



LSSL 5385 Literature for Young Adults

Spring 2018

Course Number is a required course for MLS and Library Media Specialist Certification.

College of Education

Department of Library Science

(www.shsu.edu/libraryscience)

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Tuesdays 8-4 and arranged

Course Description:

This course is designed to acquaint students with the historical development, critical analysis, and selection of literature and related materials appropriate for young adults. An emphasis will be placed upon motivational techniques, activities, and strategies that help meet the reading and learning needs and interests of adolescents. Additionally, selecting materials that meet expressed reading needs and interests will be included in the course. A strong emphasis will be placed upon literature with multicultural characters and themes.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

- 23. Learning to apply course materials.
- 24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: 21, 22, 25, 26, 28, 29

Textbooks:

Lesesne, T. S. & Karin Perry. (2016). *YA literature textbook*. Table of contents available here: https://docs.google.com/document/d/1zKJ3mRS3RHcrsyGAT_606buFycZ1Ap_4YwpAwBobnUY/edit?usp=sharing

This Table of Contents has hyperlinks to take students to the readings and other materials they will need for the course. The textbook is online and free of charge.

Young Adult Novels Required:

Alexie, S. (2007). *The absolutely true diary of a part-time Indian*. NY: Little Brown
Anderson, L. H. (1999). *Speak*. NY: Penguin
Garden, N. (1982). *Annie on my mind*. NY: FSG
Gephart, D. (2016). *Lily and Dunkin*. NY: Delacorte.
Harris, R. (2009). *It's perfectly normal*. Boston, MA: Candlewick Press
Kidd, C. (2014). *Go: A Kidd's guide to graphic design*. NY: Workman.
Myers, W. D. (1999). *Monster*. NY: Harper.
Ness, P. (2008). *The knife of never letting go*. Boston, MA: Candlewick Press
Quintero, I. (2014). *Gabi: A girl in pieces*. TX: Cinco Puntos
Sartapi, M. (2004). *Persepolis*. NY: Pantheon

PLUS: Select **ONE** book from each of the following authors for **YA readers** (if in doubt, check with Dr. Lesesne)

Chris Crutcher
A.S. King
Andrew Smith
Kwame Alexander
Rebecca Stead
John Green
Raina Telgemeier
Francesca Lia Block

PLUS: 6 other books of your choice for YA readers from the following sources (you must use multiple sources, i.e., books must come from at least 4 different lists).

Best Fiction for Young Adults Top Ten
Quick Picks Top Ten
Printz and/or Printz Honor
Excellence in Nonfiction for Young Adults
Great Graphic Novels for Teens Top Ten
Outstanding Books for the College Bound
William C. Morris Award winner (not finalists)

All of the preceding lists are from YALSA and may be found at www.ala.org/yalsa. The lists must be 2013-2017.

Also, read one YA book from:

NYT Bestseller list (chapter books for 10+) from June 2017-September 2017 (the copyright of the book must be 2017).

*You may listen to any of these books in audio or read them in e-format.

TOTAL BOOKS TO BE READ: 25

Tk20 Account statement

Tk20 Account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Format:

The format includes lecture or narrative presentations online, writing, and individual presentations. Evaluation consists of professor assessments using rubrics for products, discussions, and presentations. Samples of completed assignments are provided.

Course Content:

Course content will focus on six major concepts and ideas viewed through the lens of young adult development and the various genres of books. AASL Standard 2 and its 4 elements will be one of the major foci for this course.

Units of study:

1. Learning about Young Adults and Their Literature
2. Genres of YA Literature
3. Motivating readers
4. Selection, Censorship, and Cultural Diversity
5. Reading Promotion

Major concepts and ideas:

1. Range of literary genres
2. Variety in reading promotion
3. Approaches to reader's advisory
4. Diversity in literature
5. Challenges of controversial children's and young adults' books
6. Importance of literary awards
7. Literacy strategies

AASL Standard 2: Literacy and Reading

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

Elements**2.1 Literature**

Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity

Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

2.4 Literacy strategies

Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

AASL Standard 5: Program Management and Administration

Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

Elements**5.1 Collections**

Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.

