EDE 3343 Teaching Adolescent Literature

Credit Hours: Three (3) credit hours

Method of Instruction: C = Lecture

Catalog Description: Three hours lecture. A study of the types of literature read by older children and adolescents with emphasis upon the criteria for the choice of good books and knowledge of available books and teaching materials.

College of Education Conceptual Framework

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals – dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit https://www.educ.msstate.edu/about/framework/.

Course Objectives

Upon completion of the course, students will be able to:

1. Explain the relevance of young adult literature within the total body of literature. (INTASC #12, 3; CAEP 2.a; CFPO 1-12)
2. Explain the importance of young adult literature in relation to the developmental concerns of young adults. (INTASC #12, 3; CAEP 2.a, 3.f; CFPO 1-12)
3. Select appropriate book and non-book materials for young adults that meet curriculum and recreational needs. (INTASC #1, 7; CAEP 1.a, 2.a, 3.c; CFPO 1, 2, 6, 7, 10, 12)
4. Create book talks, discussions, and bibliographies that support adolescents’ exploration of young adult literature. (INTASC #1, 3; CAEP 2.a, 3.c, 4.a, 4.c, 4.e; CFPO 1-12)
5. Explain the relevance of cultural diversity within young adult literature. (INTASC #1, 2, 3; CAEP 1.b, 2.a, 3.d; CFPO 1-12; CRT 1.1, 5.0)
6. Identify the diverse needs of young adults and the literary materials available to satisfy those needs. (INTASC #1, 2, 3; CAEP 1.b, 3.d; CFPO 1. 2, 3, 6, 10)
7. Recall the history of adolescence. (INTASC #1; CAEP 1.a; CFPO 1, 2, 3, 6, 8)
8. Use criteria employed by national organizations to judge the appropriateness of technological resources for their inclusion into the curriculum. (INTASC #1, 3, 6, 9; CAEP 2.a, 3.c, 3.f; CFPO 1, 2, 3, 7, 10)
9. Integrate reflective practices during interaction with young adult literature. (INTASC #1, 9; CAEP 2.a, 3.c, 4.a; CFPO 1, 3, 8; CRT 8.1)
10. Use problem-based learning techniques during discussion of selected young adult literature. (INTASC #1, 4, 5; CAEP 2.a, 3.c, 4.a, 4.c; CFPO 1-12; CRT 4.0)

**Detailed Course Outline/Topics Covered in the Course**

1. Understanding adolescents and their literature (Time allocation: 4 hours). Objective(s) targeted: Obj. 1. Determine relevance of young adult literature within the total body of literature: INTASC #12, 3; CAEP 2.a; CFPO 1-12. Obj. 2. Recognize the importance of young adult literature in relation to the developmental concerns of young adults: INTASC #12, 3; CAEP 2.a, 3.f; CFPO 1-12. Obj. 7. Recall the history of adolescence: INTASC #1; CAEP 1.a; CFPO 1, 2, 3, 6, 8. Obj. 5. Determine the relevance of cultural diversity within young adult literature: INTASC #1, 2, 3; CAEP 1.b, 2.a, 3.d; CFPO 1-12. Obj. 6. Identify the diverse needs of young adults and the literary materials available to satisfy those needs: INTASC #1, 2, 3; CAEP 1.b, 3.d; CFPO 1, 2, 3, 6, 10.
   a. Trends in books for adolescents (1 hrs.)
   b. Adolescents in our changing society (1 hr.)
   c. Philosophies and theories of literacy (1 hr.)
   d. Diversity (e.g., cultural, linguistic, ability level, etc.) (1 hr.)

