

We Must Read and Write as if Our Lives Depended on It--Because They Do-- Adrienne Rich, poet

ENG 619: YOUNG ADULT LITERATURE

English

SUNY College at Cortland

Spring, 2011 - TH--4:20, G09

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<http://Taskstream.com> (be sure you have an acct. at this address)

English Companion NING
<http://englishcompanion.ning.com/group/valitbookclub>

<http://englishcompanion.ning.com/group/adolescentliterature>

ENG 619 NING
<http://valitcrit.ning.com>

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Every society has its own regime of truth, its general politics of truth: that is the types of discourse which it accepts and makes function as true.

-- Foucault in *Power/Knowledge* (1980)

... critical literacy helps us to understand whose interests are served by the stories we are told and the stories we tell.

-- Hilary Janks in *Literacy and Power* (2010)

Course Description:

Students in **ENG 619** read widely and familiarize themselves with the growing body of literature/genres written for and marketed to adolescents including literature that focuses on diverse cultures. We will read and discuss books related to gender, difference, sexual and cultural identity, cultural diversity, race and class, dystopic visions, friendship, coming of age, voice and silence, technology, and a range of other social and psychological themes. Students will share responsibility for facilitating discussion of whole class texts and read independently as participants in and facilitators of book club and literature circles. In addition, the course will emphasize exposure to and understanding of a variety of critical/theoretical approaches to reading appropriate for secondary ELA classrooms. **A major project will be to develop an article for publication in an appropriate journal.**

Our shared goal is to build a knowledge base of professional literature and a cache of useful resources for engaging middle and high school pupils as readers. Students will be encouraged to develop their own blogs and/or respond to the many blogs devoted to young adult literature. Networking online is a significant feature of the course and will include setting up a Shelfari or other book sharing account, facilitating the class Ning and participating in a national network of English teachers discussing young adult literature in the classroom, the English Companion NING (<http://englishcompanion.ning.com>) young adult lit (<http://englishcompanion.ning.com/group/adolescentliterature>) group.

Together we will work:

- To read, become familiar with, and critique a variety of young adult texts
- To envision and experience structures supportive of student engagement as readers in our classrooms

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- To recognize that readers need choice, encouragement and interested others to develop rich reading lives and the ability to comprehend increasingly complex texts.
- To understand that reading calls on the social, emotional, and intellectual experiences of students
- To participate in communities and online networks of readers committed to facilitating literacy learning classrooms
- To see reading as an act that is impacted by cultural norms of race, class, gender, and sexuality.
- To examine how current literary theories impact the teaching of canonical literature and young adult

Course Objectives: This course meets NCATE/NCTE * and SUNY Learning Standards for the preparation of English Language Arts teachers in these categories:**

Attitudes:

2.2 (familiarity with one's own and other cultures)

2.4 (critical thinking)

2.5 (connections to culture and society)

Knowledge

3.1.3 (knowledge of impact of culture on language)

3.2.5 (knowledge of language structures and conventions)

3.3.1 (knowledge of reading processes)

3.3.2 (discover and create meaning from texts)

3.3.3 (knowledge of reading processes)

3.5.1 (works representing US, British, and world cultures)

3.5.2 (knowledge of a variety of genres, female and authors of color)

3.5.3 (knowledge of YA Lit)

3.5.4 (knowledge of literary theory and criticism)

Pedagogy

4.8 (engaging students)

4.9 (reading comprehension)

*For fuller descriptions of NCATE/NCTE standards see attachments

**For SUNY Learning Standards--see attachment to syllabus

literature.

- To recognize the potential reading has to help people critique their places in the world.
- To compile reading strategies to use with canonical literature and young adult literature.

Required Texts:

Bond, Ernest. *Literature for the Young Adult Reader*. Boston, MA: Pearson. 2011.

Gallagher, Kelly. *Readicide: How Schools are Killing Reading and What You Can Do About It*.

Portland, ME: Stenhouse. 2009.

Groenke, Susan L. & Scherff, Lisa. *Teaching YA Lit through Differentiated Instruction*.

Urbana, ILL: NCTE. 2010.

