The University of Texas at Tyler
Fall 2023
Term dates: August 21-December 9, 2023

READ 3332.001 (Hybrid) *Adolescent Literature*
(81641 fall 2023) 3.0 credits
Last Day to Withdraw from Course: Monday October 30, 2023

<u>**In-person Library Sessions**</u> held on Tuesdays from 3:30-5:00pm IN THE LIBRARY (you must be on time and stay for the entire time).
DATES: Sept 5; Sept. 19; Oct. 3; Oct. 17; Oct. 31; and (workshop day) Nov. 14.

<u>**Synchronous Zoom Class Sessions**</u>: Tuesdays 3:30-5:00pm: Aug. 29; Sept. 12; Sept. 26; Oct. 10; Oct. 24; Nov. 28

A. Instructor Information
      Name: Annamary L. Consalvo, Ph. D., Associate Professor, Literacy
      Email: aconsalvo@uttyler.edu (best way to reach me)
      O**ffice:**   School of Education, 3900 University Blvd. Tyler, TX 75799 BEP 212D
      Office Phone: (903) 565-5576
      Office Hours: ***By appointment and/or Tuesdays & Wednesdays 4:00-5:30pm.*** Email me to arrange: I will send you a Zoom link.

B. Catalogue Course Description
"Overview of adolescent literature. Designed primarily for students working toward Grades 4-8 and secondary certification."

C. Knowledge Base(s) and Rationale
Adolescent Literature is a required course for middle grades teachers, and those seeking secondary (MS & HS) English Language Arts certification. You're encouraged to take READ 3332 early in your program because its content provides practical and pedagogical support to your subsequent and clinical experiences. Most importantly, what you learn about adolescent literature will help you throughout your teaching career, regardless of your job's content area or grade level. In addition, you'll also be able to use what you learn in READ 3332 in your personal life, as you share books with your own families, friends, and communities. This undergraduate level course builds upon the knowledge base and experiences gained in prior undergraduate coursework and toward which you will build in field experiences that address language and literacy issues. The course addresses adolescent literature and its effective educational use, selection, and history.

D. Matrix: Learning Outcomes/Assessments/Standards

Topics/Objectives	Activities	Assessments	*Texas Educator Standards (TES) *InTASC *TEKS Ch 110 *ISTE *ELPS *TxCCRS

Survey materials and authors both historically and of current interest to young adults through reading, analysis and selection criteria including genre and considerations of fit.	Extensively read YA literature.

Textbook chapters on history of YA lit; genre identification; current curricular concerns. | **Responses to Tradebooks.**

Weekly Discussion Forum Posts that identify key points, trends, questions and responses to the posts of others. | *TEKS: Grades 5-12 ELAR
*ISTE: 1.2 Digital Citizen; 1.3 Knowledge Constructor
*INTASC 1d, 1f, 1g; 3i, 3j, 3k, 3l, 3m; 4j, 4l, 4m; 7g-m.
*ELPS grades 6-12.
*TxCCRS ELAR: IIA(1-11); |
| Develop teaching techniques which are useful in introducing and sustaining youths' interest in young adult literature by developing a greater understanding of the interest, needs, and concerns of young adults | Develop lessons that draw on thematic selection of multimodal texts. | **Two Multi-Modal Lessons** project. | *TES: 1Ai, ii, iii; 1Bi, ii, iii; 1Ci, ii, iii; 1Ei, ii, iii.
3Ai; 3Biii; 3Ci, ii. 4Ai, iii; 4Di, iii; 5Ai, ii.
*TEKS: Grades 5-12 ELAR
*InTASC 4j, 4k, 4l, 4m; 5a-h; 6j-n; 7g-m; 8j-o
*ISTE: 1.3 Knowledge Constructor; 1.4 Innovative Designer
*ELPS grades 6-12.
*TxCCRS ELAR: IIB(1-3); IID(1-2). |
| Examine issues of equity and access surrounding young adult literature today (e.g. censorship, accurate representation of diverse cultures and communities, and more). | Using modern selection criteria around issues of representation in texts of all kinds, students will analyze, reflect upon, and select for inclusion or exclusion of various texts. | **Special projects #1, #2, and #3.**

Database Project. | *TES: 3A I, ii, iii; TES: 6A I, ii, iii. 1.1
*ISTE: Empowered Learner; 1.2 Digital Citizen;
*INTASC 1h, 1i, 1j, 1k; 2g, 2h, 2i. 2j, 2k; 5a-h; 5j-n; 6j-n; 8j-o; 9g-k; 10i, n, o.
*ELPS grades 6-12.
*TxCCRS ELAR: IIB(1-3); IID(1-2). |
| UT Tyler Standards page: https://www.uttyler.edu/education/studentresources.php | | | |

In this course students can expect to:
- **identify** various interconnections that exist in a diverse range of texts between self/text/world **read**, **annotate,** and **discuss** course texts and materials thoughtfully and critically
- **participate** actively, thoughtfully, and respectfully in class activities and discussions
- **explore** how such interconnections between diverse texts evoke new perspectives, new questions, and new ideas
- **assess** and **address** different issues and concepts critically, with the goal of fostering literary discussions and activities that interest and challenge peers.

