

EDLA 611 Adolescent/Young Literature

June 11 - August 13, 2012

This course is an elective course in the EMU M.A. in Education Program

Credit Hours: 3 semester hours

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REQUIRED TEXTS:

1. Bushman, J. and Haas, K. (2006). Using young adult literature in the English classroom, 4th edition. (Upper Saddle River, NJ: Pearson) (ISBN: 0131710931)
2. DeFelice, C. (1991). Weasel. (Avon Camelot) (ISBN: 13:978-0380713585)

OPTIONAL TEXT:

Kaywell, J. (2000). Adolescent literature as a complement to the classics, volume 4. (Norwood, MA: Christopher Gordon) (ISBN: 1929024045)

Course Meetings: This is an online course where students work on their own time frame from June 11- August 3, 2012. ***The course does expect students to respond to other students' postings, but does not require everyone to be online at the same time.***

Optional face-to-face meeting time: Lancaster, PA area—Thursday, July 5, 2012 at 5:30 p.m. at Lancaster-EMU site. Harrisonburg, VA area—Monday, July 2 at 5:30 p.m., Francesco's Restaurant in Bridgewater, VA.

Course Description:

This course concentrates on looking at literature written for and by adolescent/young adult readers. While it relies heavily on works typically classified as young adult literature, the course will also look at literary "classics" which are found within the curriculum for middle, junior, and senior high classrooms. In addition, time will be spent looking at various "summer reading lists" from school divisions. These lists will be analyzed as to developmental and interest levels. Models of literary criticism employed within the study of these works shall center on reader-response theory. In addition, participants in this learning community will analyze works in context to adolescent developmental issues and societal pressures.

EMU Conceptual Framework:

Preparing Caring Reflective Teachers for a Changing World

The EMU Teacher Education Program has chosen the theme Preparing Caring, Reflective Teachers for a Changing World as the conceptual framework for which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of

openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Communication: to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.

Leadership: to act as social change agents by working collaboratively to bring about fair and just systematic change within educational contexts.

Course Outcomes:

Following each course outcome (IN PARENTHESES) is the M.A. in Education program outcome to which it links. Also indicated is whether the course outcome relates to K (knowledge), S (skill), or D (disposition) development.

Upon completion of this course the participant will have the ability to:

1. Synthesize knowledge of adolescent development with themes of young adult literature in order to examine the question: How can literature be used to create vicarious and cathartic experiences for readers? (Scholarship) (K)
2. Apply reader-response literary analysis to adolescent/young adult literature in order to gain skills in critical/analytical analysis of any literary selection. (Scholarship) (S)
3. Critique an author's use of literary qualities (i.e. plot, characters, setting, theme, point-of-view, style, etc.) in order to determine the effectiveness of a literary work to reach reluctant readers. (Professional Knowledge and Caring) (S,D)
4. Identify adolescent/young adult literature that can be used as stand-alone works or companions to classic literature to be used with developing reading and writing skills of adolescent readers. (Scholarship) (K)
5. Evaluate the quality and authenticity of an adolescent/young adult literature selection in relationship to adolescents' needs, interests, and literacy abilities. (Inquiry) (S)

6. Identify adolescent/young adult selections that represent a multi-ethnic, diverse, American society. (Professional Knowledge, Caring, Leadership) (K, S, D)

In addition, teacher education candidates who successfully complete this course should have the ability to:

1. Identify significant works of young adult literature around central themes in relationship to content areas [i.e. science, social studies, etc.] that are developmentally appropriate as to the student's interest, reading ability, and strong links to critical thinking and content proficiency. (Professional Knowledge) (K)

2. Develop constructivist environments that utilize adolescent/young adult literature integrated into curriculum. (Professional Knowledge, Leadership) (S)

3. Utilize major components of reader-response theory as a means of enhancing reading within content area environments. (Professional Knowledge) (S)

4. Establish means of enhancing an adolescent's literate abilities (reading, writing, speaking, vocabulary, etc.) through the integration of adolescent/young adult literature. (Professional Knowledge) (S)

Myth Busting:

It is the goal of this course to dispel the following MYTH-understanding concerning the study of literature and the use of young adult literature:

1. The study of literature can only be done through the examination and analysis of the classics.
2. Young adult literature is simply pulp literature which does not meet the standards of a truly culturally literature society.

