

ECI 521: Teaching Literature for Young Adults

Course Instructor

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Course Description

Designed to acquaint in-service and preservice teachers with breadth and diversity of contemporary literature for adolescents, with emphasis on teaching Young Adult Literature. Addresses history and themes of young adult literature, readability of materials, reading preferences, literary merit, skills that can be taught through literature, censorship, motivating students to read, and organizing literature units.

Select YA Novels

Hopkins, E. (2004). *Crank*. New York: Margaret K. McElderry Books.
Lowry, L. (1993). *The Giver*. New York: Houghton Mifflin.
Mackler, C. (2004). *Vegan Virgin Valentine*. Sommerville, MA: Candlewick Press.
Rosoff, M. (2004). *How I Live Now*. New York: Wendy Lamb Books.

Course Requirements

1. Personal Blog

As a requirement for this course, I created a blog, which served as both a repository for written assignments and a means of communicating with others.

2. YA Book Blogs

For this course, I read 10 YA novels. For each novel, I wrote a substantive blogpost consisting of the following sections: (1) Book Blurb—synopsis of the book, (2) Reflections as a Reader—impressions of or reactions to the book, and (3) Reflections as a Teacher—applicability to teaching.

3. Class Reflections

I also wrote numerous blogposts in which I reflected on topics such as censorship, banned books, technology integration, and methods for teaching literature.

4. Literature Project

I also completed a project related to the teaching of literature. Because I wanted to integrate multicultural literature, I chose *La Casa en Mango Street* (Cisneros, 1991). The activity I developed for this book required students to write a series of entries in their reader-response journals.