- **analyze** aesthetics, interpretation, and connections to self/text/world the thoughts, ideas, arguments, and opinions of others related to young adult literature
- **evaluate** diverse texts written for young adults in order to better select classroom materials for youth
- **synthesize** various perspectives (authors/reviewers), findings (research articles), and best practices (pedagogy) in order to build a substantive body of knowledge about YA literature and its uses
- **create, present, model,** and **share** ideas, findings, perspectives, and projects, including teaching ideas/lessons related to young adult literature

COURSE EVALUATION

E. Course Projects, Evaluation and Grading
The assignments and projects outlined below are designed to contribute in a different, and yet complementary way in achieving the stated course objectives.

Tasks, and Points/Percentages (T=100 points=100%)

 a. **Bolded** and underlined numerals are what add up to **100 points**
 b. Course grade is calculated on total *percentage* (%) of overall grade.
 c. Grades available to you through Canvas online grade center
  *Various online discussions & e-learning activities
   (including quizzes; discussions; various activities) **20 points (20/20=100%)**
  In-Person Library Sessions (@ worth up to 3 points) 15 points (15/15=100%)
  Synchronous Zoom meetings @ 1 point 5 points (5/5=100%)
  Responses to Tradebooks [varied] (for each of 8 books @ 3.0) 24 points (24/24=100%)
  Multi-Modal YA Literature Lessons (2@ 5points) 10 points (10/10=100%)
  Book special projects (3 @ 2.0 Draper/Palacio; graphic novel; choice) 6 points (6/6=100%)
  Portfolio/Database Project 20 points (20/20=100%)

Performance standards			
Points	**Percent**	**Grade**	**Standard**
90-100	90%	A	Superior
80-89	80%	B	Above Average
70-79	70%	C	Average
60-69	66%	D	Below Average
00-59	65% or below = "F"	F	Unacceptable

F. Required Texts, Materials/Supplies, Lectures, and Related Readings

Lectures: All lectures are recorded and available through Canvas.
Bookstore at UT-Tyler http://uttyler.bncollege.com/ **Note:** *A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

Required Texts:
You must acquire the following books. They can be new, used, purchased, or borrowed.

#1 Main Textbook –will need across whole semester:
Knickerbocker, J. L., & Rycik, J. A. (2020). *Literature for young adults: Books (and more) for contemporary readers* (2nd ed.). Routledge. ISBN 978-1-138-47872-5
- *Please note:* Get this 2nd (2020) edition, **not an older one**. This is a new edition of a rich text that is appropriate for upper elementary, middle, and high school

You MUST have these 8 trade books in-hand at least a week before we will need them.

Choose one (one is required):
> Draper, S. M. (2012). *Out of My Mind*. Athenaeum Books for
> > Young Readers.
> > <mark>OR</mark>
> Palacio, R. J. (2012). *Wonder*. Random House Children's Books

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required

Barba, R. L., Durham, M. L., & Young, J. (2019). Arvin, Lamont, and Weedpatch (Images of America). Arcadia Publishing.
ISBN-10 : 146710390X   **ISBN-13 :** 978-1467103909

Required

Soto, G. (2009). *Baseball in April* (short stories). Clarion Books. **ISBN-10 :** 0152025677
ISBN-13 : 978-0152025670

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Pick One (one is required)
Adeyemi, T. (2018). *Children of Blood and Bone.* Henry Holt and Co.
> · **ISBN-10 :** 1250170974
> · **ISBN-13 :** 978-1250170972

<mark>OR</mark>
Farmer, N. (2002). *The Ear, the Eye, and the Arm.* Firebird Publishing.
> · **ISBN-10 :** 9780545356619
> · **ISBN-13 :** 978-0545356619

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Pick one (one is required)

Acevedo, E. (2018). *The Poet X.* HarperCollins Children's (this should already be listed as "required"
> Books. ISBN 978-0062662811

OR

Lai, T. (2013). *Inside out and back again.* Harper Collins.
·   **ISBN-10 :** 0061962791

·   **ISBN-13 :** 978-0061962790

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Required:

      Gratz, A. (2017). *Refugee.* Scholastic Press.

Required:

Reynolds, J. & Keily, B. (2015). *All American boys.* Atheneum/Caitlyn Dlouhy Books.

Required
Nye, N. S. (1999). *What Have You Lost?* Harper Collins.

No need to purchase:
Grimms Fairy Tales (online, open access book – will be linked within Canvas)
    Some of the stories we read may include titles such as Little Red Riding Hood; Cinderella
    Snow White Hansel & Gretel Rumplestilskin Sleeping Beauty/Rose-Red. (wait for
    instructions).

SPECIAL PROJECT BOOKS
    Special project 1: Choose **one** and read in its entirety **during Week 1**:
        Draper, S. M. (2012). *Out of My Mind*. Athenaeum Books for
            Young Readers.
        Palacio, R. J. (2012). *Wonder*. Random House Children's
            Books
    Special project 2: **(Hold off on purchasing! Borrowing is okay—We have in reserve)**
        Bechdel, A. (2006). *Fun Home.* Houghton Mifflin Company.
        Krosoczka, J. J. (2017). *Hey, kiddo: A graphic novel.* Scholastic.
        Hinds, G. (2015). *Macbeth.* Candlewick Press.
    Special project 3: **(Hold off on purchasing! Borrowing is okay.)**
        Choice award-winning (Newbery; Printz; or Alex) YA Book – details
        forthcoming.

