Goal

Students will develop critical skills in evaluating fiction and informational books and other media for young adults and better appreciate the role independent reading and investigation plays in developing literacy.

Objectives

Students will expand their knowledge of literature and services for young adults as they

• read widely and with discrimination.
• acquire knowledge of diverse authors and titles.
• become familiar with scholarly criticism of young adult literature.
• develop expertise in selecting and recommending a variety of works.
• practice the skills of annotating and summarizing.
• consider a variety of strategies and programming to engage teen readers.
• prepare for active participation in class discussions.

Required texts

*The Fault in Our Stars* by John Green.
*The Chocolate War* by Robert Cormier.
*Annie on My Mind* by Nancy Garden.
*Eleanor & Park* by Rainbow Rowell.
*The Kite Runner* by Khaled Hosseini.
*Speak* by Laurie Halse Anderson.
*Sammy and Juliana in Hollywood* by Benjamin Saenz.
*Going Bovine* by Libba Bray.
*Revolution* by Jennifer Donnelly.
*It's Perfectly Normal* by Robie Harris.
*Hole in My Life* by Jack Gantos.
*Persepolis* by Marjane Satrapi.
*Counting by 7s* by Holly Goldberg Sloan.
• Attendance is required.
• Classes will begin on time. Please arrive on time and remain for the entire class.
• Laptops for class notes only.
• Bring your text and individual titles to class on the day they are to be discussed.

**Grades**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>Please accept your responsibility for informed contributions to class discussions.</td>
<td></td>
</tr>
<tr>
<td>Reading log; Tool Kit</td>
<td>40%</td>
</tr>
<tr>
<td>Special project</td>
<td>25%</td>
</tr>
<tr>
<td>Mid-semester exam</td>
<td>15%</td>
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</tbody>
</table>

Blue books are to be used.

A  90-100     B  80-90     C  70-80     F  70 or below

**Reading Logs**

• Entries for all titles on the basic class list are required as well as others on the syllabus.
• An annotated record of each title is due on the day of the class discussion.
  ~ provides a record for future reference.
  ~ helps focus thoughtful responses.
  ~ gives practice in a useful skill.

Work turned in late will be given a lower grade.

• The final Reading Log, due April 28, will include additional titles of your choosing, selected from a variety of genres.
• Annotations expressed in student’s original writing may include: genre, brief plot, setting, characterization, illustration, time period, theme, style and any other special qualities that should be remembered.
  Three sentences are most often sufficient but that is not a strict rule.
• Your analysis of the work is to follow, giving a personal dimension.
• Please read all you are able; the required titles are only a beginning.
  This is your opportunity to demonstrate a commitment to the study of and appreciation for a variety of materials for young adults.
• Please note the Dean of Students statement on “Academic Integrity” and submit only your own writing.
• All independent choices must indicate an appropriate source for selection, such as
  ~ winner of a major award such as the Printz, Alex, Woodson, or Américas.
  ~ list such as YALSA’s “Best of the Best”, or TLA’s “Tayshas”, or ALA’s “Rainbow Books”.
  ~ positive review in periodicals such as *Booklist; VOYA (Voice of Youth Advocates); Journal of Adolescent & Adult Literacy; The Horn Book; or ALAN online.*
  ~ class bibliography "Recommended Independent Reading”
  ~ our textbook and other academic source such as
    *500 Great Books for Teens* by Anita Silvey
    *Adolescents in Search for Meaning: Tapping the Powerful Resource of Story* by Mary Warner
    *Best Books for High School Readers* and supplement by Catherine Barr
    *Best Books for Young Adults* from YALSA (annual)
    *Book Crush: For Kids and Teens: Recommended Reading for Every Mood, Moment and Interest* by Nancy Pearl
    *Cart’s Top 200 Adult Books for Young Adults* by Michael Cart
    *Essentials of Young Adult Literature 3rd edition* by Carl M. Tomlinson
    *Senior High Core Collection: A Selection Guide* (includes annual supplements)

• Selections must be word-processed, double-spaced and include a complete bibliographic entry.

