UNIT 1 – Poetry, Drama, and Short Stories

Tue, Jan 14
- introduce yourself and your interest in the course
- define “adolescent literature” both in brief and in detail and compare with classmates’ definitions to determine commonalities
- tutorial on primary technology to be used for the course: iMoberg and Schoology
- read selections from The Body Eclectic: An Anthology of Poems (2002) by Patrice Vecchione [poetry]
- hear “book talk” by Prof. Moberg to help you determine which books you will choose to read from the paired options on the course syllabus

Thu, Jan 16
DUE TODAY: 🗣️ join our group in Schoology (see iMoberg for Access Code)
DUE TODAY: 📖 read selections from Outside Rules: Short Stories about Nonconformist Youth (2007) by Clare Robson [short stories] (via Schoology)
DUE TODAY: 🎤 participate in online discussion (via Schoology)
- discuss poems from Tuesday—your own reactions and your thoughts about adolescents’ responses
- discuss short stories for today, again from your own and students’ perspectives
- refer to “Exploring Poetry, Drama, and Short Stories” chapter (via Schoology), pp. 295 and 309, and reflect on the poems and short stories in light of the “Considerations for Selecting . . .” lists
- preview drama for adolescents and the play to read for Tuesday
- draw a timeline to represent your literary heritage and start filling in notable events and memories

Tue, Jan 21
DUE TODAY: 🎤 participate in online discussion (via Schoology)
- refer to “Exploring Poetry, Drama, and Short Stories” chapter (via Schoology), p. 304, and reflect on the play in light of the “Considerations for Selecting . . .” list
- discuss the play, first in open discussion and then using prompts designed for large- and small-group discussion following a viewing of a performance of the play
- discuss the use of poetry, drama, and short stories with adolescent readers
- discuss literary heritage autobiography project (due February 13)
- preview the next two books and determine reading groups

UNIT 2 – Adventure, Mystery, and Humor

Thu, Jan 23
- to your classmates who did not read your book selection, describe it in a way that would entice them to read it on their own in the future
- discuss characteristics of adventure novels for adolescents and apply them to Alabama Moon—and Neddiad, if appropriate
- discuss characteristics of humorous books for adolescents and apply them to Neddiad—and Alabama Moon, if appropriate
- discuss literature circles, possible roles within them, and how to utilize them for next week
ENGL 382: Adolescent Literature
Spring 2014 Course Schedule

**Tue, Jan 28**

**DUE TODAY:** 📚 read EITHER *Alabama Moon*, pp. 103-194 OR *The Neddiad: How Neddie Took the Train, Went to Hollywood, and Saved Civilization*, pp. 103-203

**DUE TODAY:** ✍️ participate in online discussion (via Schoology)
- 4:30-5:00 (Mountain) – *Alabama* group: discuss the reading for today in your literature circle
- 5:00-5:15 – whole class: through discussion, identify differences and similarities between the books
- 5:15-5:45 – *Neddiad* group: discuss the reading for today in your literature circle

**Thu, Jan 30**


**DUE TODAY:** ✍️ participate in online discussion (via Schoology)
- 4:30-5:00 (Mountain) – *Neddiad* group: discuss the reading for today in your literature circle
- 5:00-5:15 – whole class: through discussion, identify differences and similarities between the books
- 5:15-5:45 – *Alabama* group: discuss the reading for today in your literature circle

**UNIT 3 – Contemporary Realistic Fiction**

**Tue, Feb 04**

**DUE TODAY:** ✍️ submit exam over Units 1-2 (via Schoology)

**DUE TODAY:** 📚 read *Thirteen Reasons Why* (2007) by Jay Asher, pp. 1-92
- conduct online scavenger hunt for answers to these questions about contemporary realistic fiction for adolescents:
  - What are its characteristics? What distinguishes it as a genre or literary category?
  - Why do adolescent readers like reading it?
  - What are some popular titles that exemplify the category (popular with adolescents)?
- discuss characteristics of contemporary realistic fiction and apply them to *Thirteen Reasons Why*
- create a story map summarizing plot points as organized by cassette tape and side (A or B)

**Thu, Feb 06**

**DUE TODAY:** 📚 read *Thirteen Reasons Why*, pp. 93-193

**DUE TODAY:** ✍️ participate in online discussion (via Schoology)
- present or participate in demonstration of adolescent literacy teaching strategy #1: Britainy
- play “Yeah, and . . .” to review plot details
- discuss the cassette tapes as an organizing structure for the novel and the structure’s effect
- discuss critical analysis project (due March 06)

**Tue, Feb 11**

**DUE TODAY:** 📚 *Thirteen Reasons Why*, pp. 194-288

**DUE TODAY:** ✍️ participate in online discussion (via Schoology)
- present or participate in demonstration of adolescent literacy teaching strategy #2: Kayla
- reflect on the novel’s ending and the probable response of adolescent readers
- create character profiles and identify how the author accomplishes characterization of people we meet as well as people we do not meet
- consider what additional information or teacher guidance students might need if reading this novel as a class with you as their teacher
- view sample timelines for the literary heritage autobiography
- preview the next two books and determine reading groups
continue UNIT 2 – Adventure, Mystery, and Humor