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Miller, Donalyn. *The Book Whisperer: Awakening the Inner Reader in Every Child*. Hoboken, NJ: Wiley & Sons. 2009.

Whole Class Titles:

Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. New York, NY: Little Brown. 2007.

Anderson, M.T. *The Astonishing Life of Octavian Nothing, Traitor to the Nation Vol I: The Pox Party*. Somerville, MA: Candlewick Press. 2006.

Bacigalupi, Paolo. *Ship Breaker*. NY, NY: Little Brown. 2010.

Bruchac, Joseph. *Hidden Roots*. NY, NY: Scholastic Press. 2006.

Daly, Maureen. *Seventeenth Summer*. NY, NY: Simon Pulse. 1942.

Hopkins, Ellen. *Identical*. NY, NY: Margaret K. McElderry. 2008.

IraqiGirl. *IraqiGirl: Diary of a Teenage Girl in Iraq*. Chicago, ILL: Haymarket Books. 2009.

Levithan, David. *Love is the Higher Law*. NY, NY: Knopf Books. 2010.

Lockhart, E. *The Disreputable History of Frankie Landau Banks*. NY, NY: Hyperion. 2008.

Mulligan, Andy. *Trash*. Oxford, ENG: David Fickling Books. 2010.

Ness, Patrick. *The Knife of Never Letting Go*. Somerville, MA: Candlewick. 2008.

Richards, Jame. *Three Rivers Rising: A Novel of the Johnstown Flood*. NY, NY: Knopf. 2010.

Vaughan, Brian, K. & Henrichon, Niko. *Pride of Baghdad*. NY, NY: D. C. Comics, 2006.

Yang, Gene. *American Born Chinese*. New York, New York: Roaring Book Press. 2006.

Professional Resources:

1. NCTE's Position Statement on Adolescent Literacy
(<http://ncte.org/library/NCTEFiles/Resources/Positions/Chron0907ResearchBrief.pdf>) and multimodal literacies (<http://www.ncte.org/positions/statements/multimodalliteracies>)
2. International Reading Association's Position Statement on Adolescent Literacy
([http://www.reading.org/Libraries/Position Statements and Resolutions/ps1036 adolescent.sflb.ashx](http://www.reading.org/Libraries/Position%20Statements%20and%20Resolutions/ps1036%20adolescent.sflb.ashx)) and put in your binder.
3. NYS Standards for English Language Arts
(<http://www.emsc.nysed.gov/ciai/ela/pub/elalearn.pdf>)
4. NCTE Standards for English Language Arts (<http://www.ncte.org/standards>)
5. Common Core Standards for ELA (NYS)
http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p-12common_core_learning_standards_ela_final.pdf)
6. NCATE/NCTE Standards for Preparation of English Language Arts Teachers
(http://www.ncte.org/library/NCTEFiles/Groups/CEE/NCATE/ApprovedStandards_1-09.pdf)
7. ALAN Review ONLINE <http://www.alan-ya.org/> (Assembly on Literature for Adolescents, an NCTE organization)
8. Teen Reads Blog: <http://teenreads.com>
9. Readergirlz: <http://readergirlz.com>
10. American Library Association Best Books for young adults:
<http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/bestbooksya/bbya2010.cfm>
11. Voice of Youth Advocates (VOYA): <http://voya.com>
12. The Literary Link: <http://theliterarylink.com/valink.html>

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13. Reading Rants: <http://www.readingrants.org/>
14. YA Lit - the good, the bad, and the ugly: <http://yalitgoodbadugly.wordpress.com/about/>
(an English teacher's site--worth reading)
15. University of Illinois children/young adults site:
http://www.library.illinois.edu/blog/esslchildlit/archives/2010/04/childrens_and_y.html
16. Guys Lit Wire: <http://guyslitwire.blogspot.com/>
17. Goddess Librarian (Young Adult Literature Reviews):
<http://goddesslibrarian.blogspot.com/>
18. Top 15 Blogs in Young Adult Literature:
http://www.networkedblogs.com/topic/young_adult_literature/
19. YA Books Central: <http://yabookscentral.blogspot.com/>
20. The Ya Ya Yas: <http://theyayayas.wordpress.com/>

*These sites scratch the surface only. Please add sites you've visited that you would like to share with us in the designated NING forum for "resources."

