Field Studies in Education: Literature for Young Adults

Course Number:
EDEN 5940-221

Course Description:
This course will focus on the content of young adult literature (YAL), the diversity inherent in the genre, and appropriate strategies for encouraging student literary response. Together, we will read common YAL texts, but you will also be encouraged to select additional texts, in order to broaden your expertise within the field. Our goal is for us to read, talk and learn together as we explore the field of young adult literature, and consider how we can apply our knowledge of such texts, as well as more canonical works, to secondary English/Language Arts learning situations.

Class Dates, Location and Hours:
Dates: March 17–22, 2015
Location: Classes held at Building 2784, Room 301, Kapaun Air Station on Vogelweh Air Base.
Hours: Tue-Fri 6:00-9:30 pm; Sat-Sun 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: February 16, 2015

Site Director:
Tiffany Winfield. Assistant: Taylor Austin. Phone: DSN 480-6807, Civilian 06371-47-6807; Fax: 06371-479839; E-mail: apramstein@ou.edu

Professor Contact Information:
Course Professor: Dr. Lawrence Baines
Mailing Address: 820 Van Vleet Oval, Room 111
Norman, OK 73019
Telephone Number: 405-325-3752
Fax Number: 405-325-7390
E-mail Address: lbaines@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials: Collection of articles available in a PDF.

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at www.oklahoma.bkstr.com is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. **Any two books of your choice**, fiction or non-fiction with a publication date of 2009 or later that would be suitable for teaching in grades 4-12.


7. Materials posted on the OU Desire to Learn (D2L) system: Agendas and materials will be posted on D2L. Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Objectives:**

1. To become familiar with the bounty of new young adult literature
2. To discover various ways to teach young adult literature
3. To learn ways to promote reading and deep engagement with texts
4. To develop your own aesthetic sensibilities regarding literature and teaching

**Course Outline:**

**Prior to In-Person Class Meetings: February 16 – March 16, 2015**

**Week 1 to Week 4**

Get the books and familiarize yourself with the course D2L site. I have provided the ISBN for the paperback versions of the books, but you can get hardback, paperback, electronic, or audio versions. Buying used books are often a better value. You will read at least 7 young adult books for the course—5 are assigned, 2 are your choice (with a publication date no older than 2009). Seven books may seem like a lot, but it is not too bad. You will go through these fun and interesting books relatively quickly. If you have already read one of the 5 assigned books (or really hate a book and simply cannot get through it), let me know and I can assign another book to you. Try to have all the books read by the first day of in-person class on 3/17. Feel free to send me your OPRs (One Page Reviews) when you get done, but they are not due until the dates specified below. The first two books you read for class will be YOUR CHOICE. When you decide on the two books you are going to read, announce the title/author/publication date on D2L.

**Please bring the relevant book to class on the day it is going to be discussed.**

The in-person meetings will have at least these three parts:

1. review and discussion of the book, including instructional approaches, difficulties, touchy areas.
2. discussion and presentations around aspects of young adult literature as a field,
3. at least one activity related to the readings

Discuss your research paper with me on the morning of March 21. You have until April 12 to do the paper. Make your research paper something you are interested in personally or perhaps something that you would like to teach. I am happy to offer feedback on your paper at any point before the final due date.
Please bring a laptop or phone to class so you can access the Internet.

**In-Person Class Meetings: March 17 – March 22, 2015**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Tuesday</td>
<td><strong>Discuss two “outside” books that you read.</strong> Contemporary adult authors: Donna Tart, Cormac McCarthy, Pat Conroy, Annie Proulx, Anne Tyler, Margaret Atwood, Nadine Gordimer, William Styron, King, William Patterson. Film/multisensory prompts</td>
<td>OPR 1 &amp; 2 (choice) Overview of the course Read around Index card Literacy now Where to find out about new books</td>
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<td>Wednesday</td>
<td><strong>Yaqui Delgado Wants to Kick Your Ass</strong> Hispanic authors: Luis Rodriguez, R. Anaya, L. Esquivel, R. Rodriguez, P. Thomas, S. Cisneros, N. Mohr, others</td>
<td>OPR3 (Yaqui) Between the ears High interest, low difficulty books, The range of readers—from remedial to gifted</td>
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<td>Thursday</td>
<td><strong>Eleanor &amp; Park</strong> Asian authors: M. H. Kingston, Laurence Yep, Sook Nyul Choi, C. Y. Lee, Lensy Namoika, Amy Tan, others.</td>
<td>OPR4 (Eleanor) Character tracking</td>
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<td>Friday</td>
<td><strong>Relish</strong> Graphic novels: Maus, Blankets, The photographer, history of prisons, history, philosophy, others.</td>
<td>OPR5 (Relish) Multimedia responses to literature, Learning by ear</td>
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<td>Saturday-A</td>
<td><strong>Share lists</strong> <strong>Work on research papers</strong> <strong>Individually confer with the prof</strong></td>
<td>Share lists</td>
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<td>Saturday-B</td>
<td><strong>Courage Has No Color</strong> African American authors: Christopher Paul Curtis, P. L. Dunbar, Mildred Taylor, W. D. Meyers, V. Hamilton, Angela Johnson, others Nonfiction authors: Peter Maas, Paul Theroux, Joan Didion, P.J. O’Rourke, Bill Bryson, Barbara Ehrenreich, Diane Ackerman, Mitch Albom, radioactive boy scout, others.</td>
<td>OPR6 (Courage) Powerpoint poem</td>
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<td>Sunday-A</td>
<td><strong>Drowned Cities</strong> Utopia, dystopia Canonical authors: Baldwin, Orwell, Hemingway, Steinbeck, Fitzgerald, Dickens, Wright, Poe, Porter, Welty, Flannery O’Connor, Bradbury.</td>
<td>OPR7 (Drowned) Film company</td>
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<td>Sunday-B</td>
<td><strong>Research paper presentations</strong> Native American authors: Terry Davis, Black Elk, Least Heat Moon, Little Tree, Sherman Alexie, Silko, more. Mystery writers: Doyle, Grafton, Grisham, Nixon, Avi, Duncan, Kerr, others</td>
<td>Researcher’s cafe Closing</td>
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**Following In-Person Class Meetings: March 23 – April 12, 2015**