Other Books of Interest (Not required).
    See Activities Schedule at end of this document: *Tackling Tough Topics Through Middle Grade Literature* 1 hour ILA webinar* (Free)
https://youtu.be/yl2fcNF-H-I

      Each of the books below are taken up in this webinar.
      Dee, B. (2021). *My life in the fish tank*. Aladdin. ISBN 978-1534432345

      Kelkar, S. (2021). *That thing about Bollywood.* Simon and Schuster Books for Young Readers. ISBN 978-1534466746

Khan, H. (2021). *Amina's song.* Salaam Reads / Simon & Schuster Books for Young Readers. ISBN 978-1534459892

Gephart, D. (2021). *Abby, tried and true.* Simon and Schuster Books for Young Readers. ISBN 978-1534440906

*In this ILA Webinar, four middle grade authors—Barbara Dee (My Life in the Fish Tank), Supriya Kelkar (That Thing About Bollywood), Hena Khan (Amina's Song), and Donna Gephart (Abby, Tried and True)—discuss the importance of using fiction to introduce tough topics to middle grade readers as part of a moderated conversation led by educator Thu Anh Nguyen. This panel covers social-emotional learning and how to address difficult subjects such as divorce, drug addiction, childhood cancer, and cultural identity in a sensitive way.

WILL BE REQUIRED and AT NO ADDITIONAL COST TO YOU:

Articles/chapters from various professional journals: Various articles pertinent to weekly topics. You will be mining ideas and lessons from these teacher-practitioner journals.

Professional journals include (but not limited to) the following: Available through the university library's online portal *Can't find something? Write to your librarian: Ms. Vandy Dubre vdubre@uttyler.edu*	
The ALAN Review	Premier YA Lit journal. Available (to search) 2016 to current in Educational Source database and 2002-2010 in Education Database
Voices from the Middle	Excellent ELA journal focused on middle school.
English Journal	Excellent ELA journal focused on high school
Journal of Adolescent & Adult Literacy	Excellent literacy journal with wide-ranging topics focused on adolescent, and to a lesser degree, adult literacy.
The Reading Teacher	Excellent literacy journal focused on elementary and middle grades.
Language Arts	Excellent language arts journal focused on elementary and middle grades.

Texas Essential Knowledge and Skills (**TEKS**): https://tea.texas.gov/curriculum/teks/

HIGHLY RECOMMENDED!
PROFESSIONAL ORGANIZATION MEMBERSHIP
A student membership is $25 for the year – an incredible value. National Council of Teachers of **English (NCTE)** https://secure.ncte.org/store/individual-membership

A membership in NCTE will give you access to your Specialized Professional Associations (SPA) guidelines, policy statements, standards, position statements, lesson plans, journals, invitations to professional engagement, and much more including a lot of support as a teacher of writing.

> You may also join International Literacy (Reading) Association (ILA /formerly IRA) http://www.reading.org/General/Default.aspx – which is very teacher friendly – at all levels and through all content areas.

Recommend that you bookmark UT-Tyler student portal
(e.g. Canvas, Bookstore, etc. etc): https://www.uttyler.edu/students/

G. Assignment Descriptions & Course Policies

ASSIGNMENT DESCRIPTIONS

#1) E-learning activities (20/20=100% grades taken incrementally)
Description: As future teachers, it is critical that you read deeply and engage in a productive and collegial manner with your professional community (us) in order to grow. Through weekly assigned opportunities for asynchronous (and possibly sometimes synchronous) activities, this kind of growing one's thinking will be a consistent feature of the class. These activities will include discussions and any of an array of other activities which can include, for example, quizzes, keeping a reader's notebook, making presentations of various sorts, small group work, social media engagements, required office hours, and more.

Guidelines for all discussions:
Because this is a professional preparation course, expectations are high for active engagement and substantive contributions to class activities, and timely completion of readings and related activities—all critical to the teaching-learning process. Active engagement entails making sustained and substantive contributions by completing assigned readings on time, asking questions (of the readings, of yourself, of colleagues, of the world), collaborating with others asynchronously, and exploring implications and applications of knowledge gained for your own professional work.

> When responding to assigned readings or activities via discussion forums, I suggest using the following questions as a *general guide for organizing your responses*:
> a. What are the main point(s) made or issue(s) raised in the assigned readings?
> b. What are some of your own connections to the readings via your life experiences, your observations, your readings or viewings of other text/film/media?
> c. How can you adapt, incorporate, complicate, or simplify points outlined, arguments made, or solutions provided?
> d. In what ways will the knowledge gained from the assigned reading(s) or activities help you enhance your role and/or work as a classroom teacher?
> e. What are you thinking about *differently* as a result of this/these reading(s)? What are "next steps" for you in regard to any given point?

Etiquette for Discussions:

Discussions in General: A pedagogical stance that values dialogue, will propel a teacher (you) to find meaningful ways to incorporate talk into his/her class. By *talk*, I mean open-ended connections, queries, and extensions -- not fill-in-the-blank, right/wrong kinds of responses. By *dialogic*, I mean that a discussion is not one that the teacher strictly controls. Instead, the teacher initiates and guides a topic; responses should be from and between students (two to four "pongs" between students before moving on). It is this *student voice* factor that is critical. To this end, we will hold discussions in various formats. You will be required to be prepared to engage in an informed, interesting, and expansive discussion by bringing in talking points participate fully in this construction of meaning.