Course Assignments:

1. **Discussion facilitation** on NING (in forums and your own NING blog) responding to course readings: post a **half dozen times weekly** between Friday and Monday and between Tuesday and Thursday. We want to *avoid* WED/TH posting only. Some of these posts may be comments on others' posts. Posting fewer than 5 or 6 times a week will compromise your grade in the course. Participating in NING dialogues is a required feature of this class. **You will have one week during the semester when you facilitate the NING discussions of that week's readings. (20 pts)**
2. **Leadership of Socratic Seminar** twice during the semester. **(10 pts)**
3. **Enthusiastic participation in weekly book club and book talks** (read 4-5 books over the course of the semester--quality of your choices is as or more important than quantity). Read widely--add non-fiction, short stories and poetry, especially, to your repertoire--and, importantly, read **outside your comfort zone**. Keep track of all the books you read and the books you are introduced to by classmates' book club selections. I suggest using a small notebook, 4x6 spiral card "book," your Ning blog, your own blog, your Shelfari or other book sharing site. I strongly recommend you set up a goodreads/librarything/shelfari or other online *bookcase* for the reading you do this semester. The goal is to develop an extensive annotated bibliography of titles for young adults. **You will record a podcast review or make a short book trailer video of one book club title(s) written from the perspective of another non-western culture/nationality/race/ethnicity. You might also make a series of Glogster posters instead. You can collaborate with a partner on this task. (20 pts)** (This assignment will fulfill the "around the world" TS requirement. More information forthcoming. **Due date -- Proposal no later than Mar 31 and posting on NING site no later than April 14)**
4. **Lit Circle Participation** -- you will participate in two literature circles on 3/3 and 4/28 selecting titles from the attached choice list. **(20 pts)** (This assignment will fulfill the reading with adolescents TS requirement)
5. **Writing for Publication:** Develop a topic that interests you and **write an article for publication** in a targeted journal. **(30 pts)** **This is a major project in our course counts for almost 1/3 of course credit. Get started immediately--as soon as you've gotten your feet wet in the sea of YA Lit.**

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Attendance: Simply, coming to every class is a critical requirement for your success in this course. It is impossible to *make up* work in ENG 619 a **collaborative reading community** that meets for just 2 1/2 hours each week to learn, teach and grow together. Absences will be tolerated **only** in case of a true emergency. Emergencies do happen of course. And they happen to your instructor as well. If that is the case and you must miss a class, please get in touch with me as soon as possible to clarify the reason for your absence and seek guidance about how to prepare for the next class meeting. **Please do not come late to class or ask to leave early.**

Please note: Missing more than one graduate seminar will affect your grade adversely.

A Note about Professional Dispositions: Our program takes the professional dispositions teacher candidates acquire and routinely display very seriously. Attached is a useful document, the Professional Dispositions Policy, to guide your work in the AEN program. **Please read.** If you have questions about anything in this policy statement, please raise them with your instructors.

Office of Student Disability Services: Any student requesting academic accommodations based on a disability is required to register with the Office of Student Disability Services (OSDS). A letter of verification for approved accommodations can be obtained from the OSDS. Please be sure that the letter is delivered to me as early in the semester as possible. OSDS is located in Van Hoesen Hall, Room B-1 and is open 8:00 a.m. to 4:30 p.m., M-F. Their phone number is (607) 753-2066.

Plagiarism and Academic Dishonesty:

The College is an academic community whose mission is to promote scholarship through the acquisition, preservation and transmission of knowledge. Fundamental to this goal is the institution's dedication to academic integrity. **This academic community takes seriously its responsibilities regarding academic honesty.** In this setting all members of the institution have an obligation to uphold high intellectual and ethical standards. Plagiarism, a form of academic dishonesty, involves incorporating the words or thoughts of another into one's original writing without proper documentation. Common examples include submitting a paper by another student; failing to document properly paraphrased, summarized or directly quoted material; or subtly altering the diction and content of a source author without documentation. The minimal consequences for plagiarism will be a "0" grade for the assignment and most likely for the course. Students should consult the College Handbook (see Chapter 340 beginning on page 50) for full details of SUNY Cortland's policy on academic dishonesty.