2. A rationale for using young adult literature in the secondary school classroom (Time allocation: 4 hours). Objective(s) targeted: Obj. 1. Determine relevance of young adult literature within the total body of literature: INTASC #12, 3; CAEP 2.a; CFPO 1-12. Obj. 2. Recognize the importance of young adult literature in relation to the developmental concerns of young adults: INTASC #12, 3; CAEP 2.a, 3.f; CFPO 1-12. Obj. 5. Determine the relevance of cultural diversity within young adult literature: INTASC #1, 2, 3; CAEP 1.b, 2.a, 3.d; CFPO 1-12. Obj. 6. Identify the diverse needs of young adults and the literary materials available to satisfy those needs: INTASC #1, 2, 3; CAEP 1.b, 3.d; CFPO 1, 2, 3, 6, 10. Obj. 7. Recall the history of adolescence: INTASC #1; CAEP 1.a; CFPO 1, 2, 3, 6, 8. Obj. 9. Integrate reflective practices during interaction with young adult literature: INTASC #1, 9; CAEP 2.a, 3.c, 4.a; CFPO 1, 3, 8.
   a. The stages of reading development (1 hr.)
   b. The reading needs of the adolescent (1 hr.)
   c. The teacher’s role (1/2 hr.)
   d. Discovering and utilizing the interests of teenagers in the book selection process (1/2 hr.)
   e. Reflective practices / strategies used during interaction with young adult literature (1 hr.)

3. Selection of materials for adolescents (Time allocation: 15 hours). Objective(s) targeted: Obj. 3. Select appropriate books and non-book materials for young adults that meet curriculum and recreational needs: INTASC #1, 7; CAEP 1.a, 2.a, 3.c; CFPO 1, 2, 6, 7, 10, 12. Obj. 6. Identify the diverse needs of young adults and the literary materials available to satisfy those needs: INTASC #1, 2, 3; CAEP 1.b, 3.d; CFPO 1, 2, 3, 6, 10.
   a. Principles of selection (3 hrs.)
   b. General criteria (3 hrs.)
   c. Selection aids (3 hrs.)
   d. Selection to meet diverse needs of the learner (3 hrs.)
   e. Censorship and the young adult book (3 hrs.)

4. Methodology for incorporating young adult literature into the secondary school classroom (Time allocation: 18 hours). Objective(s) targeted: Obj. 4. Create book talks, discussions, and bibliographies...
that support adolescents’ exploration of young adult literature: INTASC #1, 3; CAEP 2.a, 3.c, 4.a, 4.c, 4.e; CFPO 1-12. **Obj. 9.** Integrate reflective practices during interaction with young adult literature: INTASC #1, 9; CAEP 2.a, 3.c, 4.a; CFPO 1, 3, 8. **Obj. 10.** Use problem-based learning techniques during discussion of selected young adult literature: INTASC #1, 4, 5; CAEP 2.a, 3.c, 4.a, 4.c; CFPO 1-12.
   a. The thematic unit (3 hrs.)
   b. The young adult book across the curriculum (3 hrs.)
   c. How to experience books (3 hrs.)
   d. Sharing books (6 hrs.)
   e. How to meet the needs of the young adult reader (3 hrs.)
5. Media/visual/critical literacy (Time allocation: 4 hours). Objective(s) targeted: **Obj. 8.** Use criteria employed by national organizations to judge the appropriateness of technological resources for their inclusion into the curriculum: INTASC #1, 3, 6, 9; CAEP 2.a, 3.c, 3.f; CFPO 1, 2, 3, 7, 10.
   a. National and state standards regarding media/visual literacy (1/2 hr.)
   b. Understanding how texts (including print and visual, technological, and other non-print texts) are constructed to impact adolescent readers and how they construct meaning from a variety of texts (1/2 hr.)
   c. Teaching adolescents to be critical and thoughtful readers (1 hr.)
   d. Analyzing a variety of print and non-print texts (1 hr.)
   e. Analyzing texts around issues of race, class, gender, etc. (1 hr.)

