



Texas A&M University-Central Texas
English 3306-110: Readings in Adolescent Literature
Spring 2019 Syllabus MW 9:30-10:45 a.m.

COURSE DATES, MODALITY, AND LOCATION

This course meets face-to-face on Monday and Wednesday, from 9:30-10:45 a.m., in Founder's Hall, room 207. There will be supplemental materials available on Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Phyllis Wheeler
Email: pwheeler1@tamuct.edu
Phone: 254-535-3855

Office Hours: By appointment before or after class. You may also contact me on Canvas, or call/text me at the above phone number.

Mode of Instruction and Course Access: This course is face-to-face, with journal entries based on each textbook chapter to be posted on Blackboard.

Student-instructor Interaction: I try to return graded assignments within two class periods. I check e-mail several times a day, even on weekends. If you have questions, please e-mail me either on Canvas or the regular Texas A&M-Central Texas e-mail at pwheeler1@tamuct.edu

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description

In Readings in Adolescent Literature, you will read and closely examine several adolescent novels from the perspective of a secondary teacher. We will discuss the meanings of “adolescent” and “literature,” as well as the characteristics of the young adult novel through different themes.

Course Objectives

By the end of the semester, students will

- 2.1 The student will demonstrate the literary meaning of the vocabulary characteristic of adolescent literature.
- 2.2 The student will analyze various novels in the adolescent literature genre.
- 2.3 The student will explain the place of adolescent literature in the secondary classroom.
- 2.4 The student will produce writing assignments that analyze the literature being studied.
- 2.5 The student will explain why the novels studied fit into the category of adolescent literature.
- 2.6 The student will interpret the literature read in discussions with fellow students.
- 2.7 The student will demonstrate proper usage of the writing process by responding to prompts during this course.

Required Textbooks and Supplies

Textbooks:

<i>Shelter</i> by Harlan Coben	isbn: 9781101535615
<i>The Silence of Murder</i> by Dandi Daley Mackall	isbn: 9780375868962
<i>Paper Towns</i> by John Green	isbn: 9780142414934
<i>The Giver</i> by Lois Lowry	isbn: 9780440237686
<i>A Wrinkle in Time</i> by Madeleine L'Engle	isbn: 9780312367541
<i>Fahrenheit 451</i> by Ray Bradbury	isbn: 9781-51673319
<i>Night</i> by Elie Wiesel	isbn: 9781466805361
<i>The Devil's Arithmetic</i> by Jane Yolen	isbn: 9780142401095
<i>Number the Stars</i> by Lois Lowry	isbn: 9780547577098
<i>When I Found You</i> by Catherine Ryan Hyde	isbn: 9781611099799
<i>Hatchet</i> by Gary Paulsen	isbn: 9780140327243
<i>Downriver</i> by Will Hobbs	isbn: 9780553297171
<i>The Watsons Go to Birmingham 1963</i> by Christopher Paul Curtis	isbn: 0780440414124
<i>Heat</i> by Mike Lupica	isbn: 9780399243011
<i>The Heart of a Samurai</i> by Margi Preus	isbn: 9781419702006

Supplies:

Thumb drive	Glue
Markers	3-ring binder
Scissors	Poster board

COURSE REQUIREMENTS

Non-Gradable Requirements

Regular Attendance

Regular attendance is essential for students to be able to complete assignments with the rigor or insight expected. Students should, therefore, attend (in every sense of the word) every class. An absence does not excuse one from any aspect of the course.

Regular Reading

The assigned reading directly impacts one's ability to master the material of this course or complete the assignments. Students should read (in every sense of the word) every page of every chapter assigned. Failure to read an assigned portion of the text does not excuse one from knowing the concepts introduced in that section.

Regular Participation

Faithful participation in class discussions and work directly affects one's ability to master the material or complete assignments satisfactorily. Students should enter discussions and in-class work sessions fully committed to the critical thinking and careful scrutiny this class demands.