Course Calendar at a Glance:

- Additional readings (online or handouts) will appear on the weekly agenda and be posted on the Ning
- The NING facilitators listed are those responsible for the Bond, Gallagher, Groenke/Scherff and Miller texts for that week in addition to other suggested readings--Thursday to Thursday
- Whole class text discussions are facilitated by the Socratic Seminar leaders for that week.
- Readers choose 2 of the 4 lit. circle options. Readers are responsible for acquiring a copy of

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the book and must have his/her own copy on the circle discussion night.

--Readers must bring all necessary texts to each class meeting: book club title, whole class titles, lit circle title (when relevant), "textbook" title and handouts.

--The syllabus is subject to change depending on the needs of the class and the discretion of the instructor

Surprise Syllabus Activity: Throughout the semester I'm going to ask that you carry on a little side investigation of Manga, one of the most popular forms young adult fictions take. Here are some sites where you can access Manga online:

<http://www.tokyopop.com/product/1194/FruitsBasket/1>

Tohru Honda was an orphan, living with her grandfather, when one day fate kicked her out of the house and she was forced to take up residence in a tent in the forest. Little did she know that the land she was staying on belonged to the Sohma family, a clan of beautiful and mysterious people. After stumbling upon the teenage squatter, the Sohmas invite Tohru to stay in their house in exchange for cooking and cleaning. Everything's going well until she discovers the Sohma family's greatest secret: when hugged by members of the opposite sex, they each turn into their Chinese Zodiac animal!"

<http://www.tokyopop.com/product/2923/HetaliaAxisPowers/1>

Characters each represent a historical country. This can be a confusing manga to those not familiar with the format. Comedy,

<http://www.tokyopop.com/product/2638/MaidSama/1>

"Ten years have passed since the Great Tokyo Earthquake, and the people's memories of the disaster have faded. Ganta Igarashi, a middle school evacuee, has finally begun to live a normal life...That is, until the day "Red Man" appears at his school and Ganta's fate is changed forever. His entire class is brutally murdered, and although innocent of the crime, Ganta is sentenced to death and sent to the bizarre prison known as "Deadman Wonderland." An insane and brutal game of prison survival begins! "

<http://www.tokyopop.com/product/2764/SamuraiHaremAsunoYoichi/1>

Bushido, Babes, and Battle. What more could an aspiring samurai hope for? In the great tradition of classic fanservice manga and the inspiration for the popular Japanese anime, Samurai Harem: Asu no Yoichi stars Yoichi Karasuma, a young man from a small mountain village looking to become a great samurai. So he heads to the city to continue his training, only to find himself staying at a dojo run by four babelicious sisters! He's there to train, but Yoichi's newly awakened libido is going to make concentration more difficult than ever! Let the hijinks begin!"

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Week TH	Assignments	Ning Facilitators	To Do for Class Tonight
27-Jan	<p>The Book Whisperer by Donalyn Miller Readicide, ch. 1, 2 by Kelly Gallagher **choose a book club selection Please read: http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/1001-sep2010/EJ1001Focus.pdf by Alfie Kohn http://www.reading.org/Publish.aspx?page=JAAL-53-8-Daisey.pdf&mode=retrieve&D=10.1598/JAAL.53.8.6&F=JAAL-53-8-Daisey.pdf&key=DD531221-0882-4E15-BC91-A193D70399A7</p> <p>Excerpts from <u>Interpretive Play: Using Critical Perspectives to Teach Young Adult Literature</u> (Handout) <u>Young Adult Literature and the New Literary Theories</u> (Soter, et. al., ch. 1 Handout)</p>	All of Us	<p>Discuss: Our Book Club Selections Reading Lives? What About Ours <i>Book Whispering</i> Clarify role of Ning/in-class Facilitators/Socratic Seminar leaders</p>

