



ENERGIZING STUDENT READING SERIES

Meet Them Where They Are

EDUO 9044, 9045, 9046 1 Semester Credit/Unit Each

Instructor - Kathy Vining

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Course Syllabus

Course Description

Many teachers who are not familiar with YA fiction may regard it with suspicion. And many students will read nothing but Young Adult fiction. Reading and annotating top rated YA fiction will provide information and understanding of the genre to enable you to feel comfortable promoting books that will turn on even your most reluctant readers. If you are already knowledgeable about the genre, you will appreciate having the incentive to immerse yourself in some exciting tween and teen level books. After reading comes designing book talks, creating files of questions, topics of discussion, writing prompts, etc. to promote and assess your students' book experiences.

Course Relation to CCS or other Professional Standards

TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING.

- a) Teachers Call on Multiple Methods to Meet Their Instructional Goals
- b) Teachers Value Student Engagement
- c) Teachers Engage Students in the Learning Process

TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES

- a) Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning.

This course aligns with National Student Standards

NL-Eng-K12.1 READING FOR PERSPECTIVE

- a) Students read a wide range of print and non-print texts to build an understanding of texts, themselves, and of the cultures of the US and the world.

NL-ENG-K12.2 UNDERSTANDING THE HUMAN EXPERIENCE

- a) Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of the human experience.

How to Submit Coursework

Assignment Formatting:

All written assignments must be in standard 12 point font, single spaced with no more than 1" margins. Cite any resources not listed in the course.

How to Submit Coursework:

Your course requires one DropBox Submission of Evidence which may contain photos or other files and one Written Assignment entitled Takeaways.

Look through [How to Upload an Assignment](#) for help.

Name each file submitted with your last name and Course number (i.e. Brown9047). Make sure you place your full name and course number at the top of each document page. You will receive feedback from your instructor within 2-5 days.

Course Assignments

1. Check out the following resources; post your thoughts about them on the Resources Forum. For this assignment you will make at least one thoughtful and detailed post of your reactions to the readings and one post responding to comments made by another student.

EDUO 9044 - [How "Young Adult" Fiction Blossomed With Teenage Culture in America | Arts & Culture | Smithsonian Magazine](#)

EDUO 9045 - [From the Giver to Twilight Young Adult Fiction Helps Teens Grow Up](#)

EDUO 9046 - [Against YA: Adults should be embarrassed to read children's books. \(slate.com\)](#)

2, Read (or listen to) books from the following lists (or other quality YA titles) **Note that the number of books required is a guideline. You may adjust your goal as you see fit, making sure that you spend 12 hours reading 3- 5 books.

- a. [The National Book Award for Young People's Literature](#)
- b. [The Edgar Awards for YA Literature](#) (honoring mysteries)
- c. [The RITA Award for YA Books](#) (honoring romance)
- d. [The Andre Norton Award for Young Adult Science Fiction and Fantasy](#)
- e. [The Stoker Award for Young Adult Fiction](#) (honoring horror)
- f. [The Agatha Award for Young Adult Fiction](#) (honoring mysteries in Agatha Christie's style)

g. [The National Jewish Book Awards](#) and [The Sydney Taylor Book Award](#)

h. [The 100 Best YA Books of All Time | TIME](#)

3. Make at least 3 posts on the Book Forum of your choice: Middle or High School regarding the books and ideas for incorporating them into your curricula.

4. Prepare and submit a file (may be images, videos, notes) of your evidence about reading **each** book and informal plans for debriefing individual readers or lesson plans for whole class reading projects. The following articles may be helpful.

[BookTalking Tips](#)

[More Ideas](#)

5. Write a 1-2 page paper describing your Takeaways from this course. Include any suggestions for improvement that you may have. Submit in the Takeaways DropBox.

Course Assessment Rubric

EXCELLENT	ACCEPTABLE	NOT ACCEPTABLE
Meets or Exceeds Course Objectives: A to A-	Majority of Work Meets Course Objectives; B+ to B-	Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful and in-depth Forum posts and plentiful and relevant evidence submitted.	Most responses show evidence of new knowledge evidenced by thoughtful Forum posts and relevant evidence submitted.	Responses show little to no evidence of new knowledge evidenced by brief or off topic Forum posts and minimal evidence submitted.
Work submitted was organized and clearly articulated.	Most work submitted was organized and clearly articulated.	Work submitted was not organized or not clearly articulated.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources: -

[How "Young Adult" Fiction Blossomed With Teenage Culture in America | Arts & Culture | Smithsonian Magazine](#)
[From the Giver to Twilight Young Adult Fiction Helps Teens Grow Up](#)
[Against YA: Adults should be embarrassed to read children's books. \(slate.com\)](#)