3. Young adult literature is simpler in content and easier to understand than the proven classics of the Western world.

4. English/Language arts skills are best learned in isolation and the use of young adult literature within the classroom merely waters down the curriculum.

5. To truly study literature it is more important on the quantity that one reads than the quality of time and level of analysis spent in the engagement of literature.

6. There are very few recognized works of minority writers that hold up to the test of time, and therefore the use of multicultural young adult literature is not valid in the study of great literature.

7. It is important to realize that the study of literary criticism should be limited to the study of the classics.

8. Young adult literature does not lend itself well to the study of literary qualities (i.e. symbolism, theme, tone, intent, etc.)

9. Young adult literature is ineffective in preparing students for college.

10. Young adult literature is limited to study done in English/Language Arts classrooms.

Academic Integrity:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a Record of Academic Dishonesty is filed with the Director of the M.A. in Education and the EMU Provost. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Academic Support Services:

EMU is committed to working out reasonable accommodations for students with documented disabilities to ensure equal access to the university and its related programs. The university complies with Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, and the American with Disabilities Act of 1990. Students requiring additional assistance should make their needs known to the professor of this course so that appropriate accommodations may be made.

Course Requirements:

1. READ THE TEXT

Read Bushman, J. and Haas, K. (2006). Using young adult literature in the English classroom, 4th edition. (Columbus, OH: Merrill) (ISBN: 0131710931)

NOTE: Individual reading assignments from the text will be given accordingly to match with the literature and the lecture notes. It is also okay to simply read the text straight through. You will need to purchase the 4th edition.

2. READ THE ARTICLES

Also part of “class text” will be PDF articles linked to online lecture notes. READ THE ARTICLES! The PDF articles are posted in the *themed topic sections* within the EDLA 611 Moodle page. There are discussion guide questions tied to these readings.

3. READ FROM THE READING LIST BELOW:

Read and be prepared to discuss online the required young adult selections given within each theme. The themed designations are done to think about the developmental issues that young adult readers experience. They are not given because they should only be read at a particular grade level (this is a myth we want to bust, i.e. certain works only work at certain grade levels.) Your own choice is available to choose works from the list that you would feel comfortable using in a classroom or with individual students. One could take this same list and redistribute them around different themes (e.g. Speaking One’s Voice, Raging Against Prejudice, Seeking Understanding to a Confusing World, etc.) Perhaps you might want to read further from the list and create your own theme of books to use in your class and use that as your final project for this course.

a. Weasel by Cynthia DeFelice. (everyone reads)

Bringing Ezra Back by Cynthia DeFelice (*option if you have already read **Weasel**)

b. Fantasy/Utopia literature (read one of the following)

The Hunger Games by Susan Collins

Finnikin of the Rock by Melina Marchetta
The Time Thief by John Boyne
Airborn by Kenneth Oppel
The Dark is Rising by Susan Cooper
Feather by Abra Ebner
The Forest of Hands and Teeth by Carrie Ryan
The Belgariad by David Eddings
Inkspell by Cornelia Funke
Dragon rider by Cornelia Funke
Maximum Ride: The Angel Experiment by James Patterson
An Audience for Einstein by Mark Wakely
Eye of the World by Robert Jordan
The Book of Three by Lloyd Alexander
Blood and Chocolate by Annette Curtis Klause
Feed by M.T. Anderson
Outcasts of Redwall by Brian Jacques
The White Dove by Lois Thompson Bartholomew
Fellowship of the Rings by J.R. R. Tolkien
Crispin: The Cross of Lead by Avi

b. (alternate) Fantasy series (read one of the following series books)

