

The University of Texas at Tyler
Fall 2024
Term dates: August 26-December 13, 2024

READ 3332.001 (Hybrid) *Adolescent Literature*
(82147 fall 2024) 3.0 credits
Last Day to Withdraw from Course: Monday November 4, 2024

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

DATES: Aug. 27th, Sept. 10th, Sept 24th, Oct. 8th, Oct. 22nd, Nov. 12th

A. Instructor Information

Name: Joy Clary, M.Ed.
Email: cclary@uttyler.edu (best way to reach me)
Office: Virtual office hours available by request
Office Phone: (936)-234-0857 (time sensitive issues)
Office Hours: *By appointment.* Email me to arrange: I will send you a Zoom link.

B. Catalogue Course Description

“Overview of adolescent literature. Designed primarily for students working toward Grades 4-8 and secondary certification.”

C. Knowledge Base(s) and Rationale

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

D. Matrix: Learning Outcomes/Assessments/Standards

Topics/Objectives	Activities	Assessments	* Texas Educator Standards (TES) *InTASC *TEKS Ch 110 *ISTE *ELPS *TxCCRS
Survey materials and authors both historically and of current interest to young adults through reading, analysis and selection criteria	Extensively read YA literature. Textbook chapters on history of YA lit; genre identification;	Responses to Tradebooks. Weekly Discussion Forum Posts that identify key points,	*TEKS: Grades 5-12 ELAR *ISTE: 1.2 Digital Citizen; 1.3 Knowledge Constructor

including genre and considerations of fit.	current curricular concerns.	trends, questions and responses to the posts of others.	*INTASC 1d, 1f, 1g; 3i, 3j, 3k, 3l, 3m; 4j, 4l, 4m; 7g-m. *ELPS grades 6-12. *TxCCRS ELAR: IIA(1-11);
Develop teaching techniques which are useful in introducing and sustaining youths' interest in young adult literature by developing a greater understanding of the interest, needs, and concerns of young adults	Develop lessons that draw on thematic selection of multimodal texts.	Two Multi-Modal Lessons project.	*TES: 1Ai, ii, iii; 1orBi, ii, iii; 1Ei, ii, iii. 3Ai; 3Biii; 3Ci, ii. 4Ai, iii; 4Di, iii; 5Ai, ii. *TEKS: Grades 5-12 ELAR *InTASC 4j, 4k, 4l, 4m; 5a-h; 6j-n; 7g-m; 8j-o *ISTE: 1.3 Knowledge Constructor; 1.4 Innovative Designer *ELPS grades 6-12. *TxCCRS ELAR: IIB(1-3); IID(1-2).
Examine issues of equity and access surrounding young adult literature today (e.g. censorship, accurate representation of diverse cultures and communities, and more).	Using modern selection criteria around issues of representation in texts of all kinds, students will analyze, reflect upon, and select for inclusion or exclusion of various texts.	Special projects #1, #2, and #3. Database Project.	*TES: 3A I, ii, iii; TES: 6A I, ii, iii. 1.1 *ISTE: Empowered Learner; 1.2 Digital Citizen; *INTASC 1h, 1i, 1j, 1k; 2g, 2h, 2i, 2j, 2k; 5a-h; 5j-n; 6j-n; 8j-o; 9g-k; 10i, n, o. *ELPS grades 6-12. *TxCCRS ELAR: IIB(1-3); IID(1-2).
UT Tyler Standards page: https://www.uttyler.edu/education/studentresources.php			

In this course students can expect to:

- **identify** various interconnections that exist in a diverse range of texts between self/text/world **read**, **annotate**, and **discuss** course texts and materials thoughtfully and critically
- **participate** actively, thoughtfully, and respectfully in class activities and discussions
- **explore** how such interconnections between diverse texts evoke new perspectives, new questions, and new ideas
- **assess** and **address** different issues and concepts critically, with the goal of fostering literary discussions and activities that interest and challenge peers.
- **analyze** aesthetics, interpretation, and connections to self/text/world the thoughts, ideas, arguments, and opinions of others related to young adult literature
- **evaluate** diverse texts written for young adults in order to better select classroom materials for youth
- **synthesize** various perspectives (authors/reviewers), findings (research articles), and best practices (pedagogy) in order to build a substantive body of knowledge about YA literature and its uses

- **create, present, model, and share** ideas, findings, perspectives, and projects, including teaching ideas/lessons related to young adult literature

COURSE EVALUATION

E. Course Projects, Evaluation and Grading

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

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

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

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

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

Required Texts:

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

#1 Main Textbook –will need across whole semester:

Wilhelm, J. D. (2016). *" You gotta be the book": teaching engaged and reflective reading with adolescents* (3rd ed.). Teachers College Press. ISBN-10 : 0807757985. ISBN-13 : 978-0807757987

Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2015). *50 Instructional routines to develop content literacy* (3rd ed.). New York, NY: Pearson. ISBN-10: 0133347966 ISBN-13: 978-0133347968

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

Hinton, S. E. (2012). *The outsiders*. Penguin.
ISBN-10- 073623165X
[Amazon link here](#)

Park, L. S. (2011). *A long walk to water*. Clarion Books.