5.2 Professional Ethics

Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas

Course Requirements:

- a. Required Reading Blog and Textbook Reflections
 - b. TK20 assignment
 - i. Reading autobiography
 - ii. Banned Books Assignment
 - iii. Social networking assignment and reflection
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- **LATE ASSIGNMENT POLICY**-As a rule, late work is **never** accepted. If dire circumstances arise, students must contact the professor **before** the deadline and request an extension. If an extension is granted, it will be with a grade reduction generally. Since due dates are posted at the outset of the class, last minute hardware and software failure are not deemed as excuses for late work.
 - **TIME REQUIREMENT**-This is a graduate class, and students need to set aside time each week for the assignments. It is suggested that the student devote time each day for reading the assigned texts as well.
 - **PROFESSIONALISM POLICY**- It is expected that graduate students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work will be completed in a timely and professional manner according to the posted class schedule. Communication with the professor should demonstrate an understanding of professionalism as well. Points are lost if these expectations are not fulfilled.
 - **ACADEMIC DISHONESTY POLICY**- Plagiarism is serious. In this class copying another student's work (current or past) and allowing another student to copy your work will result in a failing grade on the assignment copied. Students who plagiarize will be reported to the chair and to Dean for further action which might result in dismissal from the program.
 - **CELL PHONE POLICY** [Sam Houston State University Academic Policy Statement 100728](#) . Note: if you must take a phone call, please do so after leaving the classroom.

- Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>
- **BENCHMARKS:** *The Texas Education Agency (TEA) requires the University to benchmark student progress through the Library Science program. Each course within the certification and/or MLS program utilizes ONE assignment as a benchmark assessment. Individual instructors will indicate that benchmark assessment within her or his syllabi. Failure to successfully pass each benchmark triggers remediation and/or intervention for the student.*
- **STUDENTS WITH DISABILITIES**
Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.



NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge,



dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for ***Conceptual Framework***:

http://www.shsu.edu/~edu_edprep/

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - NCATE Standard 2 (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - ISTE/ NETS Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 2 (if there is no SPA) NETS – ISTE NETS Technology Standards
Identify and understand the intellectual, social, cultural, and moral and emotional development of young adults.	Unit 1 Textbook chapters 1-3 reflections	Textbook Reflections	N—Standard 2, 5 TS-I.001 CF-1, 2 D/DP-1, 2,3,5,6,7,8
Understand major issues in adolescent literature: cultural diversity, selection, censorship, gender	Units 1, 3, 4, 5	Textbook Reflections	S-2.1, 2.2, 2.3, 2.4 TS-III.005 CF-5, 2 N—Standard 2, 5 D/DP-2, 3,4 , 5, 8

reading preferences.			
Select and evaluate appropriate, high quality literature and other media for diverse readers and learners.	Units 1, 2, 3, 4, 5	Blogging of YA books read	S-2.1, 2.2, 2.3, 2.4 TS-I.001 CF-1, 3, 4 N—Standard 2, 5 D/DP-1,2, 3, 5, 6
Identify strategies and activities for encouraging reading.	Units 3, 5	Reading Autobiography	S-2.1, 2.2, 2.3, 2.4 TS-I.001, III.005 CF-3 N—Standard 2, 5 D/DP-2, 3, 4, 6, 10
Locate, apply and understand the principles of intellectual freedom, information access, privacy, and proprietary rights.	Unit 4	Textbook Reflections	S-2.1, 2.2, 2.3, 2.4 TS-III.005 CF-1 N—Standard 2, 5 D/DP-1, 2, 4, 5
Model appropriate literate behaviors and demonstrate enthusiasm for books and reading.	Unit 1, 3, 5	Reading autobiography	S-1 TS-III.005 CF-5 N—Standard 2, 5 D/DP 1, 2, 4
Understand the role of the library media and reading specialist in reading guidance and motivation, such as through author visits, booktalks, book discussions, book related “chat rooms,” interaction with parents (suggested reading lists, relevant articles) etc.	Units 3, 5	Banned Books Assignment	S-2 TS-I.001 CF-1, 3 N—Standard 2, 5 D/DP 1, 2, 4