**Texts/Course Materials**

**Novels**
*Instructor-Selected Adolescent Literature:*
- *Orphan Train* by Christine Baker Kline (Historical Fiction)
- *Monster* by Walter Dean Myers (Realistic Fiction)

*Student-Selected Adolescent Literature (will be discussed and selected in class):*
Selection #1: Fantasy & Speculative (Science) Fiction (possible choices)
- *Ender’s Game* by Orson Scott Card
- *The Angel Experiment (Maximum Ride, #1)* by James Patterson
- *Feed* by M. T. Anderson
- *Uglies* by Scott Westerfeld
- *Cinder (The Lunar Chronicles, #1)* by Marissa Meyer

Selection #2: Non-Fiction (possible choices)
- *Brown Girl Dreaming* by Jaqueline Woodson
- *Bonny & Clyde: The Making of a Legend* by Karen Blumenthal
- *Boundaries: How the Mason-Dixon Line Settled a Family Feud and Divided a Nation* by Sally Walker
- *The Boy Who Harnessed the Wind* by William Kamkwamba
- *Taking Flight* by Michaela DePrince

Selection #3: Text Set Novel & Informational Texts
- Students will form groups for this assignment and select / read texts

Class assignments will also include picture books, film, poetry selections, and graphic novels, as needed.
Description of Instruction
Lecture. A variety of methods of instruction will be employed including interactive lecturer, large/small group discussion, inquiry-based/discovery learning, shared problem-solving, peer-teaching, and individual and small group assignments. Instruction and assignments will be both in class/Face-to-Face and through Canvas platform with MSU access. Active involvement by the student with Canvas will be required in order to access many course documents, complete discussions with the instructor/peers, and access/submit assignments.

Mississippi State University Honor Code
"As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information please visit: http://students.msstate.edu/honorcode.

Technology
Campuses 1, 2, & 5: All students are required to use University IT resources in an effective, efficient, ethical, and lawful manner. Use of Mississippi State University’s IT resources must be consistent with the mission of the University and all applicable laws and policies. Please see the Operating Policy and Procedure for Use of Information Technology Resources for guidelines followed by the instructor (https://www.policies.msstate.edu/policypdfs/0112.pdf). Guidelines are provided for security, digital and electronic copyright infringement, usage examples, privacy, academic freedom, student personal use, and sanctions and appeals.

Technology will be used in RDG 3413 through Taskstream by Watermark (a course website), Canvas, and Microsoft productivity software (Word, Power Point, etc.). Candidates are expected to have necessary technology skills to efficiently and effectively use these technological resources. Candidates must have on-going access to a computer with high speed Internet access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support).

Diversity
As the objectives and topics presented previously indicate, diversity within the context of the elementary and middle level language arts classroom will be addressed throughout the course in relation to lectures, assigned readings, and discussions.

Accommodations for Students with Disabilities
Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student & Disability Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall and can be reached via telephone at (662) 325-3335. Additional information can be found at the following website: http://www.sss.msstate.edu.
Instructors for this course will follow the Students with Disabilities operating policy, OP 91.122 (https://www.policies.msstate.edu/policypdfs/91122.pdf). Within this policy are guidelines that define qualifications, appropriate support and accommodations, as well as eligibility, confidentiality requirements, and procedures for requesting academic accommodations or modifications.

Field Component
There is no field component for this course.

Evaluation of Student Progress
This course uses a 10-point grading scale based on 1000 points. The points needed for each letter grade are detailed below. Student grades will be determined by the points earned in both class work and field work. All assignments are due on the due date per the tentative course calendar.