IMPORTANT

Online Discussions Expectations: In general, it is imperative that any online discussion maintain a polite and collegial tone. Moreover, it is important that each person express him/herself fully and with supporting detail. Generally, each **post** in response to weekly readings/articles should be between 300-500 words of well-developed and coherent connection to and thinking about a given topic. Or, think about it in terms of two well-developed paragraphs. Be sure to reference the chapters, articles, videos that you are mentioning. You do not have to stick strictly to APA 7 for this, but it is important to use page #s if you've found a delicious quote. In a nutshell, your readers need to be able to follow you and understand where you are getting your ideas/information.

In your **comments** to other students, we should strive to maintain a positive and appreciative tone.

What if I don't agree? If you do not agree with someone – then own it (by using "I"-statements) – rather than saying, "that's ridiculous!" try something more like, "I appreciate that you were in a very challenging situation". Or, "Could you say a little more about how part "a" connects to part "b"?", or, "That's an interesting perspective. In my experience – I saw it a little differently" (then, explain). As professional educators, being able to disagree and maintain a positive relationship is a valuable skill.

Evaluation: Your discussion responses will be evaluated on the level of engagement contributions made (how thoughtful and substantive your contributions are), and the professionalism you exhibit when responding to assigned discussion topics or issues (how respectful and considerate you are to discussion forum members).

#2) Five In-Person Themed Library Sessions (@ 3.0 points **15/15=100%**
Library sessions are required in-person sessions in which you will be guided through intensive topical hands-on explorations, analyses, and discussions about various key topics around the uses of Young Adult literature in the classroom. For each session you will complete a prior online lesson in order to fully prepare for the experiential nature of each library session. Bring your school supplies including your device, notebook, pen, textbook and any current novels/tradebooks we are

reading. Each session starts at 3:30 and requires you to be on time. Attendance will be taken. Plan to stay for the entire session. If you leave early, it will count as a tardy or an absence.

#3) Responses to Each of Eight Tradebooks (@3 points **24/24=100%**
Various responses. Specific instructions forthcoming.

#4) Three Multi-Modal, Young Adult Literature-Based Lessons (@ 3.33 points **10/10=100%**
Across the semester, at specific points, you will create three rich, detailed 60-minute lessons (either stand-alone or ideas for mini-units) using Young Adult Literature as a springboard to exploring thematic concerns of youth. Each lesson will draw from strategies we've taken up in the class (e.g. that include literature circles, introduce inquiry projects and the like -- via lecture, experience, textbook, and/or from a research article like one from *Voices in the Middle*, or Journal of *Adolescent and Adult Literature*); include who is doing and saying what, when; timing down to the minute; not more than 30 minutes homework for your future students to have prepared for this lesson; and, presenting/creating information and responses in a variety of modes (e.g. video, audio, kinesthetic; drawing; writing; speaking; etc.) Specific instructions forthcoming.

#5) Three special YA Lit projects (*Wonder* or *Out of My Mind*; *Graphic Novels; Choice Book*) @ 2.0 points **6/6=100%**
Across the semester, at specific points, we will engage with selected YA literature in ways that afford additional—and special—learning opportunities. Strong and relatable protagonists with disabilities are foregrounded in the first two choice books in both Draper's (2012). *Out of My Mind* and in Palacio's (2012). *Wonder*. You will choose one of three graphic novels (we have a number of each to loan to some of you) *Fun Home* and *Hey, Kiddo* or *Macbeth*. And in the third, students will have a wide choice of YA books from which to choose.
Specific instructions for each special project are forthcoming.

#6) Database Project (20/20=100%
Choose 25 YA books. Of these, 20 need to be more recently written (copyright date 2013-2023) from various genres/forms. Of the 25 books, 5 may be prior to 2013 – classic, old favorites, etc. that you think belong in your new classroom.
   a) Realistic fiction 3
   b) Short stories 2
   c) Poetry 2
   d) Graphic novels 2
   e) Historical fiction 3
   f) Traditional & folkloric literature in any format (ancient texts incl. Anderson, Shakespeare, Greeks, etc). 2
   g) fantasy/science/speculative 3
   h) Non-Fiction 3
   i) Your choice 5
  Using one page per book, write an annotated bibliography for each book.
  Please TYPE your work (size 12 plain font, i.e. Times New Roman), black ink.
  Please include all of the following components in your annotated bibliography:

  ▪ Book Picture of front cover (back cover too, if it's helpful to you!)
  ▪ Book Citation Information: Title, Author, Copyright Year, Publisher
  ▪ Genre and Form (2 separate things)
  ▪ Reading Level and Interest Level (2 separate things)
  ▪ Book Summary

- Why you think this book warrants inclusion in your library (This is YOU speaking on behalf of this book!)
- What are two SPECIFIC teaching ideas using this book? Use TEKS and template provided.

#7 Final (5/5=100%)

Due during Finals Week (worth up to 5 points)—Connected to Database Project

Write a one-page Project Reflection (Single-Space, 12 point font, 1 inch margins, Times New Roman) to answer the following questions.

      a. How has your thinking changed regarding YA literature as a result of this project and the course?

      b. How do you envision yourself as a teacher of English? Super powers? Hopes? Concerns?

COURSE POLICIES

Everything *Canvas*: http://www.uttyler.edu/canvas/

TECHNOLOGY: Internet; email; Canvas

Technology will serve as our main tool for communication. Important announcements and readings will be posted on Canvas. UT-Tyler email and emails generated through Canvas will be utilized as a communication tool, as well.

This is an online course – it is up to you to have reliable and continuous access to high speed internet. This class is formatted for computer use – that is, laptop or desktop.