Demonstrate importance of a diversity of materials for young adults, responding to needs of individual learners (learners with disabilities, gifted and talented learners, learners from various socioeconomic and ethnic background).	Units 1, 3, 5	Textbook Reflections	S-1, 2 TS-III.005 CF- 1, 4, 5 N—Standard 2, 5 D/DP 1, 2, 4, 5

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web address for **specialty organization standards**:

http://www.ala.org/aasleducation/schoollibraryed/ala-aasl_slms2003.pdf

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

Course Evaluation:

1. Reading Autobiography

100 points

Write your reading autobiography. A reading autobiography is your personal memoir of being read to, of learning to read, of titles, of authors, and of genres of books you read growing up. It's your description of the memories you have of reading and libraries, either positive or negative. Did you read with a special person? Did you have a favorite place or time to read. Focus more on your secondary years than your early years. What reading experiences did you have as a teen? Include what you like to read as an adult but limit that phase of your reading. As a child and as a teen did you enjoy reading? As an adult, do you enjoy reading? How do you show your enthusiasm for reading to students? Do you participate in any student-oriented social networks or other digital forms? You may opt to complete this requirement in a nontraditional form. You may use apps such as When in Time to create a reading

autobiography using timelines. A power point might be used. You might also try Padlet or Smore or other online apps. As long as the final product addresses the criteria, the form and format is up to the student. Examples are provided at the LiveBinder for this course.

2. Blogging

100 points

You will create a blog site (note: if you have a blog site you created for another course, you may use it and just add this to it). At the blog you will write about the 25 books read for the course. Your blog entries will include:

- bibliographic citation using correct APA format
- the cover of the book (the jpeg must be at least 300 X 300 dpi)
- brief summary of the book (100-150 words)
- response (100-150 words) to include things such as textbook connections, other books related to the theme of the specific book, strengths and weaknesses of the book, recommended audience for the book (who might like this one?), links to book trailers and other URLs that might be of interest. Please use a variety of these responses.

3. Textbook Reflections

100 points

For each of the “chapters” (think of each link in the Table of Contents as a chapter), you will write a blog entry that summarizes the content of the chapter. Additionally, you should reflect on the content and how it has and will affect how you read and evaluate YA literature.

4. Social Networking Activity

100 points

Participate in **these TWO** electronic social networking activities showing your enjoyment of reading. Write a detailed self-reflection describing your experiences following this assignment. More details will be at Blackboard and/or LiveBinder for this assignment.

Twitter

You will need to follow members of the LS department for Twitter (Dr. Lesesne is @ProfessorNana; Dr. Perry is @kperry). You need to select 5 other people to follow as well including one YA author, one classroom teacher at the intermediate, middle, or high school level, one publisher, a literacy organization (YALSA, ALAN, etc.), and one school librarian at the intermediate, middle, or high school level. You must follow them for a minimum of 10 weeks. What did you learn? Which author did you follow? Who was the librarian you selected? Teacher? Literacy organization? Be sure to provide the Twitter names for each. On which dates did you follow? What links did you follow? Did

you share anything from twitter with a colleague? How might these social networks serve you as a school librarian?

Twitter Chat (#pppdchat)

TBA

You will need to join the Twitter chat from 7-8 PM Central time for this chat with Drs. Perry and Lesesne. More information will be provided.