Gone by Michael Grant
Hunger by Michael Grant
Lies by Michael Grant
Wrinkle in Time by Madeline L'Engle
Wind in the Door by Madeline L'Engle
Swiftly Tilting Planet by Madeline L'Engle
Many Water by Madeline L'Engle
The Red Pyramid by Rick Riordan
The Last Olympian by Rick Riordan
The Battle of the Labyrinth by Rick Riordan
The Titan's Curse by Rick Riordan
The Sea of Monsters by Rick Riordan
The Lightning Thief by Rick Riordan

c. Self-discovery/Coming of Age/Teen Issues (read one of the following)

On Little Wings by Regina Sirois
House Rules by Jodi Picoult
The Things a Brother Knows by Dana Reinhardt
The Yellow Line by Kirtrin Haas
Revolution by Jennifer Donnelly
Winter Rose by Jennifer Donnelly
Dairy Queen by Catherine Gilbert Murdock
The Particular Sadness of Lemon Cake by Aimee Bender

Criss Cross by Lynne Rae Perkins
The Great Wide Sea by M.H. Herlong
The Watcher by James Howe
The First Part Last by Angela Thomas
The Burn Journals by Brent Runyon
Under the Wolf, Under the Dog by Adam Rapp
You Don't Know Me by David Klass
Birdwing by Rafe Martin
Define Normal by Julie Anne Peters
Julie's Daughter by Colby Rodowsky
I Know Why the Caged Bird Sings by Maya Angelou
Jacob Have I Loved by Katherine Patterson
Small Steps by Louis Sachar
Rat by Jan Cheripko
Hoot by Carl Hiassen
Pictures of Hollis Woods by Patricia Reilly Giff

d. Holocaust Studies (read one of the following or one of your own finding on this topic)

The Cage by Ruth Minsky
Four Perfect Pebbles by Lila Perl
The Book Thief by Markus Zusak
I am Fifteen—and I Don't Want to Die by Christine Arnothy
Briar Rose by Jane Yolen
The Devil's Arithmetic by Jane Yolen
I Have Lived a Thousand Years: Growing Up in the Holocaust by Livia Bitton-Jackson
Dawn over Denmark by Ellen Levine
Daniel Half Human and the Good Nazi by David Chotjewitz
If I Should Die Before I Wake by Han Nolan
No Pretty Pictures: a child of war by Anita Lobel
The Night Trilogy: Night, Dawn, The Accident by Elie Wiesel
Alicia, My Story by Alicia Appleman-Jurman
Child of the Holocaust by Jack Kuper
God Sleeps in Rawanda by Joseph Sebarenzi
Led By Faith: Rising from the Ashes of the Rawandan Genocide by Immaculee Ilibagiza

e. Making Decisions (read one of the following)

Flying Changes by Sara Gruen
Last Night I Sang to the Monster by Benjamin Saenz
Sunrise over Fallujah by Walter Dean Myers
Room: A Novel by Emma Donoghue
The Knife of Never Letting Go by Patrick Ness
The Forest of Hands and Teeth by Carrie Ryan
Slam by Nick Hornby
Thirteen Reasons Why by Jay Asher
How I Live Now by Meg Rosoff
So B. It by Sarah Weeks

Wintergirls by Laurie Hulse Anderson
Speak by Laurie Hulse Anderson
Saving Francesca by Melina Marchetta
Monster by Walter Dean Myers
Glass by Ellen Hopkins
Cut by Patricia McCormick
The Queen of October by Shelley Mickle
Plague Year by Stephanie Tolan
Deliver Us from Evie by M.E. Kerr
Jay's Journal by Beatrice Sparks
Almost Lost (Beatrice Sparks, Ed.)
Rats Saw Good by Rob Thomas
Whirligig by Paul Fleischman
How to Breathe Underwater: Stories by Julie Orringer

f. Multicultural Perspectives (read one of the following)