Gradable Requirements

Units of Study

There are five (5) units of study for this course. For each unit, you will read three (3) books, for a total of fifteen (15). At the end of each unit, you will write a short composition or complete a project analyzing the novels you have read.

Interactive Notebook

You will use the three-ring binder as an interactive notebook. Each assignment, foldable, project, and written assignment are to be placed in that notebook. There are fifteen books we will read this semester. For each book read, you will fill out journal pages, bring them to class, and be ready for discussion and written assignments. You will submit that notebook for a grade at the end of the semester.

Grading Criteria Rubrics and Criteria

<u>Assignment</u>	<u>Point Value</u>
Writing Assignment 1	17 points
Writing Assignment 2	17 points
Writing Assignment 3	18 points
Writing Assignment 4	17 points
Writing Assignment 5	21 points
Interactive Notebook	10 points
TOTAL	100 points

The distribution of final grades is as follows:

90-100 = A	60-69 = D
80-89 = B	Below 60 = F
70-79 = C	

You will receive a writing assignment and rubric at the beginning of each unit. Each one will be handed out before the unit so you fully understand what is expected with each assignment. The rubric will give you specific details of the expectations of each project you will complete. Each project includes a written reflection of that project.

Posting of Grades

The course calendar's last page has a list of all the assignments and the points for each. There is a space for you to enter your grades as each assignment is returned to you. It is easy for you to be fully aware of your grades at all times.

I try to return graded assignments within two class periods. I check e-mail several times a day, even on weekends. If you have questions, please e-mail me either on Canvas or the regular Texas A&M-Central Texas e-mail.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar is attached in a separate document.

Important University Dates

January 2, 2019	Priority Deadline for Spring Admissions applications
January 10, 2019	Convocation
January 11, 2019	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
January 14, 2019	Add, Drop, and Late Registration Begins for 16- & First 8-Week. \$25 fee assessed for late registrants.
January 14, 2019	Classes Begin for Spring Semester

January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- & First 8-Week Classes
January 21, 2019	Martin L. King Jr. Day (<i>University Closed</i>)
January 22, 2019	Deadline to Drop First 8-Week Classes with no Record
January 30, 2019	Deadline to Drop 16-Week Classes with No Record
February 22, 2019	Student End of Course Survey Opens (First 8-Week Classes)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications
March 10, 2019	Student End of Course Survey (First 8-Week Classes)
March 11, 2019	Spring Break—No Class (<i>University Open</i>)
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3 p.m.)
March 13-14, 2019	Spring Break—No Classes (<i>University Open</i>)
March 15, 2019	Deadline for tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break—No Class (<i>University Open</i>)
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-week Classes. \$25 fee assessed for late registrants
March 18 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with no Record
April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 12 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5 p.m.)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 10, 2019	Deadline to Withdraw from the University for 16-and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-hWeek Final Class Grades (due by 3 p.m.)
May 14, 2019	Deadline for thesis to Clear Thesis Office for Spring Semester

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel),

[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Plagiarism

Plagiarism is using the writings, thoughts, or inventions of someone else as your own. You need to cite those sources and give proper credit for their use. If I find one of my students is guilty of plagiarism, the student will receive an F in the course, and I will report the incident(s) to the head of the department and to the dean of arts and sciences.

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].

INSTRUCTOR POLICIES

Late Work/Make-up Work

Assignments are due at the assigned time. In the event that you will not be able to meet the due dates, please see me and discuss alternatives. Should we negotiate a new due date, I will deduct 10% from your grade for each day it is late, and you will not be able to revise that document.

Incompletes

Incompletes should be reserved for unexpected, life altering situations that develop after the drop deadline. Students should drop a course should something happen that prevents them from completing the course ahead of the drop deadline. Failure to do so will result in an F in the course.



Texas A&M University-Central Texas
English 3306-110: Readings in Adolescent Literature
Complete Course Calendar--Spring 2019 MW 9:30-10:45 a.m.
pwheeler1@tamuct.edu

NOTE: This calendar is tentative. Changes may arise, and I will keep you informed.