5. Tk20 Assignment

100 points

Create a list of 20 frequently banned and/or challenged books. Half of the books should be for young readers (K-5gr.) and half for young adult readers (6-12 gr). These books should reflect diversity (race, ethnicity, SES, forms and formats, body image, disabilities, etc.) A good place to begin is with the American Library Association's Office of Intellectual Freedom (<http://www.ala.org/bbooks/bannedbooksworld>). Once you have this list compiled (be sure to use APA format for the bibliographic citations), complete the following activities:

1. Select two libraries in your area (district), one elementary and one middle and or high school. Search the collections at these libraries to see which (if any) of the books are part of the collection. Highlight the titles that are part of the collections.
2. Write a rationale for ONE of the challenged/banned books for children and ONE for young adults. Use the guidelines here:
<http://bannedbooksworld.org/sites/default/files/HowNCTEHelpsTeachersTeachLitTheyLoveToTeachANDQuellCensorsforCC.pdf>.
3. Develop a reading promotion for these two books that include reading instructional strategies. Select one or more of the following strategies. Include your "lesson plan" for each book. Note: You should use a different strategy for each book.
 - Possible strategies: Read Aloud, Student Goal Setting, Summarizing/Note-Taking, Reflective Activities, Using Graphic Organizers, Using Technology Tools, Book Club, Visualization

DUE DATES:

Reading Autobiography

January 24

Blogging

Books #1-8	March 14
Books #9-16	March 28
Books #17-25	April 12
Social Network Activities	April 19
Textbook Reflections	
Chapters 1-5	January 31
Chapters 6-10	February 14
Chapters 11-14	February 28
Tk20 Essay	May 3

Grading Scale:

A= 450+

B=400-449

C= 350-399

F=below 350

Expectations:

1. **TECHNOLOGY REQUIREMENTS** – It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving email messages, attaching documents to email messages, and conducting an online search. Microsoft Word is the word processing program that is necessary to complete assignments. It is necessary that students have access to a computer AT HOME. It is expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to

begin on the first official day of classes for the university. This NOT a place to begin learning technology skills.

2. **LIB_SCI** – It is expected that you have already joined the electronic discussion group for the Department of Library Science and will check your university email EVERY DAY.
3. **STYLE SHEET** – It is expected that you understand research conventions and have a style sheet available to you or regularly use an online source for APA style.
4. **ASSIGNMENT COMPLETION** – All assignments must be completed in order to pass this course. Since Tk20 is an essential component of the assignments for the course, students are expected to complete each and every assignment.
5. **CLASS ATTENDANCE** – Since this course is ONLINE, there will be no traditional FTF meetings required. Optional online synchronous meetings may be scheduled at the discretion of the Instructor. Students are expected to attend (participate and be present for) PPPD chat session. Instructor will require proof of attendance through Twitter.
6. **BLACKBOARD**--All assignments are to be submitted via Blackboard. I will accept NO hard copies. Please ensure that you send assignments in time. Do not send assignments via email. All work is due by midnight on the assigned date. There are NO exceptions for this policy. No extra credit work is available.
7. **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

8. **STUDENTS WITH DISABILITIES POLICY**

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the

Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

9. AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

10. STUDENT RESPONSIBLE FOR DROPPING CLASS

You need to be aware of the dates for dropping this course for refund, dropping without a grade, etc. Do not assume you will be dropped by the professor if you do not come to class. You need to withdraw officially from this class.

Tk20 Assignment:

Reaching Youthful Readers

LSSL 5385 – Literature for Young Adults

The purpose of this assignment is to demonstrate your knowledge of major trends in reading material for youth, to demonstrate your ability to select appropriate materials for diverse youth, to demonstrate your knowledge and use of reading promotional strategies, and to demonstrate your personal enjoyment of reading.

This assignment satisfies three elements of ALA/AASL Standard 2 – Literacy and Reading AND 2 elements of Standard 5, Program Management and Administration.

- 2.1. Literature. Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.
- 2.2 Reading promotion. Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

- 2.3 Respect for diversity. Demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.
- 2.4 Literacy strategies. Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text. (During your library internship – LSSL 5366 – you will have opportunities to do this.)
- 5.1 Collections. Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.
- 5.2 Professional Ethics. Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas

You will be required to submit ONE written document for this assignment, the Banned Books Assignment.