Thu, Feb 13
DUE TODAY: submit literary heritage autobiography (via Schoology)
- together, solve a mystery from the Mystery Net Web site
- to your classmates who did not read your book selection, describe it in a way that would entice them to read it on their own in the future
- discuss characteristics of mystery novels for adolescents and apply them to The Morgue and Me and This Side of Paradise
- discuss the appeal—and potential literary worth—of reading various types of mystery books for adolescents
- for your book, anticipate students’ needs as readers and your teaching approach if you were to have your class read it in (1) grades 5-6, (2) grades 7-9, and (3) grades 10-12

Tue, Feb 18
DUE TODAY: read EITHER The Morgue and Me, pp. 102-205 OR This Side of Paradise, pp. 75-143
DUE TODAY: participate in online discussion (via Schoology)
- 4:30-5:00 (Mountain) – Morgue group: discuss the reading for today in your literature circle
- 5:00-5:15 – whole class: through discussion, identify differences and similarities between the books
- 5:15-5:45 – Paradise group: discuss the reading for today in your literature circle

Thu, Feb 20
DUE TODAY: read EITHER The Morgue and Me, pp. 206-313 OR This Side of Paradise, pp. 144-215
DUE TODAY: participate in online discussion (via Schoology)
- 4:30-5:00 (Mountain) – Paradise group: discuss the reading for today in your literature circle
- 5:00-5:15 – whole class: through discussion, identify differences and similarities between the books
- 5:15-5:45 – Morgue group: discuss the reading for today in your literature circle

continue UNIT 3 – Contemporary Realistic Fiction

Tue, Feb 25
DUE TODAY: read Boy21 (2012) by Matthew Quick, pp. 1-82
- present or participate in demonstration of adolescent literacy teaching strategy #3: Kasandra
- refer to the “Categories of Reading Response” document (via Schoology) and share initial thoughts about the novel
- consider themes common to contemporary realistic fiction for adolescents and determine which apply to this novel

Thu, Feb 27
DUE TODAY: participate in online discussion (via Schoology)
- present or participate in demonstration of adolescent literacy teaching strategy #4: Laura
- create list of primary and secondary characters for Hot Seat activity
Tue, Mar 04
DUE TODAY:  read Boy21 (2012) by Matthew Quick, pp. 170-250
DUE TODAY:  participate in online discussion (via Schoology)
  • present or participate in demonstration of adolescent literacy teaching strategy #5: Whitney
  • utilize character list for Good Angel/Bad Angel activity
  • refer to the “Exploring Contemporary Realistic Fiction” chapter (via Schoology), p. 137, and evaluate the book in light of the “Considerations for Selecting . . .” list
  • preview the next two books and determine reading groups

UNIT 4 – Speculative Fiction

Thu, Mar 06
DUE TODAY:  submit critical analysis project (via Schoology)
  • to your classmates who did not read your book selection, describe it in a way that would entice them to read it on their own in the future
  • discuss characteristics of speculative fiction and apply them to Feed (science fiction characteristics) and Every Day (fantasy characteristics)
  • discuss the appeal—and potential literary worth—of reading various types of speculative fiction for adolescents
  • for your book, anticipate students’ needs as readers and your teaching approach if you were to have your class read it in (1) grades 5-6, (2) grades 7-9, and (3) grades 10-12
  • discuss research project (due April 03)

Tue, Mar 11
DUE TODAY:  read EITHER Feed, pp. 105-204 OR Every Day, pp. 119-241
DUE TODAY:  participate in online discussion (via Schoology)
  • 4:30-5:00 (Mountain) – Feed group: discuss the reading for today in your literature circle
  • 5:00-5:15 – whole class: through discussion, identify differences and similarities between the books
  • 5:15-5:45 – Every Day group: discuss the reading for today in your literature circle

Thu, Mar 13
DUE TODAY:  read EITHER Feed, pp. 205-300 OR Every Day, pp. 242-324 and the “Six Earlier Days” section thereafter (not paginated)
DUE TODAY:  participate in online discussion (via Schoology)
  • 4:30-5:00 (Mountain) – Every Day group: discuss the reading for today in your literature circle
  • 5:00-5:15 – whole class: through discussion, identify differences and similarities between the books
  • 5:15-5:45 – Feed group: discuss the reading for today in your literature circle

Tue, Mar 25
DUE TODAY:  read The Pricker Boy (2009) by Reade Scott Whinnem [horror], pp. 1-102
  • present or participate in demonstration of adolescent literacy teaching strategy #6: Barbara
  • take a horror self-quiz and react to results
  • discuss characteristics of horror and apply them to The Pricker Boy
  • review elements of aversion and apply them to the novel

Thu, Mar 27
  • no class today – Prof. Moberg at Council for the Accreditation of Educator Preparation conference in Nashville, TN
Tue, Apr 01