- **It is expected that you will check your UT-Tyler email daily**, and Canvas regularly for information and announcements.
- **It is expected that everyone will have and use his/her email account associated with UT-Tyler and keep their information current with the university.**
- IMPORTANT: You have elected to take a hybrid class. This means that there is a significant online portion, and it is your responsibility to find and maintain a stable internet connection. I suggest you locate two or three back up Wi-Fi friendly sites (e.g. Starbucks, your local public library; a friend or family member's home) in the event that your home internet service fails.
- IMPORTANT: If you elect to go on a vacation or otherwise travel, it is still your responsibility to turn in your work, online, on time.

Technology Troubles?

Start here: http://www.uttyler.edu/canvas/

For any difficulties associated with technology, you may contact **IT Support** on their 24/7 student webpage, http://www.uttyler.edu/it/support/student-support.php
Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

Computer Literacy Requirement

You are expected to use word processing for all assignments (unless otherwise instructed); that is, a document submitted in Plain Text or Pages is <u>not</u> acceptable, while Times New Roman in MS Word, is acceptable. All assignments (unless instructed otherwise) must be typed, doubled-spaced and formatted in APA style.

As students at UT-Tyler, you have access to **deeply discounted software** – check it out:

http://www.uttyler.edu/it/it-purchases.php
https://store.hied.com/select/go/uttyler

When you post something to a Discussion Forum, <u>write into the message pane</u>; do *not attach a document unless* the assignment specifically instructs you to do so. **Do not expect us to open your documents to read your post or your response. We won't. You'll lose points.**

Online discussions (Discussion of various kinds on various platforms), as well as Power Point (Prezi; Keynote) presentations may also be a feature of this class.

PDF is the most stable of the formatting options; however, MS Word will work for uploading most assignments.

Internet research: Throughout this course, you will be expected to use the Internet as a source of communication and research, as well as that of library sources.

UT-Tyler Online Library: As a student at The University of Texas at Tyler, you are paying for and have access to a robust and networked university library and professional librarians whose job it is to help you. ***You are expected to use the library, and to ask for help when you need it.*** http://library.uttyler.edu This link is the homepage of the UTT library, visit it and note the CHAT feature. This can be a lifesaver!!!!   Check out this help page too http://library.uttyler.edu/help

Clear identification of work: Name, Date, Topic
All work must be neat, paginated, proof read, and properly identified with your name and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Consalvo_Text Set; or Consalvo_Short Bio_meet & greet; or, Consalvo_Final Learning Portfolio_date). At the top of your submitted work, you must have your first and last name, name of assignment, date due, date completed (if applicable). I *will not spend my time* figuring out (for example) what chapter questions you have turned in if it is not clearly stated in your heading. You will get a zero.

Plan for Printing and Scanning
You may discover that you need to work both on- and off-line. Some readings and some writing tasks are simply better learning experiences done using paper and pencil. To that end, it is important that you establish immediately **regular and reliable access to printing and scanning services** whether you own your own printer, or that you locate two or three printers on campus and understand how they work, how to pay for copies, etc. Or, you may need to find out where the nearest copy shop is to you and set aside money for that. Access to a scanner can be a lifesaver – as some assignments may require you to hand draw or write, and to scan in those documents as a required part of the assignment as a whole.

Neatness and professionalism in submitted work:
> **I will not accept bits and pieces of assignments, rather, it is up to you to compile your projects and submit each as a single and continuous pdf.** To do this you may have to

1) format each individual page; 2) print it out; and/or 3) scan it in to make a single pdf out of the whole document. This is where access to a print shop, like Staples; Kinkos, or Office Max can be a life-saver. If you, for example, submit an article, found on a website, in your Text Set, be sure to format it neatly and remove any ads or extraneous verbage or pages. The design of your work is an important factor in its readability.

APA Citation help:
>Correct attribution of work that someone else did is expected of an educated person.
In this class, ***as educators*, you will adhere to the accepted "style" called APA** – for the American Psychological Association. APA (7th) is the style required of the social sciences of which education is one sub-field.

>**The OWL at Purdue**: The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!
>>The OWL at Purdue APA
>>https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

>>Here at UT-Tyler, we have many citation resources available to you.
>>Style and Citation Guides available through UT-Tyler
>>https://libguides.uttyler.edu/citations/apa

Timeliness and Participation: REALLY IMPORTANT!

>Since this class meets online, you are expected to keep up with assignments (readings, discussions, etc.), and to complete and turn them in according to timeline in the syllabus' Activities Schedule and/or by the timeline on any given assignment's handout. To not do so WILL affect your grade. Assignments are due on the day and by the time on which they appear in the syllabus's Activities Schedule.

>As a professional development class, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and are factored into your grades. Students who must miss a number of classes due to extenuating circumstances should contact the Dean's Office.
>**Students are responsible for all work despite any missed modules/classes.**

Late/Incomplete Work
>Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a lowering of the assignment grade. If you have gotten written instructor permission, print out the email and attach to your work. I am not responsible for keeping track of such matters. It falls on you to present your documentation in a professional manner.

How the Grading Works for Late Assignments:
For each day that an assignment is late, the final grade will be docked one letter grade for up to three days, assuming that it is "A" quality work; then, on day #4, it reverts to 50%; then, on day #6 the grade reverts to zero.