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Week TH	Assignments	Ning Facilitators	To Do for Class Tonight
3-Feb	<p>Finish Book Whisperer Revisit 1, 2 Readicide Bond, chapter 1--read/skim depending on what interests and/or seems most important to you <i>Theorizing Multicultural Analysis of Children's Literature</i> (ch. 5* handout) http://www.learnnc.org/lp/pages/4994 http://www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0182-dec2010/VM0182Chicken.pdf http://www.reading.org/Publish.aspx?page=JAAL-52-7-Lapp.pdf&mode=retrieve&D=10.1598/JAAL.52.7.1&F=JAAL-52-7-Lapp.pdf&key=0AB38772-64FF-46DD-87D4-CBB343E774E5</p> <p>Diary of a Part-Time Indian</p> <p><small>*from <i>Critical Multicultural Analysis of Children's Literature: Mirrors, Windows and Doors</i> (2009)</small></p>	<p>Liz</p> <p>Reading Indigeneity</p> <p>facilitates all reading except INDIAN/establishes forums where needed/responds to blog posts/brings in new content where relevant</p>	<p>Socratic Seminar on Indian</p> <p>Fill in SS leaders here SS leaders facilitate discussion of the title(s) we are reading for that week both on the NING and in class</p> <p>facilitates INDIAN discussion ?</p> <p>BOOK CLUB Book Talk ?</p>

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10-Feb	<p>Bond, ch. 4, p 145, ch. 7 Groenke/Scherff, ch. 1, 6 Read Prof. Debbie Reese's blog: http://americanindiansinchildrensliterature.blogspot.com/ http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/1001-sep2010/EJ1001Exploring.pdf Commentary by Bruchac (handout*) http://www.reading.org/Publish.aspx?page=JAAL-52-8-Wolk.pdf&mode=retrieve&D=10.1598/JAAL.52.8.2&F=JAAL-52-8-Wolk.pdf&key=BE04E358-0339-4F0F-9B58-C6909439628F</p> <p>Hidden Roots</p> <p><small>*from Handbook of Research on Children's and Young Adult Literature (2011)</small></p>	<p>Dustin</p> <p>Reading Indigineity</p>	<p>Socratic Seminar on Hidden Roots</p> <p>BOOK CLUB Book Talk</p>

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17-Feb	<p>Groenke/Scherff, ch. 7 Bond, ch. 3 & p. 176 Readicide, ch. 3 <i>Voices from the Middle</i>, Dec.'09 issue on critical literacy http://www.reading.org/Publish.aspx?page=JAAL-52-7-Koss.pdf&mode=retrieve&D=10.1598/JAAL.52.7.2&F=JAAL-52-7-Koss.pdf&key=D2073FB8-F860-4CA8-B0BD-FAD23FD8DDAC <i>Depictions of Chinese Americans in YA Literature: American Born Chinese and Beyond*</i> (ch. 3 Handout) <i>Why do Chinese People Have Weird Names? The Challenges of Teaching Young Adult Multicultural Literature</i> (AR,** Winter, '10 Handout) http://www.deerfield.edu/about/532/ABCamerican_Born_Chinese <i>The Best of Both Worlds: Rethinking the Literary Merit of Graphic Novels</i> (AR, Summer, '10 Handout)</p> <p>American Born Chinese *from <i>Young Adult Literature and Adolescent Identity Across Cultures and Classrooms: Contexts for the Literary Lives of Teens</i> (Janet Alsup, 2010)</p> <p>**NOTE: AR=ALAN Review published by the Assembly on Literature for Adolescents of the National Council Teachers of English</p>	<p>Monte</p> <p>ABC's, Twinkies, Banana Kids and Assimilation - American "dreams"</p>	<p>Socratic Seminar on American Born Chinese</p> <p>BOOK CLUB Book Talk</p>