Kira kira by Cynthia Kadohata
Bamboo People by Mitali Perkins
Girl in Transition by Jean Kwok
Moon over Manifest by Clare Vanderpool
Mexican Whiteboy by Matt de la Pena
Bud, Not Buddy by Christopher Paul Curtis
The Watsons Go to Birmingham—1963 by Christopher Paul Curtis
The Orange Houses by Paul Griffin
The Absolute True Diary of a Part Time Indian by Sherman Alexie
Sweetgrass Basket by Marlene Carvell (book in poetry form)
The Battle of Jericho by Sharon M. Draper
Copper Sun by Sharon M. Draper
White Lilacs by Carolyn Meyer
Thirteen Moons by Charles Frazier
In Perfect Light by Benjamin Alire Saenz
Sammy and Juliana in Hollywood by Benjamin Alire Saenz
The Battle of Jericho by Sharon M. Draper
Sula by Toni Morrison
Dakota Dream by James Bennet
The Education of Little Tree by Forrest Carter
A Gathering of Flowers by Joyce Thomas
The Crossing by Gary Paulsen
The Owl's Song by Janet Campbell Hale
The Latina Bible by Sandra Guzman
A Song to Sing by Anne Schraff (La cancion de cada cual)
Ceremony by Leslie Marmon Silko
Like sisters on the Home Front by Rita Williams-Garcia
Code talkers: A novel about the Navajo marines of WWII by Joseph Bruchac
Rising Voices: Writing of Young Native Americans compiled by Arlene B. Hirschfelder

g. Graphic Novel

Visit the website:

<http://www.ala.org/ylsa/booklists/ggnt/2012>

And select a graphic novel from the list to read and report on. Better yet, talk to your school librarian, students, or local book stores to find out what graphic novels students are reading and pick one to report on from them.

Here are some other good ones to look for:

Brain Camp by Susan Kim et al.

Green Monk by Brandon Dayton

Meanwhile pick any path: 3,856 Story Possibilities by Jason Shiga

Stitches, a Memoir by David Small

Tales from Outer Suburbia by Shaun Tan

The Artemis Fowl #1: The Arctic Incident Graphic Novel by Eoin Colfer

Yummy, The Last Days of a Southside Shortie by G. Neri and Randy Duburke

h. Non-fiction (read one of the following)

It Happened on the Way to War: A Marine's Path to Peace by Rye Barcott

Simeon's Story: An eyewitness account of the kidnapping of Emmett Till by Simeon Wright with Herb Boyd

Lost Boy, Lost Girl: Escaping civil war in the Sudan by National Geographic 2010

Officer, Nurse, Woman: The Army Nurse Corp in the Vietnam War by Kara Dixon Vuic

The Yugo: The Rise and Fall of the Worst Car in History by Jason Vuic

Long Rifle by Joe LeBleu

Do Hard Things: A Teenage Rebellion against Low Expectations by Alex and Brett Harris

Band of Sisters: American Women at War in Iraq by Kirsten Holmstedt

Bloodroot: Reflection on place by Appalachian Women by Joyce Dyer

A Long Way Gone by Ishmael Beah

Just Doing our job: Real Stories from Iraq by Wendy Kay VanHatten

Lone Survivor: The Eyewitness Account of Operation Redwing... by Marcus Luttrell

Mental Toughness: Baseball's Winning Edge by Karl Kuehl

Barbaro: The Horse Who Captured America's Heart by Sean Clancy

Amped by David Browne

Generation My Space: Helping Your Teen Survive Online Adolescence by Candice Kelsey

Millenials Rising: The Next Great Generation by Neil Howe

Boys are stupid! Throw Rocks at Them by Todd Harris Goldman

Letters to a young brother: MANifest your destiny by Hill Harper

The Pursuit of Happyness by Chris Gardner

5,000 miles to freedom: Ellen and William Craft's Flight from Slavery by Dennis Fradin