Ten Suggestions for Success in Course

1. Do all of the readings – Not completing the readings is always very tempting. However, you will find it much more challenging to participate in discussion, or write convincing rationales, and your learning will be impacted.
2. Do your homework for each class; including participating in Discussions.
3. Keep your materials organized. Visit and re-visit your files, folders, binders, cases. All course materials require tending and reorganizing across a semester - -whether online or in a face to face environment.
4. Print out and read and re-read the syllabus. Print out and read and re-read assignment instruction handouts. Check items off as they are completed.
5. Make connections between readings; learn to think about ways strategies CAN be tweaked to serve adolescent students –whether you currently teach adolescents or not.
6. PARTICIPATE IN DISCUSSION – Some of the best insights for understanding texts and deciding on topics for essays comes from sounding ideas off of other people; use the discussion settings as opportunities to do this. Also, the class will be more interesting for everyone if there is lively discussion.
7. Drafts of projects – The importance of working on early drafts and soliciting feedback cannot be stressed enough. Turning in papers that have not been reread, revised, and proofread will result in a lower grade. Most importantly, you will produce better work if you give yourself time to think through various concepts. I strongly suggest that you use the UT Tyler Writing Center's online services.
8. Plan ahead.
9. Outside reading – It is perfectly appropriate and is encouraged for students to do readings and research outside of what is assigned; this will help to generate more discussion in class and will make writing easier.
10. Talk to me – If there is a problem or a question, please communicate with me.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.
For a full list of university policies including information related to the topics listed below, click here.

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION
Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.
Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS
Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.

In-person Library Sessions held on 6 Tuesdays from 3:30-5:00pm IN THE LIBRARY (you must be on time and stay for the entire time).

Synchronous Zoom Class Sessions: 5 Tuesdays 3:30-5:00pm
It is here that we will annotate and mine articles for teaching ideas; hold book club meetings in various formats; and hold general study sessions.

Asynchronous Time – Each week you WILL have readings and assignments due each Sunday that you will be expected to complete on your own, outside of the Tuesday meeting times.

6-In-person Library Sessions Main floor—out behind Circulation Desk 3:30-5:00pm	**5-Synchronous Zoom** Class Sessions 3:30-5:00pm
August 22 online asynchronous (no meeting)	
	Aug. 29
Sept 5	
	Sept. 12
Sept. 19	
	Sept. 26
Oct. 3	
	Oct. 10
Oct. 17	
	Oct. 24
Oct. 31	
November 7 (Election Day) online asynchronous (no meeting)	
(workshop day) Nov. 14.	
November 28 online asynchronous (no meeting)	

Fall 2023---READ 3332—Hybrid **Tentative Schedule of Due Dates and Activities**			

# Week	Fall 2023 Date(s)		Notes:
		Timing of modules: All weekly modules will be up by Monday at 5pm of the corresponding week. **Due Dates:** All assignments, unless otherwise noted (such as work due in preparation for library sessions or Zoom sessions), are due by Sunday night at 11:59pm of the week in which they are listed here. **==Final Version of Weekly Assignments in that week's Module==:** The final version of this course's activities and assignments will be in each week's Module folder.	
Week 1 Class #1 Classes begin UT-Tyler for Fall 2023 on Monday August 21	Monday 8/21-Sunday 8/27 at 11:59pm	TOPIC(S): Getting started!!! *Lecture: Course Overview: What you should expect to gain from this course, and what you need to do to successfully complete its requirements *Lecture—Content: What is YA literature and important technical vocabulary and concepts associate with it. *Lecture: Content/**Assignment** Directions--How to do Literature Circles (and practice) *Lecture: **Assignment Directions**: Special Project #1 READ: Textbook: Knickerbocker & Rycik (2019) Ch. 1 Changing literature, changing students, and changing classrooms (pp. 1-30) READ: **Special Project #1** (read whole book this week): *Wonder* OR *Out of My Mind* (sign up **HERE** to indicate which one you are reading during Week 1). **DUE: Special Project #1** DUE: **FlipGrid** *Meet and Greet* — short self-introduction; short bio, photo; fun fact. Quick hi to at least 2 folks. *NOTE:* Other E-Learning Activities as determined in this week's module	August 22 online asynchronous (no meeting) ==Note: Students: do prep work this week for *next week's* synchronous Zoom session.==
Week 2 Class #2	Monday 8/28 – Sunday 9/3 at 11:59pm	TOPIC(S): It's how we view the world and our students! * Lecture: Lenses to literature-literary theory	Aug. 29 Synchronous Zoom Class Session

		*Lecture: Content – What's "good" for teens? Read alouds by the teacher, book clubs, reading workshop *Video lectures YOU TUBE—"You might really enjoy this book!" What is a book trailer, anyway? Varieties of book trailers and their purposes READ: Textbook: Knickerbocker & Rycik (2019) Ch.2, Bringing young adults and literature together (pp. 31-62) READ: Soto, G. (2009). *Baseball in April* (short stories). Clarion Books. DUE: Discussion over textbook using a shared Google Slides deck that we build DUE: *Response* to *Baseball in April* DUE: Library Lesson *NOTE:* Other E-Learning Activities as determined in this week's module	3:30-5:00pm annotate and mine articles for teaching ideas; hold book club meetings in various formats; and hold general study sessions Note: Students: do prep work this week for *next week's* in-person Library session.
HOLIDAY	No school	Monday Sept. 4 –LABOR DAY	
Week 3 Class #3	Tuesday 9/5-Sunday 9/10/23	TOPIC(S): Literary conversations: Long conversations across decades * Lecture: Literary elements and metafictive terms and other interesting considerations. *Lecture: **Assignment Directions**: How to read and annotate an article – timeline, instructions, tips. READ: Textbook: Knickerbocker & Rycik (2019) Ch.3, The language of literary conversations (pp. 63-94) READ: (whole book- Novel in verse) Acevedo, E. (2018). *The Poet X.* **OR** Lai, T. (2013). *Inside out and back again.* Harper Collins. DUE: *Response* to *The Poet X* Or *Inside Out* DUE: Discussion over textbook, article, videos, lecture(s) *NOTE:* Other E-Learning Activities as determined in this week's module E-Learning activities specifics: see Module for Wk 3	#1 **TUESDAY 9/6 Face to Face in Library Class starts at 3:30 Ends at 5:00pm TOPIC: Genres+, and Modes (Multi-Modality)**
Week 4 Class 4	Monday 9/11-	TOPIC(S): Literary conversations: Long conversations across decades	