Student Activities/Assessments:
1. Introduction Post: You will post an introduction for yourself on Canvas the first week of class. Your post can be text with a photo, or you can create a short video post in Canvas.
2. Syllabus Quiz: You will be asked to complete a short syllabus quiz on Canvas the first week of class.
3. Reading Assignment Notes: You will read assigned chapters/articles and take notes before class each week to be prepared for class discussion. Notes will be brought to class and turned in and/or turned in online. (All Course Objectives)
4. Reader Sketch: You will be asked to describe your history as a reader from early childhood to today, noting your attitude and experiences in reading. Describe the people who encouraged or discouraged your reading. Share the titles of literature read within the last two years. Tell your reading goals for the future. (Course Objectives: 1, 2, 9)
5. Interview with a YA Reader: You will interview a YA reader and present your interview as a transcript with reflection. More information and directions will be provided for this assignment in class. (Course Objectives: 1, 2, 3, 6, 9, 10)
6. Book Talk: You will give one 5-minute book talk. Your talk will present a text selection, including a brief read-aloud from the book. The purpose is to create interest in the author and the book so that class members may become familiar with a variety of YA literature. The book talk will also allow you to practice your oral delivery and read-aloud skills. Book talks must adhere to the guidelines on the book talk rubric. They will be given throughout the semester in class or in an online environment. You will sign up for the book talk dates during the first few weeks. Choice Book (Course Objectives: 3, 4, 6, 9, 10)
7. Reader Response Journal Entries: In response to the 4 texts read for this course (Orphan Train, Monster, Selection #1 and #2) you will compose a reader response journal entry. Guidelines and due dates for entries will be provided the first night of class. (All Course Objectives)
8. Literature Circle group: Small groups will be formed to discuss, and complete assignments based on selected text. A Literature Circle will be conducted, including completion of a packet and online posts for a novel. (Course Objectives: 3, 4, 6, 9, 10)
9. Socratic Seminar: A Socratic Seminar packet will be completed for this assignment and turned in as part of your grade. (Course Objectives: 3, 4, 6, 9, 10)
10. The Arts assignment: You will complete an assignment tied to the arts as part of one of your book studies. (Course Objectives: 3, 4, 6, 9, 10)
11. Text Set Assignment: Students will work to develop a set of texts around a specific, grade-appropriate theme. The text set will also address reading strategies, technology, and writing responses. This Text Set is the culminating project for this course. (Course Objectives: 2, 3, 4, 5, 6, 8, 9, 10)
12. **Class Activities and Participation Credit:** You will receive credit for work completed during class, including participation credit (All Course Objectives)

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<thead>
<tr>
<th>Activity/Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introduction Post (week 1)</td>
<td>10</td>
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<tr>
<td>Syllabus Quiz (week 1)</td>
<td>20</td>
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<tr>
<td>Reading Assignment Notes (7 @ 10 pts. each)</td>
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<tr>
<td>Reader Sketch</td>
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<td>Interview with a YA reader</td>
<td>100</td>
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<td>Book Talk</td>
<td>100</td>
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<td>Reader Response Journal Entries (4 @ 25 pts. each)</td>
<td>100</td>
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<tr>
<td>Literature Circle <em>(Orphan Train; 6 @ 10 pts. each)</em></td>
<td>60</td>
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<tr>
<td>Monster Response <em>(Anticipation Guide, Blooms Tasks, Notes, Arts)</em></td>
<td>50</td>
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<td>Fantasy / Spec Fiction Reading Activity Packet <em>(selection #1)</em></td>
<td>50</td>
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<tr>
<td>Socratic Seminar <em>(Nonfiction, selection #2)</em></td>
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<tr>
<td>Nonfiction Reading Activity Packet <em>(Nonfiction, selection #2)</em></td>
<td>50</td>
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<tr>
<td>Text Set Presentation</td>
<td>100</td>
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<tr>
<td>Class Activities &amp; Participation <em>(14 @ 10 pts. per class)</em></td>
<td>140</td>
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<tr>
<td><strong>Total Points Possible =</strong></td>
<td><strong>1000</strong></td>
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**Grading Scale**

900 - 1000 = A  
800 - 899 = B  
700 - 799 = C  
600 - 699 = D  
599 & below = F

**Attendance Policy**

Campuses 1 & 2: In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. When absence from class is essential, the student must inform the instructor through email (link in Canvas) within 24 hours of absence. Students will be granted two absences for emergency situations (personal illnesses and other related situations) without providing documentation. For all other absences, students must provide appropriate documentation (e.g., a doctor’s note) to be excused. Additionally, students who are more than 5 minutes tardy to class will be considered absent and marked as such. When determining if an absence is excused or unexcused, instructors will follow the procedures as outlined in the university academic operating policy, AOP 12.09 (https://www.policies.msstate.edu/policypdfs/1209.pdf). Each unexcused absence will result in a 10-point deduction from the student’s overall point total for the class (up to 10%, or 100 points, of your total possible points). If the student is absent for an extended period of time, his/her circumstances will be considered on an individual basis after returning to class and he/she will be required to meet with the instructor.