**Week 6, 7, and 8**

Complete research paper. Email to me at lbaines@ou.edu Due by 4/12

**Note:** If you choose to read the course articles and chapters posted on D2L using an Ipad or some other handheld device make sure to use an app that will allow you to highlight and make notes. This will aid you greatly in the in-class discussions.
Assignments, Grading and Due Dates:

One-page reviews and in-class activities, 40%

We will do many activities in class. As you participate, think to yourself, “Is this a worthwhile activity? Could I use this or adapt this for my class? Is there a better way to do this?”

Email your One Page Reviews (OPRs) to lbaines@ou.edu. Due during the in-class meeting days.

Sample, One Page Review (OPR)


2. Genre: Graphic Novel/Photo Journal

3. Characters: The main characters include Didier Lefevre, the photographer. He is a young photojournalist, a bit naive but full of will and passion for what he does. He has accepted an assignment in Afghanistan with the best of intentions, but perhaps a bit unprepared for what lays ahead of him. There is also Juliette, the leader of the mission group. She is strong, intelligent and really able toblend in and become a part of the people she is helping. She’s quite a rarity in the Middle-East, as she is an authoritative woman who plays a man’s role in a very masculine society, but her ability to lead and understand the culture she is in enables her to play such a role. Also in the group is Reis, an anesthesiologist who is no stranger to the Afghani terrain and environment, as he has done this journey before and feels compelled, because of the gratitude of the people in Afghanistan and the vital need that exists there, to return for another tour. Along with these three a doctor named Robert plays a significant role in the story. He is a joker and quick-witted, but also a dedicated an driven doctor who seems to really appreciate getting back to the basics of medical practice, learning how to listen to patients again ad practicing medicine with little technology.

4. Plot: Didier sets out on an assignment to cover Doctors without Borders in Afghanistan in 1986 while Afghanistan is fighting communist Russia and is a country devastated by war. The story is Didier’s personal story. The young photojournalist sets out on his adventure knowing that he will not be on a lavish vacation, but is probably less than prepared to deal with all the circumstances that lay before him. On their way to their destination, although the traveling is rough and the hikes are exhausting, Didier seems to stay optimistic among the company of fellow Frenchmen who joke to lighten the mood and help bear the burden of a grueling expedition. He is protected under the cloak of experience when with his entourage, as the others know the language and customs. Although he experiences bouts of pessimism and depression at times, his mood can always be elevated by a colleague or the scenery. They finally hit their destination where Didier is truly astounded by what he sees in the doctors he has travelled with. They are saints in his eyes and doing something absolutely amazing. When it is time to leave, however, Didier feels a strong calling from the comforts of his home country and opts out go on on his own since the others are making a stop and taking the long way back. This proves almost a fatal decision for the young man, as he is first stuck in a village without horse or escort, then given over to four lazy escorts who eventually abandon him, at which time he nearly dies in a snow storm when his horse refuses to go any further. There his false savior comes along, the Wolf, and charges him more and more money to guide him out from the wasteland he is in. Along the way with these unscrupulous voyagers his horse dies and things begin to look impossible. He comes to find help in a chief of a village he visited before, but shortly after is swindled again by a crooked cop in another village. After an exhausting experience he finally makes it to Chitral. His journey is coming to an end. He gets his documents in order and in a few days is headed back to France, realizing that there is something in him, just like there is in Regis, that makes him yearn for Afghanistan again. He has seen the true gratefulness of the country, the true pain of it, and the sometimes ruthless parts of it, and somewhere that has all become a part of him.

5. Touchy Areas: some photos of the patients are graphic and unsettling. Of course, the theme of war is a little mature. There are also a few curse words, but not many.