	Sunday 9/17	* Lecture--Content: Literary elements and metafictive terms and other interesting considerations. *Lecture—**Assignment Directions**: Two multi-modal lessons. READ: Textbook: Knickerbocker & Rycik (2019) Ch.4, Realistic fiction: Literature reflecting life (pp. 95-124) READ: (whole book) Reynolds & Keily. (2018). *All American Boys* DUE: *Response* to <u>*All American Boys*</u> DUE: Discussion over textbook, article, videos, lecture(s) DUE: Response to "Teaching Ideas: Realistic Fiction" (pp. 118-121). DUE: Library Lesson *NOTE:* Other E-Learning Activities as determined in this week's module E-Learning activities specifics: see Module for Week 4	Sept. 12 Synchronous Zoom Class Session 3:30-5:00pm annotate and mine articles for teaching ideas; hold book club meetings in various formats; and hold general study sessions Note: Students: do prep work this week for *next week's* **in-person** Library session.
Week 5 Class #5	Monday 9/18-Sunday 9/24	TOPIC(S): Literary conversations: Long conversations across decades * Lecture--Content: Literary elements and metafictive terms and other interesting considerations. *Lecture—Related to **Assignment**: Using the ELAR TEKS to guide your lesson writing READ: Textbook: Knickerbocker & Rycik (2019) Ch.5, Historical fiction: The past in perspective (pp. 125-156) READ: (whole book) Gratz *Refugee* DUE: *Response* to <u>*Refugee*</u> DUE: Discussion over textbook, article, videos, lecture(s) DUE: Response to "Teaching Ideas: Historical Fiction" (pp. 149-151). *NOTE:* Other E-Learning Activities as determined in this week's module	**#2** **TUESDAY 9/19** **Face to Face in Library** **Class starts at 3:30** **Ends at 5:00pm** **TOPIC: Historical Fiction+ Realistic Fiction**
Week 6 Class#6	Monday 9/25-Sunday 10/1	TOPIC: Reinvention of narratives using traditional literature Lecture: Content—(praxis) Available Design; Designing; Transformed Design – Lather/Rinse/Repeat!	Sept. 26 Synchronous

| | | READ:
Textbook: Knickerbocker & Rycik (2019) Ch.6, Traditional literature: Retelling and reinventing tales perspective (pp. 157-188)

READ: selections from online open source *Grimm's Fairy Tales* (see module page)

DUE: *Response* to Grimm's
DUE: Discussion over textbook, article, videos, lecture(s)
DUE: Response to "Teaching Ideas: Retelling and Reinventing Tales" (pp. 181-183).
DUE: Library Lesson
DUE: Multi-Modal Lesson #1 of 2

NOTE: Other E-Learning Activities as determined in this week's module | Zoom Class Session 3:30-5:00pm annotate and mine articles for teaching ideas; hold book club meetings in various formats; and hold general study sessions

Students: do prep work this week for *next week's* **in-person** Library session. |
| Week 7
Class #7 | Monday 10/2-Sunday 10/8 | TOPIC: Fantasy and speculative fiction: Imaginary worlds

Lecture-Content: Merging of genres fantasy/science/speculative fictions

READ:
Textbook: Knickerbocker & Rycik (2019) Ch.7, Fantasy and speculative fiction: Imaginary worlds and worlds that might yet be (pp. 189-220)

READ: (whole book- Each is a fantasy/speculative fiction book)
Adeyemi, T. (2018). *Children of Blood and Bone.* Henry Holt and Co.
· **OR**
Farmer, N. (2002). *The Ear, the Eye, and the Arm.* Firebird Publishing.

DUE: *Choice Response* to Adeyemi or Farmer
DUE: Discussion over textbook, article, videos, lecture(s)
DUE: Response to "Teaching Ideas: Fantasy Literature and Speculative Fiction" (pp. 215-216).