Aids in Africa: How the Poor are Dying by Nana Poku and Gareth Schott

An Inconvenient Truth by Al Gore

Billy Sunday and the Redemption of Urban America by Lyle W. Dorsett

i. Transitions to Classics)

Romiette and Julio by Sharon M. Draper (everyone must read)

PLUS

(read one of the following or you may suggest an alternative title)

The Story of Edward Sawtelle: A Novel by David Wroblewski

Water for Elephants by Sara Gruen

The Screwtape Letters by C.S. Lewis

The Souls of Black Folk by W.E.B. DuBois

I Heard the Owl Call My Name by Margaret Cravin

Sacred Hunger by Barry Unsworth

Out of the Dust by Karen Hesse

Cold Sassy Tree by Olive Ann Burns

Leaving Cold Sassy by Olive Ann Burns

Herzog by Saul Bellow

A Happy Death by Camus

The Mercy Seat by Rilla Askew

Metamorphosis by Franz Kafka

The Master and Margarita by Mikhail Bulgakov

Frankenstein by Mary Shelley

East of Eden by John Steinbeck

Les Miserables by Victor Hugo

Jude the Obscure by Thomas Hardy

Siddhartha by Herman Hesse

Cry the Beloved Country by Alan Paton

The Heart is a Lonely Hunter by Carson McCullers

Zen and the art of motorcycle maintenance by Robert Pirsig

4. ALA Top Ten Best Book Recommendation

Go to the following book site:

<http://www.ala.org/yalsa/teenstopten>

Go to: View the 2012 list of nominated titles. Click on the list.

Choose one book from the 2012 lists and write up a review for the rest of the class. Please have your book approved by the instructor so that everyone contributes a different book.

INTERESTED IN USING AN AUDIO BOOK FOR THIS?

Then go to the following book site:

<http://www.ala.org/yalsa/booklistsawards/booklistsbook>

Click on: *Tell a little about yourself* and then you will have access to the list.

Choose one book and write a review for the rest of the class. Please have your book approved by the instructor so that everyone contributes a different book. (BTW this is a great way to encourage struggling readers.)

5. RESPOND TO FORUM QUESTIONS POSTED FOR EACH THEME (a-j under #3 above)

This portion of the course has you respond to specific questions posted in the FORUM section of the EDLA 611 Moodle page, for each theme. It is intended to synthesize the knowledge you have from personal experience, your reading of the selection, the Bushman text, and outside links and lecture notes. Each is the equivalent to a one-page paper. The focus is a quick literary analysis,

followed by narrative reflection. Do not be intimidated by writing the paper, the focus is to get your thoughts out there so that it will prompt others to interact with you.

WORTH: 100 points (10 points each)

6. RESPOND TO PEERS' RESPONSES IN EACH FORUM

You are expected to write a response to other's responses posted in each forum. This course is built on the concept of a community of learners you are expected to respond to each other's comments. These are quick, interactive paragraphs in which you respond to someone else's response and then give your own insight. You must respond to at least one other student in the class, in each theme area, but I would encourage you to interact freely with one another. This section is also a place where you can ask questions of each other. Each response is usually about 1-2 paragraphs. Respond within the FORUM as a reply to the person's response.

WORTH: 50 points

7. READ TWO (2) SELECTIONS OF YOUR OWN CHOICE

Read two outside works, beyond the course list, according to the following guidelines and write a 1-2 page critique of the work. The critique should contain a quick plot/character summary, and analysis of the author's style and a rationale for using this work in a middle, junior high, or senior high school classroom. After you have presented this, discuss in more detail your personal analysis of the work in light of what you have been learning and your own experiences with adolescents and their world. Each is equivalent to a two-page paper. This should be posted in the OUTSIDE SELECTION # 1 and OUTSIDE SELECTION #2 FORUMS.

a. outside reading selection #1

Read a work cited within the Bushman text not already on our reading list, or a selection that you have noticed your students passing around. You could also choose another work of an author that you read for this class.

b. outside reading selection #2

Read a work which deals with a contemporary issue that young adults face in living their lives in the real world. Choose a work that you believe will be helpful for your understanding of the students that you teach, or with whom you work.

