine, and David E. Eskey. Interactive Approaches to Second Language Reading. New York: Cambridge University Press.

Elliott, Joan B. Young Adult Literature in the Classroom: Reading It, Teaching It, Loving It. Delaware: IRA. [809.98 28307 2002]

Flurkey, Alan D. and Jingguo Xu. On the Revolution of Reading: The Selected Writings of Kenneth S. Goodman. NH: Heinemann, 2003.

Gallagher, Kelly. Reading Reasons: Motivational Mini-Lessons for Middle and High School. Maine: Stenhouse Publishers, 2003. [428.40712]

Harmer, Jeremy. The Practice of English Language Teaching. England: Longman, 2001. [428.007H 287p2001]

Jensen, Eric. Introduction to Brain-Compatible Learning. Brain Store, 1998. [370.1523 J546i 1998]

Kajder, Sara B. Tech-Savvy English Classroom. Maine: Stenhouse Publishers, 2003. [428.00712 K137+2003]

Kaywell, Joan F. Adolescent Literature as a Complement to the Classics. Volume 4 MA: Christopher-Gordon Publishers, Inc., 2000. [810.992 83A2393 2000V.4]

Mahoney, Jim and Jerry Matovcik. Power and Poetry Best Practices for High School Classrooms. New York: Heinemann, 2005. [808.04207M2163P2005].

MLA Formatting and Style Guide: OWL. July 2007
[<http://owlenglish.purdue.edu/owl/resource/557/01/>]

Morretta, Teresa M. and Michelle Ambrosini. Practical Approaches for Teaching Reading and Writing in Middle Schools. DE: IRA, 2000. [428.40712 M873P2000]

Moss, Joy F. Teaching Literature in the Middle Grades: A Thematic Approach. Massachusetts: Christopher Gordon Publishers, Inc., 2000. [372.64044M91347 2000]

Popham, James W. Test Better. Teach Better: The Instructional Role of Assessment. MD: ASCD, 2003. [371.262P827+2003]

ReadWriteThink.org

Reid, Louann. Rationales for Teaching Young Adult Literature. Maine: Calender Islands Publishers, 1999. [809.89283R 236 1999]

Richardson, Judy S. (2001). Read It Aloud! Using Literature in the Secondary Content Classroom. DE: IRA, 2000. [428.40712 R5238r2000]

Soter, Anna O. Young Adult Literature & the New Literary Theories. New York: Teachers College Press, 1999. [428.407 12S7172y1999]

Sumara, Dennis J. Why Reading Literature in School Still Matters: Imagination, Interpretation, Insight. New Jersey: Lawrence Erlbaum Associates, Inc., 2002. [807.15955.W2002]

Vandergrift, Kay E. "Vandergrift's Young Adult Literature Page". August 2007.
[<http://www.scils.rutgers.edu/~kvander/YoungAdults>].

Web English Teacher [<http://www.webenglishteacher.com/ya.html>].

Yalsa: Young Adult Library Services Association.
[<http://www.ala.org/ala/yalsa/booklistsawards/booklistsbook.htm>].

REV.: August 2009
Prof. Gladys Cruz