

Framingham State University

Course Number and Title: PRDV 71528 Diverse Books in the English Language Arts Curriculum

Credit: 1

Course Dates and Times: Online using Blackboard March 25 –April 19, 2019

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Course Description

An examination of contemporary young adult texts featuring people from diverse ethnic and cultural backgrounds and positions on the spectrum of gender and sexuality. We consider how the inclusion of these texts in middle and high school English Language Arts (ELA) curricula positively impacts students' engagement, reading development, and empathy. Participants craft lesson plans that empower students to read and analyze literary texts representing a variety of genres, cultures, and perspectives.

Course Objectives

Upon completion of this course, participants will be able to:

- Describe historical practice in text selection for the ELA curriculum.
- Explain the links between reading and empathy, and the role of literary “mirrors” in students' self-affirmation.
- Evaluate and select diverse appropriate contemporary literary texts for their ELA curriculum.
- Diversify curriculum by varying text genres, and representing people/characters of various cultural backgrounds, sexual orientations, positions on the gender spectrum.
- Design lesson plans that empower their own students to read and comprehend literary texts representing a variety of genres, cultures, and perspectives.

Relevant Massachusetts Curriculum Framework and Standards

[Mass. ELA Anchor 6-12 Standards for Reading #10](#): **Independently and proficiently read and comprehend complex literary [and informational] texts.**

- Grade 6-12: Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade [6, 7, 8, 9, 10, 11, and 12].

[Common Core State Standards for Reading #10](#): **Read and comprehend complex literary and informational texts independently and proficiently.**

Course Expectations

The course is a collaborative four week online learning experience for teachers. You will explore diverse contemporary young adult texts with the goal of creating engaging lessons and teaching materials that will empower your students to become lifelong readers. Though this course is aimed primarily at teachers of grades 6-12 ELA (English Language Arts), the content will be relevant - with modification - to younger students or to students of Social Studies, Arts and Humanities disciplines. The tone of the course will be collegial and collaborative, and you will share the results of your work with your classmates to help one another generate ideas for curriculum, lessons, teaching materials and advocacy.

All course material is posted on the course Blackboard site. Students should expect to spend time each week reading articles, participating in the discussion threads, and posting assignments to the class collaboration space. No face to face meetings are scheduled. According to the FSU Continuing Professional Education Department, "1 Graduate Credit = 15 contact hours (50 minute classroom hours) plus 2 hours of out of class work for every hour in class = 30 hours of out of class work." Therefore, students in a 1 credit graduate course should expect about 45 hours of work in total. Late work will be accepted up to two days at a reduction of 20% credit per day late. If there are extenuating circumstances, those will be discussed on a case-by-case basis.

Course Materials

The required readings in this course are academic articles posted in .pdf format on the course BlackBoard site. The full list is included in this syllabus. No outside research or specific book purchases are required for this course, though students will get many recommendations, from the teacher and their fellow students, of YA books that they may want to read and ultimately include in their curriculum. Two assignments ask you to analyze a literary text of your choice. You may choose *any* text, though it is recommended that you use a text that you aim to teach to your students, so that you may use your assignments as potential teaching materials for your students.

Course Content and Outline

Week 1:

Video Lessons:

- *Reading and Empathy in Adolescent Development*
- *The Literary Canon in 20th c. ELA classes*

Required Readings:

- Connors, Sean. "Confronting the Monster under the (Text Complexity) Staircase." (6 pages)
- Gallo, Donald. "How Classics Create an Aliterate Society." (7 pages)
- Herz, Sarah. "Direct v. Exploring." *From Hinton to Hamlet: Building Bridges between Young Adult Literature and the Classics*. (7 pages)

Week 2:

Video Lessons:

- *Empowering the Reader through Diversified Text Selection*
- *Tools for Text Selection*

Required Readings:

- Bushman, John and Kay Parks Haas. "What Does the Teacher Do?" *Using Young Adult Literature in the English Classroom*. (5 pages)
- Johnson, Nancy, et al. "Through the Sliding Glass Door: #EmpowerTheReader." (9 pages)

AND

Choose 1 of the following 3 articles:

- Older, Daniel Jose. "Diversity is not Enough." (3 pages)
- Grice, Karly et al. "Connecting across Borders by Reading without Walls: Using Non-Prose Narratives to Multiply Multicultural Class Content." (5 pages)
- Kedley, "Using LGBTQ Graphic Novels to Dispel Myths about Gender/Sexuality." (6 pages)

Week 3:

Video Lesson:

- *Classroom Practice in Teaching YA - whole class, book clubs and independent reading*

Required Readings:

Choose 2 of the following 3 articles

- Knickerbocker, Joan L. and James Rycik. "Growing into literature: Adolescents' literary interpretation and appreciation." (12 pages)
- Sedun, Anthony and Matthew Skillen. "The Breath of Life: The Power of Narrative." (4 pages)
- Thein, Amanda Haertling and Mark Sulzer. "Illuminating Discourses of Youth through the Study of First-Person Narration in YA Literature." (7 pages)

AND

- Self-chosen text for curriculum

Week 4:

Video Lessons:

- *Creating Lifelong Readers*

Required Readings:

- Adichie, Chimamanda Ngozi. "[The Danger of a Single Story](#)." *TED*. (Video, 18 minutes)

AND

- Self-chosen text for curriculum (same text as Week 3)

Grading Criteria and Methods of Evaluation

Detailed instructions and a grading rubric for each assignment will be available on BlackBoard at the beginning of the course.