WORTH: 20 points

8. RESPOND TO THE INSTRUCTOR POSTED QUESTIONS.

The instructor has posted four questions in the QUESTIONS section of the EDLA 611 Moodle Page. Respond to each question in light of what you have been learning from the text, the lecture notes, and from each other. Each member of the class will be expected to read each other's responses. (You may, but do not have to respond to each other in this section.)

WORTH: 40 points

9. FINAL PROJECT: APPLICATION OF KNOWLEDGE.

For this final project you will demonstrate your knowledge/performance ability of the course objectives. Design evidence that you have accomplished the course objectives, and create something that will be useful to you or your teaching.

You, in consultation with the instructor (via email or phone conversation), will determine the design, delivery, and criteria for evaluation of this final project. (e.g. on the criteria for

evaluation--you might propose the start of a teacher/class website that will be a structural design but the detailed selections are what students will input during the year, so the criteria is graded on the design, appropriateness to the age group of your students, and the interest appeal.)

WORTH: 20 points

Some possible ideas for this FINAL ASSIGNMENT:

Read 3 young adult selections and create a guide for a new teacher on how these selections could be used to integrate content knowledge (i.e. biology, math, social studies, science, etc.)

Conduct a literature review on the use of adolescent/young adult literature around a specific theme or topic (i.e. counseling books, survival skills, etc.)

Conduct a review around a group of books written by the same author.

Create a web blog site for you and your students to interact with each other about YA books they are reading.

Create a database of books that could be used in your classroom by students. Design the database to be user friendly so students could search and choose works of interest to them.

Create a web page on YA reading selections that would allow for students to post their own reviews of the works.

Design a Community Read of a series of YA books (establish your community as parents, other teachers, students, administrators) and then structure the Community Read for times of interaction among members of the community.

Don't see anything in the list above--design your own. The key it must be beneficial to you.

COURSE GRADING SCALE:

NOTE: Initially with online classes people want to know if they are writing the "right response" to get the maximum points. I will contact you "individually" if I feel your responses are not at the expectation. (If you don't here from me about your responses means that you are fine, but not that I am not reading them.)

Grades/points will be posted 3 times during the summer to help you become aware of where you are in the course. (JUNE 27, JULY 21, AUGUST 6). Keep in mind this course is designed to allow you to interact according to your schedule, however, waiting until the end weeks to post for the first time is not a productive member of the community.

230 points possible

FINAL PROJECTS WILL BE GRADED BY AUGUST 19TH AT WHICH POINT A FINAL GRADE FOR THE COURSE WILL BE SENT TO THE EMU REGISTRAR. NOTE: IF YOU NEED A LETTER TO YOUR SCHOOL DISTRICT STATING YOU HAVE COMPLETED THE COURSE, FOR REIMBURSEMENT OR SALARY INCREMENT, CONTACT THE PROFESSOR BY AUGUST 1, 2012.

A = 220 - 207

B = 206 - 184

C = 183 - 161

F = 160 - 0

GRADING RUBRICS:

1. **Response to Theme/Book Questions in Forum (a-j) (100 points)**

This portion of the course has you respond to specific questions posted in the FORUMS section on the EDLA 611Moodle page. It is intended to synthesize the knowledge you have from personal experience, your reading of the grade level selection, the Bushman text, and outside links and lecture notes.