WEEK 1

Monday, January 14

Course Overview: Syllabus and Calendar

Handouts: The John Newbury Medal

Newbury Medal and Honor Books

Best Young Adult Mystery Book Edgar Award Winners and Nominees

Discussion Pages (Template on Canvas)

Background notes on Young Adult/Adolescent Literature

Characteristics of Mystery

Assignment: Mystery Unit: Read *Shelter*, *The Silence of Murder*, and *Paper Towns*.

Shelter is due first.

UNIT 1: MYSTERY

COURSE OBJECTIVES:

1. The student will demonstrate the literary meaning of the vocabulary characteristic of adolescent literature.
2. The student will analyze various novels in the adolescent literature genre.
3. The student will explain why the novels studied fit into the category of adolescent literature.
4. The student will explain the place of adolescent literature in the secondary classroom.
5. The student will use the writing process to produce writing assignments that analyze the literature being studied.
6. The student will interpret the literature read in discussions with fellow students.

UNIT OBJECTIVES:

1. The student will define the literary meaning of the vocabulary pertinent to mystery novels.
2. The student will analyze and interpret the mystery aspects of the adolescent literature studied.
3. The student will compare his/her assumptions/findings about mystery novels with other students in class discussions.
4. The student will write an essay analyzing the characteristics of plot and character driven novels.

Wednesday, January 16

DUE: *Shelter* by Harlan Coben and completed journal pages

IN CLASS: Discuss characteristics of mysteries

Discuss *Shelter*

WEEK 2

Monday, January 21

HOLIDAY—MLK

Wednesday, January 23

DUE: *The Silence of Murder* and completed journal pages

IN CLASS: Discuss *The Silence of Murder* (character-driven)

WEEK 3

Monday, January 28

IN CLASS: **Do two activities:**
Activity for *Shelter*
Activity for *Silence of Murder*

Writing Assignment 1 Handout

Wednesday, January 30

DUE: *Paper Towns* and completed journal pages
IN CLASS: Discuss *Paper Towns*

WEEK 4

Monday, February 4

IN CLASS: Activity for *Paper Towns*

UNIT 3: HOLOCAUST

COURSE OBJECTIVES:

1. The student will demonstrate the literary meaning of the vocabulary characteristic of adolescent literature.
2. The student will analyze various novels in the adolescent literature genre.
3. The student will explain why the novels studied fit into the category of adolescent literature.
4. The student will explain the place of adolescent literature in the secondary classroom.
5. The student will use the writing process to produce writing assignments that analyze the literature being studied.
6. The student will interpret the literature read in discussions with fellow students.

UNIT OBJECTIVES:

1. The student will define the literary meaning of the vocabulary pertinent to Holocaust literature read.
2. The student will investigate the concepts of narrative and narration through the perspectives of the victim and the perpetrator.
3. The student will compare his/her assumptions/findings about Holocaust novels with other students in class discussions.
4. The student will complete one project out of eight analyzing one book from this unit.

Wednesday, February 27

DUE:

Writing Assignment 2
Night by Elie Wiesel and completed journal pages

IN CLASS:

Discuss characteristics of Holocaust: What is it? When did it happen? Is it a genre? Why or why not?
Slides of Dachau
Begin discussion of *Night*
Writing Assignment 3 Handout

WEEK 8

Monday, March 4

IN CLASS:

Activity for *Night*

Wednesday, March 6

DUE:

The Devil's Arithmetic and completed journal pages

IN CLASS:

Discuss *The Devil's Arithmetic*

MARCH 11-15

SPRING BREAK

WEEK 9

Monday March 18

IN CLASS:

Activity for *The Devil's Arithmetic*

Wednesday, March 20

DUE:

Number the Stars and completed journal pages

IN CLASS:

Discuss *Number the Stars*

WEEK 10

Monday, March 25

IN CLASS:

Activity for *Number the Stars*

UNIT 4: COMING OF AGE

COURSE OBJECTIVES:

1. The student will demonstrate the literary meaning of the vocabulary characteristic of adolescent literature.
2. The student will analyze various novels in the adolescent literature genre.
3. The student will explain why the novels studied fit into the category of adolescent literature.
4. The student will explain the place of adolescent literature in the secondary classroom.
5. The student will use the writing process to produce writing assignments that analyze the literature being studied.
6. The student will interpret the literature read in discussions with fellow students.