DUE TODAY: 📚 read *The Pricker Boy*, pp. 103-194

DUE TODAY: ⚡ participate in online discussion (via Schoology)
- present or participate in demonstration of adolescent literacy teaching strategy #7: *Krystle*
- provide synopses for chapters 8-12 “popcorn-style”
- continue review of elements of aversion and apply them to the novel
- identify a section of the novel that seems horrific and rewrite it in another style (that we have already read-see yellow-highlighted labels above)

Thu, Apr 03

DUE TODAY: ⚡ submit research project (via Schoology)
- hear from guest speakers on developing adolescent literacy via secondary school classrooms and libraries: Betsy Devero, junior high school English language arts teacher, and Susan Moberg, high school librarian/media center specialist

Tue, Apr 08

DUE TODAY: 📚 read *The Pricker Boy*, pp. 195-273

DUE TODAY: ⚡ participate in online discussion (via Schoology)
- debrief on last Thursday’s presentation
- present or participate in demonstration of adolescent literacy teaching strategy #8: *Josh*
- analyze the novel in terms of its literary elements and worth as an example of fiction (using the green category of response from our online discussion guidelines)
- preview the next two books and determine reading groups

UNIT 5 – Auto- and Biography
UNIT 6 -- Nonfiction

Thu, Apr 10

- 4:30-5:00 (Mountain) – *Hole* group: discuss the reading for today in your literature circle
- 5:00-5:15 – discuss curriculum plan (due April 24)
- 5:15-5:45 – *Bomb* group: discuss the reading for today in your literature circle

Tue, Apr 15

DUE TODAY: 📚 read EITHER *Hole in My Life*, pp. 99-200 OR *Bomb: The Race to Build—and Steal—the World’s Most Dangerous Weapon*, pp. 120-241

DUE TODAY: ⚡ participate in online discussion (via Schoology)
- 4:30-5:00 (Mountain) – *Bomb* group: discuss the reading for today in your literature circle
- 5:00-5:15 – whole class: through discussion, identify differences and similarities between the books
- 5:15-5:45 – *Hole* group: discuss the reading for today in your literature circle
UNIT 7 – Historical Fiction

Thu, Apr 17
DUE TODAY: submit exam over Units 3-6 (via Schoology)
- discuss characteristics of historical fiction and apply them to *Daughter of War*
- carry out 50|25|1|1|Symbol Précis activity
- check in on curriculum plan progress or questions

Tue, Apr 22
DUE TODAY: read *Daughter of War*, pp. 102-210
DUE TODAY: participate in online discussion (via Schoology)
- carry out character study activity
- carry out Major Works Data Sheet activity and discuss its utility for differentiated instruction
- discuss characteristics of graphic novels, preview the next two books, and determine reading groups

UNIT 8 – Graphic Formats

Thu, Apr 24
DUE TODAY: submit curriculum project (via Schoology)
- 4:30-5:00 (Mountain) – *Dahmer* group: discuss the reading for today in your literature circle
- 5:00-5:15 – whole class: through discussion, identify differences and similarities between the books
- 5:15-5:45 – *Silence* group: discuss the reading for today in your literature circle

Tue, Apr 29
DUE TODAY: participate in online discussion (via Schoology)
- 4:30-5:00 (Mountain) – *Silence* group: discuss the reading for today in your literature circle
- 5:00-5:15 – whole class: through discussion, identify differences and similarities between the books
- 5:15-5:45 – *Dahmer* group: discuss the reading for today in your literature circle

continue UNIT 3 – Contemporary Realistic Fiction

Thu, May 01
DUE TODAY: submit exam over Units 7-8 (via Schoology)
- return to considerations for selecting adolescent contemporary realistic fiction and apply them to the novel so far
- reinterpret a passage of the novel from another character’s perspective and relate that activity to the use of critical theory when reading literature
- brainstorm for—and then carry out—Tableaux activity
ENGL 382: Adolescent Literature
Spring 2014 Course Schedule

**Tue, May 06**
**DUE TODAY:** 📖 read *Me and Earl and the Dying Girl*, pp. 104-194
**DUE TODAY:** 📜 participate in online discussion (via Schoology)
- review common literary theories and practice using them as critical lenses for interpreting the novel and creating meaning from it
- prewrite for—and then carry out—Author Interview activity

**Thu, May 08**
**DUE TODAY:** 📖 read *Me and Earl and the Dying Girl*, pp. 195-295
**DUE TODAY:** 📜 participate in online discussion (via Schoology)
- share personal reactions to book’s ending
- play slow-paced, low-stakes *Jeopardy!*, providing textual support for your responses (and judging others’ responses)

**FINAL EXAMINATION**

Recall from the syllabus that all students must take the final examination in order to receive a grade for the course.

During final exam week, courses meet in two-hour blocks usually at different times and on different days from their regular class sessions (but still in their usual classrooms). For a “distance education” course such as ours, the university’s final exam schedule states that one option is to meet at the same time on the same day of the week as usual; and the Office of Extended Learning has recommended that we do that.

**Tue, May 13 – 4:30-5:45 P.M. (Mountain time)**
**DUE TODAY:** 📖 prepare for the test
- exam over Units 1-8