Grading Rubric for Reaching Youthful Readers

Components of assignment	Elements in each component	Total points:
Banned Books assignment of 1500-2000 words	Challenged books, rationales, classroom activities, etc. Plus control of Grammar, Usage, and Mechanics (GUM)	100
Reading Autobiography of about 500+ words	As a child, teen, adult, the student reflects on her or his development as a reader.	100
Self-reflection of social networking participation of about 500 words	Twitter plus Titledtalk reflections must be elaborate and specific.	100
Blog posts for required reading (books and textbook)	Shows knowledge of wide range of YA literature. Follows directions in screencast and samples.	100

Selective Reference List of Young Adult Literature Professional Resources

The ALAN Review. Journal from the Assembly on Literature for Adolescents, National Council of Teachers of English. Contains reviews of YA titles. Available on-line at <www.alan-ya.org>.

Allen, J. 2002. *There's room for me here*. Stenhouse.

Allen, J. 2004. *Content area reading strategies*. Stenhouse.

Allen, J. 2001. *Yellow brick roads*. Stenhouse.

Beers, K. and B Samuels, eds. 1998. *Into focus: Understanding and creating middle school readers*. Christopher-Gordon.

Beers, K. 2003. *When kids can't read what teachers can do*. Heinemann.

Beers, K. Probst, R. and Rief, L. (eds). (2007). *Adolescent literacy: Turning promise into practice*. Heinemann.

Beers, K. and T. S. Lesesne, eds. 2001. *Books for You: An annotated guide for senior high students*. NCTE.

Beers, K. and Probst, R. (2017). *Disrupting Thinking*. Scholastic.

Best videos for children and young adults: A core collection for libraries. 1990. ABC-CLIO.

Blasingame, J. (2007). *Books that don't bore 'em*. Scholastic.

Bodart, J. 1980. *Booktalk!: Booktalking and school visiting for young adult audiences*. H.W. Wilson. (13 other Bodart booktalking titles are available)

The book report: The journal for junior and senior high school librarians. Linworth Press.

Booklist. Review journal from the American Library Association.

Books for the teen age. 1999. New York Public Library.

Broderick, D. M., ed. 1990. *VOYA reader*. Scarecrow Press.

Brown, J. E. and E. C. Stephens. 1995. *Teaching young adult literature: Sharing the connection*. Wadsworth.

Bulletin of the Center for Children's Books. Review journal.

Calvert, S. J., ed. 1997. *Best books for young adult readers*. Bowker.

- Carlsen, G. R. 1980. *Books and the teen-age reader*. 2nd ed. HarperCollins.
- Cart, M. 1996. *From romance to realism: 50 years of growth and change in young adult literature*. HarperCollins.
- Carter, B. 1994. *Best Book for Young Adults: The selections, the history, the romance*. American Library Association.
- _____. 2000. *Best Books for Young Adults*. 2nd ed. American Library Association.
- Carter, B. and R. F. Abrahamson. 1990. *Nonfiction for young adults: From delight to wisdom*. Oryx.
- Chance, R. (2009). *Young Adult Literature in action: A librarian's guide*. Libraries Unlimited.
- Chelton, M. K. and D. M. Broderick, eds. 1998. *VOYA reader two*. Scarecrow Press.
- Dresang, E. T. 1999. *Radical change*. New York: H.W. Wilson.
- Drew, B. A. 1996. *100 most popular young adult authors: Biographical sketches and bibliographies*. Libraries Unlimited.
- Early, M. 1960. Stages of growth in literary appreciation. *English journal*. 49 (March): 161-7.
- Edwards, M. A. 1994. *The fair garden and the swarm of beasts*. Reprint. American Library Association.
- English journal*. Journal for secondary English teachers from National Council of Teachers of English.
- Gallagher, Kelly. 2008. *Readicide*. Stenhouse.
- Gallo, Donald R., ed. 1990. *Speaking for ourselves: Autobiographical sketches by notable authors of books for young adults*. National Council of Teachers of English.
- _____. 1993. *Speaking for ourselves, too: More autobiographical sketches by notable authors of books for young adults..* National Council of Teachers of English.
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