**FORMAT**

Your name
Date
Author. Title. Publisher, date. Number of pages. Grade level. Genre. (Source).
  Annotation.
  Analysis.

**Examples**

Your name
Date
  Poetry. (VOYA February, 2005).
  Annotation.
  Analysis.

Your name
Date
  Supernatural. (YALSA Best Fiction).
  Annotation.
  Analysis.

Your name
Date
  Grades 7–10. Realistic fiction. (National Book Award for Young Adults).
  Annotation.
  Analysis.
**January 20**

Introductions  
Student profiles  
Syllabus  
Nilsen text  
Reading logs; Grades; Tool Kit  
Recommended Independent Reading list and local resources

**January 27**

Developmental tasks of adolescents  
Independent reading and literacy  
*The Power of Reading* by Stephen Krashen.  
History of literature for young adults

Assignments due  
Read Chapters 1 and 2 and Appendix A in text.  
View [http://www.youtube.com/watch?v=DSW7gmvDLag](http://www.youtube.com/watch?v=DSW7gmvDLag)  
Read *The Fault in Our Stars* and *The Chocolate War*.  
Prepare two possible discussion questions for each title.  
Explore John Green online.

**February 3**

Intellectual Freedom  
Professional organizations  
Awards and other selection tools  
Classics  
Recommended Books for the College Bound; Crossovers

Assignments due  
Read Chapters 3 and 12 in text.  
See Appendices B & C in text.  
See ALA Office for Intellectual Freedom Manual, 8th edition  
Read “The Students’ Right to Read”.  
(www.ncte.org/positions/statements/righttoreadguideline).  
See [www.ala.org/advocacy/banned](http://www.ala.org/advocacy/banned)  
Visit YALSA online: note *Outstanding Books for the College Bound and Lifelong Readers*.  
Read *Annie on My Mind*.  
Read *Eleanor and Park*.

**February 10**

Evaluating fiction  
Realistic fiction  
Diversity

Assignments due  
Read Chapter 4.  
Read *The Kite Runner* and suggest possible discussion questions.  
Read and bring to share another YA novel of your choice.
February 17
Independent reading

February 24
Realistic fiction
Assignments due
Read *Speak*.
Read *Sammy and Juliana in Hollywood*.

March 3
Fantasy, Science Fiction, Utopias, and Dystopias
Assignments due
Read Chapter 5.
Read *Going Bovine*.
Read and bring to share a title from a fantasy series.

March 10
Mid-semester exam
Bring blue book.
Poetry
Assignments due
Final day to sign up for Special Presentation topic.
Read Chapter 6.
Read and bring to share a book of poetry for young adults.

March 17
Spring break

March 24
Adventure, Westerns, Sports, Historical, and Mysteries
Assignments due
Read Chapter 7.
Read *Revolution*.
Read and bring to share an adventure story.

March 31
History and history makers
Assignments due
Read Chapters 8 and 9.
See NTSA online “Outstanding Science Trade Books for Students”.
Read *It’s Perfectly Normal*.
Read *Hole in My Life*.
Read *Persepolis*. 
April 7

Motivational strategies
Professional Toolkit
Graphic novels
Assignments due
Read Chapter 10.
Read American Born Chinese.
Read and bring to share a nonfiction title of your choice.
Read and bring to share a journal article on graphic nonfiction.

April 14

Literature in the classroom
Assignments due
Read Chapter 11.
Read a YA work of Jacqueline Woodson (If You Come Softly, Behind You, or Lena).
Read Counting by 7s.
Presentations of Special Projects.

April 14-17  Texas Library Association Annual Conference, Austin

April 21

Presentations of Special Projects.

April 28

Reading Log and Tool Kit due.
Presentations of Special Projects.

May 5

Presentations of Special Projects.