UNIT OBJECTIVES:

1. The student will define the literary meaning of vocabulary pertinent to the adventure novels read.
2. The student will investigate actual events in the novels through literature rather than history.
3. The student will compare his/her assumptions/findings about coming of age novels with other students in class discussions.
4. The student will complete a hexagonal writing strategy and then choose three sides and complete a writing assignment.

Wednesday, March 27

DUE: Writing Assignment 3
When I Found You with completed journal pages

IN CLASS: Discuss *When I Found You*
Writing Assignment 4 Handout

WEEK 11

Monday, April 1

DUE: Activity for *When I Found You*

Wednesday, April 3

DUE: *Hatchet* by Gary Paulsen with completed journal pages

IN CLASS: Discuss *Hatchet*

WEEK 12

Monday, April 8

IN CLASS: Activity for *Hatchet*

Wednesday, April 10

DUE: *Downriver* by Will Hobbs with completed journal pages

IN CLASS: Discuss *Downriver*

WEEK 13

Monday, April 15

IN CLASS: Activity for *Downriver*

UNIT 5: MULTICULTURAL

COURSE OBJECTIVES:

1. The student will demonstrate the literary meaning of the vocabulary characteristic of adolescent literature.
2. The student will analyze various novels in the adolescent literature genre.
3. The student will explain why the novels studied fit into the category of adolescent literature.
4. The student will explain the place of adolescent literature in the secondary classroom.
5. The student will use the writing process to produce writing assignments that analyze the literature being studied.
6. The student will interpret the literature read in discussions with fellow students.

UNIT OBJECTIVES:

1. The student will define the literary meaning of the vocabulary pertinent to multicultural novels.
2. The student will analyze and interpret the multicultural aspects of the adolescent literature studied.
3. The student will compare his/her assumptions/findings about multicultural novels with other students in class discussions.
4. The student will create a movie poster of the movie *The Watsons Go to Birmingham 1963*.

Wednesday, April 17

DUE: Writing Assignment 4
The Watsons Go to Birmingham--1963 and completed journal pages

IN CLASS: Discuss characteristics of multicultural literature
Discuss *The Watsons Go to Birmingham--1963*
Writing Assignment 5 Handout

WEEK 14

Monday, April 22

IN CLASS: Activity for *The Watsons Go to Birmingham--1963*

Wednesday, April 24

DUE: *Heat* and completed journal pages

IN CLASS:
Discuss *Heat*

WEEK 15

Monday, April 29

IN CLASS: Activity for *Heat*

Wednesday, May 1

DUE: *Heart of a Samurai* and completed journal pages

IN CLASS: Discuss *Heart of a Samurai*

Have students create an activity to bring to the next class to share

Assignment: Write a one-page reflection of this course. What did you learn? What was your favorite unit and why? What was your least favorite and why? What book(s) would you replace, if any. Feel free to add any other comments.

WEEK 16

Monday, May 6

DUE: Activity for *Heart of a Samurai*

IN CLASS: Students share activity for *The Heart of a Samurai*

Wednesday, May 8

DUE: A portfolio containing your journal pages and activities
Writing Assignment 5
Reflection

GRADING CRITERIA

Writing Assignment 1: Mystery	17 points	___
Writing Assignment 2: Fantasy/Science Fiction	17 points	___
Writing Assignment 3: Holocaust	18 points	___
Writing Assignment 4: Coming of Age	17 points	___
Writing Assignment 5: Multiculture	21 points	___
Interactive Notebook	10 points	___
TOTAL		___/100 points