Assessment	Description	Points	Due Date
Week 1			
Discussion posts	<p>Contribute to at least 3 of the weekly discussion threads. Each post must include a <i>cited</i> quotation and/or paraphrase from one of the week’s readings, your own thinking on the topic, and a reference to a previous post in the thread, if you are not the first to post.</p> <p>In this first week, please make 1 of your 3 posts to the “Introduce Yourself” thread. For this thread, there’s no need to quote from the readings.</p>	7.5	
Assignment: Journal	Write a ~1 page journal response in which you answer the following questions about one class that you teach: What texts currently make up your curriculum? Who determines this curriculum? What types of characters and cultures are represented in these texts? Are there ample “mirrors” for your students in this curriculum? If not, where are the gaps, and how might you to fill them? Please consult the rubric for grading information.	12.5	
Week 2			
Discussion posts	Contribute to at least 2 of the weekly discussion threads. See description in Week #1.	5	
Assignment: Letter	Write a letter or memo to a stakeholder in your district, explaining your choice of of a new text for your ELA curriculum. Consider as a potential recipient: students, parents, Principal, ELA Department Head, Curriculum Director, School Committee or a funding source for a budget for new materials. Advocate for and promote your choice of the new text, citing at least two scholarly sources regarding the benefits of reading contemporary, diverse texts. No additional research is required - you may cite any of the texts you’ve read thus far in the course. Please consult the rubric for grading information.	25	
Week 3			

Discussion posts	Contribute to at least 2 of the weekly discussion threads. See description in Week #1.	5	
Assignment: none!	No assignment due this week. Begin work on your lesson plans due in Week 4.		
Week 4			
Discussion posts	Contribute to at least 2 of the weekly discussion threads. See description in Week #1.	5	
Lesson Plans	Create two stand-alone lesson plans on a text of your choice or thematic grouping of texts aligned with the standards of this course. Include at least one teaching material (ie - slideshow, worksheet, assignment handout, etc.) per lesson. One of the lesson plans should focus on students' personal or cultural reaction to the text, and another should focus on some literary element of the text (ie - plot structure, point of view, figurative language, etc.). These lesson plans and materials should align with the relevant state standards and our course objectives, but it is not necessary that all standards or course objectives are represented. Use the lesson format or template that is practical for you. Please consult the rubric for grading information.	40	
	TOTAL	100	

FRAMINGHAM STATE UNIVERSITY GRADING SCALE		
RECORDED GRADE	EQUIVALENT QUALITY POINTS	TOTAL POINT VALUE
A	4.0	100-95
A-	3.7	94-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79-77
C	2.0	76-73
F	0.0	Below 73

Required Course Readings

- Adichie, Chimamanda Ngozi. "The Danger of a Single Story." TED: Ideas Worth Spreading, 2009, https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.
- Bushman, John H., and Kay Parks Haas. "What Does the Teacher Do?" *Using Young Adult Literature in the English Classroom*. 3rd ed., Upper Saddle River, Prentice Hall, 2001.
- Connors, Sean P. "Confronting the Monster under the (Text Complexity) Staircase." *English Journal*, vol. 105, no. 1, Sept. 2015, pp. 92-95.
- Gallo, Donald R. "How Classics Create an Aliterate Society." *English Journal*, vol. 90, no. 3, Jan. 2001, pp. 33-39.
- Grice, Karly Marie, et al. "Connecting across Borders by Reading without Walls: Using Non-Prose Narratives to Multiply Multicultural Class Content." *English Journal*, vol. 48, no. 53, Sept. 2017, pp. 48-53.
- Herz, Sarah K., and Donald R. Gallo. "From Directing to Exploring." *From Hinton to Hamlet: Building Bridges between Young Adult Literature and the Classics*. Westport, Greenwood Press, 1996.
- Johnson, Nancy J., et al. "Through the Sliding Glass Door: #EmpowerTheReader." *The Reading Teacher*, vol. 71, 2017, pp. 569-77.
- Kedley, Kate E., and Jenna Spiering. "Using LGBTQ Graphic Novels to Dispel Myths about Gender and Sexuality in ELA Classrooms." *English Journal*, vol. 107, no. 1, Sept. 2017, pp. 54-60.
- Knickerbocker, Joan L., and James Rycik. "Growing into Literature: Adolescents' Literary Interpretation and Appreciation." *Journal of Adolescent & Adult Literacy*, vol. 46, no. 3, Nov. 2002, pp. 196-208.
- Older, Daniel Jose. "Diversity Is Not Enough: Race, Power, Publishing." *BuzzFeed*, 17 Apr. 2014, www.buzzfeed.com/danieljoseolder/diversity-is-not-enough.
- Sedun, Anthony and Matthew Skillen. "The Breath of Life: The Power of Narrative." *English Journal*, vol. 104, no. 5, 2015, pp. 102-105.
- Thein, Amanda Haertling and Mark Sulzer. "Illuminating Discourses of Youth through the Study of First-Person Narration in Young Adult Literature." *English Journal*, vol. 104, no. 3, 2015, pp. 47-53.

