Required Texts:
Students will purchase a "must read" list of 5 books identified by the class members.

Web Materials:
<http://www.hu.mtu.edu/~cyselfe/hu2548>

Course Description:
Students who enroll in this course should be interested in introducing young adults to literature within some instructional setting (e.g., as teachers in public school systems, as parents, as literacy volunteers in after-school or community programs, etc.). The focus in this course will be on identifying the needs of young adult readers, identifying literature that is appropriate for such students, reviewing young adult literature, and teaching literature to young adults.

This course will involve students in reading, responding to, and reflecting on a range of young adult fiction and non-fiction—fiction written especially for ages 12-18. Class members will read five texts in common, but students will also be encouraged to select additional texts from a range of different genres, cultures and historical periods, authored by writers of different races and genders.

Students will also learn about how individuals acquire a love of literature and how culture, history, race, and material conditions shape individuals tastes in literature. Students will also get practice in helping young people approach, appreciate, and respond to adolescent literature.

Course Goals:
Students will examine their own literacy experiences and those of others to understand more about how
adolescents individuals acquire and develop literacy and tastes for literature within social/cultural/familial contexts.

Students will expand their own exposure to adolescent literature.

Students will be able to review YA books for their usefulness in the classroom and present effective talks on these books.

Students will be able to define adolescent literature, analyze the issues and genres that characterize YA literature, and develop a personal philosophy for teaching such literature.

Students will be able to design an effective lesson around adolescent literature and appropriate enrichment materials.

Students will be exposed to a range of enrichment methods and will be able to use such methods in their own teaching/tutoring of adolescent literature.

Students will test their teaching/tutoring skills with a real adolescent reader and reflect on their strengths and weaknesses as teachers/tutors of literature.

Grading:

The following criteria will be used to determine your grade in this course:

- Defining Adolescent Lit. (05%)
- Literacy Autobiography (10%)
- Senior Literacy Biography (10%)
- Adolescent Literacy Biography (10%)
- Book Reviews (3 @ 10% each) (30%)
- Open Book quiz on "must read" list (05%)
- Enrichment Lesson Plan (10%)
- Final Tutoring Project (15%)
- Professionalism (05%)

Professionalism

Professionalism will be gauged by attendance, participation, and engagement with the work of the class. All of these are crucial to making the class succeed. Missing more than three classes this term will result in a lower course grade. Active, voluntary, and regular participation in discussions is expected of students for a passing participation grade.

Computer Elements
This course will require that you use several kinds of computer applications. If any of these are unfamiliar to you, please see me as soon as possible so that you can access the course materials:

listserv: hu2548-l@mtu.edu (for course updates, assignment changes, questions of general interest to all students in the course)

e-mail: cyselfo@mtu.edu (please use this address for questions that should go directly to the teacher; you will also use e-mail for several of your class assignments)

Special Notes:

If you have a disability covered under the Americans with Disability Act, or any other special needs, please see me during the first week of class—or as soon as possible—so that we can arrange a reasonable accommodation.

As the instructor, I reserve the right to modify the content and syllabus of this class throughout the term to meet the needs of students.