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Week TH	Assignments	Ning Facilitators	To Do for Class Tonight
24-Feb	<p>Appleman reading (handout) + TBA browse</p> <p>http://bookchick.com/category/young-adult-fiction/ and http://readergirlz.com</p> <p>http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/0983-jan09/EJ0983Ways.pdf</p> <p>http://articles.chicagotribune.com/2006-10-01/news/0609300304_1_maureen-daly-young-adults-ms-daly</p> <p>http://www.nytimes.com/2006/09/29/books/29daly.html</p> <p>http://www.suite101.com/content/romance-books-for-teenage-boys-a138883</p> <p>http://nancykeane.com/rl/1035.htm</p> <p>http://www.reading.org/Publish.aspx?page=JAAL-52-7-Koss.pdf&mode=retrieve&D=10.1598/JAAL.52.7.2&F=JAAL-52-7-Koss.pdf&key=BF94FEBF-7C50-4728-8F2E-3F3C6B0D4EF4</p> <p>Do I dare disturb the universe?</p> <p><i>Adolescent Literature in the Postmodern Era</i> and <i>Sex and Power in Adolescent Novels</i> (Trites, ch. 1, 4 Handout)</p> <p><i>Reflections on the Problem Novel?</i> (Feinberg, Handout)</p> <p>Seventeenth Summer</p>	<p>Stacy</p> <p>Reading Growing up female: Then and now</p>	<p>Socratic Seminar on Seventeenth Summer</p> <p>BOOK CLUB Book Talk</p>

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3-Mar	<p>Readicide, ch. 4 Groenke/Schreff, ch. 2 http://slayground.livejournal.com/566624.html http://www.emilylockhart.com/books/the-disreputable-history-of-frankie-landau-banks http://www.nytimes.com/2008/08/17/books/review/Freitas-t.html <i>RSVPs to Reading: Gendered Responses to the Permeable Curriculum</i> (AR, Summer, '10 Handout) <i>The Poststructural Pedagogy of Adolescent Literature</i> (Trites, ch. 6 Handout) The Disreputable History of Frankie Landau Banks</p>	<p>Christine</p> <p>Reading Growing up female: Then and now</p>	<p>Socratic Seminar on Frankie</p> <p>Literature Circle #1</p>

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10-Mar	<p>Groenke/Schreff, ch. 4 Bond, ch. 6 <i>Ellen Hopkins and her Novels</i> (handout--from Winter, '11 <u>ALAN Review</u>) Why We Must Read Young Adult Books that Deal with Sexual Content (AR, Summer, '06 Handout) <i>Young Adult Authors as Trusted Adults for Disconnected Teens</i> (AR, Fall, '10 Handout) http://www.safelibraries.org/pushers.htm http://www.teenlitlab.com/SexinYoungAdultLiteratureALAConferenceFinal.pdf http://www.tanyastone.com/assets/files/pdfs/VOYA200602AuthorTalk.pdf http://www.huffingtonpost.com/2010/09/20/young-adult-soft-porn_n_731744.html http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/1003-jan2011/EJ1003Shelves.pdf</p> <p>Identical</p>	<p>Betsy</p> <p>Bridge--Growing up female & Radical change: New forms, formats, perspectives, boundaries</p>	<p>Socratic Seminar on Identical</p> <p>BOOK CLUB Book Talk</p>
17-Mar	Break		Happy St. Pats!

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31-Mar	<p>Bond, ch. 7, 8 http://www.jaha.org/FloodMuseum/history.html http://nobelprize.org/nobel_prizes/literature/laureates/1971/neruda-bio.html http://meetpneruda.tripod.com/ <i>Blended Books: An Emerging Genre</i> <i>Blends Online and Traditional</i> <i>Formats</i> (AR, Summer, '10 Handout)</p> <p>The Dreamer Three Rivers Rising</p>	<p>Selena Evelyn</p> <p>Radical Change: New forms, formats, per- spectives, boundaries</p>	<p>Socratic Seminars on The Dreamer and Three Rivers Rising</p> <p>Book Club Book Talk</p>