7. **Movies**: Sin City (2005), Earth and Ashes (2005), Opium War (2008); **Music**: “Soldiers of Peace” by Graham Nash (1987), We Gotta Get Out of this Place (1965); **Poem**: “And They Obey” by Carl Sandburg, “A taste of Afghanistan” by Rob Densmore; **Classic Work**: A Farewell to Arms by Ernest Hemingway; **Art**: As I Opened Fire Triptych by Roy Lichtenstein

8. **Evaluation**: I thought this was a very captivating graphic novel. It was actually the first graphic novel I have ever read, so I didn’t know what to expect. It certainly did not let me down. I actually found the real photos to add a lot more to the story line. To have a book describe something terrible is one thing, but victims were given faces in this graphic novel/photo journal. I think this would be a perfect class read for 10th-12th grade. It is able to cross lines and hit a variety of interests from graphic novel to historical document to covering humanitarian issues without a political agenda. I think it could grab the attention of a diverse group, so would work great as a class read. I give this a 9/10.

9. **Reviewed by**: Kasey Powers

**Young adult book list, 10%, due April 12**

Over the course of the term, write down the titles of books to create a nice listing of books that would relate to a variety of students. Email me a copy of your lists and keep one for yourself. As you present your “choice OPRs” you may want to refer to the categories on this list. Your fellow students may want the author, title, publisher, and publication date.

When listing books, be sure to include author, title, publisher, and publication date, publisher, and brief (one- or two-sentence) summary. Use no author more than once. Use no book title more than once.

**Sample entry:**

*SUNRISE OVER FALLUJAH*. Walter Dean Myers. Gale. 2009. Robin "Birdy" Perry, a new army recruit from Harlem, isn't quite sure why he joined the army, but he's sure where he's headed: Iraq. Birdy and the others in the Civilian Affairs Battalion are supposed to help secure and stabilize the country and successfully interact with the Iraqi people. Officially, the code name for their maneuvers is Operation Iraqi Freedom. But the young men and women in the CA unit have a simpler name for it: WAR.

All books should have a publication date no older than 2009.

1) List ten books by African American/black authors suitable for study in middle or high school (choose either grades 4-8 OR grades 7-12).
2) List ten books by Hispanic authors (includes Puerto-Rican, Mexican, South American and Spanish) suitable for study in middle or high school (choose either grades 4-8 OR grades 7-12).
3) List ten books by Asian authors (includes Korean, Chinese, Japanese, Middle Eastern, Filipino and other) suitable for study in middle or high school (choose either grades 4-8 OR grades 7-12).
4) List ten books by Native American authors (can be any tribe) suitable for study in middle or high school (choose either grades 4-8 OR grades 7-12).
5) List ten of your personal favorite CONTEMPORARY, adult-market books that you would consider teaching to young adults. For example, Donna Tartt’s *The Goldfinch* (2013) might be worthy of study in some high school classrooms.
6) List ten books about the Holocaust suitable for study in grades 7-12.
7) List ten great works of historical fiction suitable for secondary school (grades 7-12).
8) List ten great young adult books suitable for an adolescent girl.
9) List ten great young adult books suitable for an adolescent boy.
10) List one of your favorite young adult books. Describe ten activities you could do related to the book.

**Research paper, 50%, presentations on 3/22, paper due April 12**

Write a 5-12 page academic paper of publishable quality. Choose among four paper possibilities:
1. Author evaluation (at least three works by a single author—at least two books you have not yet read),
2. Classic literature/young adult connections (pairing *1984* and *Drowned Cities*, for example),
3. Literature for a specific audience (at least three works on a particular theme by any number of authors),
4. Creative topic of your choosing

I will post sample a research papers on D2L.

**On 3/22,** bring three items to class that pertain to your research paper. For example, if you were doing a research paper on the character of Harry Potter, you might come dressed as a wizard (with a scar) and bring along a broom and a wand. Half the class will walk around and visit with researchers while the other half presents. Then, the roles will switch.

The goal of your presentation is to communicate what you found to be of value about the works you selected for prospective teachers who might utilize adolescent literature. Creative presentations encouraged. Students who speak with you complete a one-page survey.

**The final, written paper is due by April 12.**

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Dr. Lawrence A. Baines

Education:
Ph.D., English Education from University of Texas at Austin; M.S. Computer Information Systems from University of North Texas

Current Position:
Associate Dean for Graduate Studies and Research, Jeannine Rainbolt College of Education

Previously Taught For Advanced Programs
EDUC6930 Introduction to Teaching

Major Areas of Teaching and Research Interest:
- Teacher preparation
- The teaching of writing

Publications:
10 books, 100+ articles, 100+ presentations

Recent awards:
- Henry Daniel Rinsland Award for Outstanding Research in Education, 2014
- Memberships:
  - National Council of Teachers of English
  - Institute of Educational Studies
  - World Future Society
  - International Literacy Association
  - American Educational Research Association