Optional Course Readings (cited in video lessons)

- Applebee, Arthur N. *A Study of Book-Length Works Taught in High School*. National Endowment for the Arts, Apr. 1989.
- Appleyard, S. J. "Adolescence: The Reader as Thinker." *Becoming a Reader: The Experience of Fiction from Childhood to Adulthood*, Cambridge University Press, 1991, pp. 94-120.
- Bishop, Rudine Sims. "Mirrors, Windows, and Sliding Glass Doors." *Perspectives: Choosing and Using Books for the Classroom*, vol. 6, no. 3, Summer 1990. *Reading Is Fundamental*, RIF.org.
- Horrigan, John B. *Libraries 2016*. Pew Research Center, 9 Sept. 2016. *Pew Research Center*, www.pewinternet.org/2016/09/09/libraries-2016/.
- Jewett, Michelle. "Whitesplaining the Canon." *English Journal*, vol. 106, no. 5, May 2017, pp. 93-96.
- Kaufman, Geoff and Libby, Lisa. "Changing Beliefs and Behavior Through Experience-Taking." *Journal of Personality and Social Psychology*, Vol. 103, no. 1, 2012, pp. 1-19.
- Mar, Raymond and Oatley, Keith. "The Function of Fiction is the Abstraction and Simulation of Social Experience." *Perspectives on Psychological Science*, Vol. 3, no. 3, 2008, pp. 173-192.
- O'Neill, Daniela and Shultis, Rebecca. "The Emergence of the Ability to Track a Character's Mental Perspective in Narrative." *Developmental Psychology*, Vol. 43, no. 4, 2007, pp. 1032-1037.
- Pradl, Gordon. "Narratology: The Study of Story Structure." *ERIC Clearinghouse on Reading and Communication Skills*, 1984, pp. 10-11.
- Stallworth, Joyce, et al. "It's Not on the List: An Exploration of Teachers' Perspectives on Using Multicultural Literature." *Journal of Adolescent & Adult Literacy*, vol. 49, no. 6, Mar. 2006, pp. 478-89.
- Thompson, Kierstin. "Beyond the Stacks: Why High School English Teachers Should Be Talking about Books." *English Journal*, vol. 103, no. 6, July 2014, pp. 38-44.
- Watkins, Naomi, and Jonathan Ostenson. "Navigating the Text Selection Gauntlet: Exploring Factors That Influence English Teachers' Choices." *English Education*, Apr. 2015, pp. 245-75.

FSU Library Access

[Whittemore library](#) provides access to numerous online databases for all FSU students and faculty. These databases are used to search for journal or newspaper articles. Many of these articles are available in full-text. All databases accessed from off-campus require you to login before being able to search. To login to the [library databases](#) from off-campus, you may use your Blackboard username and password. If you have problems searching the library databases, please contact the Reference Librarians at: tel: 508.626.4654 or e-mail: reference@framingham.edu

FSU Technology Support

Submit help requests online using the ITS [self-service portal](#).

Contact the Technology Resource Center Service Desk by e-mailing it@framingham.edu or by calling 508-215-5906. The Technology Resource Center is located in the Henry Whittemore Library - Lower Mezzanine.

Contact the Education Technology Office by e-mailing eto@framingham.edu or by calling 508-626-4927. The Education Technology Office is located in Hemenway Hall, Rooms 105-109.

FSU Academic Honesty Policy

“Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty.

Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work; and observing the policies regarding the use of technical facilities.

Infractions of the Policy on Academic Honesty include, but are not limited to:

1. Plagiarism: claiming as one’s own work the published or unpublished literal or paraphrased work of another. It should be recognized that plagiarism is not only academically dishonest but also illegal.
2. Cheating on exams, tests, quizzes, assignments, and papers including the giving or acceptance of these materials and other sources of information without the permission of the instructor(s).
3. Unauthorized collaboration with other individuals in the preparation of course assignments.
4. Submitting without authorization the same assignment for credit in more than one course.”

Please see the [FSU Graduate Catalog](#) p. 21-22 for full policy and further information.

Accommodations

“Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments.”

Please see the [Disability/Access Services website](#) for more information or contact LaDonna Bridges, Associate Dean of Academic Success, lbridges@framingham.edu.