ISBN-10 : 9780547251271

[Amazon link here](#)

Perez, A. H. (2015). *Out of darkness*. Holiday House.

ISBN-10 0823445038. ISBN-13 978-0823445035

[Amazon link here.](#)

Thomas, A. (2017). *The hate U give*. Balzer + Bray.

ISBN-10 0062872346

[Amazon link here.](#)

Soto, G. (2009). *Baseball in April* (short stories). Clarion Books.

ISBN-10 : 0152025677 ISBN-13 : 978-0152025670

[Amazon link here](#)

Lai, T. (2013). *Inside out and back again*. Harper Collins.

ISBN 10: 0061962791 ISBN-13: 978-0061962790

[Amazon link here.](#)

Weisel, E. (2006). *Night*. Hill and Wong.

ISBN-10 9780374500016 ISBN-13 978-0374500016

[Amazon link here.](#)

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

ISBN-10 0380733072 ISBN-13 978-0380733071

[Amazon link here](#)

No need to purchase:

Grimms Fairy Tales (online, open access book – will be linked within Canvas)

Some of the stories we read may include titles such as Little Red Riding Hood; Cinderella
Snow White Hansel & Gretel Rumpelstilskin Sleeping Beauty/Rose-Red. (wait for
instructions).

Other Books of Interest (Not required).

See Activities Schedule at end of this document: *Tackling Tough Topics Through Middle Grade Literature* 1 hour ILA webinar* (Free)

<https://youtu.be/y12fcNF-H-I>

Each of the books below are taken up in this webinar.

Dee, B. (2021). *My life in the fish tank*. Aladdin. ISBN 978-1534432345

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

WILL BE REQUIRED and AT NO ADDITIONAL COST TO YOU:

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

**Professional journals include (but not limited to) the following:
Available through the university library's online portal**

Can't find something? Write to your librarian: Ms. Vandy Dubre vdubre@uttyler.edu

<i>The ALAN Review</i>	Premier YA Lit journal. Available (to search) 2016 to current in Educational Source database and 2002-2010 in Education Database
<i>Voices from the Middle</i>	Excellent ELA journal focused on middle school.
<i>English Journal</i>	Excellent ELA journal focused on high school
<i>Journal of Adolescent & Adult Literacy</i>	Excellent literacy journal with wide-ranging topics focused on adolescent, and to a lesser degree, adult literacy.
<i>The Reading Teacher</i>	Excellent literacy journal focused on elementary and middle grades.
<i>Language Arts</i>	Excellent language arts journal focused on elementary and middle grades.

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

HIGHLY RECOMMENDED!

PROFESSIONAL ORGANIZATION MEMBERSHIP

A student membership is \$25 for the year – an incredible value. National Council of Teachers of English (NCTE) <https://secure.ncte.org/store/individual-membership>

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

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

Recommend that you bookmark UT-Tyler student portal

(e.g. Canvas, Bookstore, etc. etc): <https://www.uttyler.edu/students/>

G. Assignment Descriptions & Course Policies

ASSIGNMENT DESCRIPTIONS

#1) E-learning activities (20/20=100% grades taken incrementally)

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

#2) Five In-Person Themed Library Sessions (@ 5.0 points 20/20=100%)

Library sessions are required in-person sessions in which you will be guided through intensive topical hands-on explorations, analyses, and discussions about various key topics around the uses of Young Adult literature in the classroom. For each session you will complete a prior online lesson in order to fully prepare for the experiential nature of each library session. Bring your school supplies including your device, notebook, pen, textbook and any current novels/trade books we are reading. Each session starts at 3:30 and requires you to be on time. Attendance will be taken. Plan to stay for the entire session. If you leave early, it will count as a tardy or an absence.

#3) Responses to Each of Eight Trade books (@ 1 points 16/16=100%)

Various responses. Specific instructions forthcoming.