Each themed forum response is worth 10 points based upon the following rubric:

- | | |
|-------|--|
| 1 | Response to question (posting of response) |
| 1 2 3 | Analysis of selection reading and integration of that reading in response to the question |
| 1 2 3 | Synthesis of outside the grade level reading (i.e. text, websites, lecture notes, etc.) |
| 1 2 3 | Personalized response: specific insight into your own reflections having read this selection |

2. **Response to others within the forums (50 points)**

Because this course is built on the concept of a community of learners you are expected to respond to each other's comments within the FORUMS. These are quick, interactive paragraphs in which you respond to someone else's response and then give your own insight. You must respond to at least one other student in the class, but I would encourage you to interact freely with one another. It is also a place where you can ask questions of each other.

This section is worth 5 points for response based upon the following rubric:

- | | |
|-----|--|
| 1 | Posted response to at least one other person. |
| 1 2 | Responses give feedback to the original writer and provides insight into the responder. Raises questions which prompts further learning. |
| 1 2 | Response provides insight, sometimes suggestions of other reading, which moves the online discussion. Responds to more than one other person |

3. **Outside Reading Selections (20 points)**

Read two outside works according to the following guidelines and write a 1-2 page critique of the work. The critique should contain a quick plot/character summary, and analysis of the author's style and a rationale for using this work in a middle, junior high, or senior high school classroom. After you have presented this, discuss in more detail your personal analysis of the work in light of what you have been learning and your own experiences with adolescents and their world.

a. outside reading selection #1 (Post in OUTSIDE READING #1 FORUM)

Read a work cited within the Bushman text not already on our grade-level reading list.

b. outside reading selection #2 (Post in OUTSIDE READING #2 FORUM)

Read a work which deals with a contemporary issue that young adults face in living their lives in the real world.

Each outside selection report is worth 10 points based upon the following rubric:

- | | |
|-----|--|
| 1 2 | Plot summary--a 1-2 paragraph overview as to what happens in the work. |
|-----|--|

- Analysis of plot is included.
- 1 2 Character summary--the main protagonists and antagonists are summarized, show how each is a representative of adolescent life issues or culture.
- 1 2 Analysis of author's style--description of the author's style in relationship to (1) ease of reading, (2) predictability, (3) comparison to "good writing", and (4) mechanism to improve literacy skills of the reader.
- 1 2 Rationale for why this selection would work in a middle, junior, or senior high classroom. Analysis of developmental and skills levels of the particular age group is evident.
- 1 2 Synthesis of course knowledge and personal experience as to whether you would consider this selection to be "good literature" and/or "good adolescent literature."

4. **Instructor Posted Questions (40 points)**

The instructor has posted four questions in the QUESTIONS section on the EDLA 611 Moodle Page. Respond to each question in light of what you have been learning from the text, the lecture notes, and from each other. Each member of the class will be expected to read each other's responses.

Each response is worth 10 points based upon the following rubric:

- 1 Posted response
- 1 2 3 Strong analysis of the question which includes references to text, selection, and course lecture readings.
- 1 2 3 Direct answer which gives insight into the responder and his/her views on the topic.
- 1 2 3 Makes specific suggestions and references so that the rest of the class can learn from reading this response.

5. **Individual Project (20 points)**

For this final project you will demonstrate your knowledge/performance ability of the course objectives, design evidence that you have accomplished the course objectives, and create something that will be useful to you or your teaching. You, in consultation with the instructor, will determine the design, delivery, and criteria for evaluation of this final project. **THIS SHOULD BE EMAILED TO THE INSTRUCTOR BY AUGUST 13, 2012 UNLESS PREVIOUS ARRANGEMENTS HAVE BEEN MADE.**

NOTE: YOU MUST CONTACT THE INSTRUCTOR OF THE COURSE AND HAVE YOUR FINAL PROJECT APPROVED. THIS MUST BE DONE BY JULY 21, 2012!

The following rubric will be used to grade the final project.

- 10 Points Synthesis of knowledge gained from course, innovative, and useful
- 10 Points Teacher/Student Friendly--this project is designed so that others would benefit from using it