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7-Apr	<p>Groenke/Schreff, ch. 3 <i>Using New Historicism</i> (from <u>Developing Critical Awareness at the Middle Level</u>, ch. 8 Handout) Note: Johnson/Freedman is an excellent text for better understanding what they call "using texts as tools for critique and pleasure. We'll read other excerpts from this book) A Reading from <u>The Distant Mirror: Reflections on Young Adult Historical Fiction</u> http://www.slavenorth.com/massachusetts.htm http://www.scarborough.k12.me.us/wis/teachers/dtewhey/webquest/colonial/colonial%20era%20timeline.htm http://www.afroammuseum.org/trail.htm http://www.thefreedomtrail.org/education/rise-and-fall-of-slave-trade-part1.html (click on Part II as well)</p> <p>The Astonishing Life of Octavian Nothing, Traitor to the Nation, Vol I: The Pox Party</p>	<p>Adam</p> <p>Historical Fiction: Race in Colonial America</p>	<p>Socratic Seminar on Octavian Nothing</p> <p>BOOK CLUB Book Talk</p>
14-Apr	<p>Bond, ch. 5 http://www.newyorker.com/arts/critics/atlarge/2010/06/14/100614crat_atlarge_miller http://call-for-papers.sas.upenn.edu/node/39830</p> <p>The Knife of Never Letting Go</p>	<p>Saul Jake</p> <p>Dystopia/Sci Fi/Post-Apocalyptic (you decide)</p>	<p>Socratic Seminar on Knife</p> <p>BOOK CLUB Book Talk</p>

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Week TH	Assignments	Ning Facilitators	To Do for Class Tonight
21-Apr	<p>Groenke/Schreff, ch. 7 <i>Pedagogue and Demigods: Captivity, Pedagogy, and Young Adult Literature in an Age of Diminished Expectations</i> *(ch. 10) <i>Young Adult Novels with Multiple Narrative Perspectives</i> (AR, Summer, '09 Handout) http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/1003-jan2011/EJ1003Focus.pdf</p> <p>Ship Breaker/Trash *See Alsup above</p>	<p>Ashley Chelsea</p> <p>Dystopia/Sci Fi/Post-Apocalyptic and Dystopic Worlds Here and Now</p>	<p>Socratic Seminars on Ship Breaker & Trash</p> <p>Book Club Book Talk</p>
28-Apr	<p>http://www.ncte.org/journals/ej/issues/v98-4 (choose articles from this <u>EJ</u> issue on sexual identity) <i>Worlds of Terrorism</i> (AR, Summer, '06 Handout) http://www.reading.org/Publish.aspx?page=JAAL-54-3-Phelps.pdf&mode=retrieve&D=10.1598/JAAL.54.3.4&F=JAAL-54-3-Phelps.pdf&key=6C61933C-5826-4BAE-8B4D-AE9691E3CDEE <i>Connecting LGBTQ to Others through Problem Novels: When a LGBTQ is NOT the Main Character</i> (AR, Fall, 08 Handout) Read from Mar, '09 <u>EJ</u> (special issue on sexual identity and gender variance)</p> <p>Love is the Higher Law</p>	<p>Candice</p> <p>Post 9/11 New York City</p>	<p>Socratic Seminar on Love is the Higher Law</p> <p>Literature Circle #2</p>

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Week TH	Assignments	Ning Facilitators	To Do for Class Tonight
5-May	<p>Readicide, ch. 5 http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/1001-sep2010/EJ1001Research.pdf Grooke/Schreff, ch. 5 http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/1001-sep2010/EJ1001Inspiring.pdf <i>Growing Up Female Around the Globe with Young Adult Literature</i> (AR, Summer, '06 Handout) http://www.reading.org/Publish.aspx?page=JAAL-54-4-Stevens.pdf&mode=retrieve&D=10.1598/JAAL.54.4.8&F=JAAL-54-4-Stevens.pdf&key=4FC5E674-31CA-4C41-B31A-D02F873EAFD7 http://www.reading.org/Publish.aspx?page=JAAL-54-1-Baer.pdf&mode=retrieve&D=10.1598/JAAL.54.1.3&F=JAAL-54-1-Baer.pdf&key=E68AD1F0-D948-47C7-9517-C0582479D0F8 <i>Die a Graphic Death: Graphic Novels and the Slow Death of Genre</i> (AR, Fall, '08 Handout)</p> <p>Pride of Baghdad Iraqi Girl</p>	<p>Jessica</p> <p>Post 9/11 Baghdad & Mosul, Iraq</p>	<p>Socratic Seminars on <i>Pride of Baghdad</i> and <i>Iraqi Girl</i></p> <p>Book Club Book Talk</p>