#4) Three Multi-Modal, Young Adult Literature-Based Mini- Lessons (@5 points each 15/15=100%)

Across the semester, at specific points, you will create three rich, detailed mini lessons using Young Adult Literature as a springboard and connecting the literature to state standards. Each lesson will draw from strategies we've discussed in the class.

#5) Three special YA Lit projects @ 2.0 points 6/6=100%

Across the semester, at specific points, we will engage with selected YA literature in ways that afford additional—and special—learning opportunities. Specific instructions for each special project are forthcoming.

#6) Literature Circles Project (3 @ 5 15/15=100%)

Literature Circles will involve three rounds of group discussions focused on selected texts and TEKS based role sheets. Students will engage in close reading, critical analysis, and collaborative dialogue to deepen their understanding of the material. Through assigned roles within their groups, students will develop essential communication and critical thinking skills. Each round of Literature circles will be worth 5 points.

#7) Final (8/8=100%)

Due during Finals Week (worth up to 8 points)- Short constructed responses.

COURSE POLICIES

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

Synchronous Zoom Class Sessions: We will hold three synchronous class zooms at a time **TBA**. The class zooms will be focused on preparing and delivering your mini lessons. We will decide on dates and times together as attendance is required.

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

6-In-person Library Sessions Main floor—behind Circulation Desk 3:30-5:00pm	3-Synchronous Zoom Class Sessions
	TBA
Aug. 27th	
Sept. 10th	
Sept. 24th	
Oct. 8th	
Oct. 22nd	
Nov. 11th	
Work Session: 11/19	

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

TECHNOLOGY: Internet; email; Canvas

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

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

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

Technology Troubles?

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

For any difficulties associated with technology, you may contact **IT Support** on their 24/7

student webpage, <http://www.uttyler.edu/it/support/student-support.php>
Or by phone, 800-UT TYLER or 903-565-5555 or, by email itsupport@uttyler.edu

Computer Literacy Requirement

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

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

<http://www.uttyler.edu/it-purchases.php>

<https://store.hied.com/select/go/uttyler>

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

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

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

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

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

Clear identification of work: Name, Date, Topic

All work must be neat, paginated, and properly identified with your name, date, topic and page number on subsequent pages. All files and posts must be labeled logically and informatively (e.g. Clary_Minilesson1; or Clary_ReflectionStudentWriting).

At the top of your submitted work (header), you must have your first and last name, my name (Joy Clary), class (READ3332), and date due. Work that is submitted without header will have .25 points deducted off the assignment

Plan for Printing and Scanning

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

Neatness and professionalism in submitted work:

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

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

APA Citation help:

Correct attribution of work that someone else did is expected of an educated person.

In this class, *as educators*, you will adhere to the accepted “style” called **APA** – for the American Psychological Association. APA (7th) is the style required of the social sciences of which education is one sub-field.

The OWL at Purdue: The Online Writing Lab at Purdue University AKA **The OWL at Purdue** is a powerhouse of accessible, understandable, correct, and relevant resources for you; use it!

The OWL at Purdue APA

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

->**Here at UT-Tyler, we have many citation resources available to you.**

[Style and Citation Guides available through UT-Tyler](#)

<https://libguides.uttyler.edu/citations/apa>

Timeliness and Participation: REALLY IMPORTANT!

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

As a professional development class, engagement in every session is critical for ongoing building of your knowledge. As such, you are expected to complete all assignments to the best of your ability and according to the timelines established. Moreover, you are to communicate with the instructor regarding any extenuating circumstances that may arise, in advance. Your timeliness and participation are factored into my assessment of your readiness and suitability for the being a teacher-leader and are factored into your grades.

Students who must miss a number of classes due to extenuating circumstances should contact the Dean’s Office.

****Students are responsible for all work despite any missed modules/classes.****

Artificial Intelligence

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for

the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

-> For this course, students **can** use AI platforms to help prepare for assignments, projects, and mini lessons. You may also use AI platforms to edit and revise your work. Because AI-generate content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. **If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work**

Late/Incomplete Work

Unless otherwise stated, all work will be completed and turned in on the day, and by the time it is due. Late assignments without prior, written permission from the instructor or without the presence of documentable (by you), extenuating circumstances will result in a 5 point a day grade reduction up to **THREE** days. **Assignments turned in more than three days late will not be accepted** without prior approval from the instructor. It is your responsibility to communicate circumstances and request deadlines. The instructor reserves the right to grant or deny extensions depending on the particular situation.

Ten Suggestions for Success in Course

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

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

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

UT Tyler Resources for Students:

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

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

[Texas Education Standards:](#) The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and

Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).