Excused absences shall not result in attendance or grade penalties as stated by university academic operating policy, AOP 12.09 (https://www.policies.msstate.edu/policypdfs/1209.pdf). When excused absences occur on days of scheduled measures of academic progress (e.g., exams, quizzes, assignments) listed in the course syllabus, the instructor will provide a student with an opportunity for a comparable evaluation prior to or after the absence. However, it is the student’s responsibility to initiate a request of making up missed measures of academic progress in a timely manner (within 24 hours of absence),

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and the instructor should communicate a response to such a request in a timely manner (within 48 hours after receiving request). Students with excused absences will have one week (7 days) from original due date to complete missed work, if they communicate by the required deadlines above. Late work for unexcused absences may be accepted and assigned up to one-half of the original value of the assignment, within one week of the original due date, at the discretion of the instructor.

**Campus 5:** In accordance with university policy (AOP 12.09), students are expected to attend all classes. In an online class, attendance is understood to be a student’s active involvement in online class synchronous / asynchronous interactions and/or submission of weekly assignments. AOP 12.09 also defines what is an excused absence. When absence from weekly interactions or missing assignments is essential due to illness or other university excused reasons, the student must inform the instructor through email (link in Canvas) within 24 hours of absence/missing work. When absent, students must provide appropriate documentation (e.g., a doctor’s note) to be excused. To determine if an absence is excused or unexcused, instructors will follow the procedures as outlined in the *university academic operating policy, AOP 12.09* ([https://www.policies.msstate.edu/policiypdfs/1209.pdf](https://www.policies.msstate.edu/policiypdfs/1209.pdf)). Each unexcused absence will result in a 10-point deduction from the student’s overall point total for the class (up to 10%, or 100 points, of your total possible points). If the student is absent for an extended period of time, his/her circumstances will be considered on an individual basis after returning to class.

Excused absences shall not result in attendance or grade penalties as stated by *university academic operating policy, AOP 12.09* ([https://www.policies.msstate.edu/policiypdfs/1209.pdf](https://www.policies.msstate.edu/policiypdfs/1209.pdf)). When excused absences occur on days of scheduled measures of academic progress (e.g., exams, quizzes, assignments) listed in the course syllabus, the instructor will provide a student with an opportunity for a comparable evaluation prior to or after the absence. However, it is the student’s responsibility to initiate a request of making up missed measures of academic progress in a timely manner (within 24 hours of absence, missing work), and the instructor should communicate a response to such a request in a timely manner (within 48 hours after receiving request). Students with excused absences will have one week (7 days) from original due date to complete missed work, if they communicate by the required deadlines above. Late work for unexcused absences may be accepted and assigned up to one-half of the original value of the assignment, within one week of the original due date, at the discretion of the instructor.

**Title IX Policy**

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at [http://www.msstate.edu/web/security/title9-12.pdf](http://www.msstate.edu/web/security/title9-12.pdf), and at [http://students.msstate.edu/sexualmisconduct/](http://students.msstate.edu/sexualmisconduct/).

**University Safety Statement**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

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Mississippi Educator Code of Ethics
This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder’s ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sties/default/files/documents/code-of-thics_final.pdf

In this class, the Mississippi Code of Ethics is addressed during orientation and enforced throughout the semester during classroom and field experience performance. Teaching is a career dependent on performance, assessment of content knowledge, and evaluation. The tasks chosen for this course are designed to facilitate the teacher candidate’s growth as a professional educator. Within the teacher candidate’s classroom and field experience performance, professional conduct is expected at all times. If unprofessional conduct is observed, the teacher candidate will have a conference with the instructor to discuss behavior and consequences.

Mississippi College and Career-Ready Standards
Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

Teacher candidates will develop a deep understanding of the critical concepts, principles, and practices of their field through the completion of course assignments and activities and will be able to use practices to advance the learning of all students toward college and career readiness standards.

Bibliography


