

## Orientation Handout & Class Syllabus

**Course:** CTRD 5030/6030: The Reading of Adolescents  
**Instructor:** Amanda Tyree, Adjunct Professor – Curriculum and Teaching  
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### Course Regulation

Undergraduates must have junior status to take this course.

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### Course Texts

Note: Textbooks are available through AU bookstore and Amazon.com

#### Textbook

Tomlinson, C.M & Lynch-Brown, C. (2010). *Essentials of young adult literature*. Boston: Pearson.

#### Novels

Collins, S. (2008). *The hunger games*. NY: Scholastic.

Hesse, K. (1997). *Out of the dust*. NY: Scholastic.

Kidd, S. M. (2002). *The secret life of bees*. NY: Penquin.

Graduate students: Wilhelm, J. D. (2008). “*You gotta be the book.*” New York: Teachers College Press.

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### What You Can Expect

**The three novels.** Our three novels are linked thematically, and we’ll be reading them in chronological order based on the year in which each is set: *Out of the Dust* (1930’s); *The Secret Life of Bees* (1964); and *The Hunger Games* (future). All except *The Secret Life of Bees* are classified as young adult literature; *Bees* is a “crossover novel.” To find out what that term means, check page eight in our textbook.

You won’t be quizzed or tested over the three novels, but you will be expected to join in discussions and participate in other class activities surrounding our in-common reading. There will be a formal writing assignment at the end, one in which you construct links between and among the novels.

**IMPORTANT:** For the three novels, I ask you not to read ahead but follow the reading schedule I set.

**Other YAL reading.** Besides reading the three novels, you’ll be selecting young adult literature (YAL) to read independently. You’ll also listen to YAL read aloud. For your independent selections you’ll follow my specifications for choices and for response options (which involve art work, creative writing, lit circle roles, and annotated bibliographies).

**Writing assignments.** You can expect to do a lot of short, informal in-class and out-of-class writing. The in-class writing I call Quick Writes; journal entries is the term I use for short, informal out-of-class writing. Unless I say otherwise, Quick Writes and journal entries are “credit” (non-graded) assignments. That means if you are present to do the Quick Writes you get full credit (no credit for unexcused absences). For journal entries, if you do them and have them ready on time, you get full credit. See the Ground Rules section below about make-up and late work.

Journal entries and other out-of-class writing must be word processed, unless I specify otherwise. Note below the specifications I’ve given in the Ground Rules section for word-processed documents.

**Textbook reading.** We’ll use the textbook as a reference source and not march through it chapter-by-chapter. There may be reading checks for assigned textbook reading.

### Final: Novel Unit.

## **GROUND RULES:**

I expect students to

- Attend all scheduled class meetings;
- Arrive on time and not leave early;
- Come prepared; and
- Contribute by participating in discussions and activities.

## **Absences**

The university considers certain absences to be “excused,” and I abide by university guidelines. For what constitutes excused absences, see the latest edition of the *Tiger Cub*.

If you must miss, definitely contact me. If at all possible, let me know about an absence ahead of time. Send me an email or call the school or my cell phone.

I will take no class time to discuss an absence, so please don’t approach me at the start of class to talk about an absence. See me before the scheduled time for class to begin, after class, or check with me by email.

## **Tardies**

Make every effort to be on time for class. Coming in late, no matter how quiet you try to be, will be a disruption.

## **Make-up Work**

If you are absent, you are still responsible for turning in work that’s due and for finding out about material presented and assignments made. As per the *Tiger Cub*, you are the one responsible for initiating make-up work for an excused absence. No credit will be given for work missed due to an unexcused absence.

## **Late Work**

I do not give full credit for work turned in late. Work is late if it’s not ready at the start of class on the specified due date.

## **Specifications**

For word-processed documents, use 1” margins, 12-point font, and double spacing. Assignments should be reasonably edited, that is, free of errors in grammar, usage, punctuation, and spelling.

## **University Rules**

I abide by all university rules, including those concerning academic honesty and harassment/discrimination.

## **Accommodations.**

Anyone who needs special accommodations should make an appointment, as soon as possible, to discuss the Accommodations Memo with me before or after class. If you do not have an Accommodations Memo, but you need special accommodations, contact the Program for Students with Disabilities in 1244 Haley Center (844-2096 TDD/V).

## **Professionalism**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices.
- Contribute to collaborative learning communities.
- Demonstrate a commitment to diversity.
- Model and nurture intellectual vitality.

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## **Course Objectives**

Objectives for you as readers and writers

**As a result of your work in this course, you should be better able to:**

- Monitor yourself reading, for example, being aware of what you are doing and what you are experiencing as you are reading.
- Respond to and construct meaning from what you are reading.
- Reflect: on yourself as a reader; on the meanings you've constructed; and on the responses you've made.
- Talk with your peers (and others) about your—and their—reading.
- Clarify—elaborate and specify—when you talk or write, especially so when you write about concepts central to this course.

**Objectives for you as teachers**

- As a result of your work in this course, you should be better able to:
- Give purpose to learning by composing critical/essential questions to focus student reading.
- Help students step into and move through a “story world.”
- Help students monitor, respond, construct, reflect, and clarify.
- Recommend YAL that will appeal to individual readers.
- Initiate and monitor students' self-selected, independent reading.
- Offer students alternatives to traditional book reports.
- Select YAL for literature circles and organize students into those circles.
- Select YAL as common readings for English Language Arts classes, grades 6-12.
- Justify your use of YAL.
- Handle censorship challenges to YAL.
- Synthesize your learning through a novel unit.

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**Important Dates**

Wednesday, February 28: Mid-semester

March 11 through 15: Spring break

Thursday, April 25: Last class meeting

**Independent Reading**

- The choices you make for independent reading are meant to be books you have not read before.
- The purpose is not just for your pleasure reading. The idea is for you to become acquainted with a wide range of works that might appeal to different types of students.
- Off limits are our common novels (of course).
- You are responsible for keeping track of your reading and responses. Keep the form updated and bring it to class!
- You will have instructions for responses for the books that you read.

Reading Requirements: YAL books, as specified below.	
1.) One novel from “Early Important Works” list, p. 7 in <i>Essentials</i>	
2.) Novels from each of the following genres: realistic fiction (1), science fiction/modern fantasy (1), and historical fiction (1)	
3.) Author Study Group: 3 people to a group - 1 novel each	
3.) Two novels from a selected school system’s list of novels taught in 6th-8th grades.	
4.) Two novels from a selected school system’s list of novels taught in 9th-12th grades.	
You will read a total of 12 novels.	

<b>Required Responses</b>
An annotated bibliography (in APA/MLA format, see example) response with possible thematic unit topic, critical questions, and personal reflection is required for all reading.
Early works novels - independent reading commentary
Common author novels - author background information, connections among novels and ideas for teaching an author study.
Grade level appropriate novels - literature circle roles for once, choice of response for others.

**Due dates for response options:**

- 1.) Thursday – 1/29 Early Works
- 2.) Tuesday – 2/5 Realistic Fiction
- 3.) Tuesday – 2/12 Science Fiction/Modern Fantasy
- 4.) Tuesday – 2/19 Historical Fiction
- 5.) Tuesday – 2/26 Author Study
- 6.) Thursday – 3/7 Grades 6-8
- 7.) Thursday – 3/21 Grades 9-12 (1 novel)
- 8.) Thursday – 4/4 Grades 9-12 (1 novel)
- 9.) Tuesday – 4/9 Nonfiction

**Final Novel Unit Due Tuesday 4/23 for presentations/celebrations on 4/23 and 4/25!**