NOTE: Other E-Learning Activities as determined in this week's module | **#3**
TUESDAY 10/3
Face to Face in Library
Class starts at 3:30
Ends at 5:00pm
TOPIC: Fantasy and speculative fiction & Traditional Literature |

Week 8 Class #8	Monday 10/9- Sunday 10/15	Topic: Non-Fiction Texts in ELA and Across the Disciplines Lecture: Content--Not everyone "loves" a good story: The importance of navigating non-fiction texts in the ELA classroom READ: Textbook: Knickerbocker & Rycik (2019) Ch.8, Nonfiction: Artistry and information (pp. 221-250) READ: (whole book-literary non-fiction) Barba, R. L., Durham, M. L., & Young, J. (2019). *Arvin, Lamont, and Weedpatch (Images of America)*. Arcadia Publishing. DUE: *Response* to *Weedpatch* DUE: Discussion over textbook, article, videos, lecture(s) DUE: Response to "Teaching Ideas: Literary Non-Fiction" (pp. 241-242). DUE: Library Lesson *NOTE:* Other E-Learning Activities as determined in this week's module	Oct. 10 Synchronous Zoom Class Session 3:30-5:00pm annotate and mine articles for teaching ideas; hold book club meetings in various formats; and hold general study sessions Students: do prep work this week for *next week's* **in-person** Library session.
Week 9 Class #9	Monday 10/16- Sunday 10/22	Topic: Poetry, Short Stories, Drama Lecture- Content: Teaching the layering of imagery READ: Textbook: Knickerbocker & Rycik (2019) Ch.9, Poetry, Short Stories, and Drama: The Other Literature (pp. 251-282) READ: (whole book-Poetry) Nye, (1999). *What Have You Lost?* (make a poem template based on one of Nyes discussion worth up to 4 points). DUE: *Response* to *What Have You Lost?* DUE: Discussion over textbook, article, videos, lecture(s) DUE: Responses to "Teaching Ideas: Short Stories" (p. 268). And "Teaching Ideas: Drama" (pp. 251-282). **DUE: Multi-Modal Lesson #2 of 2** *NOTE:* Other E-Learning Activities as determined in this week's module	**#4** **TUESDAY 10/17 Face to Face in Library** **Class starts at 3:30 Ends at 5:00pm** **TOPIC: Non-fiction, and, Poetry**
Week 10 Class #10	Monday 10/23- Sunday 10/29	TOPIC(S): Film as companion texts Lecture: Content--Film AS Literature – what is "literature" anyway?	

| | | Lecture-Assignment Instructions: Database Project (due end of Wk 14)

READ:
Textbook: Knickerbocker & Rycik (2019) Ch.10, Film: Expanding the Literature Curriculum (pp. 283-314).

NOTE: Start your search for your Special Project #3 choice book (see directions).

DUE: Multi-Modal Lesson #2

DUE: Discussion over textbook, article, videos, lecture(s)
DUE: Responses to "Teaching Ideas: Film" (p. 308).
DUE: Library Lesson
IN PROGRESS: Database

NOTE: Other E-Learning Activities as determined in this week's module | Oct. 24 Synchronous Zoom Class Session 3:30-5:00pm annotate and mine articles for teaching ideas; hold book club meetings in various formats; and hold general study sessions

Students: do prep work this week for *next week's* **in-person** Library session. |
|---|---|---|---|
| Week 11 Class #11 | Monday 10/30-Sunday 11/5 | Topic: Tough topics and censorship
Lecture-Content: What's a teacher to do in the face of a book challenge?
Lecture: **Assignment Directions**: Special Topic #2 *Hey, Kiddo* or *Fun Home* or *Macbeth*
DUE Special Topic #2

NOTE: Continue search for your Special Project #3 choice book (see directions).

IN PROGRESS: Database/Portfolio—Select titles for your Database.

NOTE: Other E-Learning Activities as determined in this week's module | **#5 TUESDAY 11/1 Face to Face in Library Class starts at 3:30 Ends at 5:00pm TOPIC: Censorship: Content Level versus Reading Level** |
| Week 12 Class #12 | Monday 11/6-Sunday 11/12 | TOPIC(S): Special Collections and Archival Research: How to find once-hidden spaces of scholarship

READ: Glossary in Knickerbocker & Rycik (2019) (pp. 323-333)

NOTE: IN HAND your Special Project #3 choice book (see directions).

IN PROGRESS: Database/Portfolio—Continue fleshing out your titles and accompanying information in your database. As you work through each, drop in notes/resources into relevant sections (companion films; teaching ideas; helpful resources, etc.). | November 7 online asynchronous (no meeting at all) |

		NOTE: Other E-Learning Activities as determined in this week's module	
Week 13 Class #13	Monday 11/13- Sunday 11/19	**Workshop Days: Finding and selecting books for your Database/Portfolio** Lecture: Using award lists to select a wide variety of books for a wide variety of teen readers. READ: Appendix: Literature Awards in Knickerbocker & Rycik (2019) (pp. 315-322) DUE: Webinar: *Tackling Tough Topics Through Middle Grade Literature.* See module page. **DUE Special Topic #3 YA Choice Book** **IN PROCESS: Work on your Database/Portfolio** *NOTE:* Other E-Learning Activities as determined in this week's module	**F2F Workshop Day in Library 11/14 3:30-5:00 (Last meeting)**
RECESS	**No classes**	**THANKSGIVING BREAK Mon. NOV. 20- Fri. NOV. 24, 2023**	
Week 14 Class #14 *Last week of classes.*	Monday 11/27- Sunday 12/3	TOPIC(S): Coming full circle: Making connections, collecting the valuables, and setting goals for ourselves as teachers. Lecture: Content TBD Lecture: **Assignment Directions**—FINAL exam/experience **DUE: Database Project** *NOTE:* Other E-Learning Activities as determined in this week's module	November 28 online asynchronous (no meeting at all)
Finals Week	12/4-12/8	**DUE Final** Wednesday 12/6/23 by 11:59pm **Reflection Part A and Part B of Database Project.** *End of Fall 2023 semester.*	